

# USING AI-POWERED CHATBOTS IN UNIVERSITY TEACHING

Based on forthcoming

*EMBRACING CHATBOTS IN HIGHER  
EDUCATION*

*THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING,  
ADMINISTRATION, AND SCHOLARSHIP*

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# OVERVIEW

1. Plagiarism issue

2. Writing vs. Wraiting

- WAWA approach
- Tool-blind approach
- Alternative assessments

3. Instructional design

4. Grading

5. Tutoring

6. Institutional responses

7. Discussion/Q&A

# PLAGIARISM ISSUE

## Why Forbidding the use of AI in Class is Misguided

### Version 1:

- "Why can't I use ChatGPT in class?" – "Because you have to learn to write on your own."
- "Why do I have to learn to write on my own?" – "Because you will need it on your job or for other things."

! This premise is false. People will write with the assistance of AI in their jobs from now on, forever.

# PLAGIARISM ISSUE

## Why Forbidding the use of AI in Class is Misguided

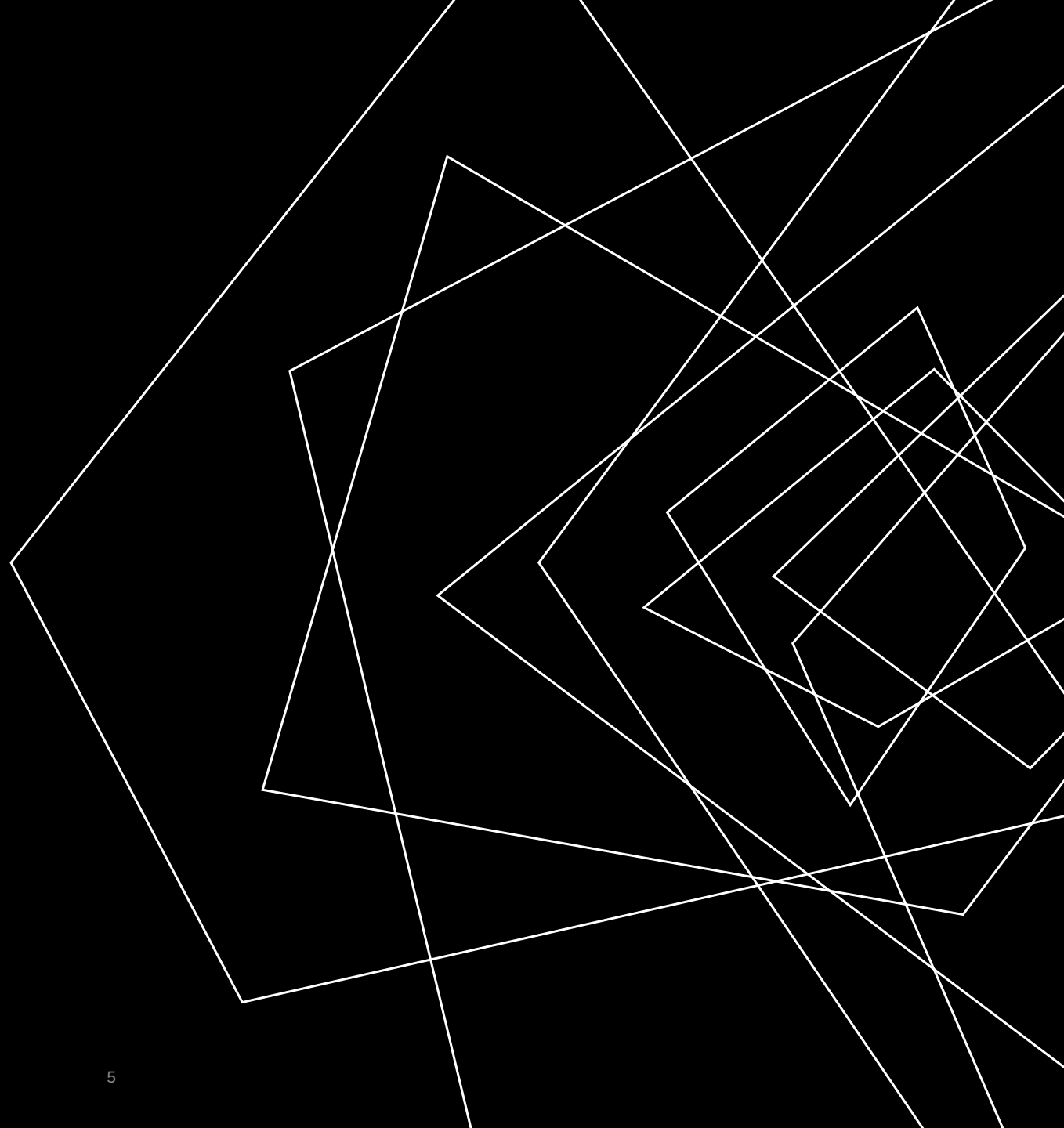
Version 2:

- "Why can't I use ChatGPT in class?" – "Because you have to learn the fundamentals of writing."
- "Why do I have to learn the fundamentals of writing?" – "Because without understanding the fundamentals, you won't be able to generate or edit a quality text, even with AI."

! The premise of curriculum's linearity is false. Original thinking and discerning thinking do not necessarily rely on writing mechanics. The same maybe true for sciences.

