

“Going further together”

TITLE: Workshop: Are Generative AI tools allowing us to 'Go Further Together'?

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Abstract

Rapid advances in the field of machine learning (ML) have led to the creation of so-called Generative Artificial Intelligence (AI) tools that can produce synthetic media such as text, images, audio, or video. These AI-based tools include chatbots, such as the well-known ChatGPT, that can be used for translating texts, producing summaries, and generating code. With the possibilities for application in education and the benefits they promise, people are starting to consider generative AI tools as prospective partners in teaching and learning activities. On the other hand, there are broader discussions about the actual capabilities of these systems to differentiate exaggerated claims - both positive ('AI hype') and negative ('AI doom'), from the real benefits and the real risks that they entail. This is why the question we would like participants to explore in this workshop is: Are Generative AI tools allowing us to 'Go Further Together'?

This question is key for faculty developers, who see the arrival of generative AI tools in their work at several levels. Administrators and faculty seek guidance regarding the use of generative AI tools in classes, in honour code matters such as plagiarism. The purported benefits of generative AI tools for teaching and learning also begs the question - what kind of training do educators and students need for engaging with these technologies? Finally, faculty developers may also find applications for these tools in their own practices, for instance to summarise student feedback in course evaluations.

To give participants keys for answering this question, this workshop introduces a risk assessment approach widely used in the healthcare domain, benefit-risk analysis, that participants can apply to concrete scenarios involving generative tools in teaching, learning and faculty development. The methodology is supported by a visual guide called the 'Digital Ethics Canvas' [BLINDED REF] designed to help users work through ethical risks specifically related to digital solutions whether at design, development or use time. This canvas includes six 'ethical lenses' that are designed to capture digital-specific categories of risks: beneficence, non-maleficence, privacy, fairness, sustainability and empowerment.

At the end of the workshop, the participants should be able to:

- Explain what Generative AI is and its potential applications in education
- Describe examples of ethical issues related to AI in education
- List and define ethical lenses that can be used when assessing AI
- Use the canvas to assess pedagogical activities that involve the use of AI