AI IN HIGHER EDUCATION: OPPORTUNITIES AND THREATS
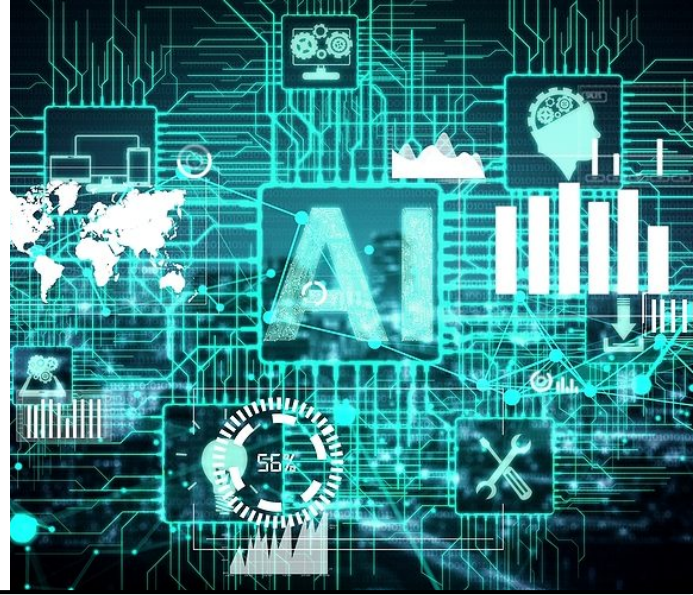
ONLINE SEMINAR || 24 MAY 2023

Recording available **HERE**

Moderated by **Zac Woolfitt,** Inholland University, The Netherlands

AI presents both opportunities and threats. It can help create customized learning experiences for individual students based on their strengths, weaknesses, and learning styles but it also raises ethical considerations related to student autonomy, accountability, and the use of data. How do different higher education institutions use AI and chatbots? How do they ensure privacy and anonymisation? These are just a couple of questions that were addressed during this seminar. Participants heard from different institutions about their strategies and policies and presenters also shared their tips and recommendations.

Read Zac Woolfitt's recap article, **'What does it mean to teach, to assess, and to learn in the age of AI?,'** about the event.

Presenters ↘

Jelle Zuidema, Julia Dawitz and Emma Wiersma, Universiteit van Amsterdam, The Netherlands (presentation)

Jelle: The technical and ethical basics
- The rapid growth of LLMs preceding ChatGPT; disruptive; what do we need to know about the technology to estimate what this will lead to?
- The 4 key innovations that made it possible: next word prediction+scale, the Transformer architecture, in-context learning, RLHF
- Why is guaranteeing truthfulness so difficult? (The hallucination problem)
- Why is reliable detection so difficult? (Adversarial prompts)

Julia & Emma: Practical examples of how to implement Generative AI in your teaching
- How can LLM applications be used as a tool to aid lecturers?
- How can students use LLM applications to improve their learning?
- Main message: It's our responsibility to train students and colleagues to use LLMs properly
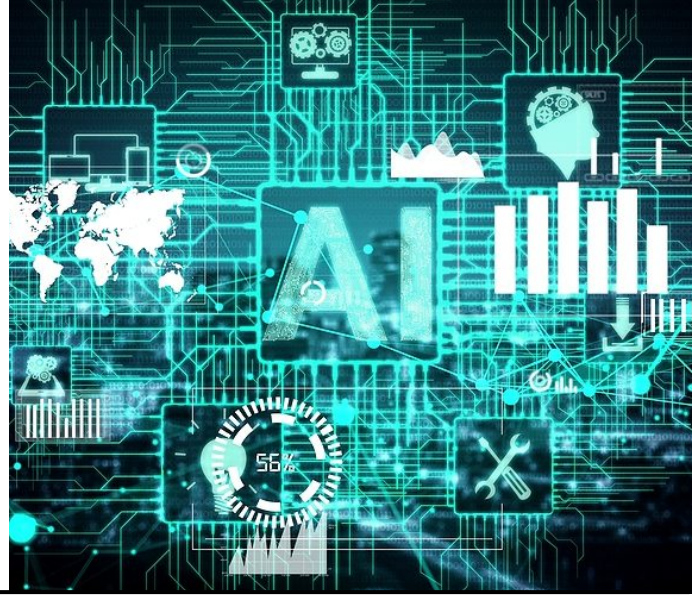
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Elin Bommenel, Lund University, Sweden (presentation)

A blessing in disguise?
- When the cats turn around and ask to be herded. Why university teachers ask their vice chancellors for guidance in AD 2023.
- The Dunning-Kruger model and the students' understanding of ChatGPT.
- How well are university teachers equipped to help grown ups learn?
- The importance of having a pedagogical unit.

