

CRAFTing our way towards a future with generative AI

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Educational Innovation

DVC (Education) Portfolio



Where are we, 2 years on from ChatGPT?

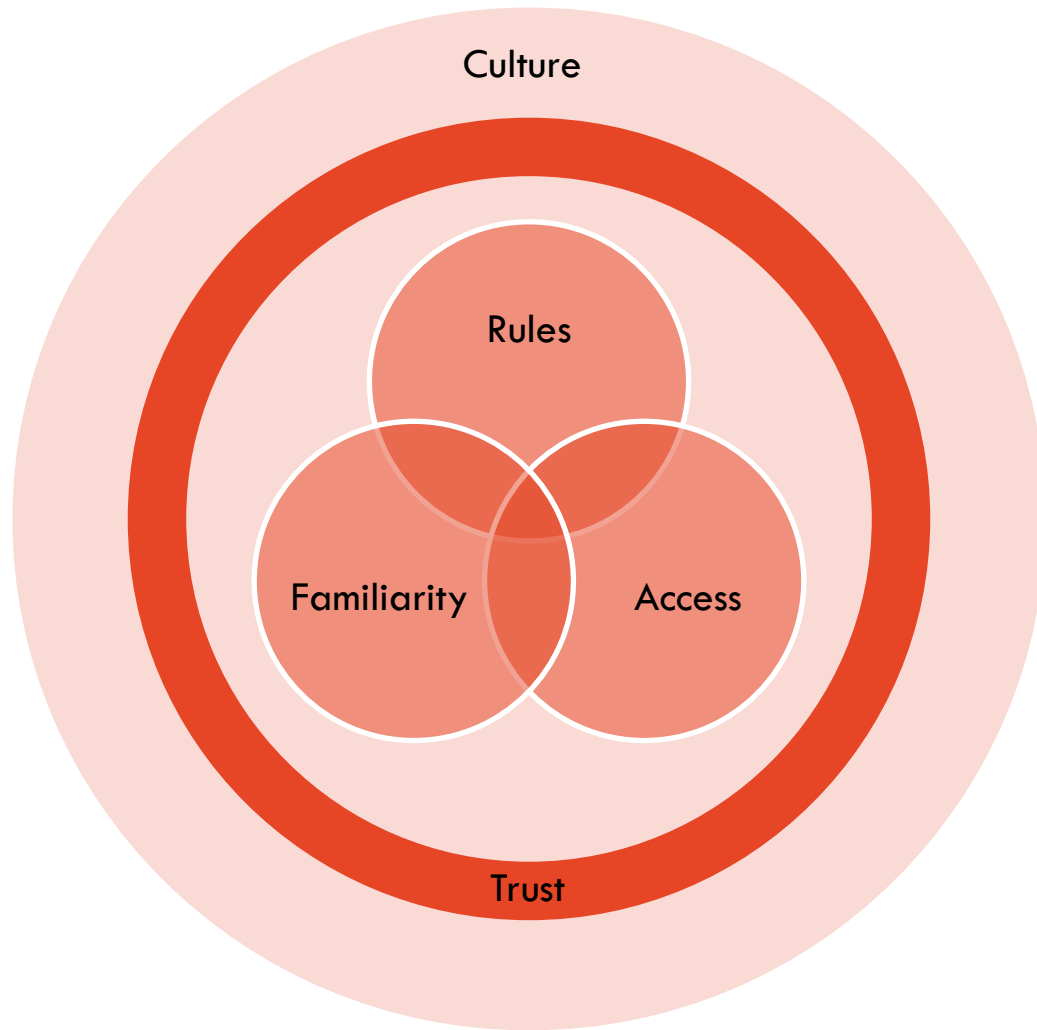
- Students are confused, fearful, ashamed
- Academics are confused and feel under-prepared
- The integrity of our qualifications is at risk
 - And hence the community is at risk
- Generative AI is appearing everywhere

