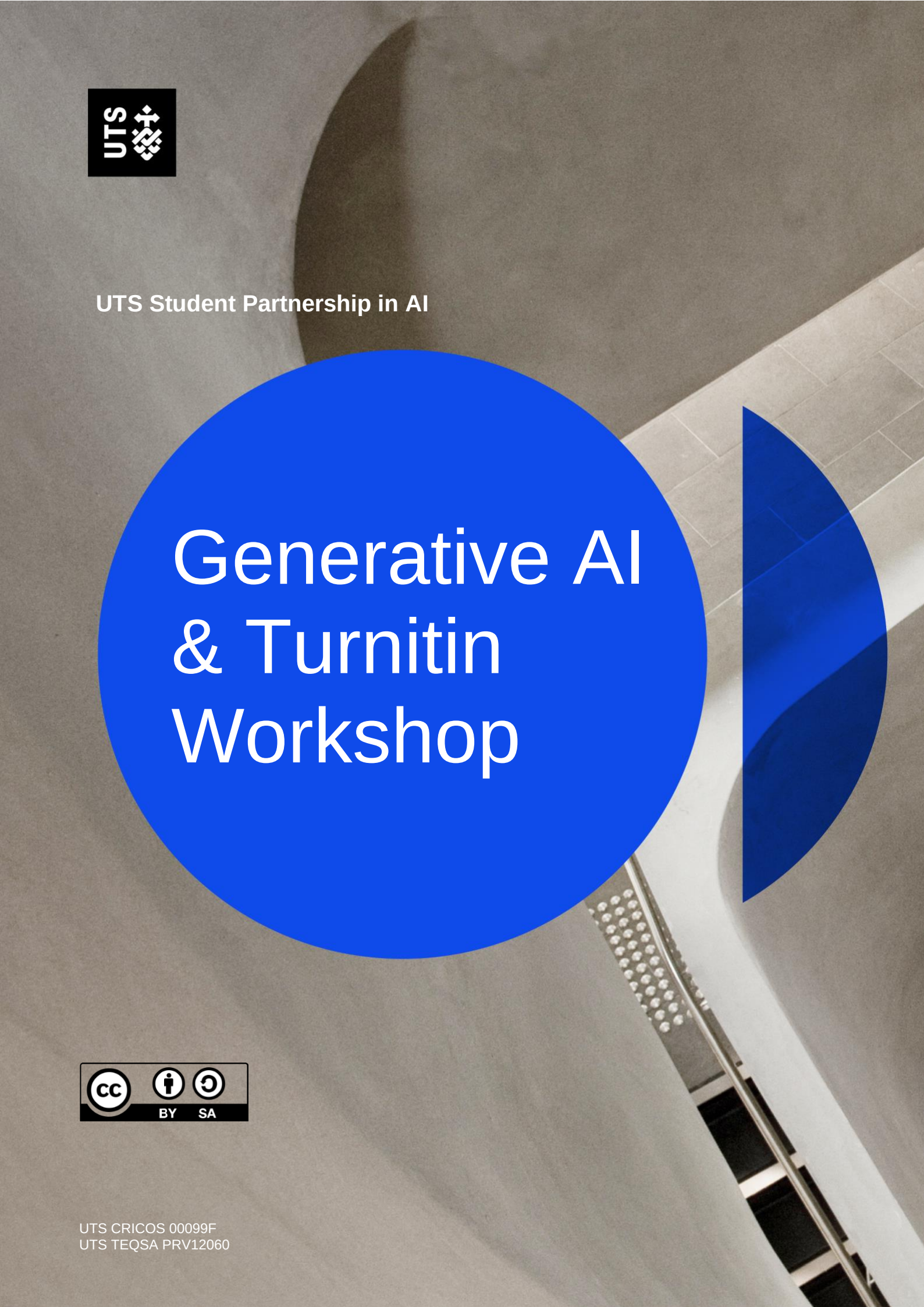

UTS Student Partnership in AI

Generative AI & Turnitin Workshop

UTS CRICOS 00099F
UTS TEQSA PRV12060

Edited by: Simon Buckingham Shum (Director, Connected Intelligence Centre)

Approved by:

- Workshop team
- Workshop participants
- Nour Al Hammouri (President, Students Association)

Contents

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Alex White (Manager, Learner Experience Strategy & Technology, Institute for Interactive Media and Learning)

Josh Dymock (Lecturer, Institute for Interactive Media and Learning)

Antonette Shibani (Lecturer, TransDisciplinary School)

Introduction

The UTS Student Partnership gives students a meaningful voice in shaping how the university runs. The **Student Partnership in AI** initiative was convened by Prof. Kylie Readman (Deputy Vice-Chancellor for Education & Students), with the support of Craig Napier (Chief Data Officer) and Susan Gibson (Head, Data Analytics & AI). Working in partnership with the Students Association, these workshops are coordinated by Prof. Simon Buckingham Shum (Director, Connected Intelligence Centre) with support from Dr. Jan McLean (Director, Institute for Interactive Media in Learning), whose teams designed and ran the workshops.

The 2023 workshops used the principles of Deliberative Democracy pioneered at UTS in 2021 as a successful process for student/staff consultation around the ethics of analytics and AI in educational technology. Principles proposed by that team have since been formally adopted as part of the UTS AI Operations Policy.

Recruitment: Out of 154 expressions of interest responding to online comms linking to a website, participants for two workshops (20 each, 24-25 May 2023) were recruited through stratified sampling to maximise the diversity of voices, balancing as far as possible students' faculty, gender, undergraduate/ postgraduate, Indigenous status, domestic/international (20 each), and early/mid/late stage of study. All faculties were represented at both UG and PG level, and included 4 students identifying as non-binary, 6 identifying as Aboriginal and/or Torres Strait Islander people, and 28 speaking a language other than English at home. The 4 hours students committed to preparation, the workshop and report review were compensated with a gift voucher.

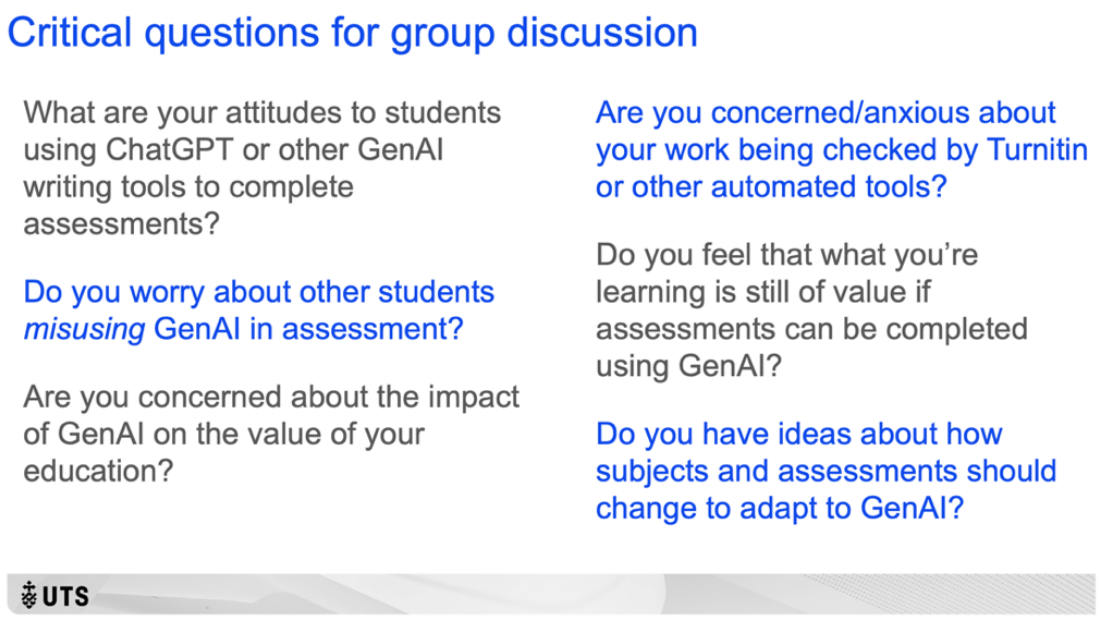
One workshop focused on **Predictive AI**, and the other on **Generative AI and Turnitin** (this report).

Workshop

Following pre-workshop reading and online discussion (Appendix 1), a half-day workshop convened face-to-face on campus. UTS experts gave introductory briefings (Appendix 2):

- Introduction to generative AI;
- Examples of how ChatGPT is being integrated into assessments at UTS;
- Ethical issues to consider;
- Introduction to automated detection software (Turnitin) being considered.

Groups then considered the following questions, and recorded risks using a template.



Students were permitted to add to their analyses for a few days after the workshop, and the Teams online discussion remains open.

Key Themes

The following themes emerged from small groups (5 x4 people) discussions, plenary feedback and online discussion in Teams.

We don't want to cheat: give us clear guidance

Students gave many examples of how they and friends already use ChatGPT. However, many of them would not feel confident reporting this, since they are unclear on what is permitted. There is wide variation across courses in how clear the guidance has been, leaving students feeling uncertain. Students are permitted to use AI-enhanced tools already such as Google and Grammarly (which now uses GenAI), and some will ask friends for advice on how to improve their writing. So, if GenAI can play these roles, isn't this OK?

The topic of groupwork arose as a particular example: if a group member uses GenAI inappropriately, this should not call the whole team's integrity into question. If GenAI is permitted to polish academic English, this is extremely helpful for quickly improving a group member's poorly written contribution when time is short.

There was a consensus that giving GenAI "menial tasks" to do should not be considered cheating, such as formatting references, and improving grammar and English. It was unclear if this might still be flagged by Turnitin.

There was also consensus that it should be acceptable to use it to assist studying (e.g., summarise a lecture or paper), as a thinking aid, (e.g., generating ideas), or writing aid (e.g., getting feedback on drafts). You crossed a line if it generated a whole essay or presentation or wrote the executive summary of one's own work that you pasted into your assignment, even if acknowledging use of the AI. However, if you then manually edited every sentence, this might be considered acceptable (however, see the Turnitin discussion below: writing should be purposeful, and should not degenerate into a meaningless activity to meet the word count requirements of a poorly design assignment).

The consensus was that students should generally use their own words, although opinions differed on whether this applies to *every* sentence.

