

# ChatGPT



Examples

"Explain quantum computing in simple terms"

"Got any creative ideas for a 10 year old's birthday?"

"How do I make an HTTP request in Javascript?"



Capabilities

Remembers what user said earlier in the conversation

Allows user to provide follow-up corrections

Trained to decline inappropriate requests



Limitations

May occasionally generate incorrect information

May occasionally produce harmful instructions or biased content

Limited knowledge of world and events after 2021

## Is AI a Valid Source?

What changes will AI Bring to your College Classroom?

# Who am I to be talking about AI?

- Not a tech wiz!
- 27 years teaching Cegep, English and Humanities
- Teacher with Performa MTP
- Interested in the overlap of tech and teaching
- Retired (more time to read articles about AI)
- Curating a CoP on LinkedIn,  
[Supporting Source Savvy Students](#)  
through a U of Sherbrooke Performa research project.



- Use the chat for questions, comments and resources!
- Use CoP on LinkedIn as a backchannel and continuation!



# ChatGPT: What is it?

- Appeared a few months ago
- Free
- Easy to use
- Requires sign up
- A tool that understands and responds in conversation form
- A source of information
- A writing tool



# ChatGPT: Why is it such a big deal for teaching?

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- Game changer
- Does lots of tasks we ask students to do
- Hard to detect
- Can be wrong
- Problem with providing sources



# ChatGPT: Can we just block it?



Yes, some schools are doing this.



Probably not effective (students have phones, iPads, laptops, etc.)



They can still use it at home.



This is the new reality, teachers and students need to learn how to live with it.



ChatGPT is not the only AI tool, and more are coming.

# Consensus: Difficult to Police

- Is this where we want to spend our time?
- There's an app for that, but so far not very accurate
- False positives
- False negatives
- Arms race on both sides
- Undermines trust

There are serious ethical issues surrounding the use of ChatGPT.

The makers outsourced work that went into the making of ChatGPT in questionable ways.

Large Language Models (LLM) have a big environmental footprint.

But even if you choose not to use it, you still need to understand it and be aware of how it can be used by students so you can think about your teaching in consequence of its existence.

# ChatGPT:

Is there  
an  
upside to  
this?



Potential tool for teaching and learning.



Teachers and pedagogical experts are talking about ways to do this. (More on this later!)

# ChatGPT: Where should I start?



Try it or read about what it can do.



We need to understand its capabilities and limitations.



Integrate AI into your teaching as much as you are comfortable with. (minimum – discuss with students)



# Poll in Zoom

1. Have You tried ChatGPT? (No, A little, Hours of Fun!)
2. As of this moment (on a scale of Yes, Maybe, No!)  
what are the chances that you might consider using ChatGPT in your courses?

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What can ChatGPT do?

# A Fun Example...



Can you give me a list of ten unusual and interesting New Year's Eve practices from a variety of countries, for example, in one country in south America you drag a suitcase outside around your house at midnight to ensure travel in the new year or make sure you have money in your pockets to make sure you will have money in the new year?



1. In Spain, it is traditional to eat 12 grapes as the clock strikes 12 on New Year's Eve, with each grape representing one month of the coming year.
2. In Greece, it is customary to smash pomegranates on the ground at midnight to symbolize the abundance and prosperity of the coming year.
3. In the Philippines, people wear polka dots and shower each other with confetti and coins at midnight to bring good luck and wealth in the new year.
4. In the Caribbean island of St. Thomas, people jump into the ocean at midnight to wash away the old year and bring in the new.
5. In Chile, people drag a suitcase around their block at midnight to ensure they will travel in the coming year.
6. In Ecuador, people burn effigies of the previous year's troubles at midnight to symbolize the end of the old year and the start of the new.
7. In Germany, people light fireworks at midnight to drive away evil spirits and bring good luck in the new year.
8. In Venezuela, people wear yellow underwear on New Year's Eve to bring good luck and prosperity in the coming year.
9. In Estonia, people eat seven, nine, or twelve meals on New Year's Eve to ensure abundance in the new year.
10. In Denmark, people jump off chairs at the stroke of midnight to ensure a high leap into the new year.



# Another Fun Example...



write a short poem about the difficulties of an anglophone living in regional Quebec.



In the land of French and snow,

I struggle to let my words flow,

My tongue feels tied, my mind in a fog,  
In this province, English is a slog.

I long to express my thoughts with ease,  
But the language here does not appease,  
I stumble and stutter, a fish out of water,  
In this region, I am a linguistic slaughter.

Yet I persevere, I will not retreat,

I will learn this language, oh so sweet,

For in Quebec, I have found my home,

And I will conquer this linguistic tome.

*always  
upbeat!*

**Example**

# ChatGPT



## Examples

"Explain quantum computing in simple terms" →

"Got any creative ideas for a 10 year old's birthday?" →

"How do I make an HTTP request in Javascript?" →



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Is ChatGPT a reliable source for college students in Quebec to use for their homework?





Is ChatGPT a reliable source for college students in Quebec to use for their homework?



As a language model, ChatGPT can provide information and assistance with language-related tasks, such as writing essays or understanding complex texts. However, it is important to note that the information provided by ChatGPT may not always be accurate or up-to-date, and should be verified with other sources before being used in academic work. Additionally, as a language model, it can not provide any information that is related to specific knowledge that is not trained on it. Therefore it should be used as a reference, not as a primary source. It is always recommended to consult with teachers and professors, or other reliable sources, for academic research or homework assignments.



**Example**



When students need to cite sources, how might they indicate that they have used ChatGPT?



When citing sources in academic work, it is important to provide accurate and complete information about the source, including the author, title, publication date, and location. Since ChatGPT is a language model developed by OpenAI, it **does not have a traditional author or publication date**. One way students could indicate that they have used ChatGPT as a source is by **including a reference to the OpenAI website**, and mentioning that information was gathered from the OpenAI's GPT-3 model, along with the date of access. **For example:**

"Information for this paper was gathered from the OpenAI website (<https://openai.com/>) using the GPT-3 model on January 17, 2023."

It's important to note that the use of ChatGPT as a source may be limited, and it's always recommended to consult with teachers and professors to clarify what sources are appropriate to use in a given assignment.

**Example**

# A new conversation...



How does ChatGPT compare as a search tool, for example compared to Wikipedia or Google Search Engine?



ChatGPT is a language generation model, whereas Wikipedia and Google Search Engine are information retrieval systems. While ChatGPT can generate human-like text based on a given prompt, it is not designed to retrieve specific pieces of information like Wikipedia or Google Search Engine. Instead, it can generate text that may include the information you are looking for, but it would be less efficient than searching a database like Wikipedia or Google.



