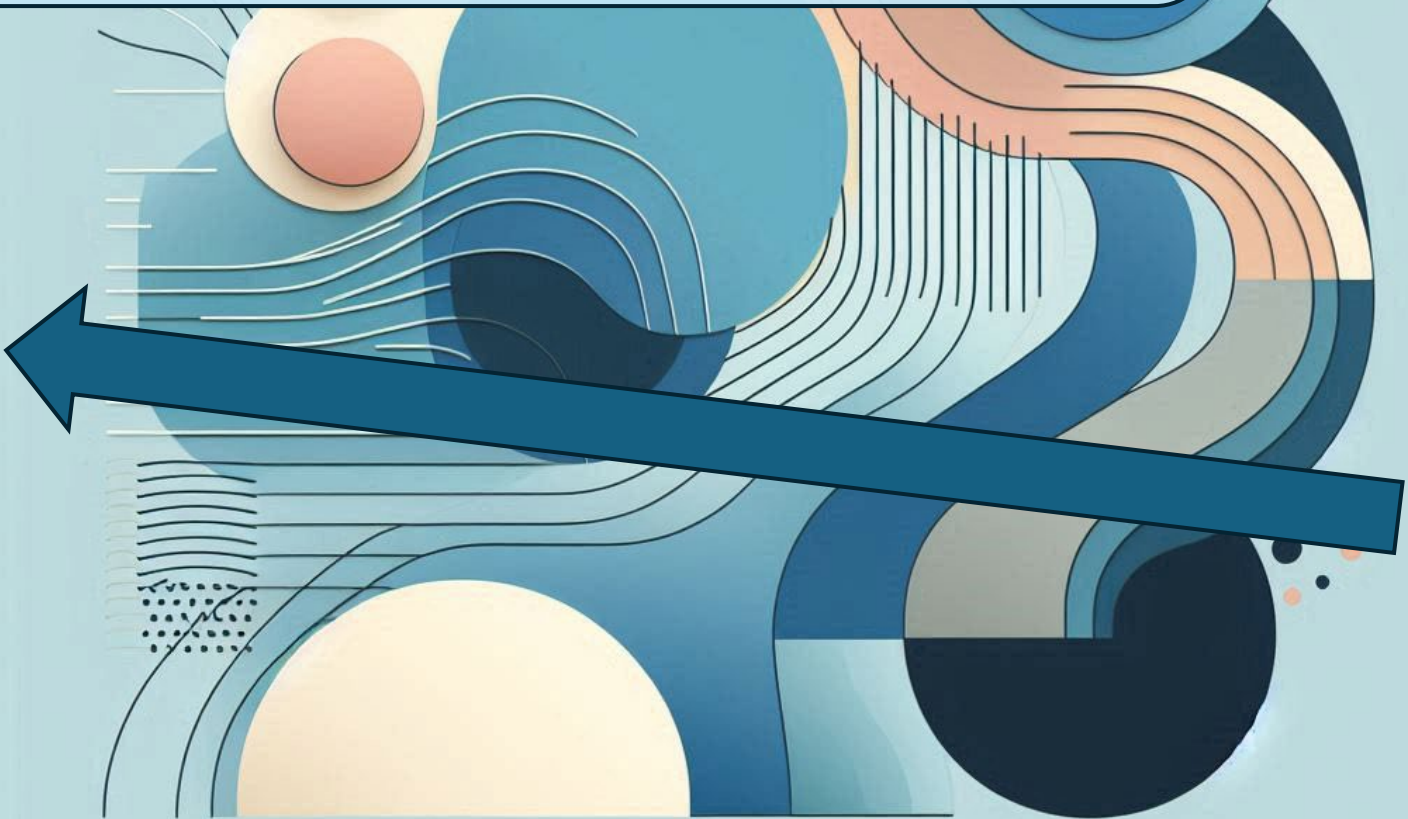


Generative AI at Champlain-Lennoxville



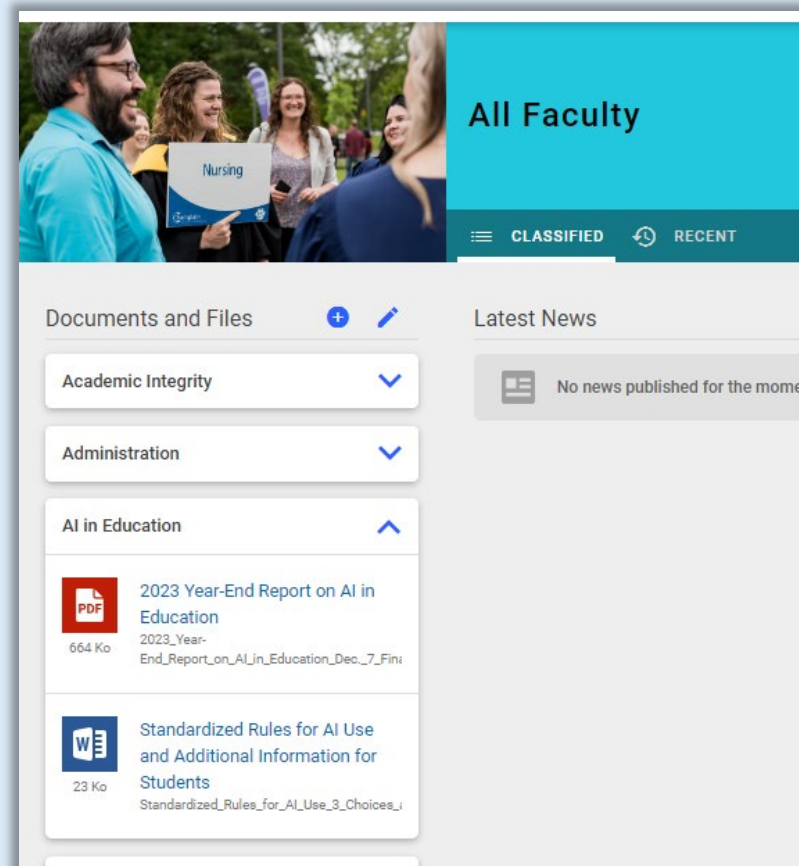
Fall 2024 Pedagogical Development Day

Prepared and presented by Dr. Jordan Glass



[2023 Year-End Report on AI in Education](#) can also be found on Omnivox.

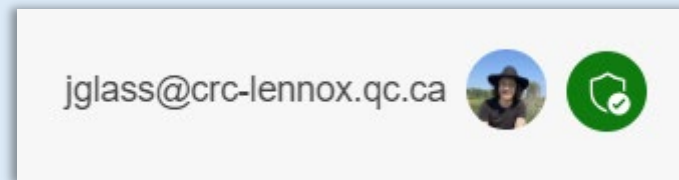
My Communities → Faculty → AI in Education.



Note: At the moment, only Copilot (formerly known as Bing) has been approved for institutional use.


When you are logged into Microsoft using your Champlain login (e.g., using your jdoe@crc-lennox.qc.ca account), Copilot will not save any of the data that you type into the chat, nor use it for training the AI.

You will see an icon beside your name indicating this (top, right):



Theoretically, ChatGPT and other AI software can store and share the information that you use to create your account (your name, email address, etc.), and potentially save the information that you enter into the chat, including personal information, information about your students, etc. These applications are not approved for work use.

Copilot/Bing also includes image generation software: <https://www.bing.com/images/create>

 Copilot | Designer

Create images from words with AI

Describe what you'd like to create







 Join & Create

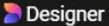
Image Creator from Designer helps you generate images based on your words with AI. [Learn more.](#)

You will receive emails about Microsoft Rewards, which include offers about Microsoft and partner products. You will also receive notifications about Image Creator from Designer. By continuing, you agree to the Rewards Terms and Image Creator Terms below.