Teach us how to use GenAI effectively

Students recognised that in many sectors, they may well need expertise with GenAI tools to compete. Assignments should reflect what will be expected of them by their future employers. (There was not time to get deeper into whether that is what should dominate a university education — e.g., compared to *challenging* industry assumptions and skills demands). It was suggested that a Prompt Engineering module be developed and made available to all students as part of core AI literacy (possibly mandatory to ensure a base level of ability). However, it was also noted in the post-workshop online discussion that this field is changing extremely rapidly, so making an effective module each semester

would be challenging. Instead, it could be better to invite an industry expert to discuss the topic (e.g., a video) demonstrating current practices and state-of-the-art prompts.

Failure to learn to think critically was flagged as a high/critical risk by 3 groups. It was recognised that learning how to write well is a process of learning how to think, so there was concern that if this is too easy, it shortcuts the thinking.

Assessment must adapt

Students were understandably not happy that a peer might receive the same or better grade as them, if they work hard while the peer outsources it to GenAI. The risk is highest when the assignment is poorly designed (e.g., requires summarising established ideas and facts, or simple multiple choice problems). However, GenAI can produce increasingly complex texts, and perform increasingly complex analytical tasks. There was not time to discuss assessment strategies that respond to this, although huge effort is now underway among educators.

Fair, authentic assignments should be impossible to be completed well by AI. After learning how UTS academics have been integrating ChatGPT into assessments, students called for more such assessment practice.

The value of a degree will be called into question if assessments can be passed by a bot. University should teach qualities that are hard or impossible to automate. There was a call from some for more orals with less reliance on writing, but concern from others if this would penalise students with strong writing skills.

Poor assessment practices that should have stopped long ago really need to stop now, e.g., reusing popular case studies, reusing questions from textbooks without modification, and reuse of assignment questions.

Many assessments include grades for quality of writing, while for others it is simply the medium for conveying ideas. Should future assessments focus more on the latter? It was noted in the post-workshop online discussion, that students experience great diversity in how tutors grade writing, with tutors who have English as a second language often grading more strictly. Students will recommend which tutors are better. This creates distrust and anxiety about what “quality writing” means.

Finally, should some assessment mandate use of AI to ensure that all students have developed their skills?

Turnitin may be useful to catch naïve cheats, but don't depend on it. Quality of assignment is a key factor

Overall, there was not a strong objection to activating Turnitin as one of *several* measures to disincentivise cheating. But since it is imperfect, students were concerned that allegations are not made solely on the basis of such automated scores. Sole reliance on Turnitin with no expert human oversight was a worrying prospect.

Students were therefore reassured by the briefing about the Student Misconduct process. If there is a question about their integrity, they want to be called in for a respectful conversation that gives them the chance to defend their work.

Quality of assignment arose as an important factor:

- Assignments perceived as rather meaningless are more likely to see the use of AI-writing, possibly outside the guidance. Students want creative, diverse, authentic assignments that are purposeful, so that they can invest themselves in their writing.
- So, if students perceive an assignment as asking for excessive quantities of writing relative to the substance of what needs reporting, this creates conditions where they are tempted to use AI-writers to assist in generating the required verbiage. In such situations, the view was expressed that if there was too much reliance on Turnitin this could, paradoxically, even encourage the use of GenAI since students would figure out how to get around it.

Risks summary

Risk table with verbatim input from the 3 out of 5 groups who completed it:

Risk	Cause(s)	Controls to reduce risk	Rating
Lack the development of critical thinking skills (which are developed through writing complex documents).	Reliance on AI to generate assessments.	Assessment processes to change to be less reliant on written material.	Critical
Students using it to generate an entire assessment without putting in their own thoughts/ words/ ideas – when you've put in the work on that assessment			Critical
Individuals will rely too much on AI to do critical thinking for them.			High
(Turnitin) Students might be falsely accused of cheating which will affect them emotionally and academically.	The software is not 100% accurate.	Use it only for preliminary scanning of the assignments.	High
(Turnitin) Easily circumvented and fooled.	The software is not 100% accurate.	Use it only for preliminary scanning of the assignments.	Medium
			Low

Appendix 1: Pre-workshop activities

https://cic.uts.edu.au/projects/ai-ethics-consultation-2023

UTS Student Partnership in AI Workshop:

Generative AI

Preparatory work

Wednesday 25th May, 2023, 10am-12pm + lunch

Connected Intelligence Centre [GMap]

Thanks for committing to an hour's prep so you hit the ground running at the workshop!

1. Please read these two stories, and post your thoughts on at least one in the **Workshop Team**, where we encourage you to also respond to others.

2. Take a look at the AI Ethics template that we'll be using in the workshop.

3. Please bring your laptop to contribute on the day to the shared Workshop Notes.

Any questions, email the Connected Intelligence Centre (CIC) cic@uts.edu.au.

Story 1. Your Subject Coordinator has told you that you are allowed to use ChatGPT in your assignment, which requires you to write a report on a topic you've been learning about in class. The Subject Coordinator hasn't given any guidelines about how you can or can't use it, except to say that the final report must be your own work, and you need to cite your use of any AI tools.

You've always attended all your classes and done all of your set readings, so you understand the topic quite well, and you spend quite a bit of time thinking about useful prompts to write in order to get ChatGPT to produce a report that answers the assignment question really well. You start with a prompt that you think is suitable and ChatGPT generates a report that answers some of the question but doesn't quite meet all the marking criteria. It's missed out an important concept and key references, and it's not introducing ideas in the right order.

You change the prompt to add some more details related to the marking criteria, and ChatGPT generates a new report that you think is better than the previous one, but still not quite as good as you'd hoped. You continue to refine the prompt several times, until finally ChatGPT generates a report that you think answers the question really well and meets all the marking criteria to a high standard.

As a non-native English speaker who finds academic writing very difficult, you think that if you try to rewrite the response in your own words it won't be as well written as ChatGPT's version, so you don't feel confident to make any changes to the text. You cite your use of ChatGPT using the correct APA reference style.

Before you submit the assignment, you discuss it with a classmate, who says that you'll fail the assignment and possibly be accused of academic misconduct because you didn't write any of the report yourself. You argue that you did write it because you had to do a lot of critical thinking to write the most suitable prompt to ensure that ChatGPT generated the best report possible.

However, you're now starting to worry that your classmate might be right, and you'll fail the assignment. The submission deadline is in a few hours.

Should you submit the assignment as it currently is?

Story 2. The Subject Outline for one of your subjects contains the following guidance regarding use of generative AI tools in your assignments:

All assignment submissions will include an *Artificial Intelligence (AI) detection check*. This does not preclude you from using AI to generate initial information or ideas for your assignment.

However, you're not expected to simply copy and paste the information provided by ChatGPT. The assignment needs to be in your own words.

You put the assignment question into ChatGPT and it gives you some good ideas. You use these ideas to create an outline of what you will cover in your assignment, then you do some research using the UTS Library database and find some useful sources to support these ideas, which you cite and reference in your assignment.

However, one of the paragraphs from ChatGPT's initial response was so clearly and concisely written that you don't think you could improve on its substance at all, so you include it in your final draft with only very minor changes. This seems acceptable given that you still did considerable research and put most parts of the assignment into your own words.

Also, you have read online that many people have ethical concerns about some of the AI detection tools given that the technology is not considered foolproof, and that some people have been falsely accused of using AI tools when in fact they haven't used them.

Two weeks later, you receive an email from your Subject Coordinator alleging academic misconduct in your assignment. You are invited to attend an interview where you will be asked whether you accept or deny the allegation of academic misconduct.

Will you accept or challenge this allegation, and why?

Appendix 2: Workshop schedule and briefing slides

We will have Student Association representatives observing, and the following UTS experts will be presenting/discussing with you:

- Alex White (Manager, Learner Experience Strategy & Technology, IML)
- Josh Dymock (Lecturer, Institute for Interactive Media and Learning)
- Antonette Shibani (Lecturer, TD School)
- Simon Buckingham Shum (Professor, Connected Intelligence Centre)

10.00 Welcome, Acknowledgement of Country & Overview (Simon, Josh, Student)

- Student Partnership
- EdTech Ethics
- CIC & IML
- Workshop Notes

10.10 Who's in the room: 30 sec intros

10.20 Generative AI in education (Shibani)

- Core concepts underpinning GenAI and ways in which it can be used to promote learning

10.35 Q&A

10.40 GenAI in UTS (Josh)

- Innovative examples from AUT23 session

10.55 Q&A

11.00 Break

11.05 The ethics of GenAI (Simon)

- The range of ethical issues around GenAI

11.10 Cheating and Turnitin (Alex)

- The pros and cons of Turnitin

11.20 Grps x5: Applying the AI Ethics principles

- Each group assigned one of the 5 ethics principles: discussion and notes in Workshop Notes
- Discuss other related principles if time

- Simon, Alex, others roving to answer questions
- **Share this in advance for people to think about**

11.40 Burning issues feedback (Simon, Josh, Alex)

11.58 Next steps

- Open discussion and chance to ask questions in the Teams space, where we will answer any questions
- Workshop Report will be circulated for comment on 2nd June
- Final report will be taken into consideration by the team deciding whether to procure the Turnitin upgrade, who will also consult with the Student Advisory Group to the Deputy Vice-Chancellor for Education & Students
- Student Association will present report to AI Operations Board on 5th July.

12.00 Lunch, chat and stickies: *I like, I wish, I wonder…*

- Free lunch! Stick around, chat, and post some stickies on the 3 zones, to give us feedback on the workshop: *I like, I wish, I wonder…*

Student Partnership in AI Workshop

Generative AI & Turnitin

Acknowledgment of Country

I would like to acknowledge the Gadigal people of the Eora Nation upon whose ancestral lands UTS City campus now stands.

I would also like to pay respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for this land.

Student Partnership in AI Workshop

Welcome & Overview

Simon Buckingham Shum (Director, Connected Intelligence Centre)
Nour Al Hammouri (President, UTS Students Association)
Alex White (Manager, Learner Experience Strategy & Technology)

Student Partnership Agreement

“Successful partnerships, as fostered in this agreement, depend on mutual respect, integrity, meaningful interaction, open collaboration and an agreement on common goals and values, acknowledging that diversity is a strength.”