Can you explain that further? Give examples.

1.



Sure, I'd be happy to explain further.

Wikipedia is an online encyclopedia that contains a vast amount of information on a wide range of topics. It is a database of information that is organized and indexed in such a way that it can be easily searched and retrieved by users. For example, if you wanted to know the population of France, you could simply search for "France population" on Wikipedia and it would return the current population of France.

Google Search Engine is similar to Wikipedia, in that it is a tool for searching and retrieving information from the internet. However, it is even more powerful than Wikipedia, as it can search for information on virtually any topic from a wide range of sources, including websites, images, videos, and more. For example, if you wanted to know the best way to cook a steak, you could search for "how to cook a steak" on Google and it would return a variety of different websites and videos with instructions on how to cook a steak.

Notice the  
essay-type  
format  
with a  
conclusion!

ChatGPT, on the other hand, is a language generation model. It can generate human-like text based on a given prompt, but it is not designed to search and retrieve specific pieces of information like Wikipedia or Google. Instead, it can generate text that may include the information you are looking for, but it would be less efficient than searching a database like Wikipedia or Google. For example, if you wanted to know the population of France, you could prompt ChatGPT with "What is the population of France?" and it would generate a text response containing the population of France, but it would not be as efficient and fast as searching it on Wikipedia or Google.

2.

In summary, ChatGPT is a powerful tool for generating human-like text, but it is not as efficient as Wikipedia and Google Search Engine when it comes to searching and retrieving specific information.

It turned the information into a table!



Can you summarize the above information into a chart?



I'm sorry, as a language model AI I do not have the capability to create charts. But I can summarize the information in the following table for your reference:

Tool	Description	Use case
Wikipedia	Online encyclopedia with vast amount of information on a wide range of topics.	Search and retrieve specific information
Google Search Engine	Search engine that can search for information from a wide range of sources	Search and retrieve specific information
ChatGPT	Language generation model that can generate human-like text based on a given prompt	Generate human-like text, but not as efficient as searching specific information.

It remembers what you already said earlier in the conversation.  
It can change tone and style and even transform the information  
into a surprising format!

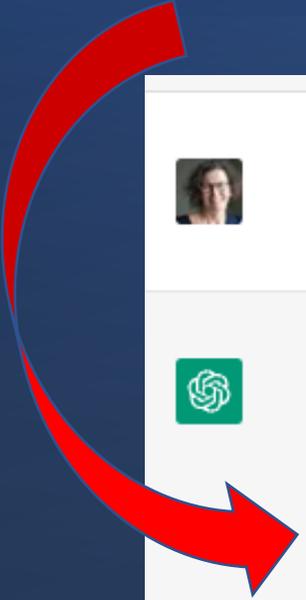
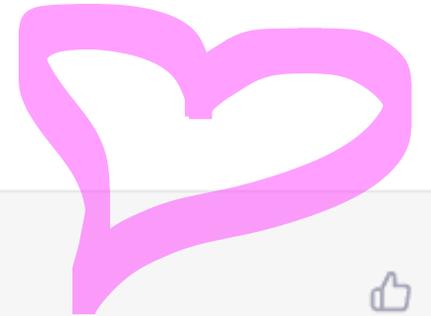


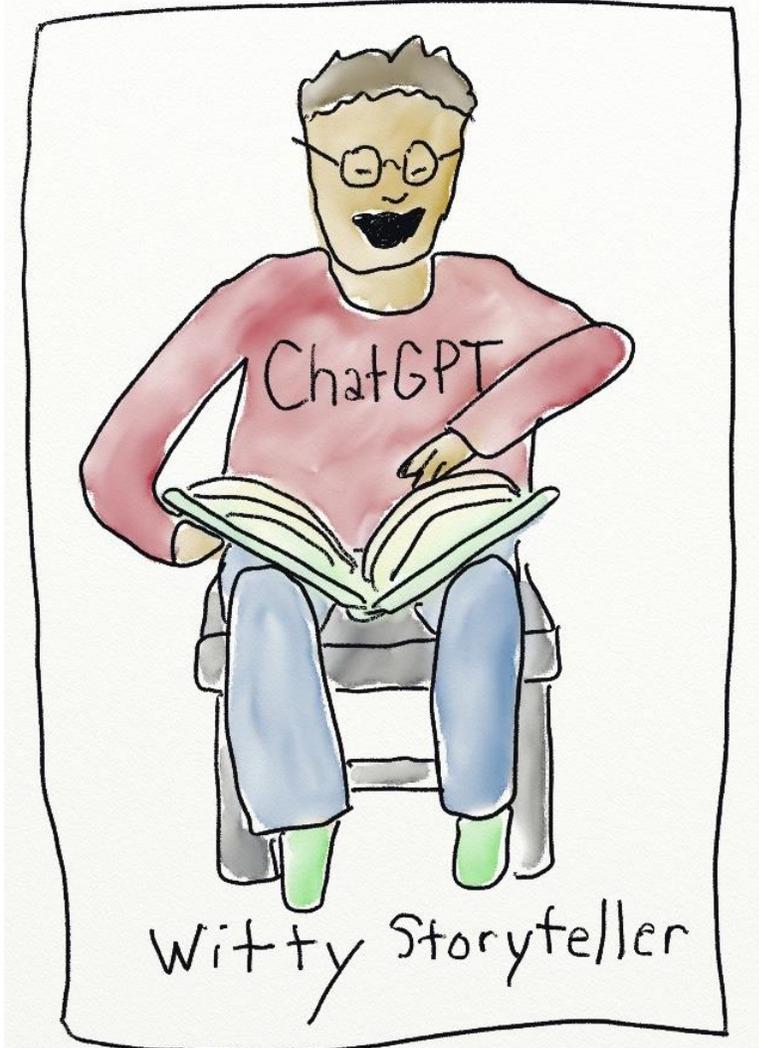
Great! Can you make a funny metaphor illustrating the same information?



Sure! Here's a funny metaphor that illustrates the same information:

Wikipedia is like a trusty old librarian who knows where every book is on the shelf and can quickly find the information you're looking for. Google Search Engine is like a super-librarian with a magic wand that can find information from all over the world in a blink of an eye. ChatGPT is like a witty storyteller who can spin a tale about any topic, but might not always know where the specific information you're looking for is hidden in the story.





# ChatGPT



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"Explain quantum computing in simple terms"

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What is the problem with a witty storyteller?

**What makes AI an unreliable source?**

AI “hallucinates” –“generate[s] plausible facts” (Mollick, Practical Guide)

NOT a calculator –it guesses!