[Privacy](#) | [Rewards Terms](#) | [Image Creator Terms](#)

 **Search, chat, and create, all in one place.**
[Try Image Creator in the new Bing.](#)



 Designer

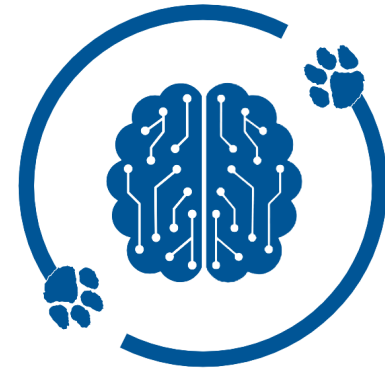
Powered by DALL·E 3

ii. Students Learning about AI and Copilot with the Champlain Brains

The basic AI-use (and general) rules agreed upon by the Brains and shared with the students can be found here:

[Basic Rules for Generative AI-Use at Champlain College](#)

CHAMPLAIN BRAINS



Basic Rules for Generative AI-Use at Champlain College

1. Permission to Use AI for Schoolwork

Before using generative AI for any part of your assignment (including for research, to develop ideas, to translate texts, to edit your work, etc.), verify with your instructor whether and to what extent you are allowed to use AI for your assignment.

2. Honest Scholarship and Citations

Unless your instructor explicitly says otherwise, content *generated or edited* by AI needs to be cited like any other source. If you are permitted to use generative AI on an assignment—whether to help generate ideas, to edit your text, to gather information, or for any other purpose—you must make clear in your assignment specifically how you have used generative AI. Your instructor can give you guidance on how to cite your use of generative AI in particular cases.

3. Quality of Work

It is always up to the author (you) to verify the truth or validity of all the information collected through generative AI, whether it be: information, ideas, explanations, mathematical calculations, code, references, or suggested linguistic edits. You are responsible for verifying that the information you receive through generative AI is true or comes from a trustworthy source; and you are responsible for assuring that all the words used, and ideas presented, in your essay, report, or project express your

