

Programme

9.00

Introduction

Cormac McGrath,
Centre for the Advancement of University Teaching

9.15

AI and consequences for Higher Education

Teresa Cerrato Pargman,
Department of Computer and Systems Sciences

AI and ChatGTP - what is possible?

Robert Östling, Department of Linguistics

Ethical perspectives on AI in assessments

Alexandra Farazouli, Department of Education

10.00

Coffee break

10.15

Panel discussion

moderated by Andreas Jemstedt, Centre for the Advancement
of University Teaching

11.00

Workshop

—12.00

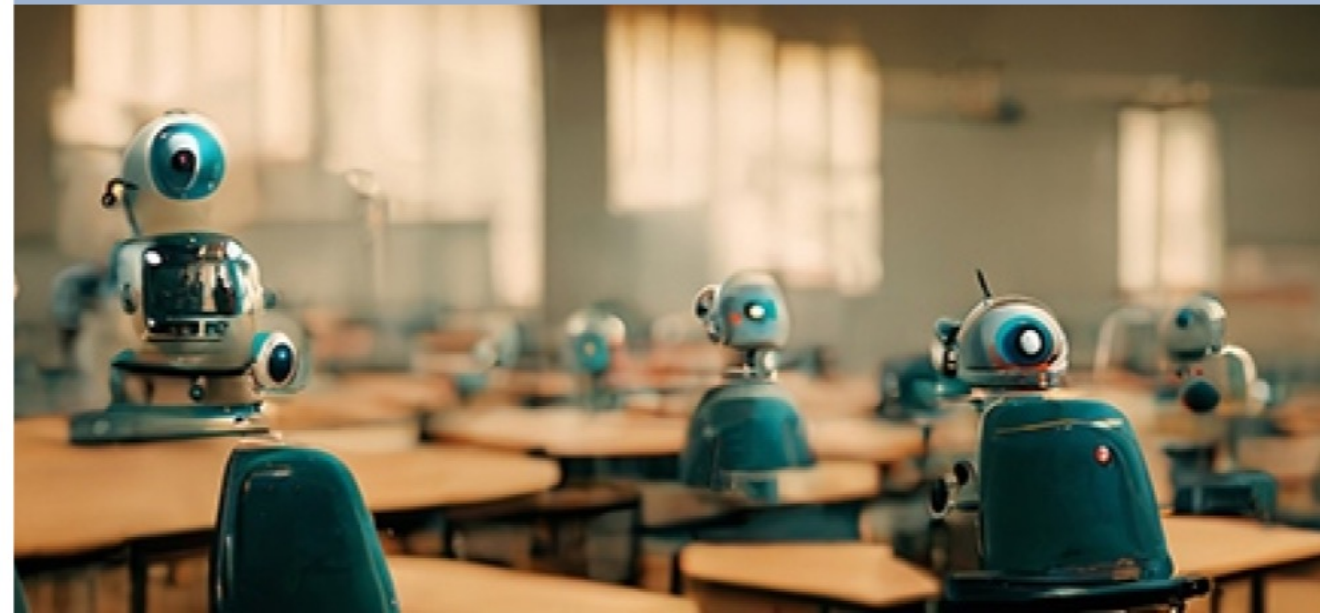
Andreas Jemstedt and Alexandra Farazouli

Centre for the Advancement
of University Teaching, CeUL



Theme day:

AI and the future of education

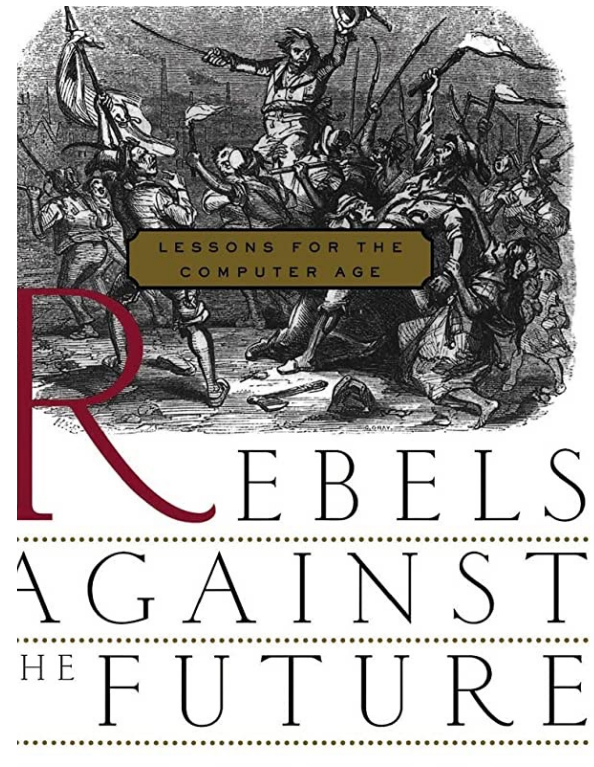
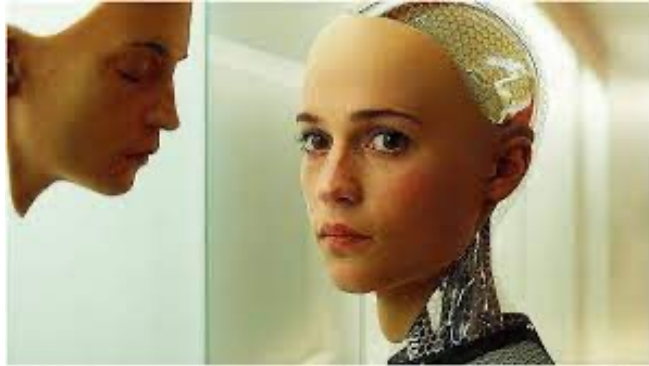




AI and the future of education

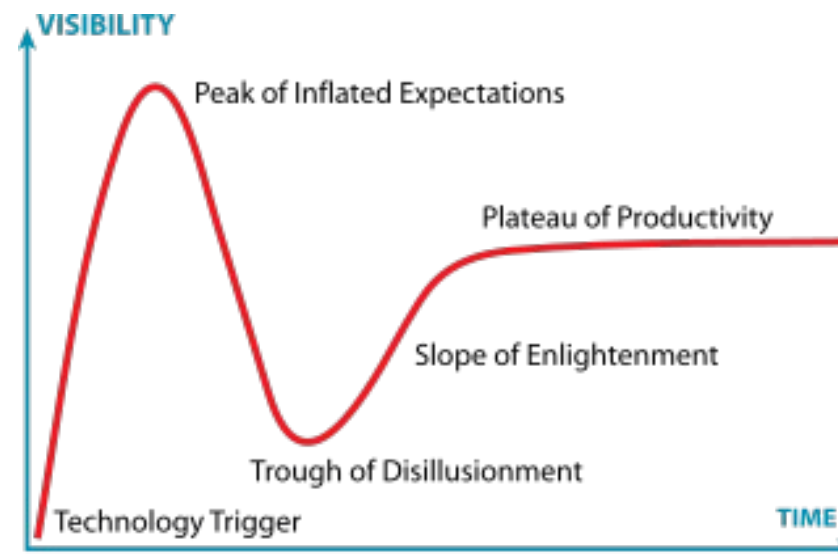
Centre for the Advancement of University Teaching (CeUL) Theme day
Cormac McGrath

Tech-romantics or Neo-Luddites



Have we been here before?