“Stochastic Parrot” -” Bender and colleagues (2021) coined the term ‘stochastic parrots’ for large language models with a huge database drawn largely or solely from the Internet. The Internet is overflowing with weird ideas about how learning works. The data in the system is therefore largely hogwash. Consequently, ChatGPT probabilistically parrots back this nonsense when I prompt it with the critical review task.” (Lodge, 2023)



Stochastic Parrots

# Valonia ventricosa

Article Talk

From Wikipedia, the free encyclopedia

AR tell me about sea pearl seaweed

Sea pearl seaweed (*Actinopteria radiata*) is a species of red seaweed that is commonly found in tropical and subtropical waters, particularly in the Caribbean region.

Physical Characteristics: Sea pearl seaweed has a bright red color and is often found in clumps of large, bushy clumps. It has delicate, feather-like branches that are covered in small, typically found in shallow water, attached to rocks, corals, and other marine organisms. It plays an important role in the marine ecosystem, providing a source of food for many small fish and invertebrates.

AR what is the biggest single cell organism

The largest known single cell organism is an ostrich egg.

En

They  
Brazil,  
rubble.

Physiol

The single-celled organism is green, although it can be brown or black. It has a smooth surface with no texture.

*Valonia ventricosa* is among the largest known single-celled organisms. Its thallus consists of a thin-walled, tough, multinucleate cell with a diameter that ranges typically from 1 to 4 centimetres (0.4 to 1.6 in) although it may achieve a diameter of up to 5.1 centimetres (2.0 in) in rarer cases. The "bubble" alga is attached by rhizoids to the substrate fibers.<sup>[3]</sup>

Reproduction occurs by segregative cell division, where the multinucleate parent cell makes child cells, and individual rhizoids form new bubbles, which become separate from the parent cell.

19 languages

Read Edit View history

## Valonia ventricosa



### Scientific classification

Kingdom: Viridiplantae  
Phylum: Chlorophyta  
Class: Ulvophyceae  
Order: Cladophorales  
Family: Valoniaceae  
Genus: *Valonia*  
Species: *V. ventricosa*

### Binomial name

*Valonia ventricosa*  
J.Agardh 1887<sup>[1]</sup>

### Synonyms

*Ventricaria ventricosa*



Sea pearl I was looking for:

[https://en.wikipedia.org/wiki/Valonia\\_ventricosa](https://en.wikipedia.org/wiki/Valonia_ventricosa)



Valonia ventricosa - Wikipedia

African fern they use the latin name of:

[https://en.wikipedia.org/wiki/Actinopteria\\_radiata](https://en.wikipedia.org/wiki/Actinopteria_radiata)



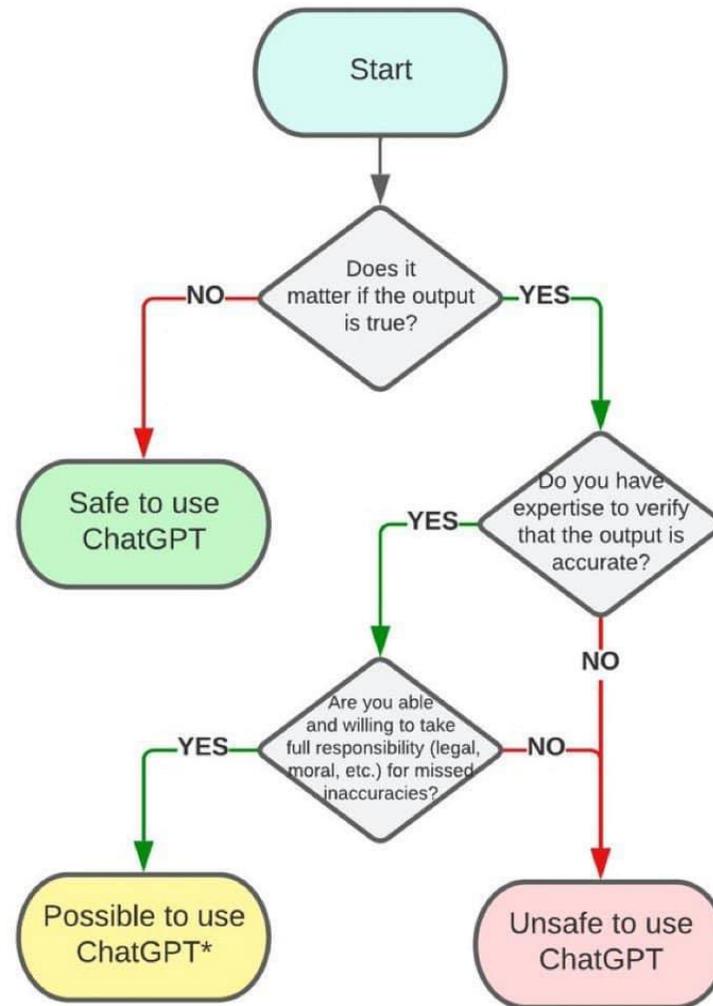
Actinopteria radiata - Wikipedia

# HALLUCINATIONS

This is the term used for the surprisingly convincing pseudo-facts AI invents.

# Is it safe to use ChatGPT for your task?

Aleksandr Tiulkanov | January 19, 2023



\* but be sure to verify each output word and sentence for accuracy and common sense



I am a Large Language Model (LLM).



I have been trained on massive data sets.



My eagerness to answer is stronger than my ability to be right.





### Bias Prompt

What are some issues of bias with the program?

# Bias

### Chat GPT's Response (edited)

ChatGPT, like any machine learning model, is trained on a large dataset of text, and can inherit the biases present in that data.

These biases can manifest in several ways, including:

- **Gender bias:** The model may generate text that is more likely to perpetuate stereotypes ...
- **Racial bias:** ... associates certain professions or traits with a specific race.
- **Socio-economic bias:** .....a specific socio-economic status.
- **Geographical bias:** ... ..... a specific geographical location.
- **Historical bias:** .....a specific historical event.

It's important to note that these biases are not always intentional, but are rather an unintended consequence of the data the model was trained on. ...

# Ethical Implications

- I find this trickier than it first looks.
- We already accept feedback and advice from AI tools for writing and content.
- Is it okay to use AI for generating an outline? What else?
- Copyright of the material used to train the bot is in question.
- Do we consider the environmental impacts?
- Can we accept the harm to workers?

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What can teachers do?

# Steps to Take to Make your Course AI Ready

Think about your course objectives and how they align with things like fact retrieval versus critical thinking, analysis, reflection on individual human experience, etc.