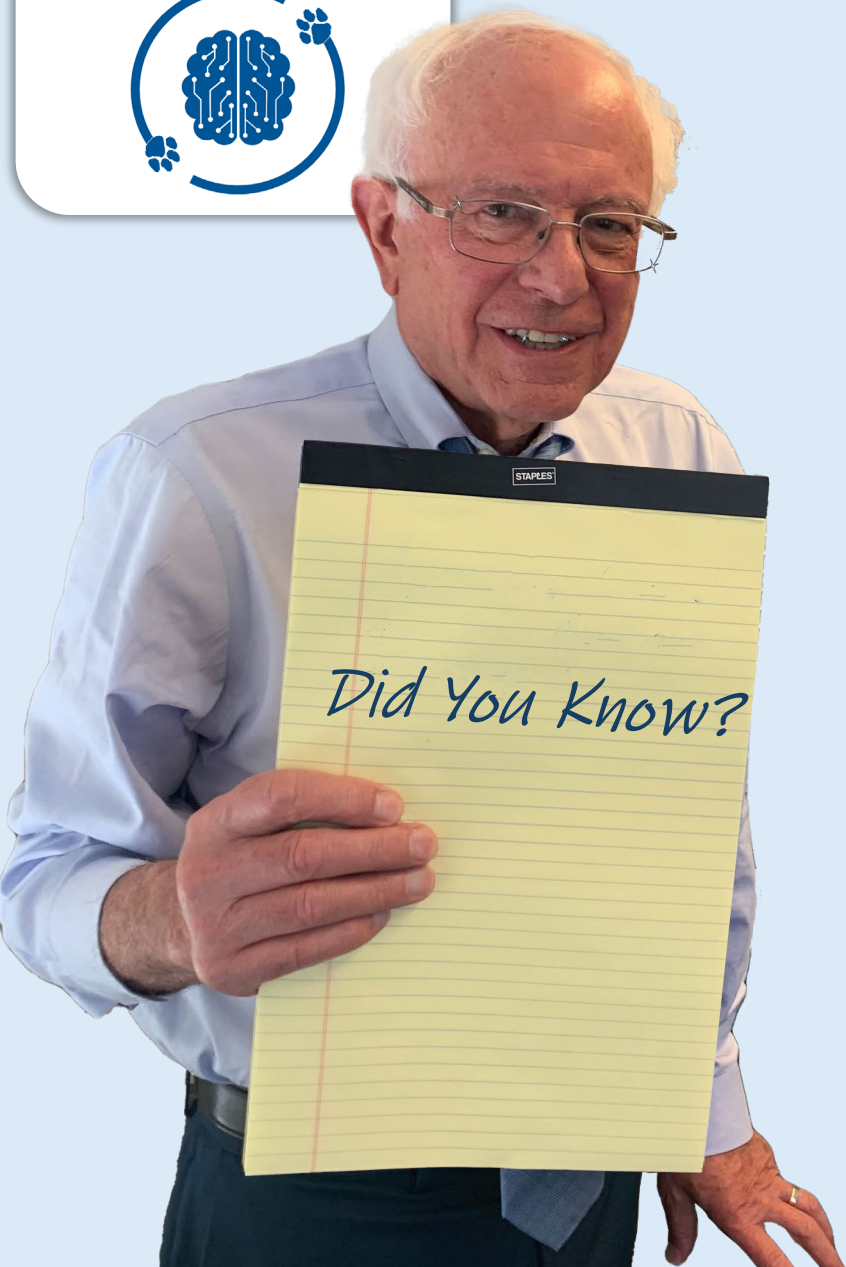
CHAMPLAIN BRAINS



Your students can book one-on-one sessions with the Brains!

You can invite the Brains to give presentations in your classes!

(Contact Gabriel, gaastudillo@crcmail.net)



iii. Survey on Student Use of Tech

The survey asks students about their experience with various technologies at the College.

Among other questions...



Consultation done via **Omnivox**
Survey of Students on Technology Use
from April 18, 2024 at 09:00 to May 03, 2024
364 respondents - Final results

Question 20

I use generative AI:

1. For personal use.
2. To honestly complete schoolwork.
3. To dishonestly complete schoolwork.
4. I don't use it.

Answers received

| | Total |
|----------------------------------------|---------------------|
| 1. For personal use. | 154 (47,1%) |
| 2. To honestly complete schoolwork. | 124 (37,9%) |
| 3. To dishonestly complete schoolwork. | 8 (2,4%) |
| 4. I don't use it. | 121 (37,0%) |
| Total | 327 (100,0%) |

Question 21

I have the impression that other students have been using AI:

1. For personal use.
2. To honestly complete schoolwork.
3. To dishonestly complete schoolwork.
4. I don't think they're using it much.

Answers received

| | Total |
|-----------------------------------------|---------------------|
| 1. For personal use. | 134 (41,1%) |
| 2. To honestly complete schoolwork. | 143 (43,9%) |
| 3. To dishonestly complete schoolwork. | 153 (46,9%) |
| 4. I don't think they're using it much. | 78 (23,9%) |
| Total | 326 (100,0%) |



Question 20

I use generative AI:

1. For personal use.
2. To honestly complete schoolwork.
3. To dishonestly complete schoolwork.
4. I don't use it.

Answers received

| | Total |
|----------------------------------------|---------------------|
| 1. For personal use. | 154 (47,1%) |
| 2. To honestly complete schoolwork. | 124 (37,9%) |
| 3. To dishonestly complete schoolwork. | 8 (2,4%) |
| 4. I don't use it. | 121 (37,0%) |
| Total | 327 (100,0%) |

Question 21

I have the impression that other students have been using AI:

1. For personal use.
2. To honestly complete schoolwork.
3. To dishonestly complete schoolwork.
4. I don't think they're using it much.

Answers received

| | Total |
|-----------------------------------------|---------------------|
| 1. For personal use. | 134 (41,1%) |
| 2. To honestly complete schoolwork. | 143 (43,9%) |
| 3. To dishonestly complete schoolwork. | 153 (46,9%) |
| 4. I don't think they're using it much. | 78 (23,9%) |
| Total | 326 (100,0%) |

Question 22

To what extent do you think it is important to learn about AI in your classes?