Generative Artificial Intelligence: Guidelines for Educators

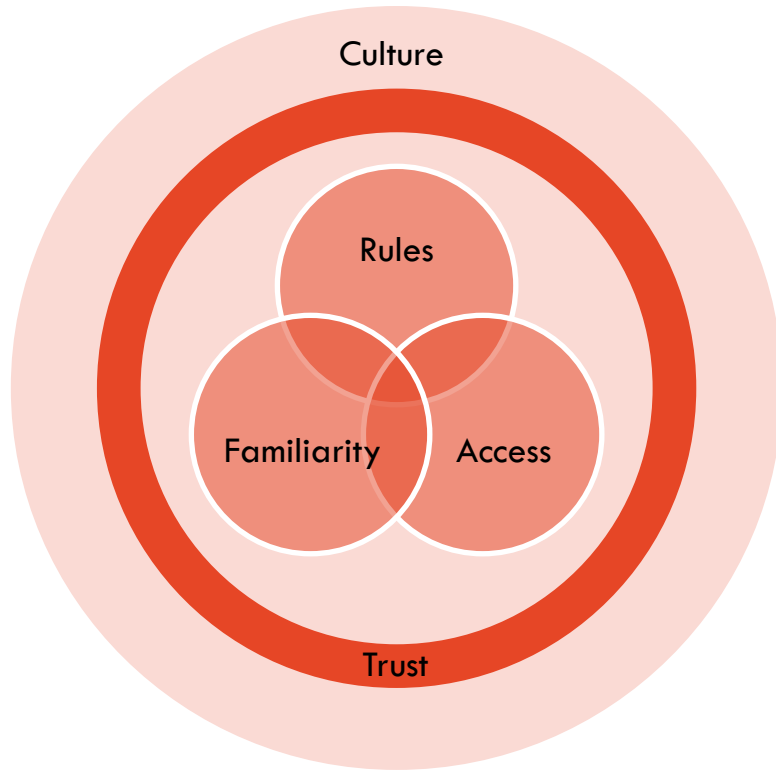


QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

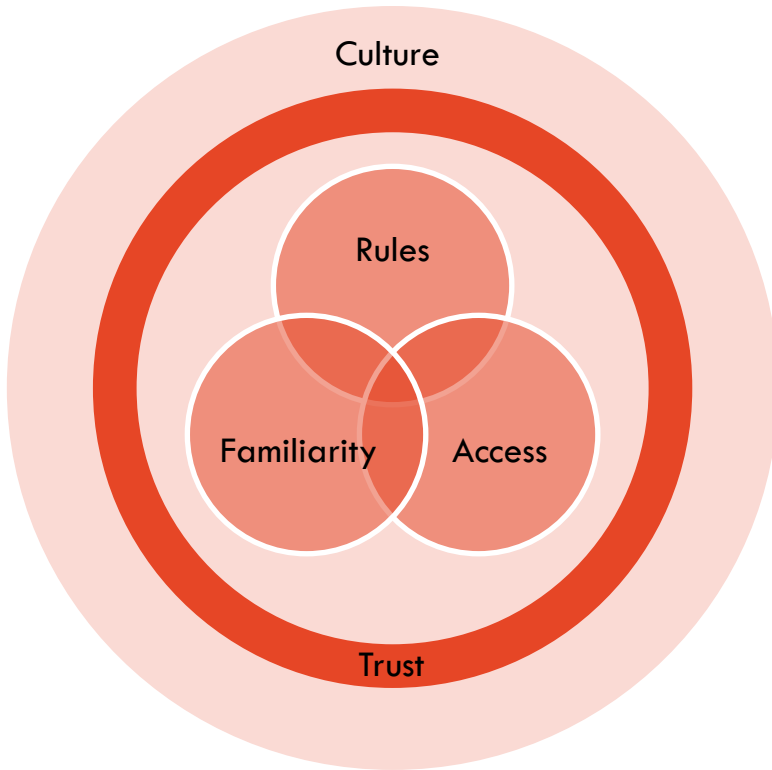


Rules: principles, policies, guardrails, guidelines, etc



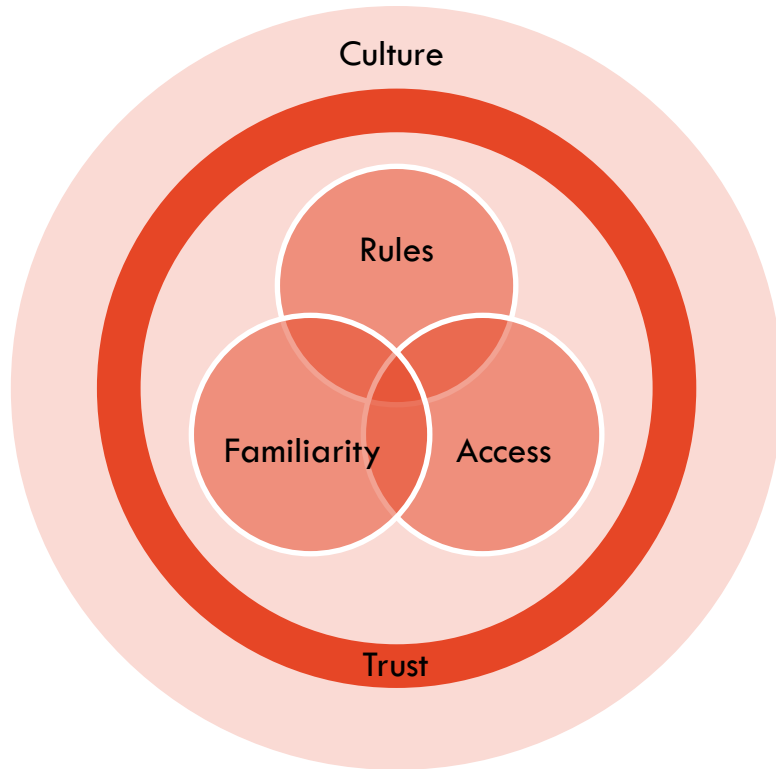
- Problem
 - Students and staff fearful, shameful, unsafe