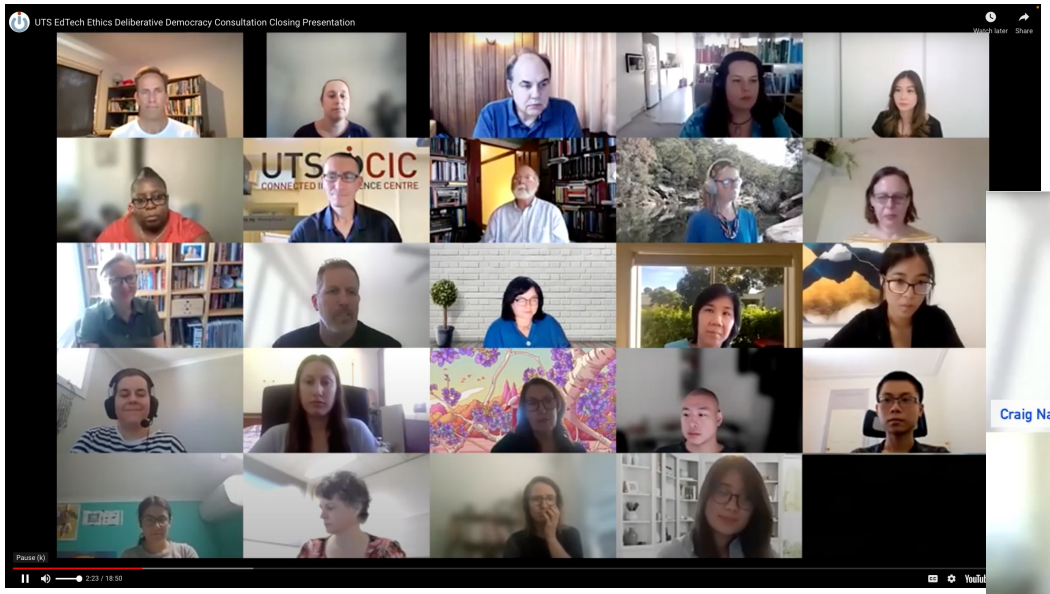
Student Partnership Agreement
→ for the responsible use of AI

"Successful partnerships, as fostered in this agreement, depend on mutual respect, integrity, meaningful interaction, open collaboration and an agreement on common goals and values, acknowledging that diversity is a strength."

→ **UTS-SA representation on the AI Operations Board**
→ **These workshops on AI ethics**

2021: In the spirit of the Student Partnership Agreement

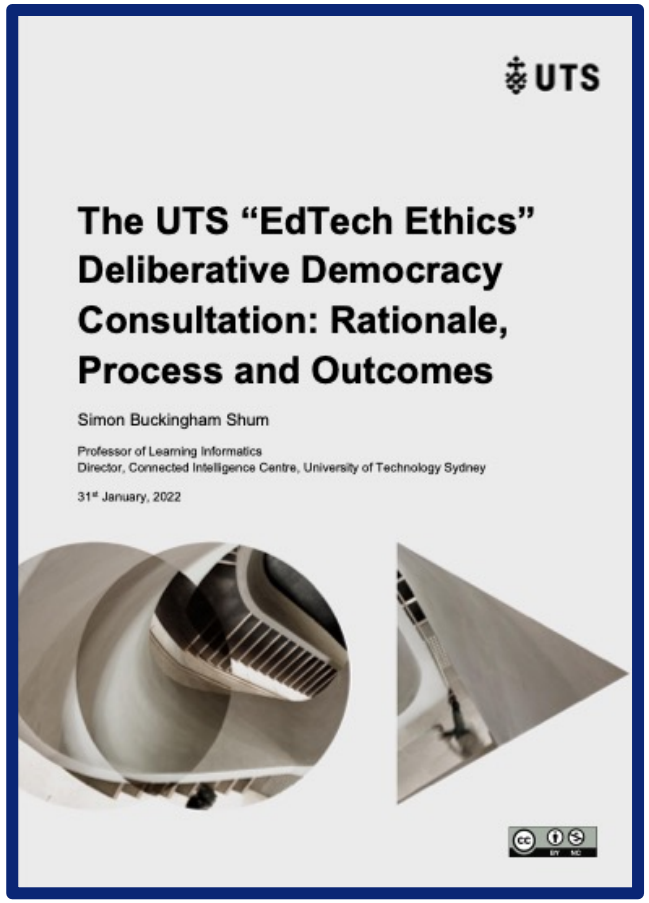
Deliberative Democracy consultation on EdTech Ethics



https://cic.uts.edu.au/projects/edtech-ethics

2021: In the spirit of the Student Partnership Agreement

Deliberative Democracy consultation on EdTech Ethics



"I did not have any experience with being tasked with such a big responsibility to come up with principles that would affect everyone at the University. All the stakeholders. So, it was a genuinely proud moment when we finished, but I'm just interested in how this conversation goes on, moving forward, and as we discussed in the final meeting, we would really like it not to be a full stop; rather, an ongoing conversation."

Who’s in the room?

30 second intro:

Name + preferred pronouns

Degree program

Why I’m here!

Student Partnership in AI Workshop

Generative AI Writing 101

Antonette Shibani
Lecturer, TD School

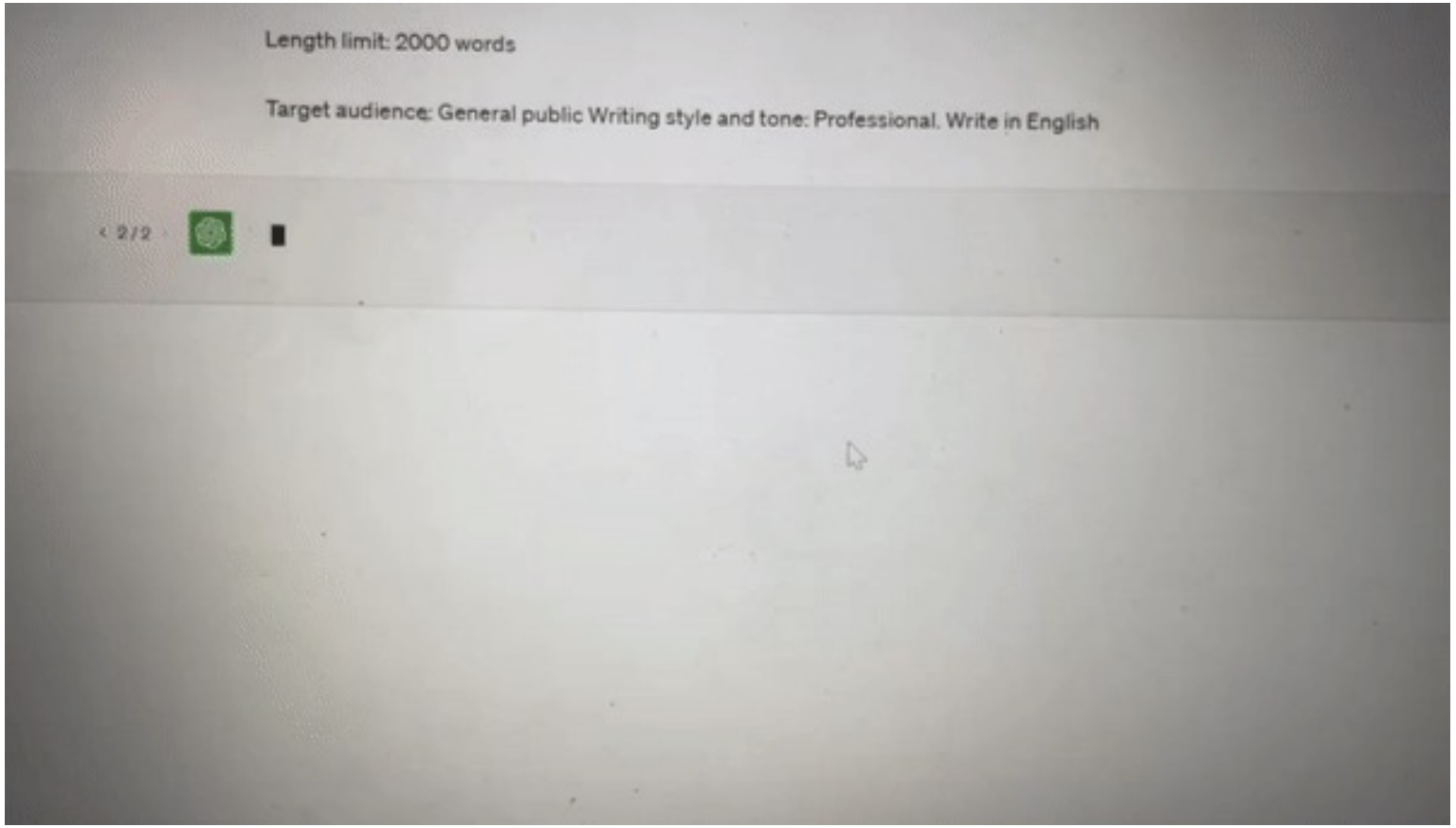
What is generative AI?

A type of *artificial intelligence* that can **produce content such as text, images, audio, and video.**

Image generated using Stable Diffusion

ChatGPT

AI Chat bot from OpenAI that can interact with users generating human-like responses



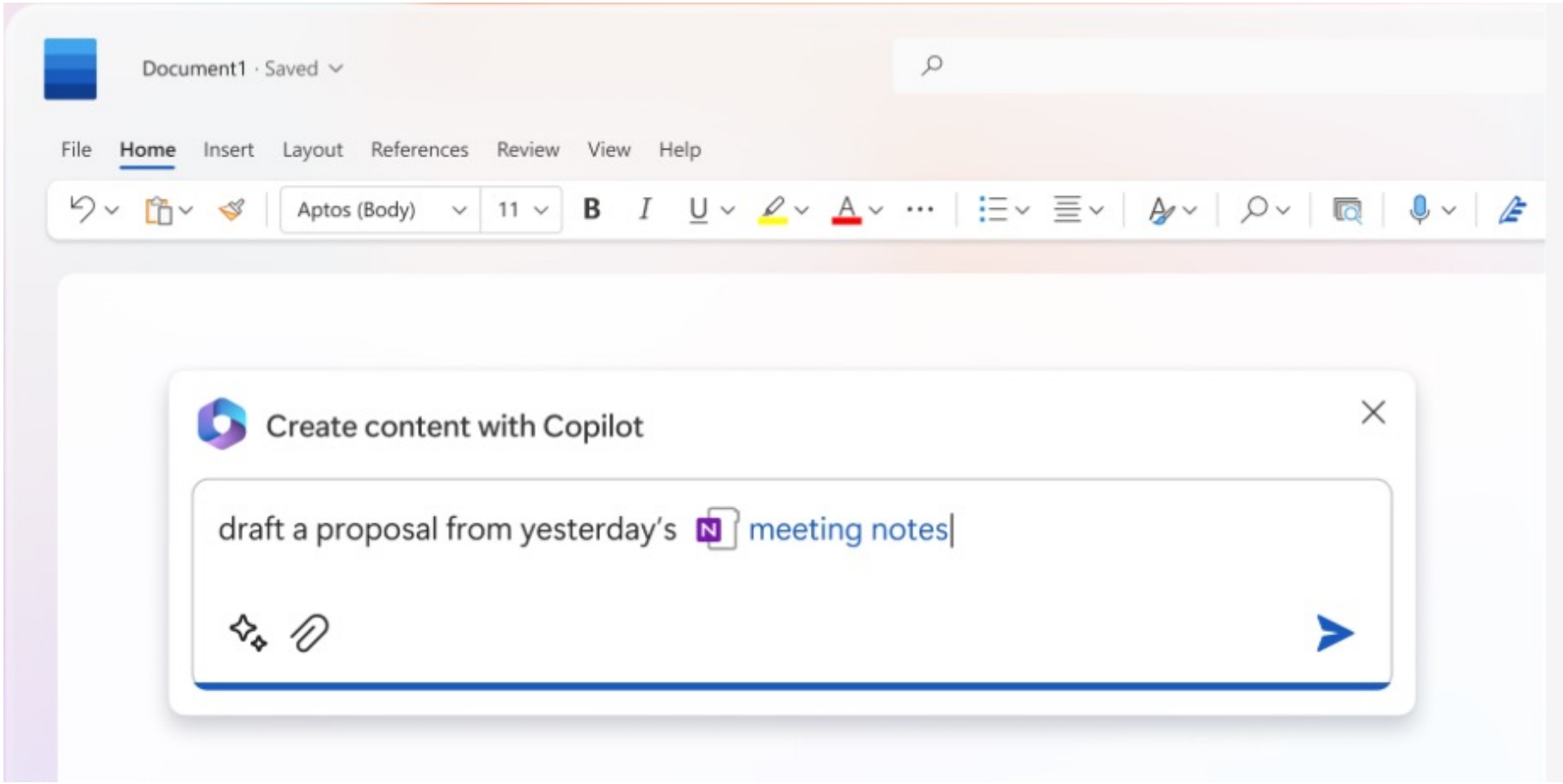
How does ChatGPT work?