1. Not important.
2. Somewhat important.
3. Important.
4. Very important.

Answers received

| | | Total |
|-----------|---------------------|---------------------|
| 1. | Not important. | 68 (20,8%) |
| 2. | Somewhat important. | 158 (48,3%) |
| 3. | Important. | 67 (20,5%) |
| 4. | Very important. | 34 (10,4%) |
| | Total | 327 (100,0%) |

Question 23

To what extent do you think that information and suggestions from AI-generative software (such as Copilot, ChatGPT, etc.) are true or trustworthy?

1. Not very trustworthy.
2. Somewhat trustworthy.
3. Trustworthy.
4. Very trustworthy.

Answers received

| | | Total |
|-----------|-----------------------|---------------------|
| 1. | Not very trustworthy. | 78 (23,9%) |
| 2. | Somewhat trustworthy. | 198 (60,6%) |
| 3. | Trustworthy. | 48 (14,7%) |
| 4. | Very trustworthy. | 3 (0,9%) |
| | Total | 327 (100,0%) |

Question 24

Over the current and past semester, how often have your instructors indicated whether or to what extent you are permitted to use AI to complete your course work?

1. Never
2. Sometimes
3. Usually
4. Always

Answers received

| | | Total |
|----|--------------|---------------------|
| 1. | Never | 83 (25,5%) |
| 2. | Sometimes | 139 (42,8%) |
| 3. | Usually | 79 (24,3%) |
| 4. | Always | 24 (7,4%) |
| | Total | 325 (100,0%) |

Question 25

Do you have particular concerns related to AI and your education or potential future career?

1. I'm worried that it will be difficult to keep up with technological advancements
2. I'm worried that I don't know what kind of knowledge I'll later need
3. I'm worried that my studies are not adequately preparing me to use technology in the ways that I will have to
4. I'm worried that AI will take my job
5. I'm worried that overuse of AI will limit the development of my own skills and knowledge
6. Other:

Answers received

| | Total |
|------------------------------------------------------------------------------------------------------------------|---------------------|
| 1. I'm worried that it will be difficult to keep up with technological advancements | 80 (27,1%) |
| 2. I'm worried that I don't know what kind of knowledge I'll later need | 59 (20,0%) |
| 3. I'm worried that my studies are not adequately preparing me to use technology in the ways that I will have to | 70 (23,7%) |
| 4. I'm worried that AI will take my job | 56 (19,0%) |
| 5. I'm worried that overuse of AI will limit the development of my own skills and knowledge | 86 (29,2%) |
| 6. Other: | 49 (16,6%) |
| Total | 295 (100,0%) |

What were the concerns among those who added written responses?

Most that added additional responses said that they weren't worried: "None, AI is a great tool, people need to use it as such."

However...

"I'm worried that AI will take away the creative process from humans."

"I am worried for the future of independent thought." "I'm worried AI will replace artists."

There were several versions of: "I'm worried that I won't be able to keep up by doing my work honestly while other students are using AI. Competition is already high enough as it is, if it becomes unfair I might not be able to compete honestly."

"Teachers are way stricter and the program might get way harder."

"I'm worried that AI will disrupt my studies by finding plagiarism where there is none."

And my personal favourite: "Shut up."

iv. How to Prevent Plagiarism?

(See the 2023 Year-End Report)

“Detection Software” that claims to detect whether text was generated by AI is unreliable and should not be used.

It is better to talk to your students about:


- The basic research/working methodologies involved in your discipline;
- The importance of developing their skills (and how cheating can undermine their development).

iv. How to Prevent Plagiarism? (Continued)

A brief primer course on academic honesty is available to all students and staff on Moodle:


Plagiarism – What to Know

Created by



Champlain
COLLEGE - LENNOXVILLE

[Next](#)



3. AI-Generated Texts

With the development of technology, more and more people are integrating AI-generated content into their work. Software like ChatGPT can produce written texts in response to questions or give feedback on a draft.

