

Generative AI



Artificial Intelligence (AI) – AI is an “umbrella term” that covers a wide-variety of computer tasks based on programming that previously required human intelligence to complete. Computer scientists have been working on AI from the advent of computer memory.



Machine Learning – Machine Learning and Language Learning use predictive analytics to generate content and make predictions. You are likely familiar with many of these applications, such as receiving a fraud alert from your bank, navigating an automated customer service phone call, or asking your smart phone or smart speaker a question.



Generative AI – Generative AI, such as Chat GPT, is unique because it it “scrapes” human-generated content, learns its patterns and then responds in a remarkably human-like manner. ChatGPT can be a useful tool, but it has limitations, including bias and “hallucinations.”

Impact on Teaching and Learning

It feels like a moving target as all the pieces fall into place, but we know that AI is here to stay. It is both disruptive and exciting, and it will impact how we understand academic integrity as well as how we use it as a tool to enhance teaching and learning. Here are a few resources to help you get started:

AI Course Policies – Clearly communicating your policies about the use of generative AI will benefit both you and your students. Go to [CETL's Syllabus Statements](#) for AI statement examples.

Learning Assessment – Effective assessment starts with clarity about what knowledge, skills, and aptitudes you want students to demonstrate. Practices such as ungrading, authentic assessment, formative assessment, and student reflection will see increasing attention as the use of generative AI proliferates. The [Office of Assessment](#) is here to help.

Detecting and Deterring Unwanted AI Use – Once you have established your AI policies and expectations, there are some strategies to discourage unauthorized use:

- Run your prompts and assignments through generative AI software - Once you see how AI would answer your prompt, it may help you recognize similar responses.
- Rethink assignments and assessments – use unique prompts and topics that will require original research. Require rough drafts or outlines before deadlines.
- Know your students – instructors have overwhelmingly reported that they can recognize AI-generated content easily because it does not “sound” like their students.

Our Student Code of Conduct statement on cheating reinforces the need for you to clearly communicate your expectations/requirements to students; it states:

[301-2-204\(17\)\(a\) Academic Misconduct](#). Cheating (the use, or attempt to use, academic work, material, information or study aids that are not permitted by the instructor), plagiarism (the use of another person’s work or reuse of your own work without giving proper credit to the original source), fabrication (the creation of material or a source that does not exist to use as authority in academic work), or other acts of academic dishonesty.

What about testing security? UNC may be able to provide an Honorlock account (lockdown browser and monitoring) if your course includes high stakes online testing. Contact instructional.design@unco.edu to learn more.

Remember – You are not alone! This is a rapidly changing technology, but we can work with you to design solutions that work for your courses. Fill out IDD's consultation request form to meet with an instructional designer. Also, reach out to your colleagues. They are probably asking similar questions about AI in teaching and learning.

Where Can I Find More Information?

The Academic Effectiveness team will be developing additional resources as this rapidly changing technology continues to evolve. For now here are some of the resources they have available that are not necessarily AI specific but that may be of help:

- [Past Webinars](#) – recorded sessions from UNC and occasionally external experts
- [Webinar Library](#) – resources from prior year Teaching, Learning & Assessment Symposia
- [Course Assessment Toolkit](#) – variety of resources on developing effective course assessments
- Resources in [ID on Demand](#)
 - [IDD ChatBot Response](#)
 - [Let's Talk about the Elephant-Sized Chatbot in the Room](#)

Additionally, there are hundreds of resources on AI and ChatGPT in external sources. Here are a few that provide a good place to start your exploration:

- [Artificial Intelligence](#), US Department of Education, May 2023
- [How to be an Expert in AI](#), New York Times 5-part series, March 2023¹
- [Artificial Intelligence Glossary: Neural Networks and Other Terms Explained](#), NYT, March 2023
- [Could Artificial Intelligence Destroy Humanity](#), Fresh Air, June 15, 2023
- [When AI Is Your Personal Tutor with Sal Khan of Khan Academy](#), How I Built This, July 27, 2023
- [ChatGPT and Artificial Intelligence in Higher Education: Quick Start Guide](#), 2023
- [Teaching and Assessment of the Future Today: Higher Education and AI](#), July 14, 2023
- [Should You Add an AI Policy to Your Syllabus?](#), Chronicle of Higher Education, July 31, 2023

¹ UNC's Libraries have arranged a subscription pass to the New York Times for faculty and staff. Claim your pass from the [libraries home page](#) > Databases > N > [New York Times](#) and complete your login for access.