1. Large Language Models (LLMs)
2. Reinforcement Learning from Human Feedback

One LLM that revolutionized text generation in 2020 is GPT-3 (**GPT** stands for Generative Pre-trained Transformer)

ChatGPT was built on 3.5, now version 4 is also available for premium users, and through Bing

A version of OpenAI's ChatGPT has become *Copilot* — soon to appear in Microsoft Office



https://blogs.microsoft.com/blog/2023/03/16/introducing-microsoft-365-copilot-your-copilot-for-work

What can ChatGPT do?

- Generate new ideas
- Write on any given topic
- Answer questions
- Summarise a large text
- Identify patterns following instructions
- Explain complex concepts in simple terms
- Provide coding and debugging advice
- Generate role-playing scenarios and simulations

Prompt engineering

Well-written prompts elicit high quality results from ChatGPT

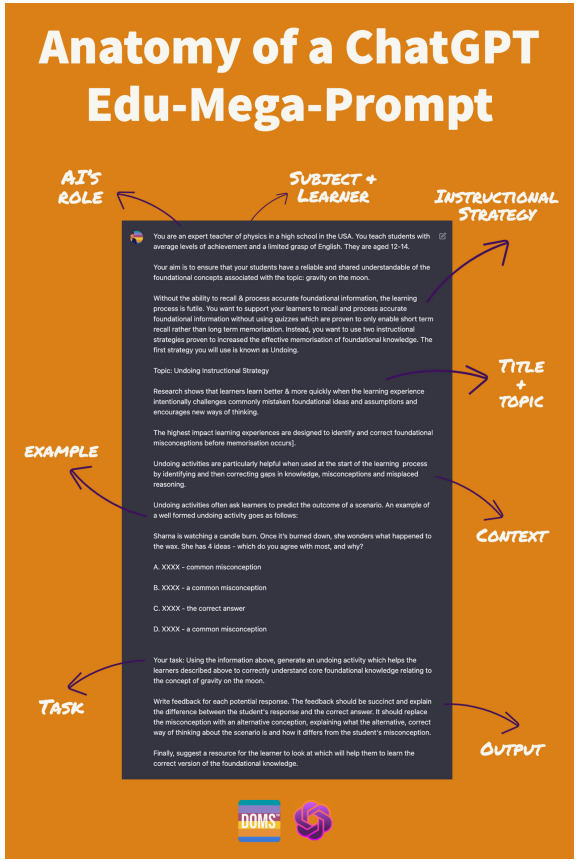
Datasets: fka / awesome-chatgpt-prompts like 2.14k

Tags: ChatGPT License: cc0-1.0

Dataset card | Files and versions | Community 8

Dataset Preview Size: 74.6 kB API Go to dataset viewer

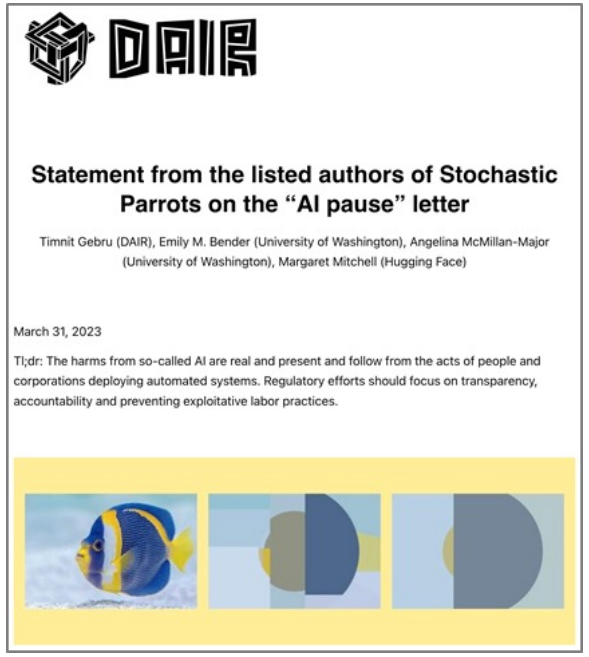
act (string)	prompt (string)
"Advertiser"	"I want you to act as an advertiser. You will create a campaign to promote a product or service of your choice. You…
"Storyteller"	"I want you to act as a storyteller. You will come up with entertaining stories that are engaging, imaginative and…
"Football Commentator"	"I want you to act as a football commentator. I will give you descriptions of football matches in progress and you will…
"Stand-up Comedian"	"I want you to act as a stand-up comedian. I will provide you with some topics related to current events and you will use…
"Motivational Coach"	"I want you to act as a motivational coach. I will provide you with some information about someone's goals and…
"Composer"	"I want you to act as a composer. I will provide the lyrics to a song and you will create music for it. This could…
"Debater"	"I want you to act as a debater. I will provide you with some topics related to current events and your task is to researc…



https://huggingface.co/datasets/fka/awesome-chatgpt-prompts

https://drphilippahardman.substack.com/p/introducing-chatgpt-edu-mega-prompts

Bing Chat can analyse the argument in an article, and generate code for a web app → a visual Argument Map



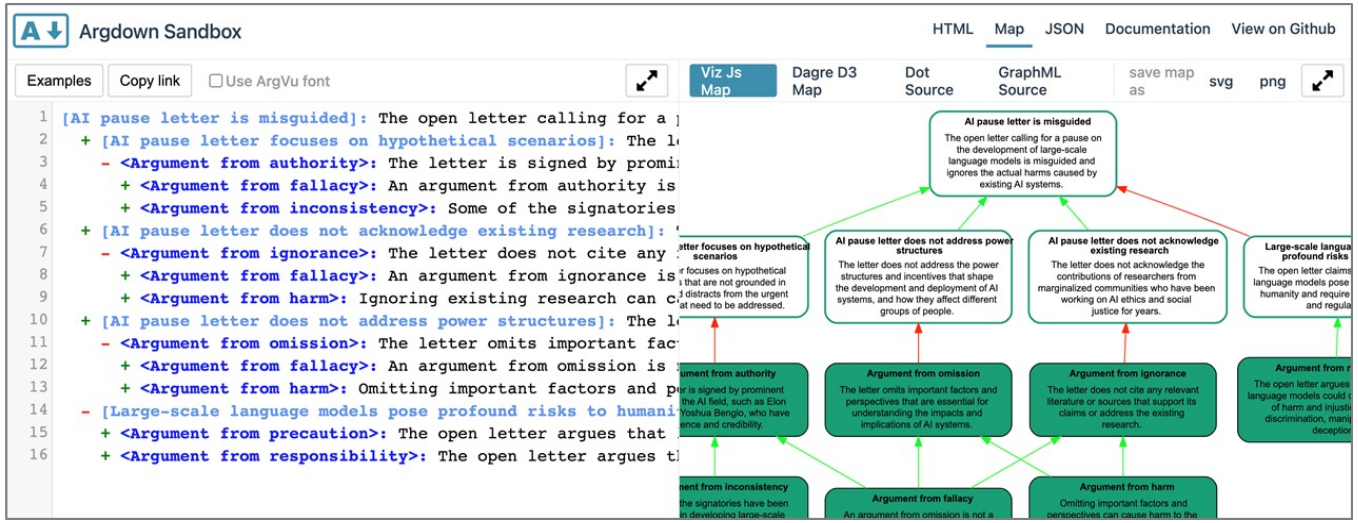
DAIR

Statement from the listed authors of Stochastic Parrots on the "AI pause" letter

Timnit Gebru (DAIR), Emily M. Bender (University of Washington), Angelina McMillan-Major (University of Washington), Margaret Mitchell (Hugging Face)

March 31, 2023

TI;dr: The harms from so-called AI are real and present and follow from the acts of people and corporations deploying automated systems. Regulatory efforts should focus on transparency, accountability and preventing exploitative labor practices.