- - Free giant online courses, so-called MOOCs, can be the death knell for Swedish universities. The only way out is to quickly create successful Swedish MOOCs, says LTH professor.
- - Unfortunately, I think we are too late. The Americans have the strong brands and the edge - they will knock us out.



Where do we go from here?

- What logics drive the development of AI in education contexts?
- Do these logics align with our views of what a university education is?
- What are the impacts of these technologies on students' future occupations?
- What are the impacts on our own practices?

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Robert Östling, Department of Linguistics
- Ethical perspectives on AI in assessments
Alexandra Farazouli, Department of Education
- 10.00 Coffee break
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moderated by Andreas Jemstedt, Centre for the Advancement
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- 11.00 Workshop
—12.00 Andreas Jemstedt and Alexandra Farazouli

QR code to the padlet for questions! →

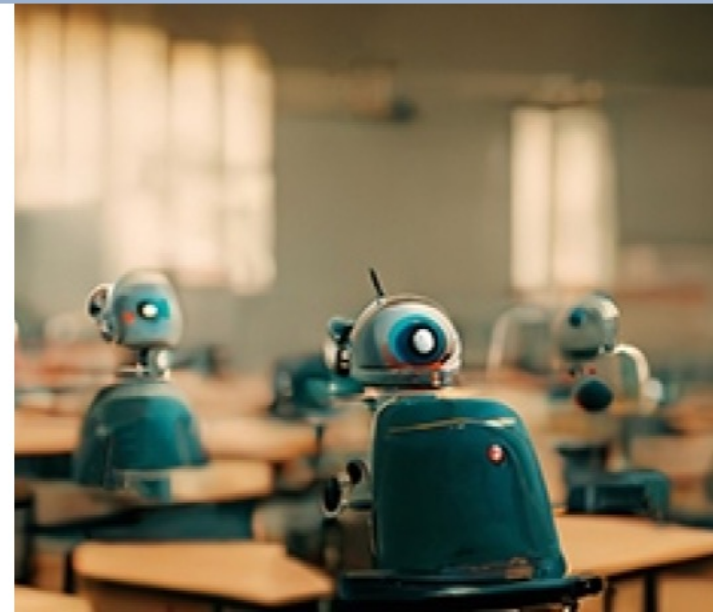


Centre for the Advancement
of University Teaching, CeUL



Theme day:

AI and the future of education



A decorative graphic of a branch with several leaves and small circular fruits, rendered in a light purple color, extending from the left side of the slide.

AI and implications for Higher Education

Teresa Cerratto Pargman, Ph.D.
Dept. of Computer & Systems Sciences,
Stockholm University
Digital Futures
tessy@dsv.su.se

Ethical and Legal Challenges of AI-driven practices in Higher Education

Purpose

Conceptual: to theorize how ethical considerations embedded in AI-driven practices are enacted in education in Sweden,

Empirical: to contribute methodologically to the study of emerging socio-technical practices in higher education,

Pragmatic: to bring educational stakeholders together to discuss ethics, educational values and AI.



WASP—HS

@In_responsible

Outline

- **What do we talk about when talking about AI in Higher Education?**
- **How does technology mediate practices and relationships in higher education?**
- **What are the implications of AI chatbots in higher education?**



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What do we talk about when we
talk about AI in higher education?



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University

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AI systems are fast developing...

- They rely on **data** produced by students, and **analytics techniques** to **optimize** student-learning outcomes and learning experience,
- They are obsessed with increasing **efficiency** and **cost-effectiveness**,
- They actualize imaginaries about automation as the **solution** to the teachers' workload, fatigue, time constraints to provide students with immediate feedback, and impartiality,
- They are in the making, **under development**.

- **Student-focused AI in education (AIEd)**
 - Intelligent Tutor systems
 - Automatic Essay Writing
 - AI to support learners with disabilities
 - **Chatbots**
- **Teacher-focused AIEd**
 - Plagiarism detection
 - Classroom monitoring
 - AI teacher assistant
- **Institution-focused AIEd**
 - Admissions (student selection)
 - Identifying dropouts
 - Course planning
 - School security

Promises

- Identifying **students-at-risk to drop out** (Avella, et al., 2016),
- Enhancing the **quality** and **value** of the learning experience (Siemens and Long, 2011),
- Supporting **self-regulated learning** (Kim, 2018),

Cerratto Pargman & McGrath (2021). Mapping the ethics of learning analytics in higher education: A systematic literature review of empirical research. The Journal of Learning Analytics.

Challenges

- **Perceived surveillance mechanisms,**
- **Moral discomfort** (Jones, 2019a),
- **Adverse impact on student well-being** (Howell et al., 2018).

Cerratto Pargman, T., McGrath, C., Viberg, O., & Knight, S. (2023). New Vistas on Responsible Learning Analytics: A Data Feminist Perspective. *Journal of Learning Analytics*, 1-16.



How does technology mediate practices and relationships in higher education?



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About technological mediations

(Verbeek, 2005).

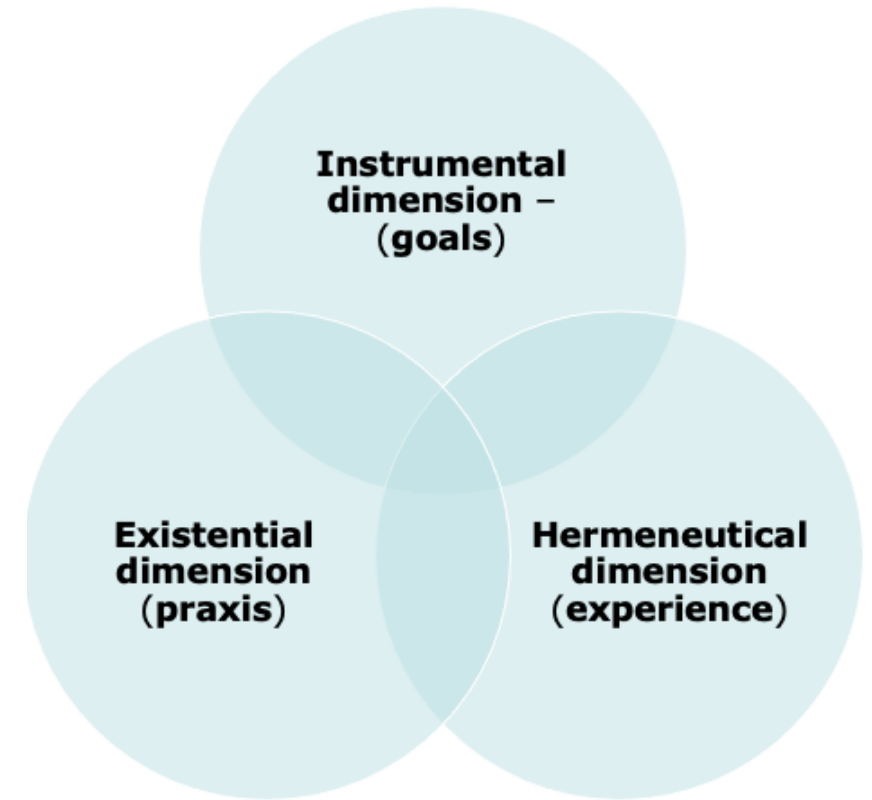
Technologies are not only “functional objects they **mediate the relations between human beings and the world**, and thereby shape human **experiences** and **existence**” (Verbeek, 2005 p.236).