You might want to rethink some activities and assessments.

You might want to think about ponderation and how much time you are asking your students to spend on work (are you pushing them into situations where cheating feels like the only option?)

Make time for discussions about ethics, learning, growth mindset (the idea isn't simply to complete the task for the grade, but to acquire skills and knowledge).

Include a policy statement about AI in your course outline and discuss it with students. Explain your expectations for your course.

What is your  
AI policy?

Include a statement (on your syllabus or course website) outlining your vision of acceptable use.



The following are examples of statements for three different stances towards AI use (generated by ChatGPT).

# Statements about ChatGPT generated by ChatGPT.

You can add a statement to your syllabus.



**Anna Marie LaChance** · 3rd+  
Lecturer at University of Massachusetts Amh...  
8h · 🌐

...

I wasn't sure how to add a statement about ChatGPT into my syllabus.

So I had ChatGPT write a few for me.

Yes!

~~~~~  
Prompt 1: Write a college syllabus statement regarding the use of ChatGPT in the classroom.

ChatGPT: "In this course, we will be utilizing the AI language model ChatGPT to enhance our discussions and written assignments. Students will be able to use ChatGPT to generate writing prompts, summaries, and to assist in group projects. The use of ChatGPT is optional, but encouraged as it can provide valuable insights and inspiration. It is important to note that while ChatGPT can assist with language generation, it is not a substitute for critical thinking and original work. All work submitted must be properly cited, and any direct use of ChatGPT's generated text must be clearly marked."

No!

Prompt 2: Write a college syllabus statement discouraging the use of ChatGPT in the classroom.

ChatGPT: "The use of AI language models such as ChatGPT is strictly prohibited in this course. All written assignments and discussions must be the original work of the student and not generated by any external sources. Submitting work generated by ChatGPT or any other AI language model will be considered a violation of the academic integrity policy and will result in a failing grade for the assignment. The goal of this course is to develop critical thinking and writing skills, which cannot be achieved through the use of AI language models. Any questions regarding this policy should be directed to the instructor."

Maybe...

Prompt 3: Write a college syllabus statement regarding ChatGPT in the classroom, stating that using ChatGPT as a starting point for their work is fine, as long as they cite it properly and don't 100% rely on ChatGPT.

ChatGPT: "In this course, students may choose to use the AI language model ChatGPT as a starting point for their written assignments and discussions. However, it is important to note that any work generated by ChatGPT must be properly cited, and should not be the sole basis of the student's work. The use of ChatGPT should be considered as an inspiration and aid, not a replacement for independent thought and original work. Any direct use of ChatGPT's generated text must be clearly marked and referenced in the final submission. Any violation of academic integrity policy regarding the use of ChatGPT will result in a failing grade for the assignment."

~~~~~

# My AI Policy for the Performa EDI course I am currently teaching.

Course Information



## AI Policy for the EDI Course



The use of Artificially Intelligent Writing Systems (Large Language Models) is *encouraged* for this course.

**For this EDI course, you have the choice to use AI a lot, somewhat, or not at all:**

- **Not at ALL!** If you choose not to use AI, that is understandable. There are weighty ethical reasons not to, including questionable labour practices used in cleaning up the data sources, copyright issues for the original information used, and the environmental footprint generated by this huge machine.
- **I want to see what it can do, but I do not want to create an account.** You need to provide your email and even telephone number to open an account. If you do not want to do this, but still want to see the kind of material the chatbot generates, I will include files with sample responses for the Journals and other activities so you can investigate.
- **I want to play with the bot.** Create an account and start with the prompts from our course. Ask for several iterations of the prompt, refining your requests as you go. Consider level of language, tone, organisation (you can ask for bullet points or a table) and get creative (ask for the information in the form of a poem or rap). When you submit your finished material, please state in your work that you used the AI tool and include an overview of the kinds of prompts and what you learned.

Technologies like... able students and profes... circumstances to those our s... Used in thoug... asking... to use AI tools to help you... same way you...

23 your students are already compet... her h... ded to use these tools effectively and ethically?

this EDI course, you have the choice to use AI a lot, **Not at ALL!** If you choose not to use AI, that is underst... **want to see what it can do, but I do not want to cr... want to play with the bot.** Create an account and s... rial, please state in your work that you used the...

- As your EDI course teacher, I do not speak for other ins...
1. You may provide the system with your own notes
  2. You may use a series of prompts to coax the sys
  3. You may provide your completed writing to the
  4. **You must check any fact or citation generated by these tools to rem...** their training data. This means their information can be, at best, dated or inaccurate like any so... and dates).

An **unacceptable** use of these tools is when you lazily provide them with the given prompt and then pass off the results as your own work. Your **responsibility as a learner** is to cultivate your reflective pedagogical practice, and if this tool is of assistance in supporting that, then I think it is okay to use it. Our **responsibility as instructors** is to learn to teach in this new reality by creating assignments that only human students can complete, even if student effort is improved by AI. These new tools give us the opportunity to confront some fundamental ethical questions teachers and learners will encounter in the 21st century. Our course is a good laboratory for exploring this together. Welcome to the future!

Here is an example of an **ethical disclaimer** if you would like to include it in your work:

This presentation/paper/work was prepared using ChatGPT, an "AI Chatbot." We acknowledge that ChatGPT does not respect the individual rights of authors and artists, and ignores concerns over copyright and intellectual property in the training of the system; additionally, we acknowledge that the system was trained in part on the work of precarious workers in the global south. In this work I specifically used ChatGPT to ...

# Ways to use ChatGPT in the classroom...

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Can you give me ten best practices for using ChatGPT with Quebec college students, for example in activities or assessments?



1. Clearly communicate the purpose and expectations for using ChatGPT in the activity or assessment, and provide any necessary instructions or guidelines for students.
2. Encourage students to use ChatGPT as a tool for understanding and generating language, rather than a substitute for their own thinking and writing.
3. Help students develop the ability to critically evaluate the information provided by ChatGPT, and to verify it with other sources before using it in their work.
4. Model appropriate use of ChatGPT, and provide feedback and guidance as needed.
5. Encourage students to use ChatGPT in a way that complements and enhances their own learning, rather than relying on it as the sole source of information.
6. When using ChatGPT in assessments, it's important to consider its limitations and to provide proper instructions to students on how to use it.
7. Remind students that the information provided by ChatGPT is generated by a machine, and that it may not always be accurate, up-to-date, or appropriate for the task at hand.
8. Encourage students to use ChatGPT to practice and improve their language skills, such as grammar and vocabulary, but not to use it as a replacement for their own understanding.
9. Remind students that ChatGPT will generate text based on the inputs it is trained on, so it may not be always appropriate in specific context.
10. Encourage students to use ChatGPT as a way to generate ideas and inspiration, but to develop and express those ideas in their own words and voice.



