NATIONAL INSTITUTE ON ARTIFICIAL INTELLIGENCE IN SOCIETY
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Cheating-Resistant Course for the age of AI

Presentation Overview

Dr. Sasha Sidorkin, Chief AI Officer at Sacramento State University, delivered a presentation titled "Cheating-Resistant Courses for the age of AI." He outlined the disruptive impact of AI technologies like ChatGPT on higher education, particularly in the realm of writing instruction and assessment.

1. Key Challenges Posed by AI

- Pressure from employers, the public, government, and students' unauthorized use of AI
- Erosion of existing curriculum and risk to higher-order thinking skills
- Ineffectiveness of AI detection tools, which are unstable, unreliable, biased, and easy to fool
- Lack of construct validity in measuring "AI use in writing" as students employ AI for various purposes
- Difficulty in establishing a campus-wide AI policy due to lack of consensus and disciplinary differences

2. Strategies for Adapting to AI challenge to curriculum:

A. Alternative assessments: These include oral presentations, portfolio assessments, simulations, games, low-stakes open book tests, peer review, and collaborative projects. However, he cautioned that all assessments introduce biases.

B. AI-required assignments: This involves shifting to authentic, discipline-specific AI uses, evaluating meta-AI skills like prompt engineering and discerning thinking, and collaborating in human/AI teams. Examples include analyzing AI-generated case studies, developing marketing campaigns, creating historical exhibits, and proposing research grants.

3. Examples of AI-required assignments:

a. Writing a paper with AI and documenting the process
b. Prompt competition and analyzing characteristics of rich prompts
c. Interrogating AI with scholarly papers and critiquing answers
d. Background research race and verification strategies
e. Extracting best short stories from AI with concise prompts
f. Building, fine-tuning, and evaluating custom AI bots

Discussion and Chat Highlights

4. Challenges and Concerns

- Increased faculty workload to redesign curriculum and assessments around AI
- Potential inequities, as students with more privilege may have access to more sophisticated AI tools
- Biases in AI databases around race, gender, and disability that get embedded in the generated content
- Questions about whether AI-generated work is acceptable in writing intensive courses if edited by the student
- Need for institutional policies and guidance around AI use in writing courses

5. Strategies and Solutions

- Using in-class writing assignments to mitigate unethical AI use
- Balancing the use of AI detection tools to start conversations with students vs. over-relying on them to police AI use
- Providing training on how to teach effectively with AI
- Implementing alternative assessments and AI-required assignments to foster critical thinking and meta-AI skills
- Sharing resources and insights on AI detection techniques and broader societal implications of AI

Sentiment Analysis of the Discussion

The overall sentiment of the discussion was a mix of concern, curiosity, and a desire for solutions. Participants expressed apprehension about the challenges posed by AI, such as increased workload, potential biases, and the need for institutional support. However, there was also a strong interest in exploring strategies to adapt to this new reality, as evidenced by the positive reactions to suggestions like in-class writing, alternative assessments, and AI-required assignments.

The conversation revealed a community of educators grappling with the complexities of AI in their teaching practice, while actively seeking ways to harness its potential for learning. Participants shared resources, asked questions, and offered their own insights, reflecting a collaborative spirit in addressing this shared challenge.

Calls for faculty compensation and support in navigating this paradigm shift were met with agreement and empathy, highlighting the need for institutional recognition of the added burden on educators. At the same time, the discussion also touched upon the broader societal implications of AI, demonstrating a critical awareness of the technology's impact beyond the classroom.

Overall, the sentiment analysis suggests a proactive and solution-oriented mindset among educators, tempered by valid concerns about workload, equity, and the need for institutional support. The discussion underscores the importance of ongoing dialogue, resource sharing, and collective action in adapting to the disruptive influence of AI in higher education.

Discourse analysis

The discourse in the discussion and chat was characterized by a mix of technical and accessible language, reflecting the diverse backgrounds and expertise of the participants. Educators from various disciplines engaged in the conversation, sharing their perspectives and experiences with AI in their respective fields.

The use of analogies, such as the "broken ladder" metaphor in the presentation, helped to bridge the gap between technical concepts and their practical implications for teaching and learning. This facilitated a more inclusive and relatable discourse, allowing participants to engage with the ideas on a more intuitive level.

The chat discourse also revealed a strong sense of community and shared purpose among the educators. Participants actively shared resources, such as links to AI detection tools and articles on the societal impact of AI, demonstrating a willingness to collaborate and learn from one another. The use of emojis and reactions in the chat added an element of emotional connection and support, fostering a sense of camaraderie in the face of a common challenge.

Questions posed by participants served to clarify key points, elicit further insights, and explore the nuances of the issues at hand. The discourse was marked by a spirit of inquiry and a desire to understand the complexities of AI's impact on education. At the same time, the conversation maintained a focus on practical solutions and strategies, with participants offering concrete examples and ideas for adapting to this new reality.

The discourse also touched upon broader themes of equity, ethics, and the role of educators in an AI-enabled future. Participants grappled with questions of fairness, accessibility, and the potential for AI to exacerbate existing inequalities. The conversation highlighted the need for ongoing critical reflection and dialogue around these issues, as educators navigate the challenges and opportunities presented by AI.

Overall, the discourse analysis reveals a vibrant and engaged community of educators, committed to understanding and adapting to the disruptive influence of AI in higher education. The conversation was characterized by a balance of technical insight, practical solutions, and critical reflection, underlining the importance of ongoing collaboration and dialogue in shaping the future of education in an AI-enabled world.