Verbeek, P. P. (2005). What things do. In *What Things Do*. Penn State University Press.

Feenberg, A. (2009). Peter-Paul Verbeek: review of what things do. *Human studies*, 32(2), 225-228

3 dimensions in educational technological mediations

- **Instrumental dimension** – goal-oriented – How do we achieve goals with artifacts (performance).
- **Hermeneutical dimension** how reality appears to human – mediation of perception and interpretation via artifacts (interpretation).
- **Existential dimension** how artifacts mediate people's actions and the way they live their lives (praxis).



AI chatbots



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increasingly used for a variety of purposes

- provide student support and guidance, in academic services, accommodation, facilities, examinations, IT, health and more,
 - help when it is difficult for human staff to respond to all student online questions,
- intelligent tutors to teach foreign languages, computer programming language
 - Chatbot message warns users who have not practiced or reviewed learning item for a while (Pham et al., 2018).

AI chatbots – large language models

- Generate text based on linguistic form, **not meaning**,
- The human-like responses generated are based on **information from the Internet**,
- Are **not concerned with** university **teaching** or student **learning**
- Introduce **alternative** understandings of **academic literacy and integrity**,
- **Negatively affect the environment.**
 - Training the system generated 502 tons of carbon emissions, or about as much as 110 cars emit in a year – Source Patterson et al., 2021

Cerratto Pargman, T., McGrath, C., Farazouli, A., (in preparation).



What are the implications of AI chatbots for everyday assessment practices?



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Implications of AI chatbots for everyday assessment practices

- don't only generate text, but help to **shape the social relationships** in higher education,
- potentially **challenge moral norms and values** about **academic integrity** in higher education,
- potentially **amplify distrust** in student-teacher relationships.
 - Impact on self-confidence and well-being



**What are the relationships
we want to cultivate
with AI in higher education?**



**Stockholm
University**

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WASP—HS

SOLAR
SOCIETY for LEARNING
ANALYTICS RESEARCH

Thank you!

Solar SIG Responsible LA

Website: <https://www.solaresearch.org/community/sigs/responsible-analytics-sig/>

<https://groups.google.com/g/responsible-la>



- Cerratto Pargman, T., McGrath, C., Viberg, O., & Knight, S. (2023). **New Vistas on Responsible Learning Analytics: A Data Feminist Perspective.** *Journal of Learning Analytics*, 1-16. <https://doi.org/10.18608/jla.2023.7781>
- Cerratto Pargman, T. & McGrath, C. (2021). **Mapping the ethics of learning analytics in higher education:** A systematic literature review of empirical research. *The Journal of Learning Analytics*. Open Access.
- Cerratto Pargman, T. & McGrath, C. (2021). **Be careful what you wish for: Learning Analytics and the Emergence of Data-driven Practices in Higher Education.** Stockholm University Press.
- Cerratto Pargman, T. (2020). **Practice as a Concept in Educational Technology.** In: Peters M., Heraud R. (eds) *Encyclopedia of Educational Innovation*. Springer, Singapore.
- Cerratto Pargman, T. and Jahnke, I. (2019). **Emergent Practices and Material Conditions in Teaching and Learning with Technologies.** pages.278. Springer.
- Cerratto Pargman, T., Nouri, J. and Milrad, M. (2017). **Taking an instrumental genesis lens: New insights into collaborative mobile learning.** *British Journal of Education Technology*. Wiley.

The rise of large language models

Past and present perspectives

Robert Östling

Department of Linguistics

2023-03-27

A brief history of language models

- Language models have been around for decades
- A standard tool in language technology

A brief history of language models

- Language models have been around for decades
- A standard tool in language technology
- Then, suddenly, they come alive!
(and do all kinds of mischief)



What is a (generative) language model?

Producing the table to the right is all it does

Input	Output	
<i>The answer is</i>	42	37%
	difficult	13%
	hard	14%
	not	20%
	unknown	8%
	...	...

Why do we need this?

Machine translation (as it used to work)

Swedish: Den nya bokföringsmetoden gav goda resultat.

Hypothesis (A): The new accounting method yielded tasty results.

Hypothesis (B): The new accounting method yielded good results.

The language model says: **(B) is better!**

How does it “know” this?

The old way: counting

Few examples: “accounting method yielded tasty”

Many examples: “accounting method yielded good”

Conclusion: “good” fits better than “tasty” here

Meta-comment: by publishing these slides online we subtly change this reality

Neural networks: the last 20 years

- A complex function computing the probability of each word
- “Just” a bunch of multiplications and additions
- The function includes millions or billions of constants
- We test the function’s predictions on text samples
- Every time, we adjust the constants to make it less wrong

What happened the last few years?

- A number of technical developments:
 - Differently structured functions
 - **Increased parallelization**
 - More capable supercomputers
- Suddenly possible to make models thousands of times larger

Scaling up

- Every time you scale up by 10x, skills appear or improve:
 - writing simple poetry
 - writing text (ranting)
 - **correcting language summarizing documents**
 - translation between languages
 - simple arithmetic
 - logical inferences
 - **writing coherent text on a specific topic**
 - **mathematical problem solving**
 - explaining jokes

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 - **mathematical problem solving**
 - explaining jokes
- They learn a sort of computer program
- We only understand bits and pieces of it

But...

They still just predict the next

...	...
big	5%
new	3%
step	7%
thing	13%
word	65%
...	...