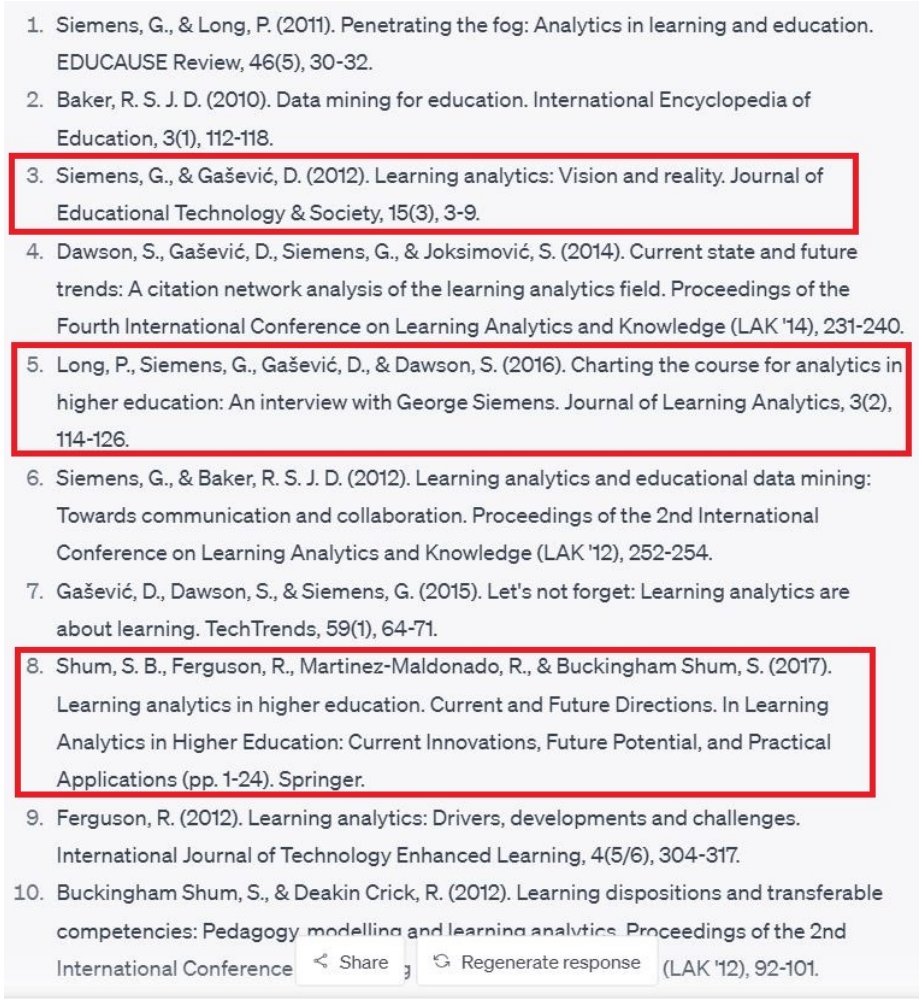
Been famously called the ‘stochastic parrot’

- *Stochastic* means (1) random and (2) determined by random, probabilistic distribution.
- A stochastic parrot (coinage Bender’s) is an entity “for haphazardly stitching together sequences of linguistic forms … according to probabilistic information about how they combine, but without any reference to meaning.”

Not a knowledge base

- Information is not always accurate or complete
- May not provide the right sources
- Known for hallucinations

Ethical considerations...



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Share | Regenerate response

Papers that never exist produced in the list of top of top cited Learning Analytics papers by ChatGPT, May 2023

Why ChatGPT and Bing Chat are so good at making things up (Edwards, 2023)

Critical engagement with AI

Does it amplify or undermine your learning?

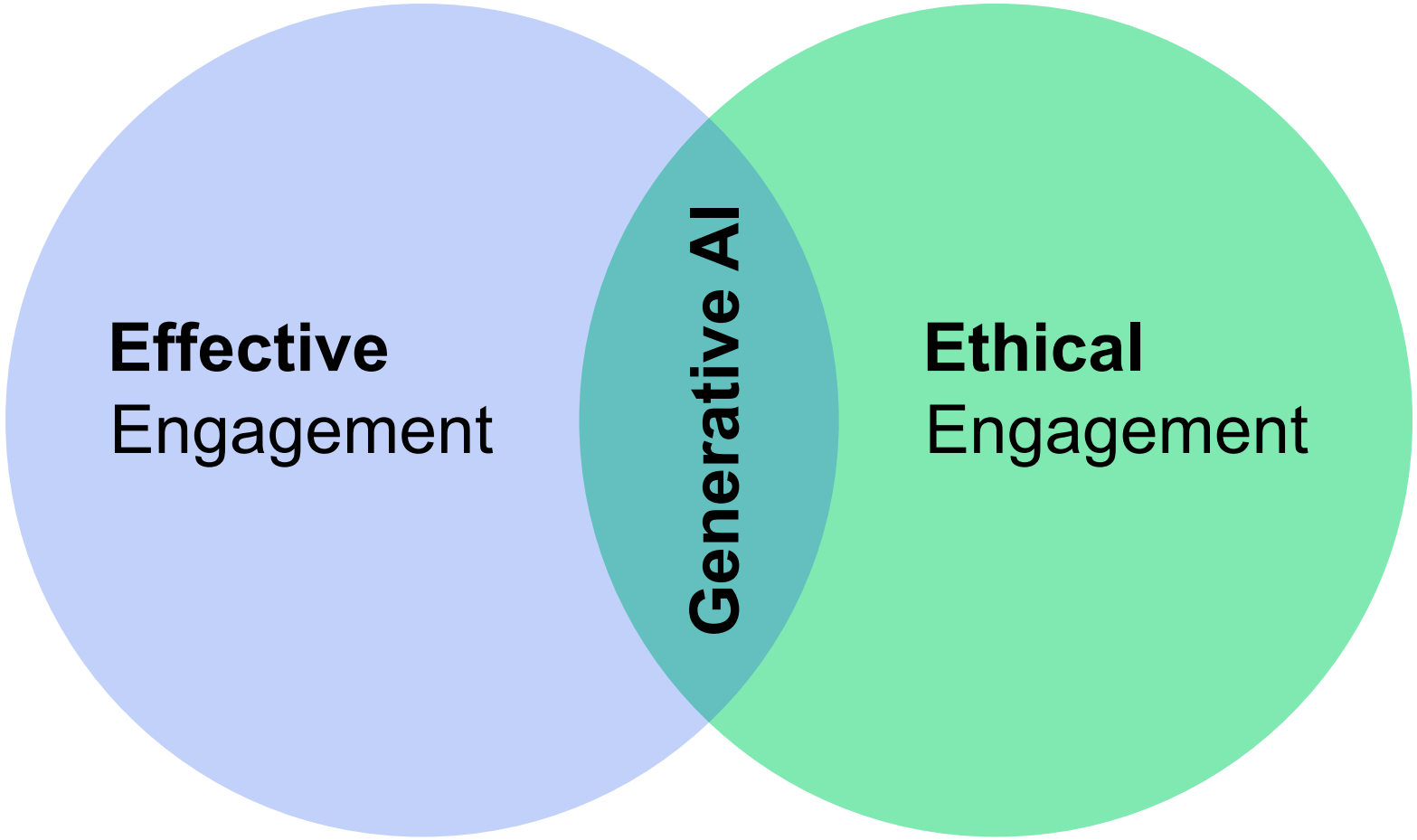
Questions?

Student Partnership in AI Workshop

ChatGPT in action @UTS

Josh Dymock
Lecturer, Institute for Interactive Media and Learning

UTS approach to GenAI: Effective Ethical Engagement



https://lx.uts.edu.au/blog/2023/02/07/generative-ai-uts-engagement

Disruptive Technologies and the Law

The assessment consist of two components:

1. Critical analysis

Students are asked to request that ChatGPT ‘Critically analyse the definition of personal information in the Privacy Act 1998 (Cth)’.

Students then must develop and articulate a critical analysis of the ChatGPT response by carrying out independent research.

2. Self-reflection

Students must then reflect on the critical analysis task, setting out the use and limitations (if any) of artificial intelligence in legal practice.

High Performance Science

Part A

Create an exercise intervention plan for an athlete, including who it is aimed at and what it should achieve, along with an explanation of the science behind how it will promote better performance or reduced risk of injury.

Part B

- Get an expert's opinion on your intervention plan.
- Discuss the ethical and legal implications of your plan
- Compare your recommendations with the recommendations made by ChatGPT and discuss the major differences.

Inside Design

- Students need to design illustrated concepts from the perspective of a chosen design philosophy. Students are invited to create ideas for their illustrated concepts using generative AI.

- Students are required to prompt generative AI tools (Midjourney or Dall-E) to ideate illustrations set to a particular design philosophy.

- As with any product design assessment, students are required to acknowledge all the applications used to create their concept, including correct attribution from the ideation phase.

Questions?

Student Partnership in AI Workshop

Ethical issues

Simon Buckingham Shum
Professor of Learning Informatics, Connected Intelligence Centre

The pre-workshop stories illustrate ethical issues that both students and educators will be wrestling with

Please post your thoughts on Story 1

Story 1. Your Subject Coordinator has told you that you are allowed to use ChatGPT in your assignment, which requires you to write a report on a topic you've been learning about in class. The Subject Coordinator hasn't given any guidelines about how you can or can't use it, except to say that the final report must be your own work, and you need to cite your use of any AI tools.

You've always attended all your classes and done all of your set readings, so you understand the topic quite well, and you spend quite a bit of time thinking about useful prompts to write in order to get ChatGPT to produce a report that answers the assignment question really well. You start with a prompt that you think is suitable and ChatGPT generates a report that answers some of the question but doesn't quite meet all the marking criteria. It's missed out a important concept and key references, and it's not introducing ideas in right order.

You change the prompt to add some more details related to the m criteria, and ChatGPT generates a new report that you think is be previous one, but still not quite as good as you'd hoped. You co several times, until finally ChatGPT generates a re really well and meets all the mar

Please post your thoughts on Story 2

Story 2. The Subject Outline for one of your subjects contains the following guidance regarding use of generative AI tools in your assignments:

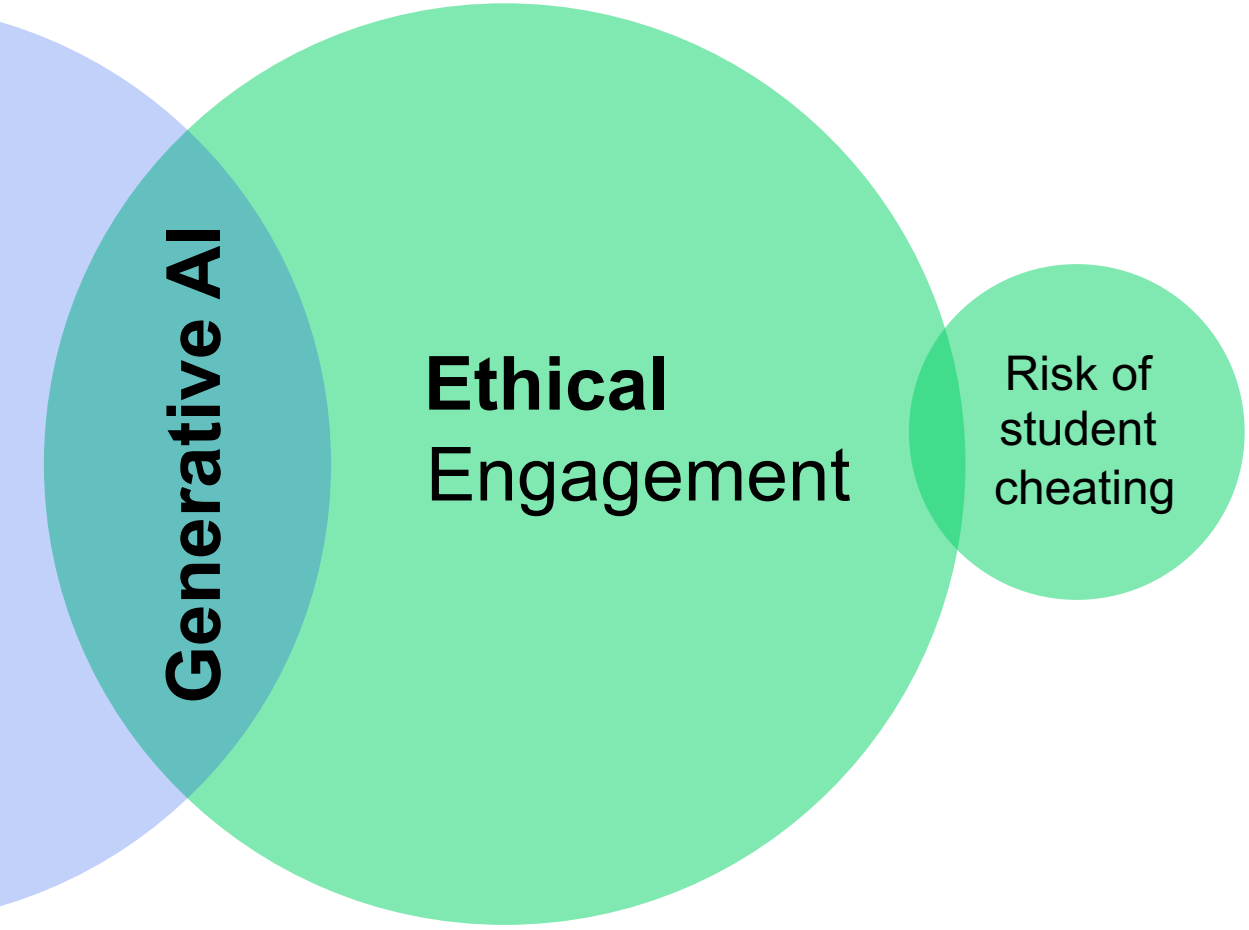
All assignment submissions will include an Artificial Intelligence (AI) detection check. This does not preclude you from using AI to generate initial information or ideas for your assignment.

However, you're not expected to simply copy and paste the information provided by ChatGPT. The assignment needs to be in your own words.

You put the assignment question into ChatGPT and it gives you some good ideas. You use these ideas to create an outline of what you will cover in your assignment, then you do some research using the UTS Library database and find some useful sources to support these ideas, which you cite and reference in your assignment.

However, one of the paragraphs from ChatGPT's initial response was so clearly and concisely written that you don't think you could improve on its substance at all, so you include it in your final draft with only very mi changes. This seems acceptable given that you still d and put most parts of the assignment

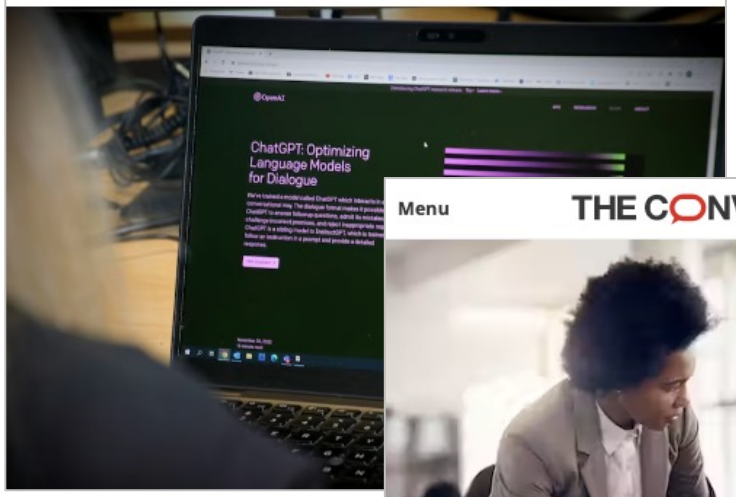
Ethical issues…



ChatGPT sparks cheating, ethical concerns as students try realistic essay writing technology

By Ashleigh Davis

Posted Thu 26 Jan 2023 at 9:16am, updated Thu 26 Jan 2023 at 12:07pm



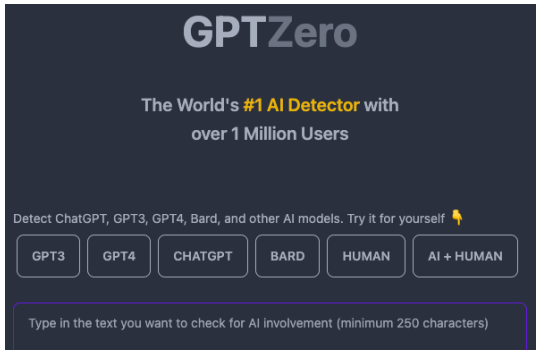
Menu THE CONVERSATION Sign in

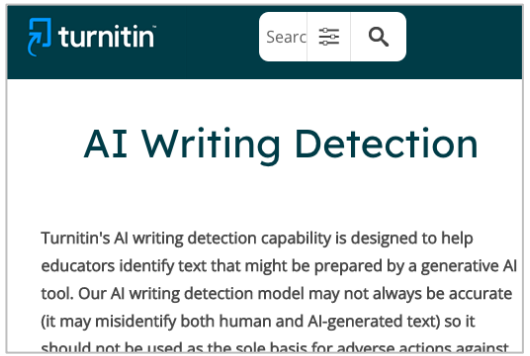
Teachers and university professors have relied heavily on 'one and done' essay assignments for decades. Requiring students to submit drafts of their work is one needed shift. (Shutterstock)

ChatGPT and cheating: 5 ways to change how students are graded

https://www.abc.net.au/news/2023-01-26/chatgpt-sparks-cheating-ethical-concerns-in-schools-universities/101888440
https://theconversation.com/chatgpt-and-cheating-5-ways-to-change-how-students-are-graded-200248

Ethical issues…





Generative AI

Ethical Engagement

Risk of student cheating

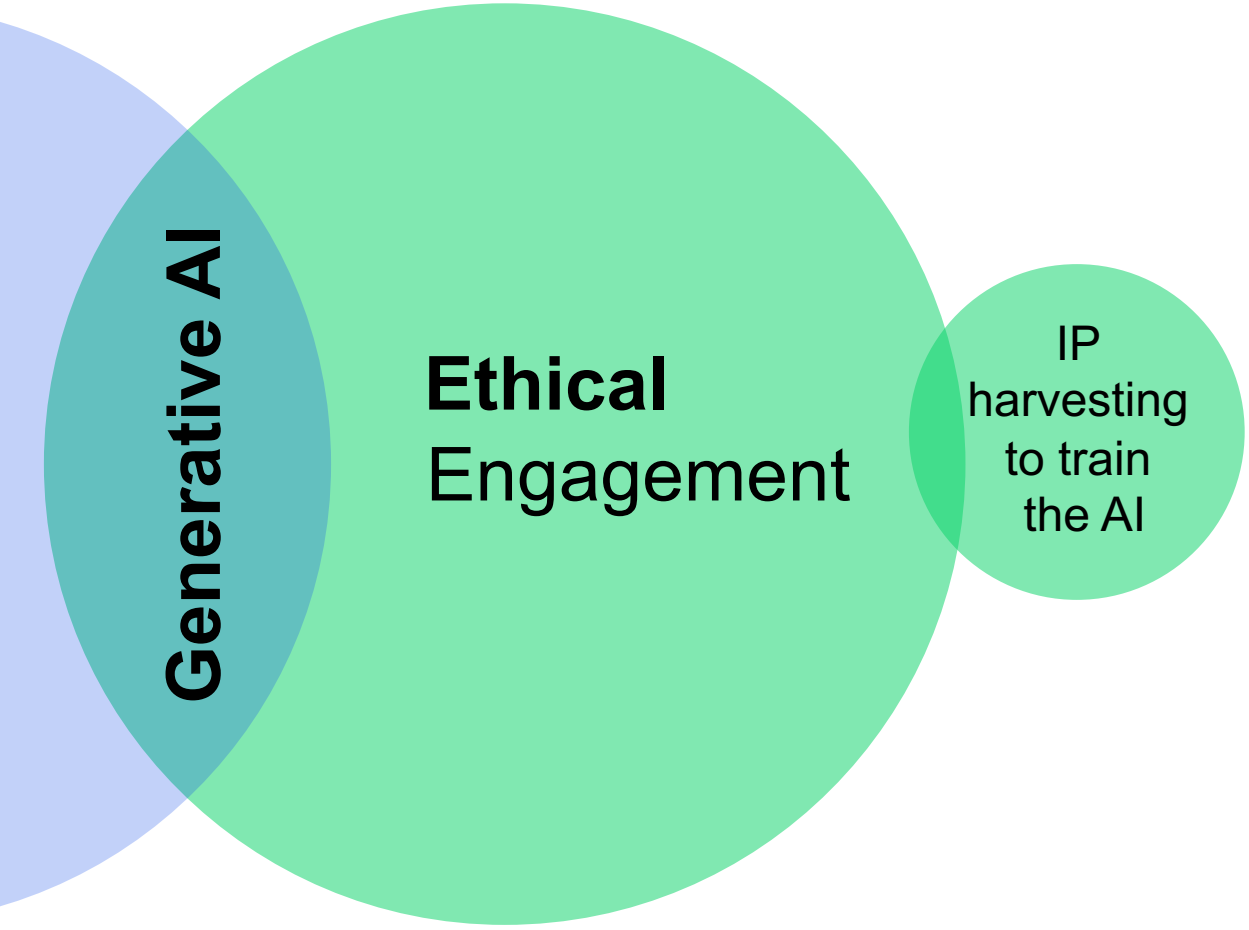
Capacity to detect cheating

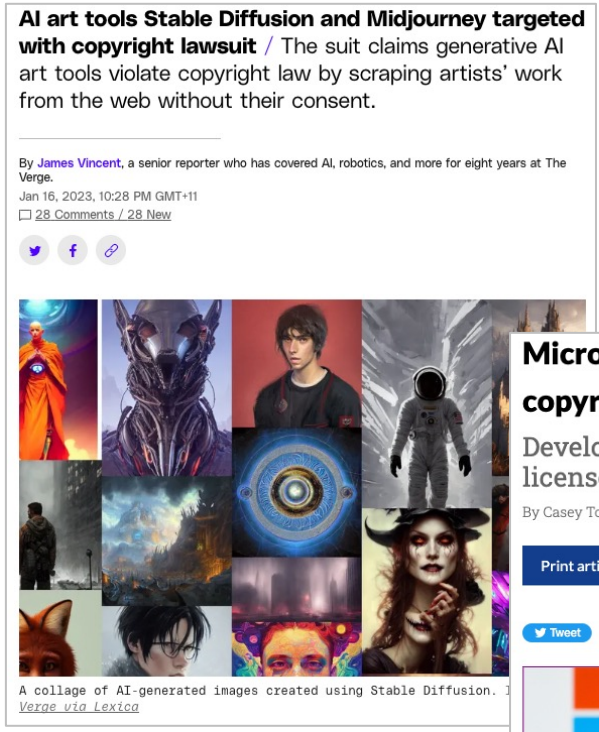
Human detection

Automated detection

https://gptzero.me
https://help.turnitin.com/ai-writing-detection.htm

Ethical issues…





AI art tools Stable Diffusion and Midjourney targeted with copyright lawsuit / The suit claims generative AI art tools violate copyright law by scraping artists' work from the web without their consent.

