



Guidance on Using and Advising on AI Tools

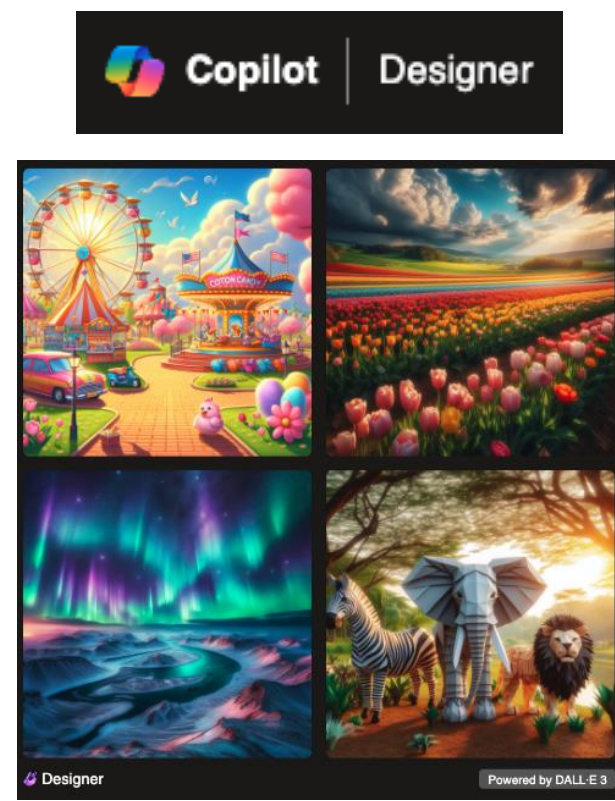
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Overview

Where We're At
Generative AI tools & tasks
AI Detectors
Guides & Resources
AI Assessment Scale
AI Literacy Framework
AI in Education prompt library
Learning Advisor Guide to AI (draft)

Generative AI tools



KC

You

You are a teaching assistant. You want to help students in a first-year undergraduate university course with their essay writing. You are going to deliver a 45-minute workshop to a group of students. Create a lesson plan to teach these students about how to write a 5-paragraph essay. Include examples from New Zealand.



ChatGPT

Workshop Title: Mastering the 5-Paragraph Essay: A Guide for First-Year Students

Objective:

By the end of this workshop, students will be able to:

1. Understand the structure and components of a 5-paragraph essay.
2. Develop strong thesis statements and topic sentences.
3. Incorporate examples from New Zealand to support their arguments effectively.
4. Practice drafting a 5-paragraph essay outline.

Materials Needed:

1. Whiteboard and markers
2. Handouts with essay structure templates
3. Examples of 5-paragraph essays focusing on New Zealand topics
4. Pens and papers for note-taking
5. Timer

Workshop Plan:

Introduction (5 minutes)



- Greet the students and introduce the workshop topic.

Tasks Gen. AI can help learning advisors with

- Plan workshops
- Create presentations
- Give feedback on existing presentations
- Create discussion questions
- Create quizzes
- Create titles
- Write emails
- Brainstorm ideas
- Help with reflection
- Analyze learning advisor appointments for trends and patterns
- Making teaching more inclusive and accessible

