**Teaching and learning with ChatGPT: Navigating the Landscape**

**(Collaborative Notes)**

n. I have linked to all of the resources, examples and activities used in the presentation in the document so you may want to have it opened during the session.

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# Part 1: Introductions

## Activity 1:

* Share who you are, your affiliation on and why you are attending today also include an AI generated image that is a metaphor how ChatGPT is impacting and changing higher ed
* Padlet: <https://bit.ly/FLOAI1>

# Part 1: ChatGPT Overview

### What is generative AI

A generative artificial intelligence or generative AI / (GenAI) is a type of AI system capable of generating text, images, or other media in response to [prompts](https://en.wikipedia.org/wiki/Prompt_engineering). Generative AI systems use [generative models](https://en.wikipedia.org/wiki/Generative_model) such as [large language models](https://en.wikipedia.org/wiki/Large_language_models) to statistically sample new data based on the [training data set](https://en.wikipedia.org/wiki/Training_data_set) that was used to create them.

Wikipedia

1. ChatGPT 4.0 Link to [ChatGPT 4 Article from OpenAI](https://openai.com/product/gpt-4)
2. Chat GPT 4 Capabilities  [Link to research from OpenAI](https://openai.com/research/gpt-4)
3. Capabilities: Li, Y., Sha, L., et al. (2023). Can large language models write reflectively? Science Direct. [Link to article](https://www.sciencedirect.com/science/article/pii/S2666920X2300019X)
4. An examples of using GPT 4 to improve writing [Google Document](https://docs.google.com/document/d/1YJUDDbqmXvqSUtOXyI9dpw9yDpQK-XsOT-r4CL5gieY/edit?usp=sharing)

## Activity 2: Sharing how we use ChatGPT

* Use the chat to share ways that you are currently using ChatGPT in your own work or life.
* What strategies are you using? Let’s discuss ways we are using outside of academia and what limitations and strengths were are finding

# Part 2: Enhancing Student Learning and Educational Outcomes

1. Terry, Owen Kichizo. ["I'm a Student, You Have No Idea How Much We're Using ChatGPT](https://www.chronicle.com/article/im-a-student-you-have-no-idea-how-much-were-using-chatgpt)." The Chronicle of Higher Education, 2023  [A Sample](https://docs.google.com/document/d/1IduVNGQ9BO9_QZfe7FtJqyzOIfwBHDShJRSwzuL9QXU/edit?usp=sharing)
2. [Goblin Tools](https://goblin.tools/)
3. UBC Resource that includes examples of faculty using generative AI as part of assignments and assessment [Link](https://ctlt.ubc.ca/resources/assessment-design-in-an-era-of-generative-ai/suggestions-for-assignment-and-assessment-design/)
4. (2023, Feb). SFU instructors are embracing ChatGPT to enhance learning and foster critical thinking skills. Simon Fraser University [Link to Article](https://www.sfu.ca/vpacademic/learnteach/stories/instructors-are-using-ai-as-a-classroom-tool.html)
5. Khan Academy [Khanmingo](https://www.khanacademy.org/khan-labs)
6. Sabzalieva, E., & Valentini, A. (n.d.). [Artificial Intelligence in higher education: Quick start guide. UNESCO.](https://www.iesalc.unesco.org/wp-content/uploads/2023/04/ChatGPT-and-Artificial-Intelligence-in-higher-education-Quick-Start-guide_EN_FINAL.pdf)

## Activity 3: How are we using ChatGPT in teaching and learning

* Use the padlet to share ways you are incorporating GPT 3.5 or 4 in your teaching, learning or practice (CurrentGreen)
* Share ways it could be used in the near future (FutureBlue)
* Let’s discuss
* Padlet: <https://bit.ly/FLOAI2>

# Part 3: Ethical Considerations

1. [Governance of AI](https://openai.com/blog/governance-of-superintelligence) Altman, S. (2023, May). Governance of superintelligence, link to blogpost
2. Privacy and ChatGPT Chat
	1. Gill, J. (2023, April 18)[. 'Experimentation' puts universities in 'dangerous position': Experts tell THE and Leeds event that institutions are facing risks they don’t understand](https://www.timeshighereducation.com/news/chatgpt-experimentation-puts-universities-dangerous-position#:~:text=The%20frenzy%20of%20excitement%20surrounding,in%20digital%20learning%20have%20warned.), Times Higher Education (Paywall).
3. Misinformation: Gold, Ashley, and Fischer, Sara. "Chatbots Trigger Next Misinformation Nightmare." Axios, 21 Feb. 2023, [Link to article](http://www.axios.com/technology/chatbots-trigger-next-misinformation-nightmare.)
4. Intellectual Property
	1. Klein, N. (2023). AI machines aren’t ‘hallucinating’. But their makers are. [Link to Article](https://www.theguardian.com/commentisfree/2023/may/08/ai-machines-hallucinating-naomi-klein)
5. Environmental Impacts
	1. Luccioni, S. (2023, April 12). The mounting human and environmental costs of generative AI. Ars Technica. [Link to article](https://arstechnica.com/gadgets/2023/04/generative-ai-is-cool-but-lets-not-forget-its-human-and-environmental-costs/)
	2. UNESCO Ways Forward: Sabzalieva, E., & Valentini, A. (n.d.). [Artificial Intelligence in higher education: Quick start guide. UNESCO.](https://www.iesalc.unesco.org/wp-content/uploads/2023/04/ChatGPT-and-Artificial-Intelligence-in-higher-education-Quick-Start-guide_EN_FINAL.pdf)

## Activity 3: The worst and best case

* Use the padlet linked on the Google document to share your critiques for the use of generative AI in our fields, the way it is being developed
* Padlet: bit.ly/FLOAI3

[Annotated Bibliography Generative AI](https://docs.google.com/document/d/1RnjQUkY5ZLiAxXn2gskSKnQyE1G4kuo9yV71rJ-QA6A/edit?usp=sharing) (please add articles)

NAIT resource on citing AI Generated Materials (PDF linked on this page): <https://library.nait.ca/ls?id=kb_article&sysparm_article=KB0016473>