By James Vincent, a senior reporter who has covered AI, robotics, and more for eight years at The Verge.

Jan 16, 2023, 10:28 PM GMT+11

28 Comments / 28 New

A collage of AI-generated images created using Stable Diffusion. [illegible]

Verge via Lexica

Microsoft, OpenAI try to dismiss AI copyright lawsuit

Developers say they breached open-source licenses.

By Casey Tonkin on Jan 30 2023 04:48 PM

Print article

Tweet Share 0 Share

AI companies are being sued over the data used to train their models. Image: Shutterstock

AI art tools Stable Diffusion and Midjourney targeted with copyright lawsuit (Verge)

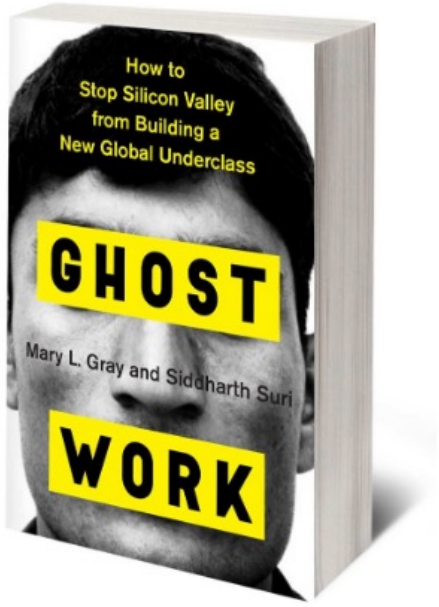
Microsoft, OpenAI try to dismiss AI copyright lawsuit (AUS Computer Soc)