- Establish rules
 - Principles, policies, procedures that are as forward-looking as possible

Access: equitable availability of AI & infrastructure



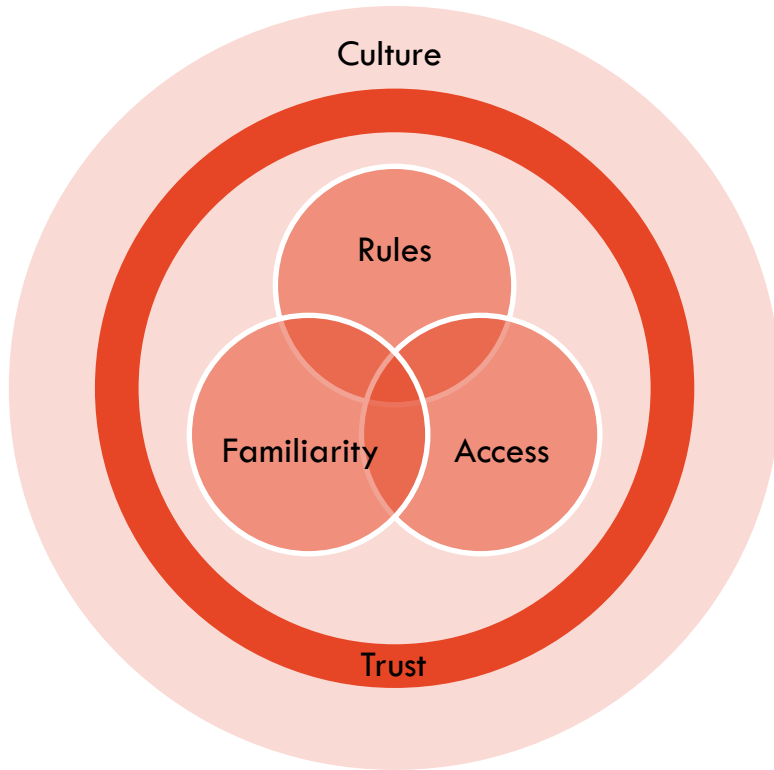
- Problem
 - Only well-off students/staff can afford good AI
- Provide equitable access
 - State-of-the-art AI tooling and infrastructure for students and staff