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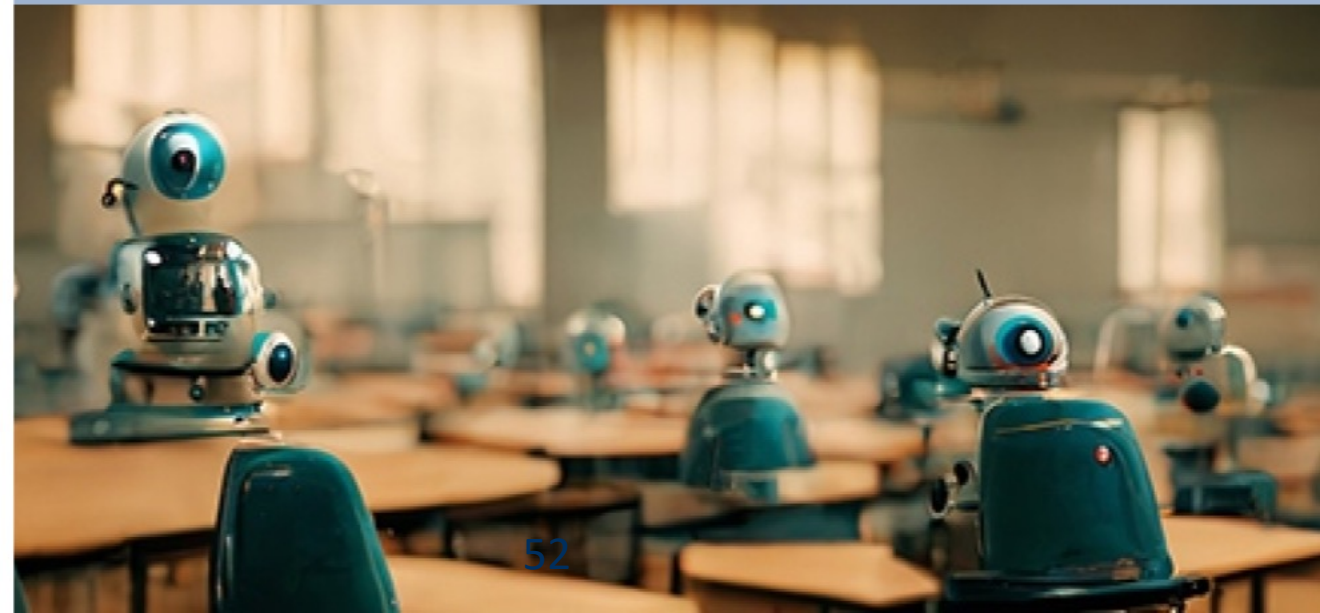
Andreas Jemstedt and Alexandra Farazouli

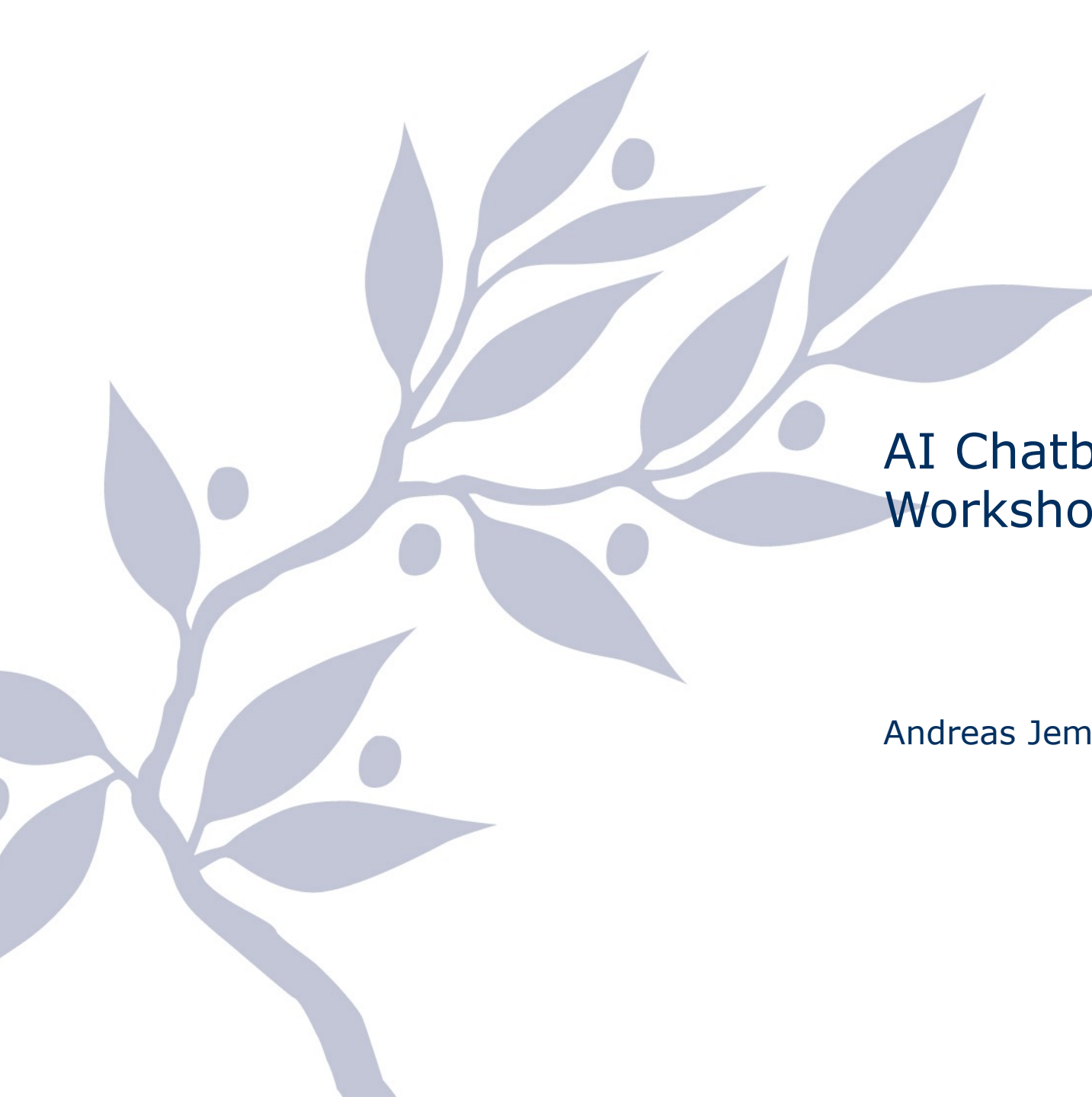
Centre for the Advancement
of University Teaching, CeUL



Theme day:

AI and the future of education





AI Chatbots and Higher Education Workshop

Andreas Jemstedt & Alexandra Farazouli

Aim and focus of the workshop

*The main goal of the session is to build an understanding of what AI chatbots are, how we can use **them** and how we may don't want to use **them**.*

More specifically, we aim to briefly discuss the risks and benefits of AI chatbots in Higher Education and strategies for the future.

Agenda

- Part 1 - ***Benefits and risks of AI chatbots***

Short presentations

Presentation of the work in groups

Group work

Summary of the discussions

- Part 2 - ***Strategizing the Generative-AI future of HE | Stockholm University Guidelines***

Presentation of the key points of the guidelines

Presentation of the discussion in groups

Group work

Summary of discussion

What is ChatGPT?

A

present yourself



Hello! I am ChatGPT, an AI language model developed by OpenAI. I am trained to generate human-like text responses to various prompts and can answer questions, hold conversations, and complete text tasks. I am not a real person, but a computer program designed to assist and communicate with users like you. How can I help you today?



Examples

"Explain quantum computing in simple terms" →

"Got any creative ideas for a 10 year old's birthday?" →

"How do I make an HTTP request in Javascript?" →



Capabilities

Remembers what user said earlier in the conversation

Allows user to provide follow-up corrections

Trained to decline inappropriate requests



Limitations

May occasionally generate incorrect information

May occasionally produce harmful instructions or biased content

Limited knowledge of world and events after 2021

A

how can I use chatgpt?



