The social lives of AI in higher education

5 September 2023

00:41:03   Janja Komljenovic: Colleagues, please post your questions here in the chat. I will later call you to take the floor and ask your question.

00:41:30   Sarah Grayston: EdTech platform Canvas by Instructure, have now partnered with Khan academy to incorporate Khanmigo : https://www.instructure.com/press-release/instructure-and-khan-academy-announce-partnership-enhance-teaching-and-learning

00:44:09   Victor Abrukov: What anyone think about creation of Education Genome? It is possible?

00:44:30   Victor Abrukov: Is it possible?

00:45:15   Irina Dvoretskaya: Which perspectives of AI use in teaching and learning you see for assessments, especially for 4C assesments and psychometrics tools?

00:45:47   Mark Carrigan: This is a great and hugely informative talk, particularly the focus on the historical continuities. I wonder what room it leaves for agency though? It seems to setup the issue as non-educational forces intruding from outside the university, which is potentially quite a disempowering framing

00:46:01   Sidney Engelbrecht: How do you detect the use of AI (like ChatGPT) in academic writing other than Turnitin. What other detecting tools are there that an institution could use?

00:46:35   Gizem Simmons: I would be interested to know the answer to that too

00:47:00   howard scott: I don't think the detection tools are advisable, they're so flawed Sidney

00:47:31   Sidney Engelbrecht: Thank you for your comment, Howard

00:47:51   Liudvika Leisyte: I appreciate the talk very much, extremely timely! what about the role of regulation in the use of AI in education - as curriculum is usually prescribed by the state?

00:48:17   Kyria Finardi: Agree with Mark Carrigan's comment

00:49:33   Lee Harvey: The key issue for me is the nature of pedagogy. For far too long we have taught' knowledge' not critique, synthesis, analysis. That now has to fundamentally change. Action practical learning not passive absorption learning. Will HE take this seriously because it requires a fundamental change to the lecture/seminar/examination approach.

00:49:38   Janja Komljenovic: Order of questions: Mark Carrigan, Irina Dvorteskaya, Sidney Engelbrecht, Liudvika Leisyte and Viktor Abrukov (2nd question on genome).

Please keep asking questions if you have them, we will see if we will have time to address them.

00:50:16   Hind Zantout: I wonder what conclusion will be drawn if Gen AI can pass an A-level paper in some subject: will we no longer require learners to acquire basic knowledge and skills? Who will, say in 20 years time, decide the accuracy of some Gen AI produced output?

00:52:00   Mark Carrigan: Oh that answers my question really!

00:52:07   Mark Carrigan: Agree 100% with that

00:52:13   Kyria Finardi: Totally agree with Kathryn Conrad's proposal for bill

00:54:06   Michelle Ciccone: Replying to "I wonder what conclu..."

I think we have to be careful in drawing conclusions here—these models can pass these tests because they've been trained on these tests. Article here talking about this: https://www.technologyreview.com/2023/08/30/1078670/large-language-models-arent-people-lets-stop-testing-them-like-they-were/ "When Horace He, a machine-learning engineer, tested GPT-4 on questions taken from Codeforces, a website that hosts coding competitions, he found that it scored 10/10 on coding tests posted before 2021 and 0/10 on tests posted after 2021."

00:54:45   Razia Isaeva: What about students' perspectives on the issue? Have the literature discussed it? This creates many advantages for those who are willing to graduate from the university but disadvantages the position of those who earn their degrees with their hard work and dedication. How this unfair situation is balanced, controlled and/or acted upon?

00:55:19   John wang: Based on my understanding, certain technology companies focused on academia are currently training AI to comprehend articles. It's possible that AI could soon assist individuals in generating literature reviews.

00:55:50   Arwa Almubaddel: Do you think AI in education curbs ingenuity and creativity? If AI is used for grading, does it not adopt a standardised model for marking? I am speaking from a humanities perspective.

00:56:18   Athar Osama: Hi everyone. This is Athar from Pakistan. I am an education and policy researcher. I was wondering if anyone is aware of somebody actually working with HE Leaders and Professors to identify practice and impact of AI use in Instructional Use in HE.

00:56:49   Eduardo Junqueira: Thanks so much, Ben! Excelent presentation.

00:59:35   Allan Patrick Garcia de Assis Corrêa: Is it possible that in any day the human teachers will be replaced by the robots? (I can't speak as my microfone doesn't work)

01:00:29   Mark Carrigan: Thanks Ben, that was really helpful, lots to think about

01:00:46   Chris DARSIGNY: How can students learn to ask the right questions to chat gpt? Isn't that where analyzing topics comes in?