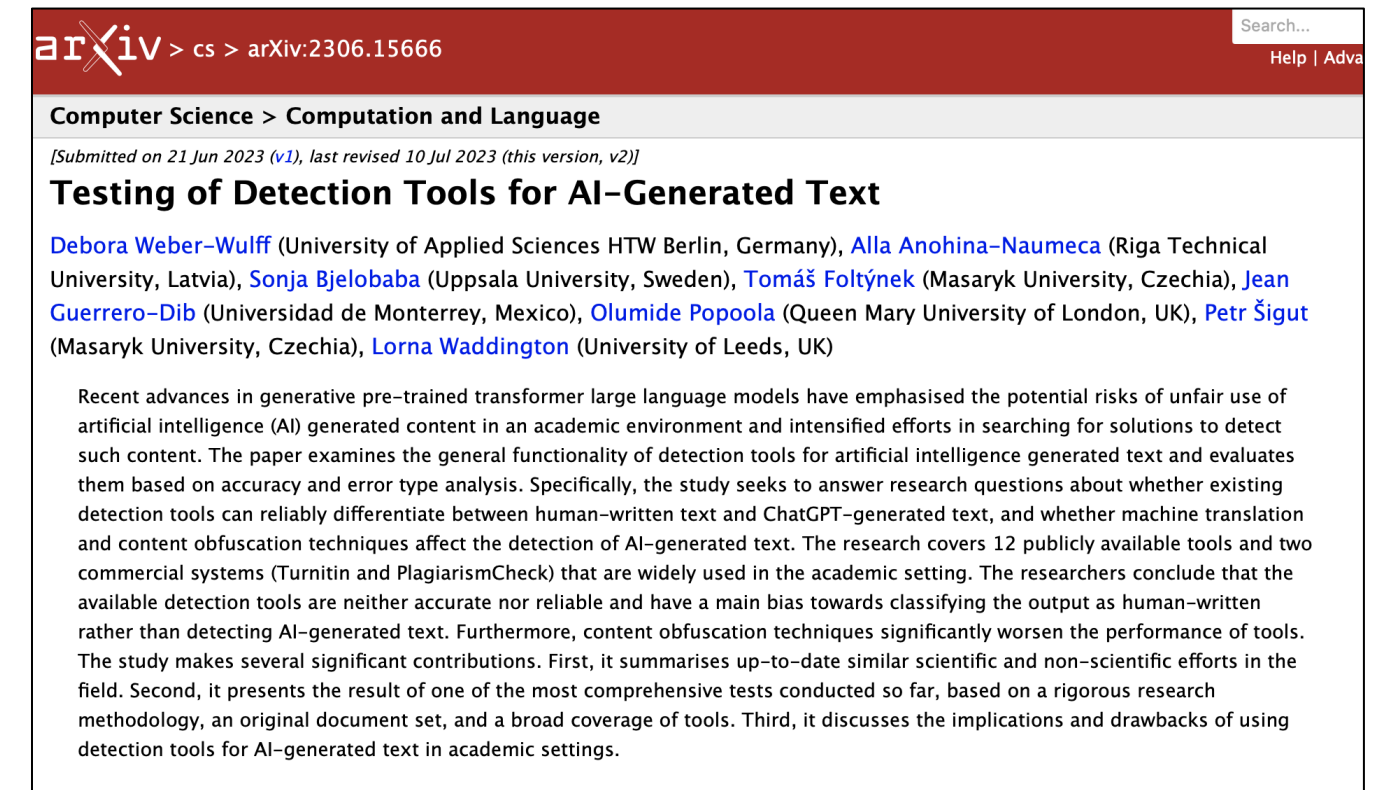
Tasks Gen. AI can help students with

- Do writing (e.g. essays, reports) for them
- Act as personal virtual tutor to aid their learning 24/7
- Check grammar and punctuation, style, and make suggestions on their own writing
- Give feedback on presentations
- Create custom images and videos
- Summarize journal article abstracts or whole article, key points
- Explain terms and concepts in basic way
- Help with structure, time management, and assignment planning
- Help with data analysis (and graphs with Plus version)
- Write emails or messages to lecturers or tutors
- Creating/Summarizing video transcripts (e.g. download YouTube transcript)
- Use text-to-speech or speech-to-text features
- Help with reflection

AI Detectors don't work

- Arms race against tech trained to imitate humans
- Inaccurate and unreliable
- High false positives and false negatives
- Equity issues; flags ESOL writing more often
- Easily fooled (e.g. by paraphrasing tools or spelling errors)
- Lack of info about how they work
- No way to 'prove' AI-generated content (unlike something copied and pasted from internet)

<https://arxiv.org/abs/2306.15666>



“Detection tools for AI-generated text do fail, **they are neither accurate nor reliable (all scored below 80% of accuracy and only 5 over 70%)**. In general, they have been found to diagnose human-written documents as AI-generated (false positives) and often diagnose AI-generated texts as human-written (false negatives).

This paper exposes serious limitations of the state-of-the-art AI-generated text detection tools and their **unsuitability for use as evidence of academic misconduct**. Our findings do not confirm the claims presented by the systems. They too often present false positives and false negatives. Moreover, it is too easy to game the systems by using paraphrasing tools or machine translation. Therefore, **our conclusion is that the systems we tested should not be used in academic settings**. ...

Our findings strongly suggest that the “easy solution” for detection of AI-generated text does not (and maybe even could not) exist. Therefore, rather than focusing on detection strategies, **educators continue to need to focus on preventive measures and continue to rethink academic assessment strategies**... Written assessment should focus on the process of development of student skills rather than the final product.”

THE AI ASSESSMENT SCALE

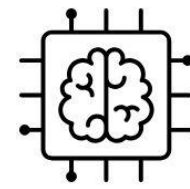
1 RED	NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. *AI must not be used at any point during the assessment
2 ORANGE	AI-ASSISTED IDEA GENERATION & STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. *No AI content is allowed in the final submission
3 YELLOW	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. *AI can be used, but your original work with no AI content must be provided in an appendix.
4 LIGHT GREEN	AI TASK COMPLETION/ HUMAN EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete <u>specified tasks</u> in your assessment. *Any AI created content must be cited
5 GREEN	FULL AI	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. *You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated

Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2023). Navigating the generative AI era: Introducing the AI assessment scale for ethical GenAI assessment. [arXiv preprint arXiv:2312.07086](https://arxiv.org/abs/2312.07086). Adapted from Table 1, p. 7. Used in accordance with authors' licensing