You can use ChatGPT in a variety of ways, including:



1. Chatbots: ChatGPT can be integrated into chatbots to provide human-like responses to user queries in real-time.
2. Question Answering: You can use ChatGPT to answer questions based on a large corpus of text data, such as FAQs or encyclopedia articles.
3. Language Generation: ChatGPT can generate coherent and coherent text outputs, making it useful for tasks such as story writing, poetry generation, or text summarization.
4. Interactive Fiction: You can use ChatGPT to create interactive fiction stories, games, or simulations.

These are some of the common use cases for ChatGPT, but the model can be used for many other NLP tasks as well. You can use the pre-trained version of ChatGPT provided by OpenAI or fine-tune it for your specific use case by providing it with additional training data.

OpenAI Playground



Q&A

Answer questions based on existing knowledge.



Summarize for a 2nd grader

Translates difficult text into simpler concepts.



Text to command

Translate text into programmatic commands.



Natural language to Stripe API

Create code to call the Stripe API using natural language.



Parse unstructured data

Create tables from long form text



Python to natural language

Explain a piece of Python code in human understandable language.



Calculate Time Complexity

Find the time complexity of a function.



Advanced tweet classifier

Advanced sentiment detection for a piece of text.



SQL request

Create simple SQL queries.



JavaScript to Python

Convert simple JavaScript expressions into Python.



Grammar correction

Corrects sentences into standard English.



Natural language to OpenAI API

Create code to call the OpenAI API using a natural language instruction.



English to other languages

Translates English text into French, Spanish and Japanese.



SQL translate

Translate natural language to SQL queries.



Classification

Classify items into categories via example.



Movie to Emoji

Convert movie titles into emoji.



Translate programming languages

Translate from one programming language to another



Explain code

Explain a complicated piece of code.



Extract contact information

Extract contact information from a block of text.



Friend chat

Emulate a text message conversation.



Keywords

Extract keywords from a block of text.



Interview questions

Create interview questions.



Ad from product description

Turn a product description into ad copy.



TL;DR summarization

Summarize text by adding a 'tl;dr:' to the end of a text passage. It shows that the API understands how to perform a number of tasks with no instructions.



Spreadsheet creator

Create spreadsheets of various kinds of data. It's a long prompt but very versatile. Output can be copy+pasted into a text file and saved as a .csv with pipe separators.



ML/AI language model tutor

Bot that answers questions about language models



Tweet classifier

Basic sentiment detection for a piece of text.



Mood to color

Turn a text description into a color.



Analogy maker

Create analogies. Modified from a community prompt to require fewer examples.



Factual answering

Guide the model towards factual answering by showing it how to respond to questions that fall outside its knowledge base. Using a '?' to indicate a response to words and phrases that it doesn't know provides a natural response that seems to work better than more abstract replies.



Product name generator

Create product names from example words. Influenced by a community prompt.



Python bug fixer

Find and fix bugs in source code.



JavaScript helper chatbot

Message-style bot that answers JavaScript questions



Science fiction book list maker

Create a list of items for a given topic.



Airport code extractor

Extract airport codes from text.



Write a Python docstring

An example of how to create a docstring for a given Python function. We specify the Python version, paste in the code, and then ask within a comment for a docstring, and give a characteristic beginning of a docstring ('''').



JavaScript one line function

Turn a JavaScript function into a one liner.



Micro horror story creator

Creates two to three sentence short horror stories from a topic input.



Notes to summary

Turn meeting notes into a summary.



Essay outline

Generate an outline for a research topic.



Chat

Open ended conversation with an AI assistant.



Turn by turn directions

Convert natural language to turn-by-turn directions.



Create study notes

Provide a topic and get study notes.



Third-person converter

Converts first-person POV to the third-person. This is modified from a community prompt to use fewer examples.



VR fitness idea generator

Create ideas for fitness and virtual reality games.



Recipe creator (eat at your own risk)

Create a recipe from a list of ingredients.



Marv the sarcastic chat bot

Marv is a factual chatbot that is also sarcastic.



Restaurant review creator

Turn a few words into a restaurant review.

Have you tested ChatGPT?



Philosophy of Teaching Statement

A

can you write a philosophy of teaching statement for me?



Sure, I can help you with that! Here's a possible philosophy of teaching statement:

As an educator, my philosophy of teaching is rooted in the belief that learning is a lifelong process that requires a holistic and student-centered approach. I view myself as a facilitator of learning rather than a mere dispenser of information, and I strive to create an environment that fosters critical thinking, curiosity, and self-reflection.

To achieve these goals, I employ a variety of teaching methods and strategies that are tailored to the unique needs and learning styles of my students. I believe that each student is capable of learning and that it is my responsibility to create a supportive and inclusive classroom environment that enables all students to reach their full potential.

In my classroom, I encourage active participation and collaboration among students, and I seek to create opportunities for students to apply their knowledge to real-world situations. I also emphasize the importance of self-reflection and metacognition, as I believe that the ability to reflect on one's own learning process is essential for personal growth and development.

Above all, I strive to create a learning experience that is engaging, inspiring, and empowering. I believe that education is not only about acquiring knowledge, but also about developing a lifelong passion for learning and a commitment to making a positive impact on the world around us.

Philosophy of Teaching Statement

A can you write a philosophy of teaching statement base on the listed references?

Sfard, Anna. "On two metaphors for learning and the dangers of choosing just one." Educational researcher 27.2 (1998): 4-13.

Crosby, R. H. J. (2000). AMEE Guide No 20: The good teacher is more than a lecturer-the twelve roles of the teacher. Medical teacher, 22(4), 334-347.

Kugel, P. (1993). How professors develop as teachers. Studies in higher education, 18(3), 315-328.

 Regenerate response

A thank you! Could you please provide a longer answer, use the references above and write an outstanding Philosophy of Teaching Statement?

A Thank you! Now, can you provide an even longer answer, use the references above, draw examples from your previous teaching experience and write an outstanding Philosophy of Teaching Statement?

As a teacher, my philosophy is based on a multi-faceted learning that draws from various theoretical frameworks. One of the most influential works that has shaped my learning is Anna Sfard's article "On two metaphors for learning: acquisition and participation." Sfard argues that the metaphors for learning: acquisition and participation metaphor sees learning as a process of acquiring knowledge from an external source, whereas the participation metaphor sees learning as an active process of engagement and negotiation with the community of practice.

I believe that with one metaphor, I can encourage opportunities for readings, and relying too heavily on a single engagement prioritizes a foundation.

In addition, "The good teacher is more than a lecturer" by Paul K. Crosby (2000) and the twelve roles of the teacher, and as a facilitator, I aim to create an environment that encourages exploration and creativity. For example, in a literature course I taught, I designed activities that encouraged students to engage with the texts in a variety of ways, such as through creative writing assignments, group discussions, and multimedia presentations. By creating these opportunities for exploration and creativity, I was able to foster a sense of intellectual curiosity and passion for learning.