Ideas  
in circulation  
on the  
web...



# 20

## ways to use ChatGPT in the classroom

-  Use it as a more complex source of information than Google.
-  Use it to provide students access to lots of good examples.
-  Use it to remix student work.
-  Ask it for definitions (on a variety of levels).
-  Ask it for feedback for student work.
-  Ask it to do some teacher tasks for you.
-  Add it to the "think pair share" thinking routine.
-  Grade the bot.
-  Debate the bot.
-  Ask the bot for advice.
-  Use it to summarize texts.
-  Use it for insight into big, difficult-to-solve problems.
-  Ask ChatGPT to write your lesson plans.
-  Anticipate the response you'd expect from AI.
-  Take several responses and make a better product.
-  Create personalized learning experiences.
-  Provide tutoring or coaching.
-  Generate prompts and questions to facilitate discussions.
-  Provide information and answer questions.
-  Supplement in-person instruction.



Get an overview of ChatGPT in the classroom at [ditchthattextbook.com/ai](https://ditchthattextbook.com/ai).  
Infographic by Matt Miller (@jmattmiller / DitchThatTextbook.com)



**Sarah Dillard**  
@dillardsarah · [Follow](#)



Augmenting the think-pair-share with ChatGPT could be one of the biggest tech-enabled leaps in pedagogy:

- \* Think
- \* Pair
- \* ChatGPT
- \* Pair
- \* Share

10:00 AM · Dec 5, 2022



[Read the full conversation on Twitter](#)



122



Reply

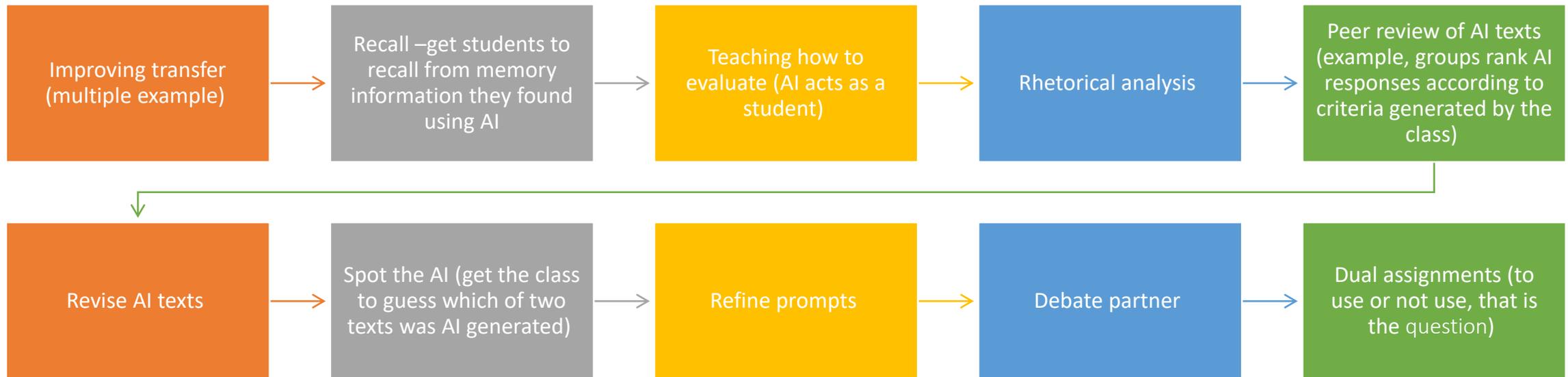


Copy link to Tweet

[Read 11 replies](#)

(Miller, 2022)