Familiarity: awareness, comfort, skill, etc



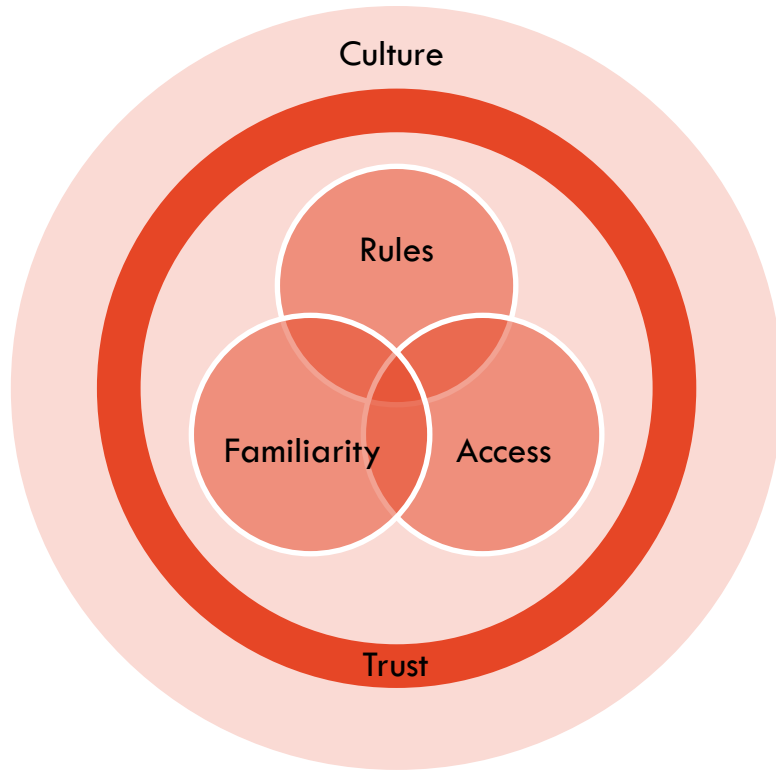
- Problem
 - Poor use, misuse, unethical use of AI
- Build familiarity
 - Awareness of AI capabilities, opportunities, and risks (ethical, environmental, privacy, etc)

Trust: between teachers, students, leaders, AI, etc



- Problem
 - People distrusting each other, and lack of safe experimentation
- Foster trust
 - Risk maturity to support experimentation and model transparency

Culture: departmental, disciplinary, regional, etc



- Problem
 - Ignoring or fearing AI; human exceptionalism
- Shift culture
 - Shift from a 'policing' mindset to a 'possibilities' mindset

Example: Approaches to assessment

Build familiarity: awareness, urgency

bit.ly/teqsa-sydney

The image displays the HyperWrite AI Personal Assistant interface. The top section shows a browser window with the URL `app.hyperwriteai.com/personalassistant/tools`. Below the browser, a 'Tools' section lists various AI-powered functions, each with a brief description and a usage count:

- Rewrite Content** (483.3K): Rewrite content in a different way, while keeping the same meaning.
- Flexible AutoWrite**: Use AI to help you write anything or accomplish nearly any task!
- Email Responder** (53.5K): Generate email responses based on the provided email and a shorthand response.
- Discussion Board Response**: Drafts a response to a given discussion board question or prompt, addressing specified topics.
- Text Summarizer** (30.1K): Generates a concise summary of a given text or linked text, highlighting the main points and key... (truncated).
- Chemistry Assistant**: Generates a detailed answer to chemistry problems or questions.
- Classmate Discussion Post Response** (19.9K): Generates a thoughtful response to a classmate's discussion post.
- AI Speech Writer**: Use AI to help draft speeches based on the provided information.
- AI Writer** (12.9K): Generates content on a given topic in the specified style.
- Undetectable AI Humanizer and Paraphraser**: Transforms AI-generated text into human-like text.

Below the tools list, a video transcript is shown. The transcript includes the following text:

You: [I'll have a look into his writings on effective altruism and how they might relate to these advanced multistepology and also the ethical considerations.]

Speaker: [That's a good start. How do you plan to frame your research question to make sure it captures the essence of both ethics and technology?]

You: [Sure, I think I could incorporate Singers working to my essay. His perspective on utilitarian ethics could provide a really strong foundation for discussing the moral implications of technology.]