NB: I use AI every day, many times a day, and so will you in a few months. What moral right do we have to prevent students from learning to learn how to do the same? You will be embarrassed to change your no-GPT policies if you embrace them now.

# THE PROHIBITIVE REACTION MAKES US LOOK WEAK AND BACKWARD



# WRITING VS. WRAITING

1. Traditional Writing: grammar, spelling, punctuation, vocabulary, organization, structure, coherence, clarity, conciseness, style, tone, research, editing, revising, creativity, originality.
2. 'Wraiting': original thinking, discerning thinking, prompt development and tuning, output evaluation, mastery of styles and genres, collaboration, adaptability, taste, intuition, text structuring, contextual knowledge for assessing veracity, advanced search skills.

## Implications

- Wraiting is not a step back, but a step forward; it builds more sophisticated skills
- Its use leads to higher, not lower expectations



# OPTIONS

- If you are using a writing assignment (Essays, position, research papers, lesson plans, case analyses, etc.), try the “lazy prompt” test
- If your assignment fails (you see a passing gradetext), you have three options:
  1. WAWA approach
  2. Tool-blind approach
  3. Alternative assessments



# WAWA APPROACH

SEE ALSO WAWA PROJECT AT  
[HTTPS://TINYURL.COM/WAWAPROJECT](https://tinyurl.com/wawaproject)

1. Teach students the rich prompt theory:
  - Give it an idea
  - Give it a job
  - Give it a genre
  - Give it some food
  - Give it push
2. Teach them how to evaluate AI-generated text
3. Assess original and discerning thinking
4. Assess prompting and evaluative skills

“Do not teach what you did not plan to teach, do not assess what you did not teach”



# TOOL-BLIND APPROACH

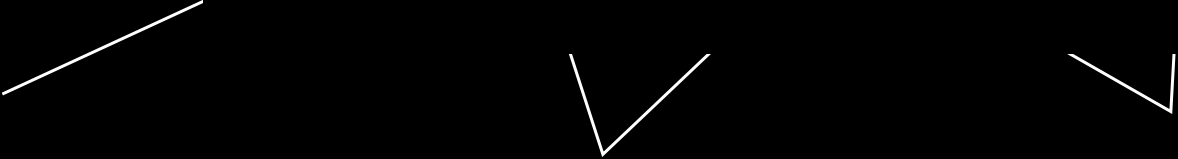
1. Tell students they may use AI, but are not required to
2. Use your lazy prompt test as the baseline. Assess only on criteria you know cannot be done by AI-powered chatbot. Turn AI weaknesses into assessable human strengths
  - Originality of the idea
  - Veracity of sources
  - Authentic voice
  - Taste, appropriateness for target audience
  - Measure against top industry standards
  - See example <https://tinyurl.com/toolblind>

# ALTERNATIVE ASSESSMENTS

- Oral presentations, oral exams
- Portfolio assessments
- Simulations
- Games
- Performance-based assessments
- Experiential learning activities
- Multiple low-stake open book multiple choice tests



# PERSONAL ACADEMIC TUTOR

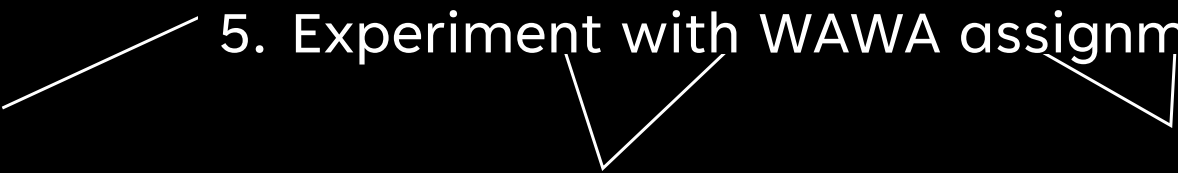
1. This is the least controversial use of AI in education. Not recommending students to use as a personal academic tutor is bordering on unethical.
  2. ChatGPT is always available, it costs nothing.
  3. It does not get annoyed and student does not get embarrassed at asking the same question many times.
  4. It knows all disciplines at a foundational level.
  5. It can generate endless examples, and multiple ways of explaining different concepts.
  6. It can help self-assess, and construct practice tasks for individual learning.
  7. SHOW IT IN CLASS, remove the stigma, encourage self-guided learning.
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# USES OF AI TO IMPROVE INSTRUCTOR'S OWN PRODUCTIVITY

1. Course design: Syllabus critique, rewriting
2. Comparisons against program learning outcomes
3. Learning activities
4. Generating examples, illustrations
5. Lecture outlines
6. Test development
7. Rubric development
8. Grading (Claude)



# INSTITUTIONAL RESPONSES

1. Prevent criminalizing the use of AI. This is an equity issue.
  2. Redefine writing requirements to shift emphasis to original and discerning thinking, away from writing mechanics.
  3. Encourage use of AI [as a personal tutor](#) and as a [well-being self-help tool](#) (examples are linked).
  4. Strongly encourage the use of AI by instructors to improve their curricula and pedagogy
  5. Experiment with WAWA assignments and the uses of AI in advising
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# DISCUSSION

1. Give example of specific assignments
  - Consider industry standards, authentic assessment
2. Reduce the assignments to skills you want to practice and assess
3. Rebuild the assessment from that initial point