Paper: <https://arxiv.org/abs/2312.07086>

Modified graphic: <https://x.com/joycevalenza/status/1740384240850878655>



AI LITERACY FRAMEWORK



CREATED BY MAPPING AI SKILLS ONTO THE UNESCO DIGITAL LITERACY GLOBAL FRAMEWORK
DR. KARA KENNEDY | KENNEDYHQ.COM | 2023
SHARE VIA CREATIVE COMMONS (CC-BY)

<https://kennedyhq.com/wp/2023/12/21/ai-literacy-framework/>



1. **HARDWARE & SOFTWARE**

- Know which AI tool to use
- Use AI tools and features on phone/tablet/laptop/desktop



2. **INFORMATION & DATA LITERACY**

- Use AI to access new info and organize data
- Evaluate AI output
- Modify techniques to improve AI performance



3. **COMMUNICATION & COLLABORATION**

- Converse with AI systems and chatbots
- Manage and share AI content
- Determine whether/how to acknowledge AI
- Use AI in collaboration with others



4. CONTENT CREATION

- Use AI to create and personalize new content and adapt existing content
- Understand legal and ethical issues with AI datasets, models, and output



5. SAFETY

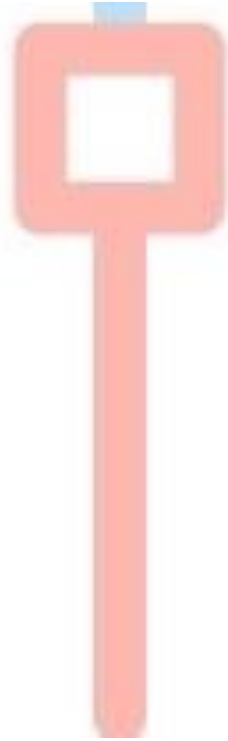
- Know risks and liabilities of AI tools
- Review privacy policies for data usage
- Manage risks to personal info and wellbeing
- Use AI in ethical ways and assess environmental impact



6. PROBLEM SOLVING

- Recognize errors and inconsistencies in outputs
- Identify and solve AI-related problems
- Use AI to create insights and improve processes
- Identify skill gaps and continually learn





7.CAREER COMPETENCIES

- Use and customize AI tools in specific field
- Understand and analyze AI content in specific field
- Combine industry expertise with AI analysis and processes



Sample Prompts

GenAI Chatbot Prompt Library for Educators

We have a variety of prompts to help you lesson plan and do administrative tasks with GenAI chatbots like [ChatGPT](#), [Claude](#), [Bard](#), and [Perplexity](#).

Search

All Prompts

Administrative

Assessment

Communication

For Students

Lesson Planning

Professional Development

Social/Emotional Learning

Special Education

Administrative

Interview Questions

Draft interview questions for a new teacher, administrator, or school leader using a GenAI Chatbot

Interview Questions

Professional Development Idea Generator

Brainstorm ideas for your professional development presentations using an AI chatbot

PD Idea Generator

Professional Development Workshop Planner

Plan professional development workshops and presentations using an AI chatbot

PD Workshop Planner

Reference Letters

Craft any type of reference letters, especially college recommendations, using a GenAI Chatbot

Reference Letters

Assessment

Authentic Assessments

Use a GenAI Chatbot to create unique authentic assessments for your students

Authentic Assessments

BLOOM'S TAXONOMY

Create a Bloom's Taxonomy for any grade level and subject

Bloom's Taxonomy

RUBRICS

CREATE FORMATTED RUBRICS FOR ANY TYPE OF ASSIGNMENT

Rubrics

Quizzes

Create quizzes (with and without content) using ChatGPT

Quizzes

<https://www.aiforeducation.io/prompt-library>

Sample Prompt to simplify a task

“Explain it to Me Like...” Prompt

You are an expert teacher with excellent communication and interpersonal skills, particularly skilled in distilling and reframing complicated topics for specific audiences. Your task is to explain the concept of [COMPLEX TOPIC] in simple terms, so that my [GRADE LEVEL AND SUBJECT] class can understand [CONCEPT / SPECIFIC EXAMPLE].

Example Prompt

You are an expert teacher with excellent communication and interpersonal skills, particularly skilled in distilling and reframing complicated topics for specific audiences. Your task is to explain the concept of refraction of light in water in simple terms, so that my 5th grade science class can understand why their straws look bent in their water glasses.

Additional Prompting Strategies

- Utilize other resources to help explain the complex topic: videos, digital handouts, sound clips, props, etc.
- Have the chatbot use specific facts/knowledge/details about your students to inform its responses. For this example, if most of your students live on a lake, you could use that information to personalize the answer about water refraction to make it more relatable to the students' everyday lives.
- Ask the chatbot for activity ideas on this topic to continue learning about it in an engaging way.
- Use the chatbot to help you expand the topic. In this example, you could have your students explore refraction in sound and water. Use the chatbot to create dialogue/a script on how to explain these concepts, and for activity ideas for after the lesson.

Learning Advisor Guide to AI (draft)



Know enough about AI tools to discuss with student

Enquire about any AI policies or assignment guidelines from lecturer/tutor

Advice student about how to use AI tools ethically and responsibly