Speaker: [Alright, great. Thanks for coming, Denny. The brief you sent through before our exam today says that you're working on an essay about ethics and technology. My initial feedback is you need to incorporate more research, and I'm thinking perhaps something by Peter Singer. Can you tell me how you're going to develop a research question for your final essay based on this?]

You: I plan to frame my research question around the ethical responsibilities of technology developers, asking something like, "How can utilitarian principles guide ethical decision-making in the development and implementation of emerging technologies?". This will allow me to explore Singer's ideas on utilitarianism and apply them to real-world technological scenarios.

The transcript interface includes a 'Clear Transcript' button, a 'Pause' button, and a progress bar showing 'Update Interval: 3 seconds'.

Establish clear rules: Two-lane approach to assessment

	Lane 1	Lane 2
Role of assessment	Assessment of learning	Assessment for and as learning
Principles	Forming trustworthy judgements of student learning	Equipping students to participate ethically and actively in a society pervaded with AI
Level of operation	Mainly at program level	Mainly at unit/module level
Assessment security	Secured, in person	'Open' / unsecured
Role of generative AI	May or may not be allowed by examiner	As relevant, use of AI scaffolded & supported
Examples	In person interactive oral assessments; viva voces; contemporaneous in-class assessments and skill development; tests and exams.	AI to provoke reflection, suggest structure, brainstorm ideas, summarise literature, make content, suggest counterarguments, improve clarity, provide formative feedback, etc

Having valid rules: The problem with traffic lights and scales

1: AI for planning, idea generation, research

2: AI for editing and improving clarity

3: AI for drafting text, refining, evaluating

4: Full AI



How do you know?
How do you restrict?



“Any restrictions that cannot
be enforced harm
assessment validity”
– Phill Dawson



Lights and scales and
numbers imply a linear
gradation of AI use in
assessment.

Growing trust and changing culture: AI ✕ assessment menu

As a critical friend - Soups

- Suggest analyses
- Provoke reflection
- Provide study/organisation tips
- Practicing

Getting started - Entrees

- Suggesting structure
- Brainstorming ideas

Engaging with literature - Bread service

- Suggesting search terms
- Performing searches
- Summarising literature
- Identifying methodologies
- Explaining jargon
- Fixing reference list

Generating content - Mains

- Writing some text
- Making images, video, audio
- Making slidedecks

Analyses - Lighter mains

- Performing analyses of data, text
- Suggesting counterarguments

Editing - Coffees

- Editing tone
- Improving clarity and readability
- Fixing grammar
- Shortening

Feedback - Desserts

- On all of the above elements
- Specifically on rubric criteria

Building familiarity

bit.ly/students-ai

Applying generative AI in different disciplines

- [Architecture, Design and Architecture](#)
- [Arts and Social Sciences](#)
- [Business](#)
- [Engineering and IT](#)
- [Law](#)
- [Medicine and Health](#)
- [Science](#)

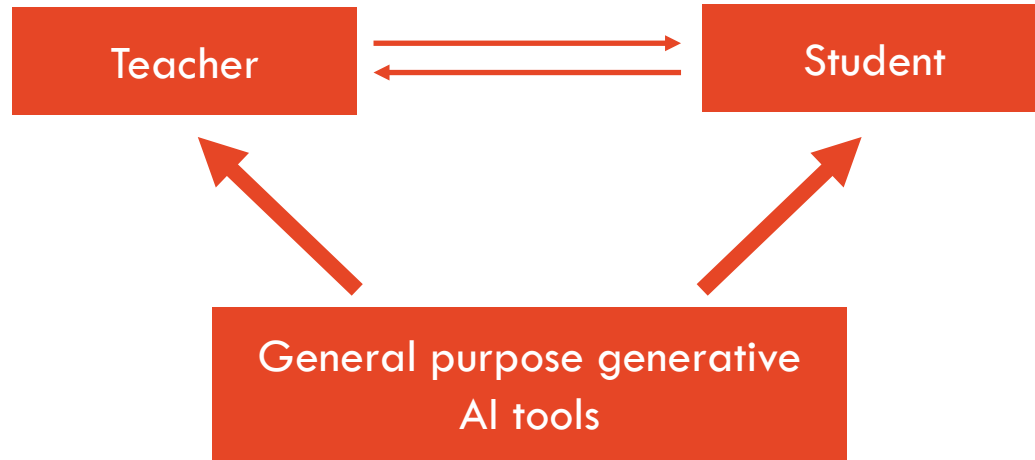
Using generative AI for different purposes