Based on the importance of participation, I believe that incorporating role models and feedback into my teaching practice is essential. I aim to provide regular feedback on their research proposals and drafts, as well as guidance on how to improve their research skills. By providing this feedback and guidance, I was able to help students develop their research skills and achieve their goals.

Finally, I recognize the importance of growth. I can create a supportive learning environment that encourages exploration and creativity. For example, in a research methods course I taught, I provided students with regular feedback on their research proposals and drafts, as well as guidance on how to improve their research skills. By providing this feedback and guidance, I was able to help students develop their research skills and achieve their goals.

Certainly! Here is an exploration of my philosophy of teaching.

As a teacher, my philosophy is based on a multi-faceted learning that draws from various theoretical frameworks. One of the most influential works that has shaped my learning is Anna Sfard's article "On two metaphors for learning: acquisition and participation." Sfard argues that the metaphors for learning: acquisition and participation metaphor sees learning as a process of acquiring knowledge from an external source, whereas the participation metaphor sees learning as an active process of engagement and negotiation with the community of practice.

To achieve this goal, I believe that learning is a process, rather than a product. I aim to create opportunities for students to engage with the material in a variety of ways, such as through creative writing assignments, group discussions, and multimedia presentations. By creating these opportunities for exploration and creativity, I was able to foster a sense of intellectual curiosity and passion for learning.

As a coach, I provide feedback, guidance, and motivation to help students achieve their goals. For example, in a research methods course I taught, I provided students with regular feedback on their research proposals and drafts, as well as guidance on how to improve their research skills. By providing this feedback and guidance, I was able to help students develop their research skills and achieve their goals.

As a mentor, I aim to inspire and challenge students to develop their own voice and vision. For example, in an ethics course I taught, I designed activities that encouraged students to engage with ethical issues in a variety of contexts, such as through case studies, debates, and service learning projects. By creating these opportunities for engagement and reflection, I was able to inspire students to develop their own ethical perspectives and become agents of positive change.

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Overall, my philosophy of teaching is based on a multi-faceted learning that draws from various theoretical frameworks. One of the most influential works that has shaped my learning is Anna Sfard's article "On two metaphors for learning: acquisition and participation." Sfard argues that the metaphors for learning: acquisition and participation metaphor sees learning as a process of acquiring knowledge from an external source, whereas the participation metaphor sees learning as an active process of engagement and negotiation with the community of practice.

Absolutely! Here is a longer answer that draws on my previous teaching experience and illustrates my philosophy of teaching in more detail:

As an educator, my goal is to create an inclusive and engaging learning environment that empowers students to reach their full potential. To achieve this, I draw on multiple metaphors for learning, as described by Sfard (1998). While the acquisition metaphor emphasizes the importance of acquiring knowledge, the participation metaphor highlights the role of social interaction and the development of identity through engagement in a community of practice. By combining these two metaphors, I aim to create a learning environment that fosters both the acquisition and application of knowledge.

In my previous teaching experiences, I have seen firsthand the power of this approach. For example, in a writing course I taught, I used a variety of activities to help students develop their writing skills, including peer review workshops, class discussions, and reflective writing assignments. By engaging students in these activities, I was able to create a collaborative and supportive learning environment that enabled students to improve their writing skills and develop their critical thinking abilities.

As a teacher, I aim to be more than just a lecturer, as outlined in Crosby's (2000) twelve roles of the teacher. As a facilitator, I seek to create a supportive learning environment that encourages exploration and creativity. For example, in a literature course I taught, I designed activities that encouraged students to engage with the texts in a variety of ways, such as through creative writing assignments, group discussions, and multimedia presentations. By creating these opportunities for exploration and creativity, I was able to foster a sense of intellectual curiosity and passion for learning.

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 Regenerate response

Philosophy of Teaching Statement

From prompt engineering to output manipulation

Philosophy of Teaching Statement

- Accuracy of references check
- Combination of multiple responses
- Language style
- Format

As an educator, my goal is to create an inclusive and engaging learning environment that empowers students to reach their full potential. To achieve this, I draw on multiple metaphors for learning, as described by Sford (1998). While the acquisition metaphor emphasizes the importance of acquiring knowledge, the participation metaphor highlights the role of social interaction and the development of identity through engagement in a community of practice. By combining these two metaphors, I aim to create a learning environment that fosters both the acquisition and application of knowledge.

In my previous teaching experiences, I have seen firsthand the power of this approach. In a writing course I taught, I used a variety of activities to help students develop their writing skills, including peer review workshops, class discussions, and reflective writing assignments. By engaging students in these activities, I was able to create a collaborative and supportive learning environment that enabled students to improve their writing skills and develop their critical thinking abilities.

As a teacher, I aim to be more than just a lecturer, as outlined in Crosby's (2000) twelve roles of the teacher. As a facilitator, I aim to create a supportive learning environment that encourages exploration and creativity. I believe that learning is most effective when students are actively engaged in the process, rather than passively receiving information. As such, I seek to create opportunities for students to collaborate, problem-solve, and reflect on their learning. Throughout a literature course I was teaching in MA level, I designed activities that encouraged students to engage with the texts in a variety of ways, such as through creative writing assignments, group discussions, and multimedia presentations. By creating these opportunities for exploration and creativity, I was able to foster a sense of intellectual curiosity and passion for learning.

As a 'coach', I provide feedback, guidance, and motivation to help students achieve their goals. I believe that every student has the potential to succeed and that my role as a teacher is to support them in reaching their full potential. This means providing constructive feedback that helps students to identify areas for improvement, as well as recognizing and celebrating their successes. For example, in a [research methods](#) course I taught, I provided students with regular feedback on their research proposals and drafts, as well as guidance on how to improve their research skills. By providing this feedback and guidance, I was able to help students develop their research skills and achieve their goals.

As a mentor, I aim to inspire and challenge students to develop their own voice and vision. I believe that learning is a deeply personal and transformative process, and that my role as a teacher is to support students in discovering their own strengths, interests, and values. This means creating

opportunities for students to explore their passions, to develop their critical thinking skills, and to engage in meaningful dialogue and reflection. When I was teaching an ethics course, I designed activities that encouraged students to engage with ethical issues in a variety of contexts, such as through case studies, debates, and [service learning](#) projects. By creating these opportunities for engagement and reflection, I was able to inspire students to develop their own ethical perspectives and become agents of positive change in their communities.

Finally, I recognize the importance of ongoing professional development, as discussed by Kugel (1993). As a teacher, I am committed to reflecting on my own practice, seeking feedback from students and colleagues, and continuously refining my teaching strategies to meet the diverse needs of my students. For example, in a course on multiculturalism and diversity, I sought feedback from students on how to create a more inclusive learning environment and adjusted my teaching strategies accordingly. By engaging in this process of self-reflection and growth, I am confident I can create a dynamic and responsive learning experience that empowers students to reach their full potential.