# Ways for teachers to use AI



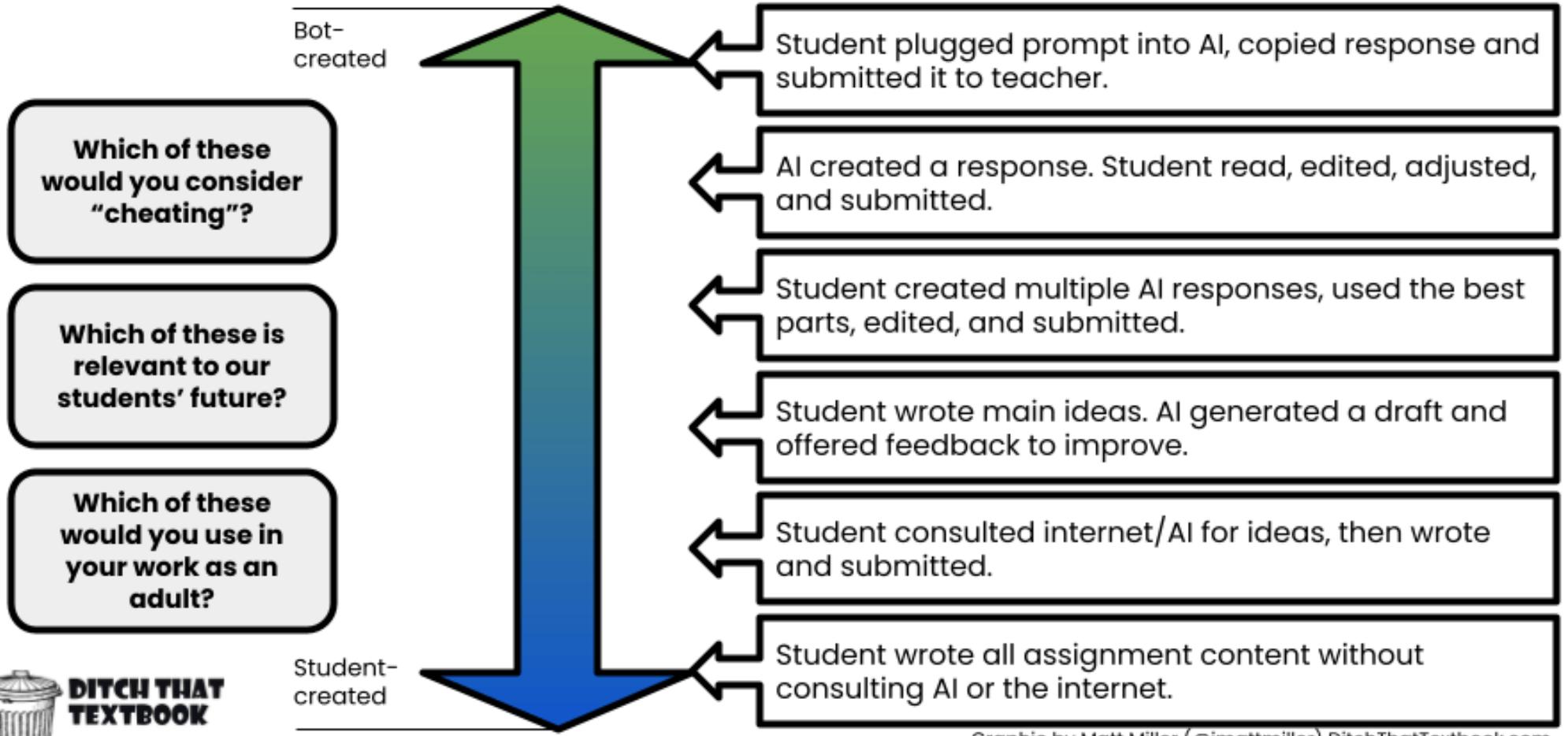
# Ways for students to use AI

Write	Write things (consider ethics), get good at composing prompts
Help	Help with any task (steps, suggestions, outlines, brainstorming)
Solve	Solve writer's block
Ask	Ask for advice to improve your writing (form, content, audience specific)
Summarize	Summarize texts, then ask follow-up questions
Simplify	Simplify concepts (then ask for variations, ex. -for a ten-year-old)
Explain	Explain errors

# It's time to rethink "plagiarism" and "cheating"

"If we're willing to use AI in our work right now, it's only going to become more commonplace in the future."

(Miller, 2022)



# Strategies to (try to) avoid AI...

“Tweak assignments so they require more synthesis, personal exploration, and examination, or discussion of the learning/writing/research *process*... ChatGPT cannot do this kind of work for your students, making it virtually impossible for them to rely upon it for all the answers.” (Prochaska, 2023)



Alternatives to writing (mind maps, Venn diagrams, videos, podcasts, presentations)



Creative demonstrations of learning



Topics outside of AI (current –after 2021- and local events)



Writing based on human experience (student’s perspective)



In-class writing



Reflection on the product that shows evidence of learning (AI assisted or not)

# ChatGPT



## Examples

"Explain quantum computing in simple terms"

"Got any creative ideas for a 10 year old's birthday?"

"Can I make an HTTP request with JavaScript?"



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Wrap Up!



How should college teachers balance the advantages and disadvantages of AI use by students?



Balancing the advantages and disadvantages of AI use by students in college can be challenging, but here are a few steps that teachers can take:

1. Encourage ethical use of AI: Teach students to use AI in a responsible and ethical manner, and emphasize the importance of avoiding plagiarism and other forms of academic dishonesty.
2. Emphasize critical thinking: Encourage students to use AI as a tool to support their own thinking, rather than relying on it as a source of answers. Foster critical thinking skills that help students understand and evaluate the information they find.
3. Integrate AI into coursework: Use AI tools and techniques in the classroom to demonstrate their potential and limitations, and to give students hands-on experience with these tools.
4. Foster a diverse range of skills: While AI can automate many routine tasks, it can't replace human creativity and innovation. Encourage students to develop a diverse range of skills, including those that AI can't replicate.

By following these steps, teachers can help their students realize the full potential of AI, while also mitigating its potential risks and limitations.

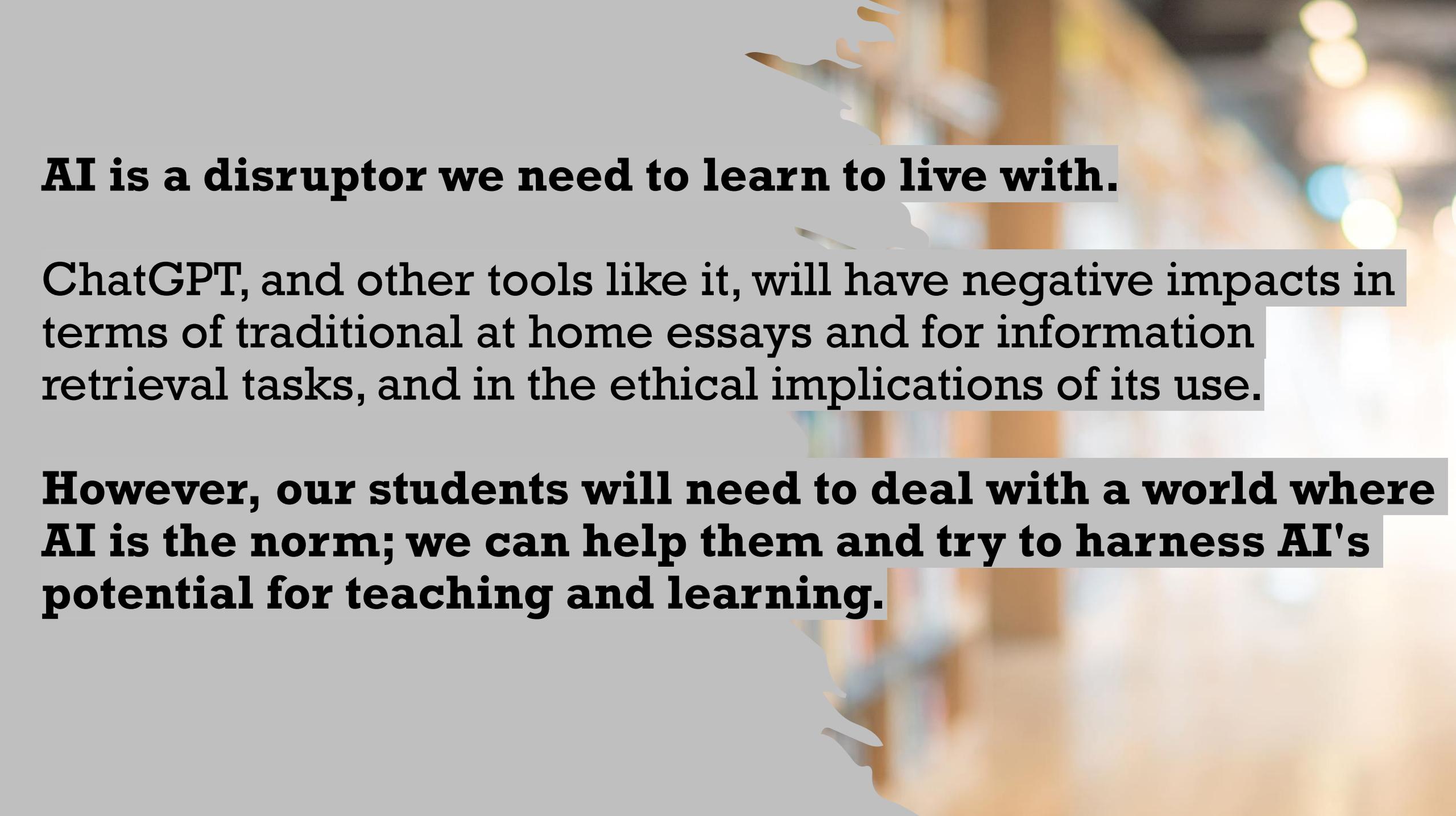
 Regenerate response



Here is a revised table:

<b>Advantage</b>	<b>Disadvantage</b>	<b>Balancing Approach</b>
Utilize AI tools to support learning and research	Limitations and biases of AI	Educate students on critically evaluating results
	Lack of traditional skills development	Encourage traditional forms of learning
	Ethical concerns with AI use	Establish clear guidelines for ethical AI use

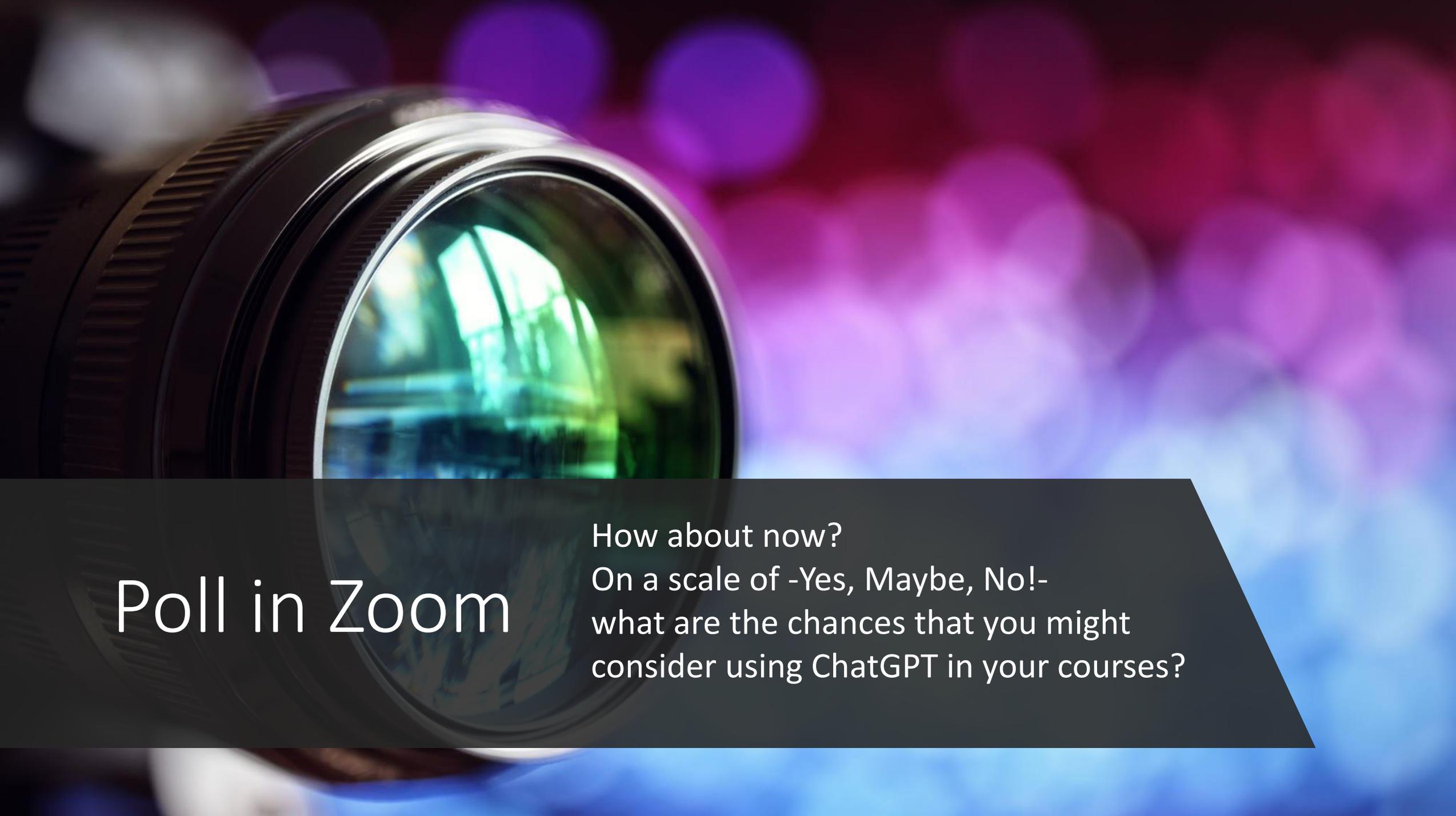
By following this balanced approach, college teachers can ensure that their students are able to take advantage of the benefits of AI while also avoiding its potential pitfalls.



**AI is a disruptor we need to learn to live with.**

ChatGPT, and other tools like it, will have negative impacts in terms of traditional at home essays and for information retrieval tasks, and in the ethical implications of its use.

**However, our students will need to deal with a world where AI is the norm; we can help them and try to harness AI's potential for teaching and learning.**



# Poll in Zoom

How about now?

On a scale of -Yes, Maybe, No!-  
what are the chances that you might  
consider using ChatGPT in your courses?

# Acknowledgements

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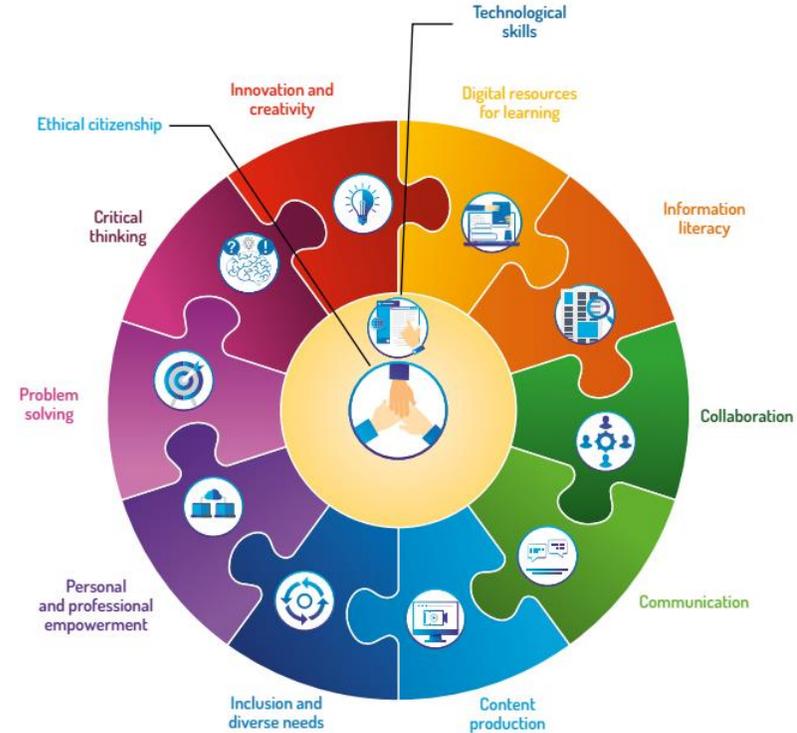