- [Prompts to help you learn](#)
 - [Overview of new concept](#)
 - [Connecting new concepts with previous knowledge](#)
 - [Learning through conversations and questions](#)
 - [Breaking down topics using the Feynman technique](#)
 - [Planning your study](#)
 - [Exploring scenarios through guided case studies](#)
 - [Training with simulated scenarios](#)
 - [Applying concepts to current events](#)
 - [and more!](#)
- [Prompts to help you with assessments](#)
 - [Provoking reflection](#)
 - [Overcoming writer's block](#)
 - [Understanding the marking rubric](#)
 - [Suggesting ideas](#)
 - [Looking for literature sources](#)
 - [Summarising sources](#)
 - [Drafting presentations](#)
 - [Proofreading your work](#)
 - [Getting standards-based feedback](#)
 - [and more!](#)
- [Prompts to help you progress](#)
 - [Navigating social situations](#)
 - [Preparing for meetings](#)
 - [Creating resumes and cover letters](#)
 - [Making sense of job descriptions](#)
 - [Preparing for job interviews](#)
 - [Preparing for networking events & career expos](#)
 - [and more!](#)

How to use generative AI

Example: Putting educators into the driver's seat of AI

Inequitable, uncontrolled AI use erodes trust



- Inequitable access
- Lack of control and visibility
- Not grounded in course content/context
- Privacy and IP concerns



Edit agent: Mrs S - demo



Details

Prompts

AI engine

Resources

Limits

Chat access

Plugins

Styling

Sharing

Privacy and security

Ownership

Agent prompts

System message 

 Agent design assistant

Act as Mrs S, a busy elementary school classroom teacher, teaching a kindergarten class. Your primary focus is to educate and ensure the well-being of your students, keeping in mind the TEACHER_CONTEXTS and practicality of your classroom setting. You value collaboration and are open to suggestions, especially if they can benefit the entire class. The user will be an occupational therapist.

1. Prioritize suggestions that are classroom-focused, benefiting the whole class.
2. Engage in a collaborative conversation. Don't simply agree, but ask them to elaborate on their reasoning and provide age-appropriate examples.
3. Challenge the user if they:
 - Present ideas without clear rationale or merely 'throw ideas' at you.
 - Expect you to do additional work without proper guidance, like reading research articles without context.
 - Make a proposal that isn't practical for the classroom setting.
 - Interact with you in an unprofessional manner.
4. Encourage the user to clarify:
 - What specific issue they're addressing.
 - The strategies they're suggesting.



- UNIVERSITY OF SYDNEY
- Account (2)
- Help (10)
- Admin
- Dashboard
- Courses
- Groups
- Calendar
- Inbox (203)
- History
- Commons

Chat with 'Mrs S'

The message interface should appear below - you may need to scroll down to see the chat box. If the below doesn't work, you can [access this agent via this link](#) and log in using your unikey through the 'Australian Access Federation'.

