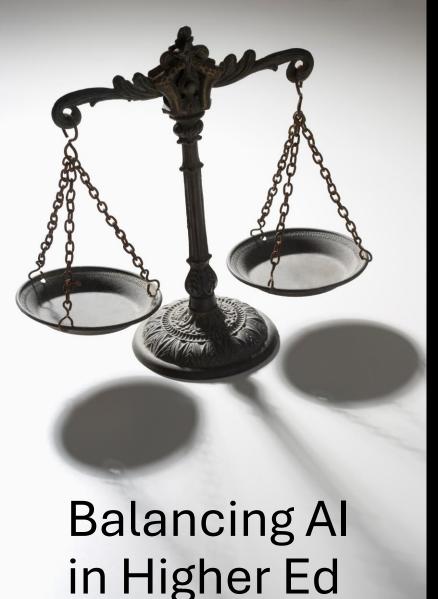# Generative Artificial Intelligence in Higher Education

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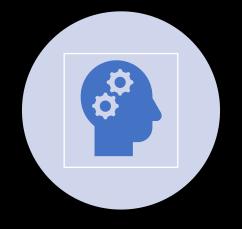UW Oshkosh

Balancing AI in Higher Ed

Graduates will be expected to leverage AI tools for better productivity and quality of work.
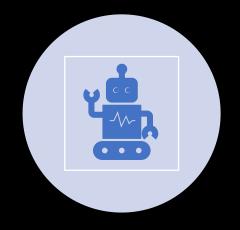
Institutions need to ensure that students demonstrate their learning and not just have AI do the work.

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Syllabus Statements

AI IS PROHIBITED IN THIS CLASS

AI USE IS RESTRICTED IN THIS CLASS

USE OF AI IS ENCOURAGED (AND SOMETIMES REQUIRED)

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Fundamental Skills
vs
Application

Three Ways to Use for Instruction

1. **Input into the teaching process**
   - Develop assignments, create grading rubrics, grade assignments, summarize discussions/lectures

2. **Teach students the technology**
   - From technical development to application. Can go deeper/farther

3. **Assessments**
   - Ensure students have demonstrated their actual learning
   - Assess process instead of outcome
   - AI-support in grading – personalized feedback

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Opportunities

- Personalize Learning

- Engage Learners

- Improve Accessibility

- More equitable evaluations

- Content curation for learners

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UWO Examples

- SOC 155Q1 – AI & Society
- INFO SYS 151Q3 – Creating the Digital Future
- BUS 240 – Professional Skills
- INFO SYS 301 – Python for Data Analytics
- BUS 490 – Generative AI and Prompt Engineering

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Critical Skills

- Critical thinking skills are crucial – can you detect hallucination?
- Ethical philosophy – what are you OK with?
- The most important programming language will be English
- Faculty training

AI as Poet

Limerick:

In higher ed's realm, AI's the jest,
Challenges and opportunities crest.
From eloquent prose to plagiarism's test,
Navigating its quirks, we're pressed.
Yet in innovation's arms, we're blessed!

Haiku:

AI in college,
Challenges and joys entwine,
Innovation shines.

- Chat GPT 3.5

Questions?

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