01:01:57   Sukaina Walji: Given the multi or general purpose uses of GenAI and fast uptake, can the issues that the use of GenAI in T&L you have outlined be contained or addressed within the HE environment especially given way governance and consultation tends to happen in a university setting? Might localised strategies with multiple stakeholders for addressing specific issues be a better approach?

01:02:26   Alfred Adu-Bobi: @Allan Patrick Garcia de Assis Corrêa In my opinion, I don't forsee this will happen in the near future because robots cannot provide the mental health supports that school children need.

01:03:03   Liudvika Leisyte: I am interested about how AI is applied in performance management - being an academic one thinks more about how our careers will be shaped by AI - any views on that? here is the chapter where I had a look at recent literature Leišytė, L. (2022). Performance management under surveillance capitalism in higher education. In C. Sarrico, M. J. Rosa & T. Carvalho (eds.), Research handbook on academic careers and managing academics (pp. 218–231). Cheltenham: Edward Elgar. https://doi.org/10.4337/9781839102639.00026

01:03:20   Mark Carrigan: What really worries me is how financial anxieties of university management might drive that automation, even if there's a unanimous agreement by everyone else it's a terrible idea

01:04:15   Maryam Imtiaz Qurashi: AI works on data available and thus could carry forward any underlying biases. How could the implicit biases be avoided?

01:04:37   Victor Abrukov: Under HEMG, the project applicants mean a set of multifactor computational models that contain dependencies between all variables (characteristics, parameters)

of combustion and detonation of high-energy materials (HEM), which allow determining the composition of HEM and its manufacturing technology,

providing the required combustion rate, parameters of the combustion law, temperature burning rate sensitivity, detonation velocity and sensitivity to

external influences (a class of inverse problems).

01:06:10   Jude Dunkwu: Can I ask a question?

01:07:19   Hind Zantout: Replying to "I wonder what conclu..."

The EU AI Act singles out higher education, but that is still not finalized?

01:07:23   Janja Komljenovic: After Viktor, the list of questions is as follows: Sarah Grayston, Lee Harvey, Sukaina Walji. I hope we manage all of you. But please mind not all of you might not be able to speak. we have 8 min left.

01:08:50   howard scott: See Ethics Guidelines for Trustworthy AI from HLEG (Smuha, 2019) which is a bit reactive in terms of guidance, but another question is arguably whether anyone *should* regulate AI...

01:09:56   CGHE Webinars: •   Thank you for joining us today. A recording of this session will be posted on the CGHE site: https://www.researchcghe.org/events/cghe-seminar/ai-in-higher-education-critical-reflectio ns/

•   Our next webinar, A Decolonial Approach to AI in Higher Education Teaching and learning, will take place on Thursday from 2pm (UK). You can register here: https://www.researchcghe.org/events/cghe-seminar/a-decolonial-approach-to-ai-in-higher-education-teaching-and-learning/

01:10:54   Victor Abrukov: I am sorry I need to leave you/ Thank you

01:11:58   Victor Abrukov: Write me please abrukov@yandex.ru

01:12:23   Janja Komljenovic: I am sorry, Lee and Sukaina, and everyone else, we will not be able to give floor to you for your questions. But please join us on Thursday and the rest of webinars to continue the discussion.

01:12:45   Mark Carrigan: This was such a good webinar. Thanks Ben for the brilliant talk and Janja/CGHE for organising

01:14:02   Alfred Adu-Bobi: @Victor Abrukov I will send you a message.

01:14:06   Kyria Finardi: Thank you all and looking forward to continue this reflection in the next webinar

01:14:11   Frank Slisser: thanks

01:14:12   Sukaina Walji: Thanks Ben and Janja

01:14:21   Dr huma Nazir: Thanks

01:14:22   Maryam Imtiaz Qurashi: Thanks

01:14:22   Mary Loftus: Thank you all - so much to ponder here...

01:14:23   Nataliia Melnyk: Thanks a lot!

01:14:24   Cathy Hills: Thank you, that was really informative

01:14:27   Alfred Adu-Bobi: Thanks for the information.

01:14:30   howard scott: thanks for an informative and organised session to all

01:14:31   Liudvika Leisyte: thanks for a great webinar

01:14:32   John Potter: Thanks Ben - great talk - sorry I missed the beginning!

01:14:35   Nor Aziah Alias: thanks!

01:14:39   Hind Zantout: Thank you

01:14:40   Sarasuadi Vargas: Thanks!

01:14:40   Gizem Simmons: Thanks Ben and Janja for this very informative session

01:14:44   Mark Robinson: Thank all

01:14:46   Nataliia Melnyk: -Everything was really exiting!!!

01:14:46   Arwa Almubaddel: Thank you for a brilliant talk!