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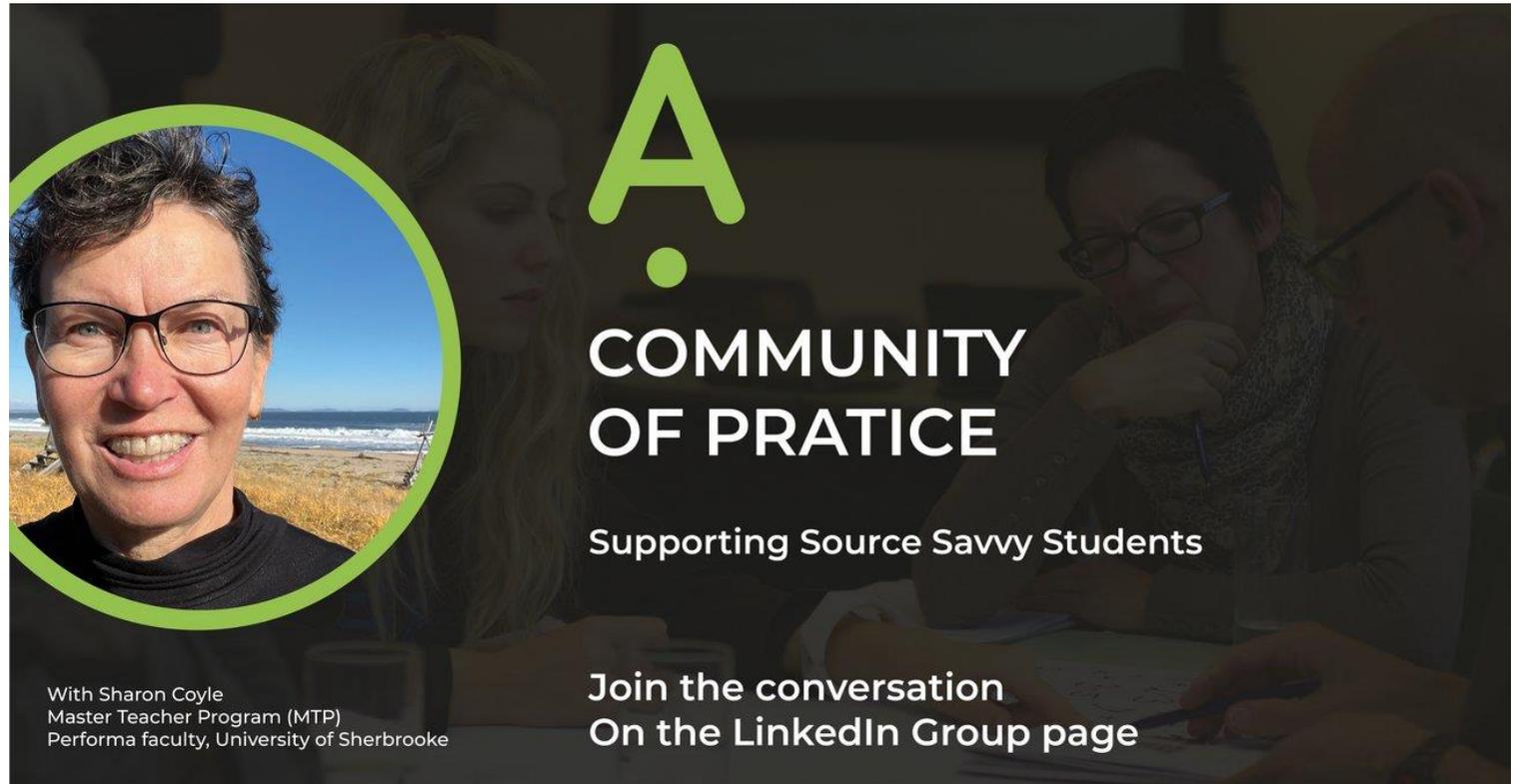
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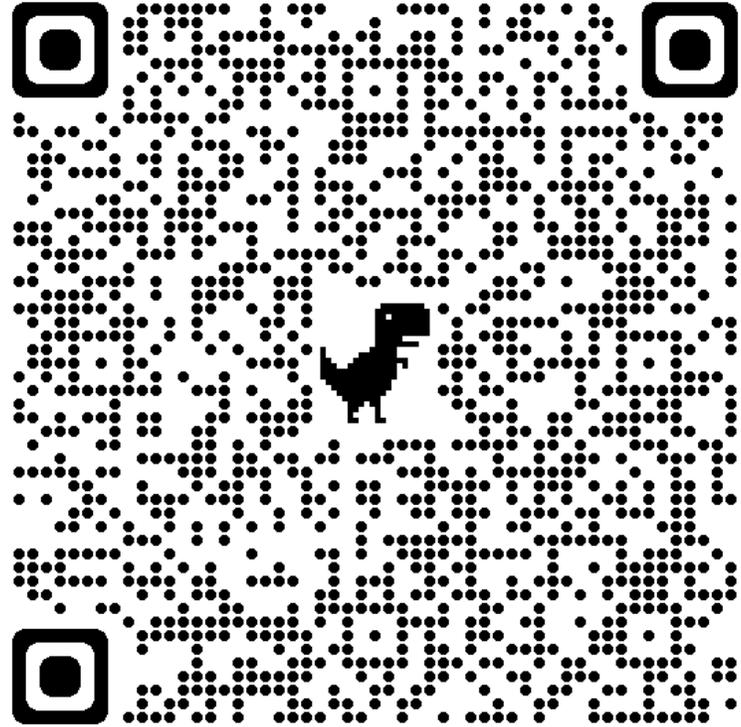
With Sharon Coyle  
Master Teacher Program (MTP)  
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