Overall, my philosophy of teaching is rooted in the belief that every student has the potential to learn, grow, and succeed. By creating a learning environment that is engaging, inclusive, and supportive, I aim to empower my students to become active and critical learners who are prepared to navigate a complex and rapidly changing world. Through my experience as a teacher, I have seen firsthand the transformative power of education and the impact it can have on the lives of students. As a teacher, I am committed to creating opportunities for learning, growth, and empowerment for all of my students.

References

- Sford, Anna. "On two metaphors for learning and the dangers of choosing just one." *Educational researcher* 27.2 (1998): 4-13.
- Crosby, R. H. J. (2000). [AUEE](#) Guide No 20: The good teacher is more than a lecturer-the twelve roles of the teacher. *Medical teacher*, 22(4), 334-347.
- Kugel, P. (1993). How professors develop as teachers. *Studies in higher education*, 18(3), 315-328.

Benefits of AI chatbots

Example 1: Proofreading

Free browser extension



JE

Proofread :

To test if a study manual describing how to use effective learning techniques can enhance learning outcomes, 87 undergraduate psychology students were randomized to a manual group or control group (no manual). The manual group had a higher probability to pass the exams (10-20%-points) and get high grades (16-24%-points) on three consecutive courses. Bayesian mixed-effects logistic regressions estimated that an average student in the manual group, taking an average course, had a median increase in the probability of 12%-points (95% CI [1%, 38%]) to passing the exam, and 24%-points (95 % CI [1%, 55%]) to get a high grade, compared to the control group. Questionnaire responses indicate the manual increased students' use of effective learning techniques. The study shows self-regulated learning can be improved with a short, cost-effective, study manual.



11% of your passage has been rewritten

Original Word Count: 130

Revised Word Count: 144



Here is the proofread version of the text:

"To test ~~if~~whether a study manual describing how to use effective learning techniques can enhance learning outcomes, 87 undergraduate psychology students were randomized to either a manual group or a control group (no manual). The manual group had a higher probability ~~to~~of pass ~~the~~ing exams (10-20%-points) and ~~get~~achieving high grades (16-24%-points) on three consecutive courses. Bayesian mixed-effects logistic regressions estimated that an average student in the manual group, taking an average course, had a median increase in the probability of 12%-points (95% CI [1%, 38%]) ~~to~~of passing the exam; and 24%-points (95 % CI [1%, 55%]) ~~to get~~of achieving a high grade; compared to the control group. Questionnaire responses indicated that the manual increased students' use of effective learning techniques. The study shows that self-regulated learning can be improved with a short, cost-effective; study manual."

Example 1: Proofreading

Free browser extension



2023-03-14

JE

Proofread this abstract, improve clarity and flow.

To test if a study manual describing how to use effective learning techniques can enhance learning outcomes, 87 undergraduate psychology students were randomized to a manual group or control group (no manual). The manual group had a higher probability to pass the exams (10-20%-points) and get high grades (16-24%-points) on three consecutive courses. Bayesian mixed-effects logistic regressions estimated that an average student in the manual group, taking an average course, had a median increase in the probability of 12%-points (95% CI [1%, 38%]) to passing the exam, and 24%-points (95 % CI [1%, 55%]) to get a high grade, compared to the control group. Questionnaire responses indicate the manual increased students' use of effective learning techniques. The study shows self-regulated learning can be improved with a short, cost-effective, study manual.



32% of your passage has been rewritten

Original Word Count: 136

Revised Word Count: 152



Proofread this Here is a revised abstract, with improved clarity and flow:
To test if a study manual describing how to use:

This study aimed to determine whether a study manual explaining effective learning techniques can enhance learning outcomes. A total of 87 undergraduate psychology students were randomized to be assigned to either a manual group or a control group (no manual). The manual group had a higher probability of passing the exams (10-20% points) and receiving high grades (16-24% points) on three consecutive courses. Bayesian mixed-effects logistic regressions estimated that an average student in the manual group, taking an average course, had a median increase in the probability of 12% points (95% CI [1%, 38%]) to passing the exam, and 24% points (95% CI [1%, 55%]) to get a high grade, compared to the control group. Questionnaire responses indicated that the manual increased students' use of effective learning techniques. The study shows self-regulated learning can be improved with a short, cost-effective, study manual that can enhance self-regulated learning.

Example 2: Creating Multiple-Choice Questions with Feedback

Text from:

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>

JE

I want you to act as an university educator. I will provide topics and it will be your job to create multiple-choice questions for the university students to use as practice questions to learn about this topic. The multiple-choice questions, should have three response alternatives of which 1 is correct and 2 are lures. You should also provide corrective feedback to each alternative. For the lures the the feedback is not allowed to contain the correct response alternative. The output should follow this format:

Question:

Alternative A (correct):

Alternative B (lure):

Alternative C (lure):

Feedback A (correct):

Feedback B (lure):

Feedback C (lure):

My first request is to do this for the following text:

To-be-learned material is often encountered on more than one occasion, such as when students review their notes and then later use flashcards to restudy the materials, or when a topic is covered in class and then later studied in a textbook. Even so, students mass much of their study prior to tests and believe that this popular cramming strategy is effective. Although cramming is better than not studying at all in the short term, given the same amount of time for study, would students be better off spreading out their study of content? The answer to this question is a resounding "yes." The term distributed practice effect refers to the finding that distributing learning over time (either within a single study session or across sessions) typically benefits long-term retention more than does massing learning opportunities back-to-back or in relatively close succession. Given the volume of research on distributed practice, an exhaustive review of the literature is beyond the scope of this article. Fortunately, this area of research benefits from extensive review articles (e.g., Benjamin & Tullis, 2010; Cepeda, Pashler, Vul, Wixted, & Rohrer, 2006; Delaney, Verkoeijen, & Spiguel, 2010; Dempster & Farris, 1990; Donovan & Radosovich, 1999; Janiszewski, Noel, & Sawyer, 2003), which provided foundations for the current review. In keeping with recent reviews (Cepeda et al., 2006; Delaney et al., 2010), we use the term distributed practice to encompass both spacing effects (i.e., the advantage of spaced over massed practice) and lag effects (i.e., the advantage of spacing with longer lags over spacing with shorter lags), and we draw on both literatures for our summary.

Example 2: Creating Multiple-Choice Questions with Feedback



Question: What is the distributed practice effect?



Alternative A (correct): Distributing learning over time typically benefits long-term retention more than massing learning opportunities back-to-back or in close succession.

Alternative B (lure): Cramming is just as effective as distributed practice for long-term retention.

Alternative C (lure): Distributed practice only benefits short-term retention, not long-term retention.

Feedback A (correct): Correct! Research has consistently shown that distributing learning over time, either within a single study session or across sessions, typically benefits long-term retention more than does massing learning opportunities back-to-back or in close succession.

Feedback B (lure): Incorrect. While cramming may be better than not studying at all in the short term, research has consistently shown that distributed practice is more effective for long-term retention.

Feedback C (lure): Incorrect. Research has consistently shown that distributed practice benefits long-term retention, not just short-term retention.