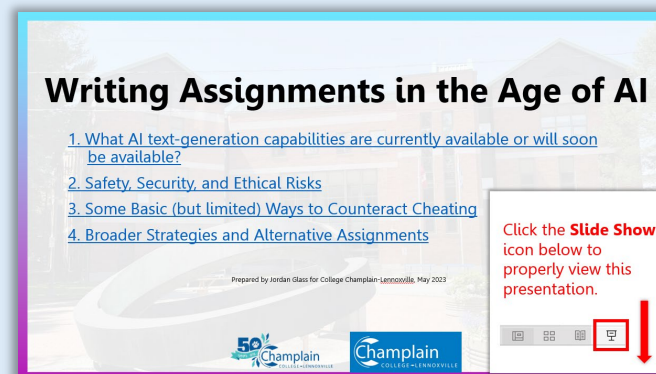
This raises many questions about the legitimacy of this software with respect to plagiarism and academic honesty.

[Previous](#) [Next](#)

To date, this course has been completed by roughly 450 students.

This workshop on [Writing Assignments in the Age of AI \(link\)](#) offers many tips on how to be more engaged with your students through the process of rendering work. Briefly, you can try:

- Peer-review sessions to have students present, explain, and justify their work to other students;
- Proposals, annotated bibliographies, etc., which require the student to demonstrate how his/her chosen topic connects to what has been covered in class;
- Post-assignment reflections from the student in which they reflect on the strengths and weaknesses in their work, as well as the difficulties encountered during the process;
- Using a flipped classroom to explain material to students outside of class while having them carry out work in class with the instructor's assistance;
- Scaffolding and the development of multiple drafts or iterations of a work;
- Contracts



Writing Assignments in the Age of AI

- [1. What AI text-generation capabilities are currently available or will soon be available?](#)
- [2. Safety, Security, and Ethical Risks](#)
- [3. Some Basic \(but limited\) Ways to Counteract Cheating](#)
- [4. Broader Strategies and Alternative Assignments](#)

Prepared by Jordan Glass for College Champlain-Lenoirville, May 2023

Click the **Slide Show** icon below to properly view this presentation.

50th Champlain COLLEGE-LENOIRVILLE

Champlain COLLEGE-LENOIRVILLE

Navigation icons: back, forward, search, and a red-bordered 'Slide Show' icon with a red arrow pointing down.

- v. “If I permit my students to use AI, how should I guide their work?”
- Have a broader conversation with them about how generative AI likely will/will not be useful in your discipline and for students’ development.
 - Make your expectations and the rules of use abundantly clear.
 - Use one of the 3 standardized AI-use rules (slide 2). The second allows you to specify precisely what is and is not permitted using a checklist. (If you haven’t thought of it, students will!)
 - Try working on your own assignment using generative AI to see whether/how it is useful and to later guide your students.

...

- **Communicate very explicitly the steps involved in beginning, developing, and completing the given project.**

E.g., do not just discuss concepts or procedures in class and then assign an essay with specific criteria and rules. Instead, spend time in class:

- a. reading complex passages and extracting/rewording the essential information with your students;**
- b. practicing the formal (re)construction of cogent arguments;**
- c. evaluating the quality of research or a scholarly source;**
- d. critiquing/improving sentences and paragraphs that are in draft form;**
- e. etc., as required for your assignment/discipline.**

Having guided students through the processes involved in the work, you are in a better position to explain how AI will or will not be useful.

You're better able to use peer-review and scaffolding assignments that require students to pay close attention to their processes rather than only to the final product.

Example of a tool for guiding students' use of AI for research:

| Text generated by AI Chat | Key Terms or Concepts | Credible Source to Verify the Important Information | Student's Own Reformulation of the Generated Text/Information |
|---------------------------|-----------------------|-----------------------------------------------------|---------------------------------------------------------------|
| | | | |
| | | | |
| | | | |

Adapted from a working group of REPTIC, 2024.



Created by Dr. Jordan Glass for Champlain College-Lennoxville