Peter Hollants, Inholland University, The Netherlands (presentation)

- Opportunities & Threats of ChatGPT and other LLMs; should they be managed and if so, how?
- Will the curriculum change and with it our way of teaching and assessing?
- Should teachers be facilitated by the school organisation with resources and instructions to use ChatGPT-like tools?
- Is your school ai-ready?

Peter Parnes, Luleå University of Technology, Sweden (presentation)

The Future of AI and Learning
- Transforming Education: Generative AI to enable personalized, adaptive learning experiences.
- AI-Assistants: Enhancing individual learning through tailored support.
- Generative AI's Future: Exploring new directions to revolutionize teaching and learning.

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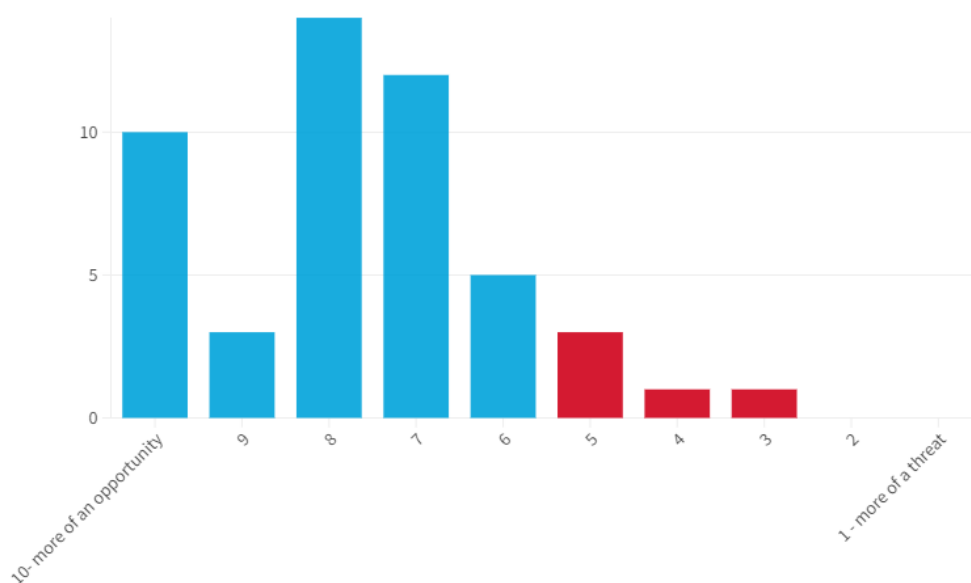
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Links shared in the chat:

- Article "**ChatGPT workshop for lecturers**" by **Julia Dawitz & Emma Wiersma**, University of Amsterdam, The Netherlands.
- Review "ChatGPT Utility in Healthcare Education, Research, and Practice: Systematic Review on the Promising Perspectives and Valid Concerns" by Malik Sallam (healthcare-11-00887-v2.pdf)
- **"Teaching and AI"** - Resources by the University of Amsterdam
- **Learn Prompt Engineering** - free course designed to equip you with core concepts and methods applicable to any Large Language Model (LLM)
- Article "**Developing Career-Ready Graduates: The Importance of AI Literacy Across the Curriculum**" by **Jane Southworth & Kati Migliaccio**, University of Florida, USA
- **Google "We Have No Moat, And Neither Does OpenAI"** - a blog post about leaked internal Google document that claims that open source AI will outcompete Google and OpenAI
- **Bloom LLM** -BigScience Large Open-science Open-access Multilingual Language Model

On a scale of 1-10, how much do you agree with the statement: AI is more an opportunity than a threat in Higher Education

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