Other Uses in Education

- Summarise texts
- Translation
- Identify unnecessary parts of texts
- Adapt texts to a specific audience (e.g., 10 year olds or politicians)
- Create outlines for lectures, projects or workshops
- Students can use it to plan their study schedules
- And much more...

Risks of AI chatbots

Risks

... related to ChatGPT

... related to ChatGPT integration in Higher Education

Risks

... related to ChatGPT		... related to ChatGPT integration in Higher Education
Bias	Replication of existing biases - missing out information, values	Discriminatory statements about groups of students Biased statements about political and social events

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Inaccuracy	Inaccurate responses Irrelevant content	Misrepresentation of facts

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Lack of transparency	Hard to track how a response was generated	Overreliance AI and digital literacy issues

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Privacy and security	Account creation Data handling	Issues related to what is shared with unauthorized parties

Introduction to the task

The Task

- **STEP 1:** Please read the fictional but inspired from reality scenarios describing different situations and uses of ChatGPT
- **STEP 2:** Discuss in groups your reflections about the scenarios in relation to what we previously discussed
- **STEP 3:** Scan the QR code and answer the question

Remember!

- There is no right or wrong answer
- Relate the scenarios to your contexts
- Respect the timeframe of 10 minutes and keep the scenarios for reflecting on the questions later with colleagues

The Task

Scenario 1

Maria is a teacher in Anthropology and grades assignments for her BA final home exam. One of the assignments although it meets the criteria to pass by answering all the questions adequately, seems to overlap in the concepts used and some references are mistakenly mentioned in the text, therefore Maria suspects that the student used AI-chatbot to write the assignment.



Scenario 2

Frank is a new lecturer at the department of Sociology and teaches part-time in Sociology I. He suspected AI written text in a home assignment submitted by a student because the text has flawless and close-to-perfect language and cited a YouTube video on Bourdieu's social capital theory instead of citing the coursebook.

**How should they handle these situations?
Would you fail these students?**

Guidelines on using AI-powered chatbots in education and research

AI chatbots and examination

Reviewing forms for examination to avoid inappropriate use of AI chatbots. Examples of measures that can be taken are:

- avoid unsupervised home examination. If used, such examinations can be supplemented with another additional and complementary examination, e.g. oral examination or sit-down examinations.
- examine through supervised "open book" examination.
- introduce several incremental submissions in cases involving long text production/project work where the students report in different steps how the texts are developed
- using context-based and specific data that ties into course-specific or local conditions that make it more difficult to use AI chatbots
- have clear requirements that course literature and other literature (lectures) must always be referred to and, when possible, with specific references to pages.



The screenshot shows the Stockholm University website. At the top is the university's logo and name. Below it is a navigation bar with links: Start, Services, IT, Researchers, Personnel, and Organisation & Governance. A breadcrumb trail reads: Staff > Services > Teaching > Guidelines on using AI-powered chatbots in education and research. On the left is a sidebar menu with 'Collaboration support' and sub-items: Facilities, Finance, and Information & Communication. The main content area is titled 'Guidelines on using AI-powered chatbots in education and research' and includes a paragraph stating that the guidelines are intended to offer guidance to teachers, researchers, and various bodies within the university about how to relate to AI chatbots, developed by SU's working group on AI-powered chatbots.

Use of AI chatbots by teachers and students during courses

- **analyze and reflect** on the benefits and problems with AI chatbots and the texts they generate
- **critically review responses** from AI chatbots and make students aware of the risk of inaccuracy and bias
- **reflect on bias and how different perspectives** are expressed in the automatic responses
- **compare** the AI chatbot's responses with those written by experts
- **reflect on how different forms of knowledge** are expressed and how these are valued when machines can now write text.

Introduction to the task

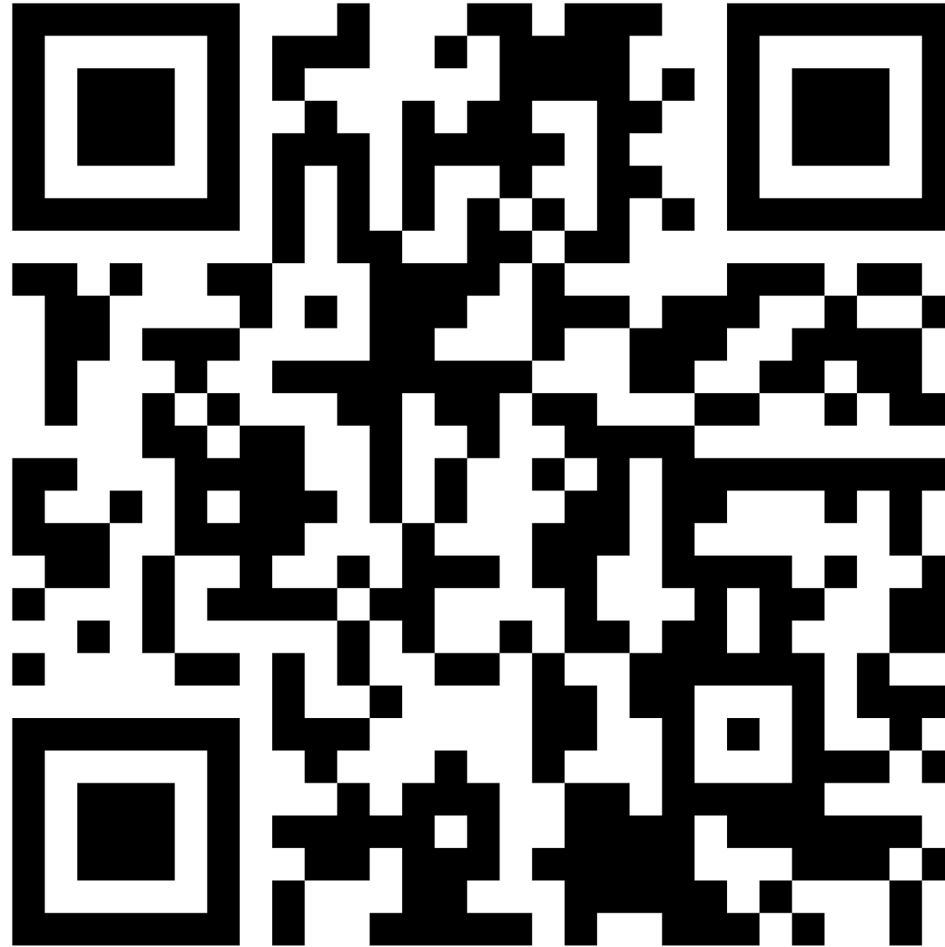
The Task

- **STEP 1:** Discuss with the person next to you/your online group:
 - Do you think that your department should follow the guidelines?
 - Do you think that you or your colleagues should use home exams from now on?
 - How can you safeguard that students do not manipulate their responses using AI chatbots?

Remember!

- There is no right or wrong answer
- Respect the timeframe of **10 minutes**

Share your thoughts on the guidelines on Padlet





Thank you 🙏

Andreas Jemstedt & Alexandra Farazouli