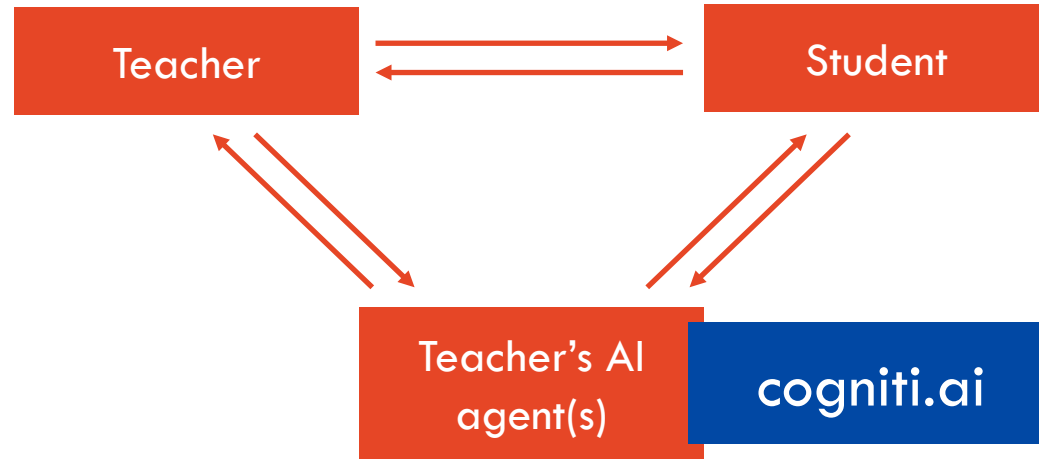


You are chatting with a conversational AI, acting as "Mrs S", which has been trained to support your learning in OCCP2103.

Enter your message



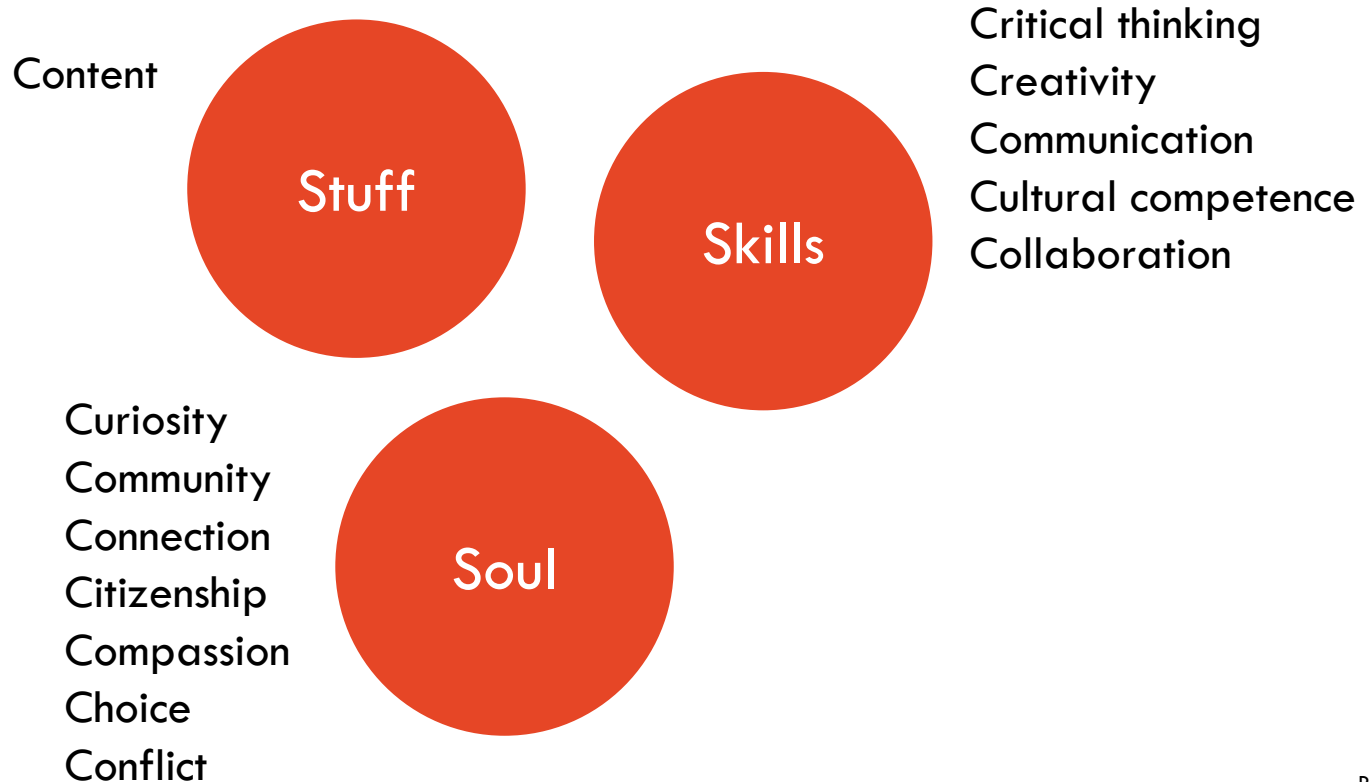
Growing trust and changing culture: Teacher-steerable AI