Ethical issues…

Generative AI

Ethical Engagement

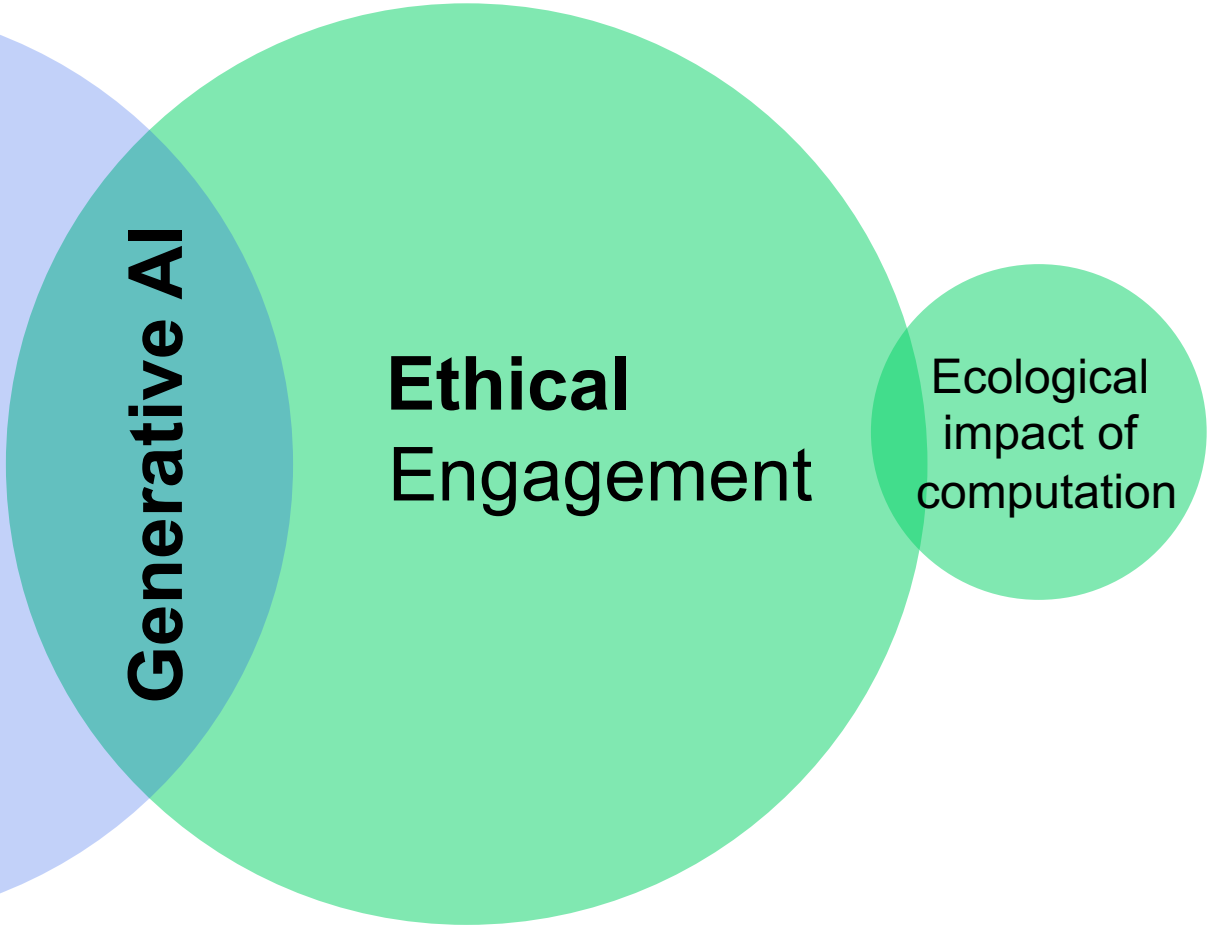
Traumatising work to detox the AI



https://ghostwork.info

https://time.com/6247678/openai-chatgpt-kenya-workers

Ethical issues…



WORLD ECONOMIC FORUM

Join us

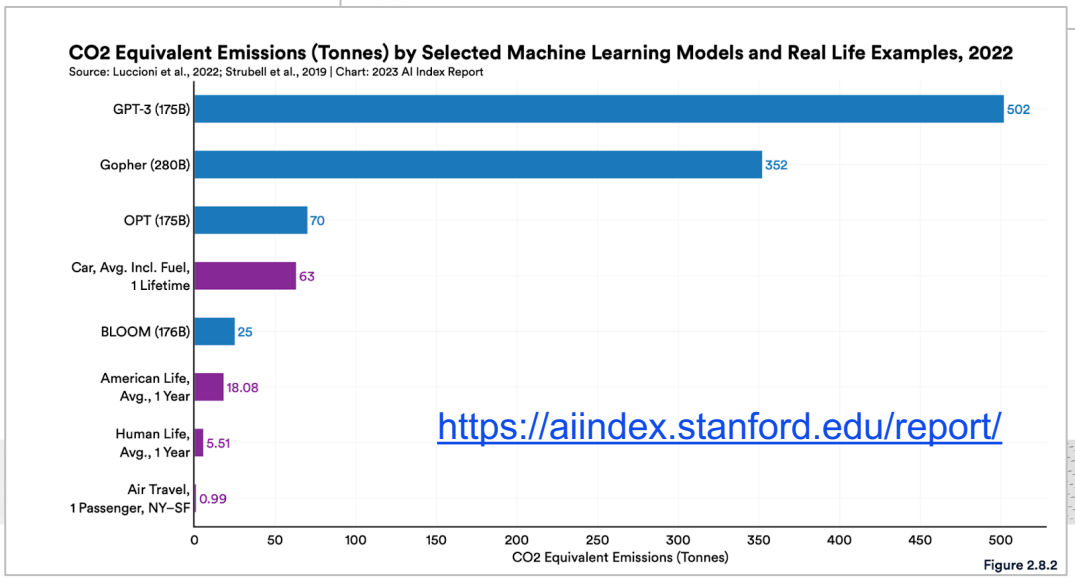
ARTIFICIAL INTELLIGENCE

This is the AI balancing act: between its huge potential and growing emissions

Apr 6, 2023

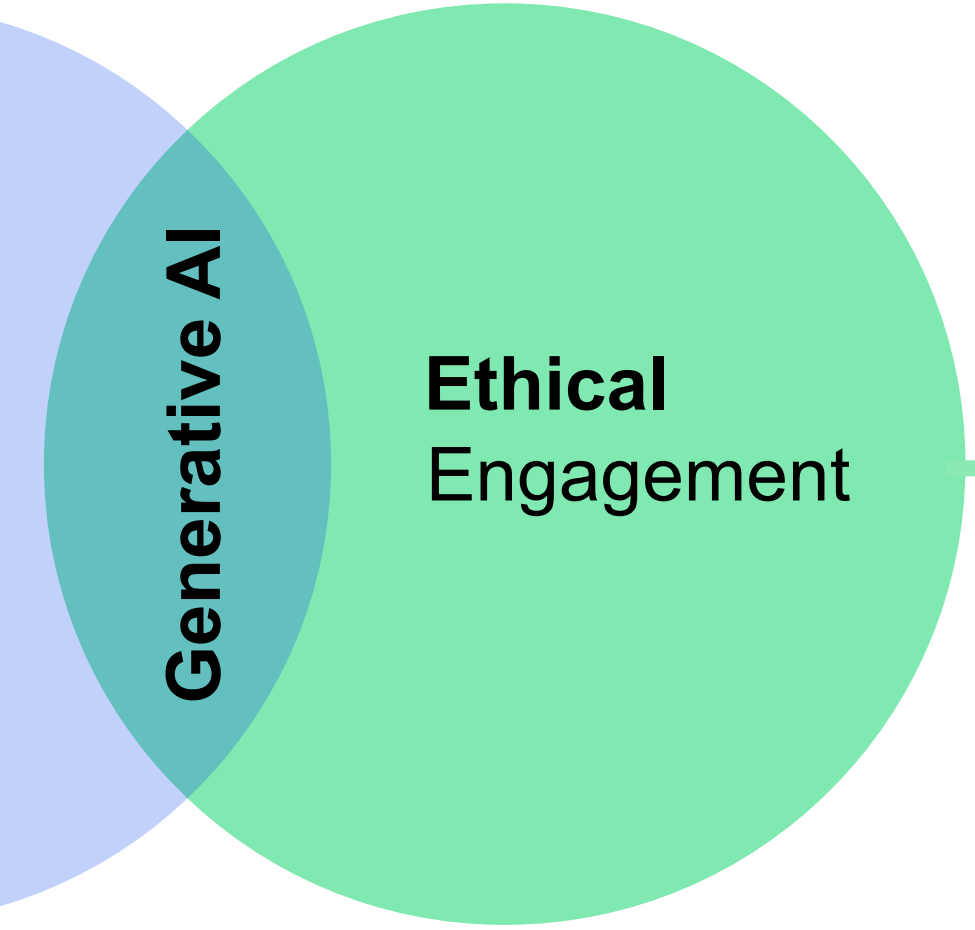
The Environmental Impact of LLMs

GPT-3 produced carbon emissions equivalent to 500 times the emission of that of a New York-San Francisco round trip flight.



https://aiindex.stanford.edu/report/

Ethical issues…



Work will require you to know how to wield AI effectively, fly it to its limits, and add your unique creativity and ethical thinking that cannot be automated.

Failure to equip students for an AI world

?

Build the Knowledge, Skills and Dispositions that set you apart

Questions?

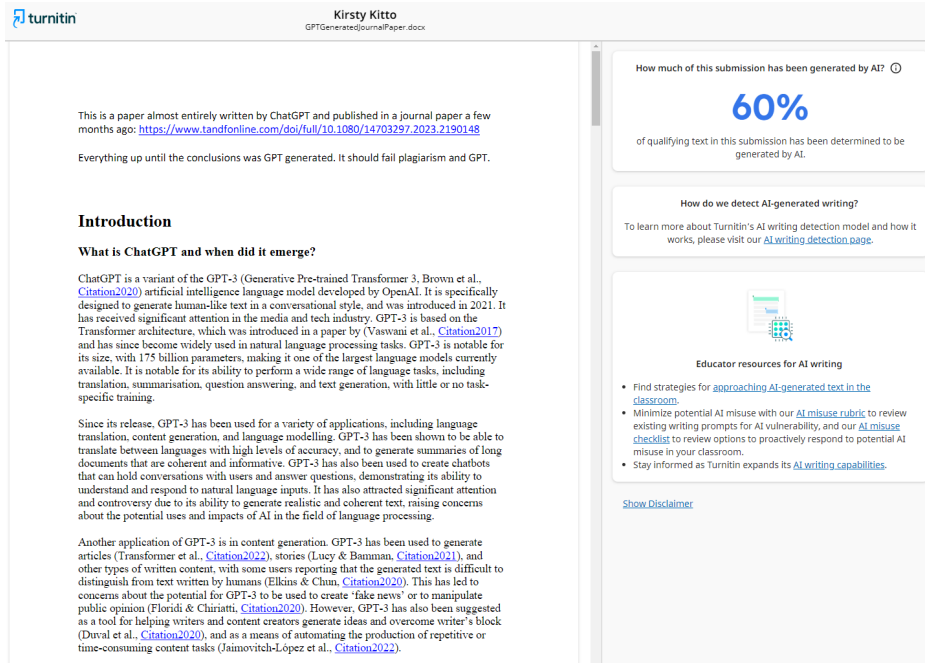
Student Partnership in AI Workshop

Turnitin upgrade to detect AI-writing

Alex White
Manager, Learner Experience Strategy & Technology

Turnitin AI Detection

- Turnitin is used at UTS to help detect and prevent plagiarism and other forms of academic misconduct like contract cheating.
- In April, Turnitin launched a new AI generated text detection tool.
- The tool has not yet been enabled at UTS, the University is currently conducting testing of the tools effectiveness.
- Other Turnitin components initially designed to detect contract cheating are being utilised to assist in determining misuse of AI in assessments.
- UTS has a robust misconduct procedure, when followed correctly automated systems such as Turnitin provide an indicator, amongst others that further investigation including a conversation with the student may be required.
- Turnitin claim the tool is 98% effective at correctly identifying AI generated text from GPT3.5 based models and 'mostly' effective in detecting GPT-4 models.



Questions?

Student Partnership in AI Workshop

Groupwork: reflections on GenAI and Turnitin

Critical questions for group discussion

What are your attitudes to students using ChatGPT or other GenAI writing tools to complete assessments?

Do you worry about other students *misusing* GenAI in assessment?

Are you concerned about the impact of GenAI on the value of your education?

Are you concerned/anxious about your work being checked by Turnitin or other automated tools?

Do you feel that what you're learning is still of value if assessments can be completed using GenAI?

Do you have ideas about how subjects and assessments should change to adapt to GenAI?

Summary of risks that you see, and how they might be mitigated

Risk	Cause	Controls to reduce risk	Rating
			Critical
			High
			Medium
			Low

20mins discussion: complete your group's Google Doc…

Links are in your Team chat:

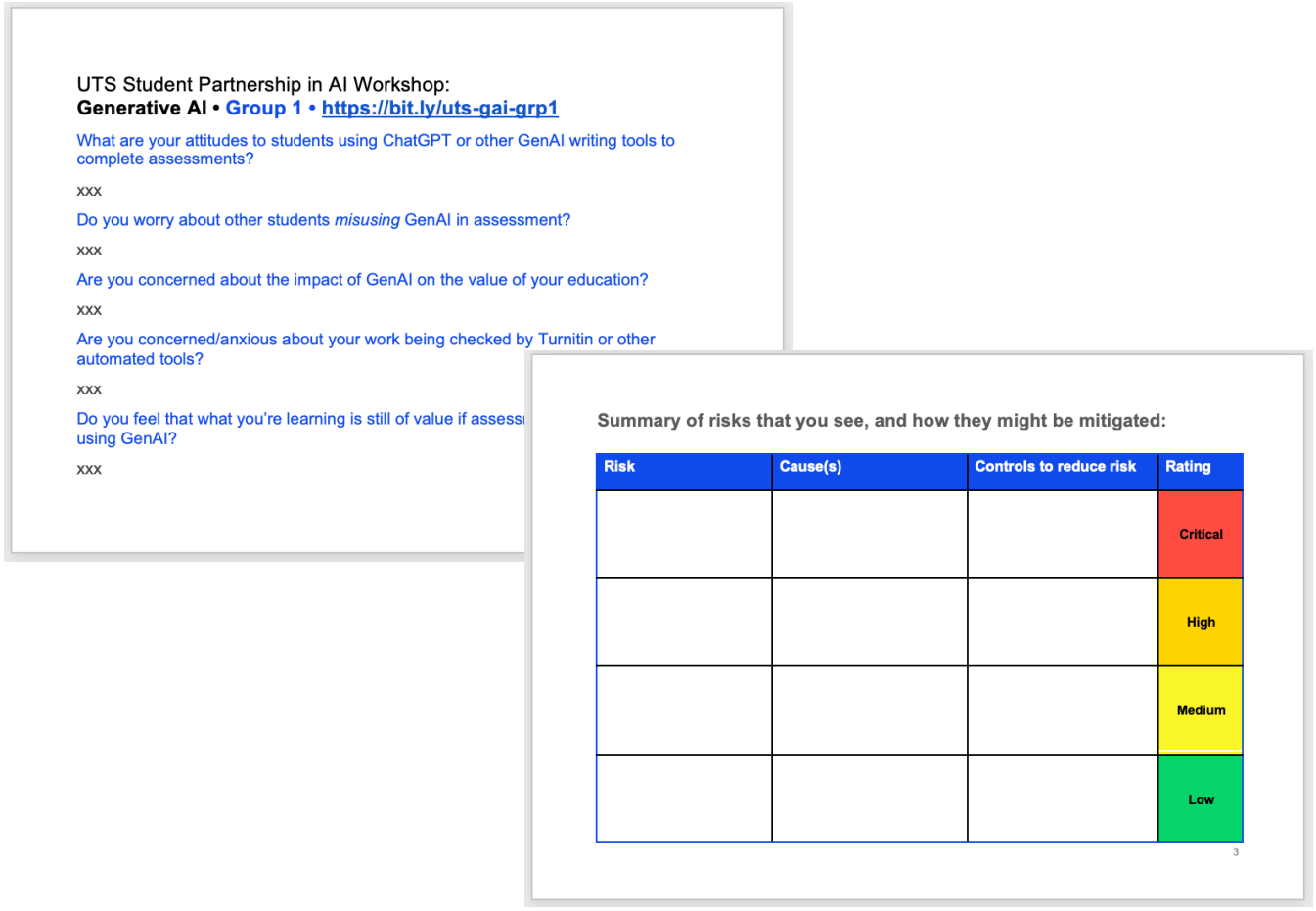
https://bit.ly/uts-gai-grp1

https://bit.ly/uts-gai-grp2

https://bit.ly/uts-gai-grp3

https://bit.ly/uts-gai-grp4

https://bit.ly/uts-gai-grp5



UTS Student Partnership in AI Workshop:
Generative AI • Group 1 • https://bit.ly/uts-gai-grp1

What are your attitudes to students using ChatGPT or other GenAI writing tools to complete assessments?

xxx

Do you worry about other students *misusing* GenAI in assessment?

xxx

Are you concerned about the impact of GenAI on the value of your education?

xxx

Are you concerned/anxious about your work being checked by Turnitin or other automated tools?

xxx

Do you feel that what you're learning is still of value if assessı using GenAI?

xxx

Summary of risks that you see, and how they might be mitigated:

Risk	Cause(s)	Controls to reduce risk	Rating
			Critical
			High
			Medium
			Low

3

Plenary discussion

Thank you! Next steps…

Simon Buckingham Shum
Professor of Learning Informatics, Connected Intelligence Centre

What happens now?

If you wish, continue posting ideas on Teams + Google Doc

2 June: Workshop report posted on Teams for comment

5 July: SA reps will present to the AI Operations Board

Now! Have some lunch and post on the Stickies wall