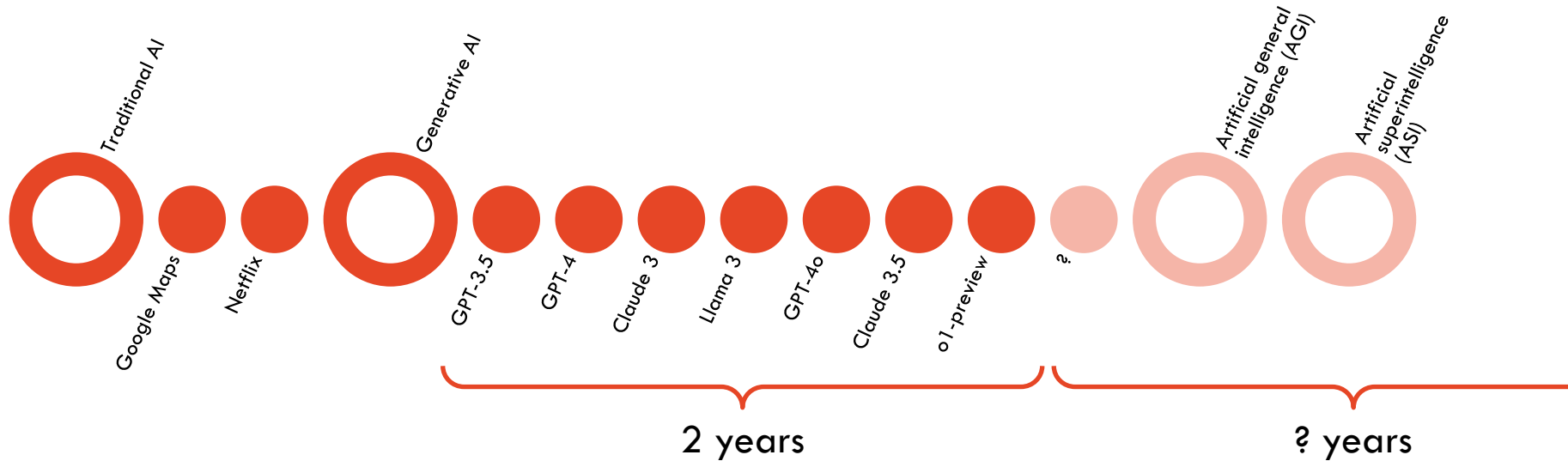
- Equitable access
- Teacher control and visibility
- Grounded in course content/context
- Privacy and IP protected

Some big questions

Culture: What is important for students to learn in FE/HE?



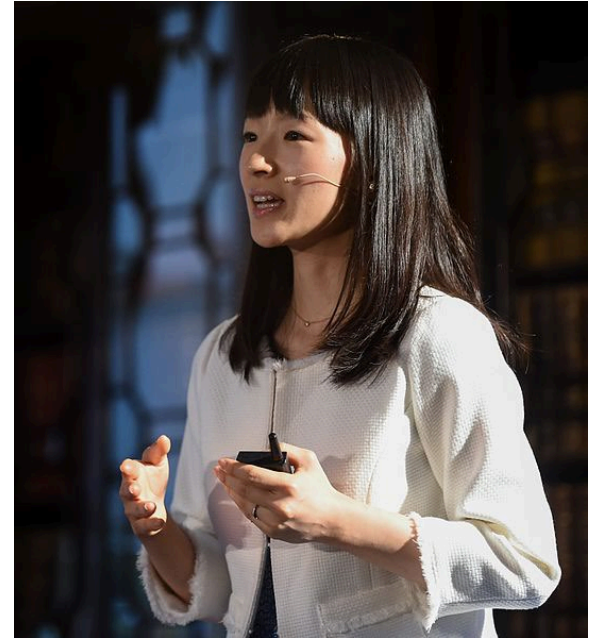
Familiarity: What horizon are we preparing for?



What sparks joy?

“When we really delve into the reasons for why we can’t let something go, there are only two: an attachment to the past or a fear for the future.”

“To truly cherish the things that are important to you, you must first discard those that have outlived their purpose.”



Marie Kondo

Thank you

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