

* Using Assistive Intelligence in Your Studies

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COUNSELLOR
RESOURCES



* Aim and Objectives

Aim: To help learners integrate the ethical use of assistive intelligence (AI) technology in education

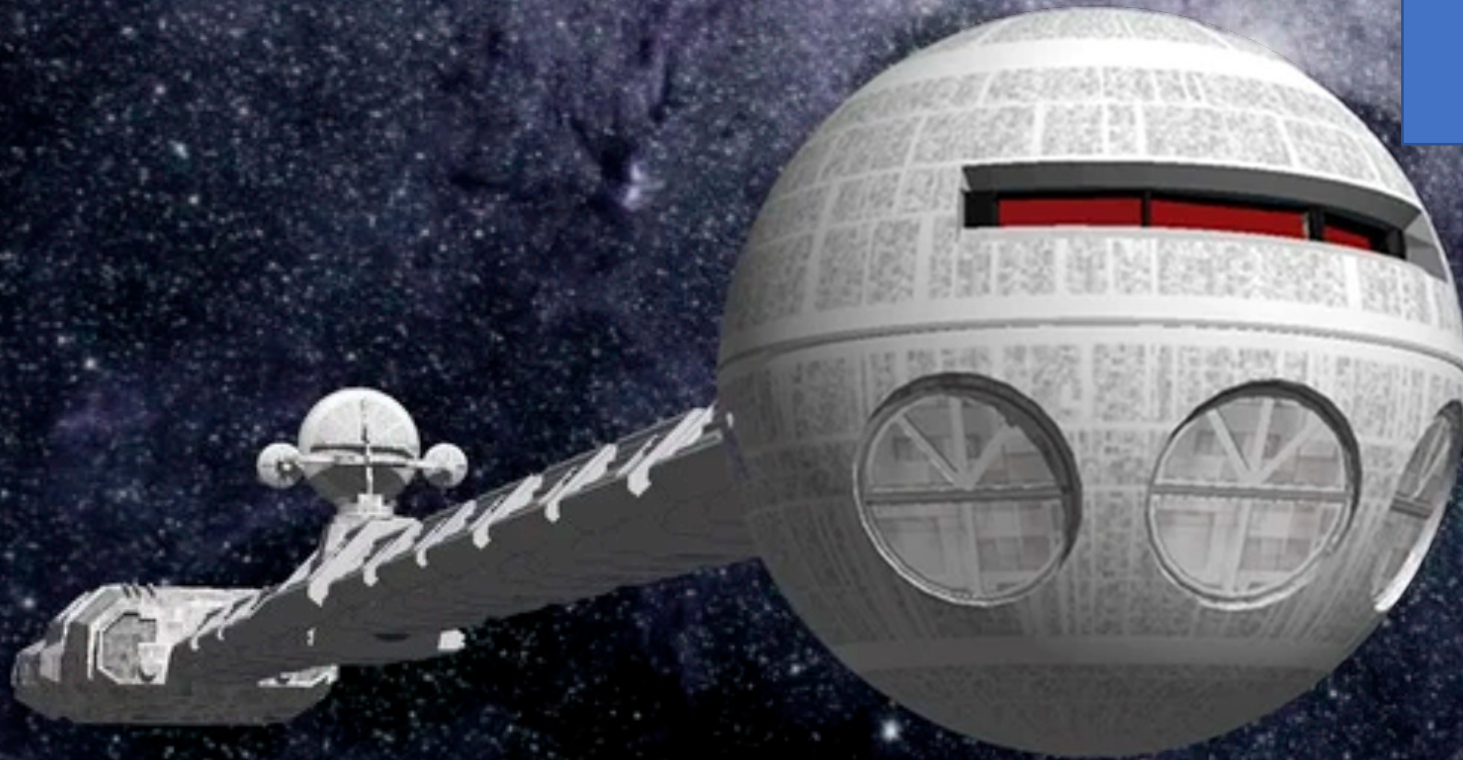
Objectives:

- ✓ To analyse the application of AI as a study support
- ✓ To discuss the ethical use of AI to aid your studies
- ✓ To identify practical ways in which AI can support your study journey



AI: Friend or Foe?

‘Open the pod
bay doors, please,
HAL.’



‘I’m sorry, Dave.
I’m afraid I can’t
do that.’





You're already using AI!

Assistive Intelligence

Also referred to as 'AI',
'artificial intelligence',
'generative AI' and
'assistive technology'

Chat GPT:



Deciphering the new artificial intelligence

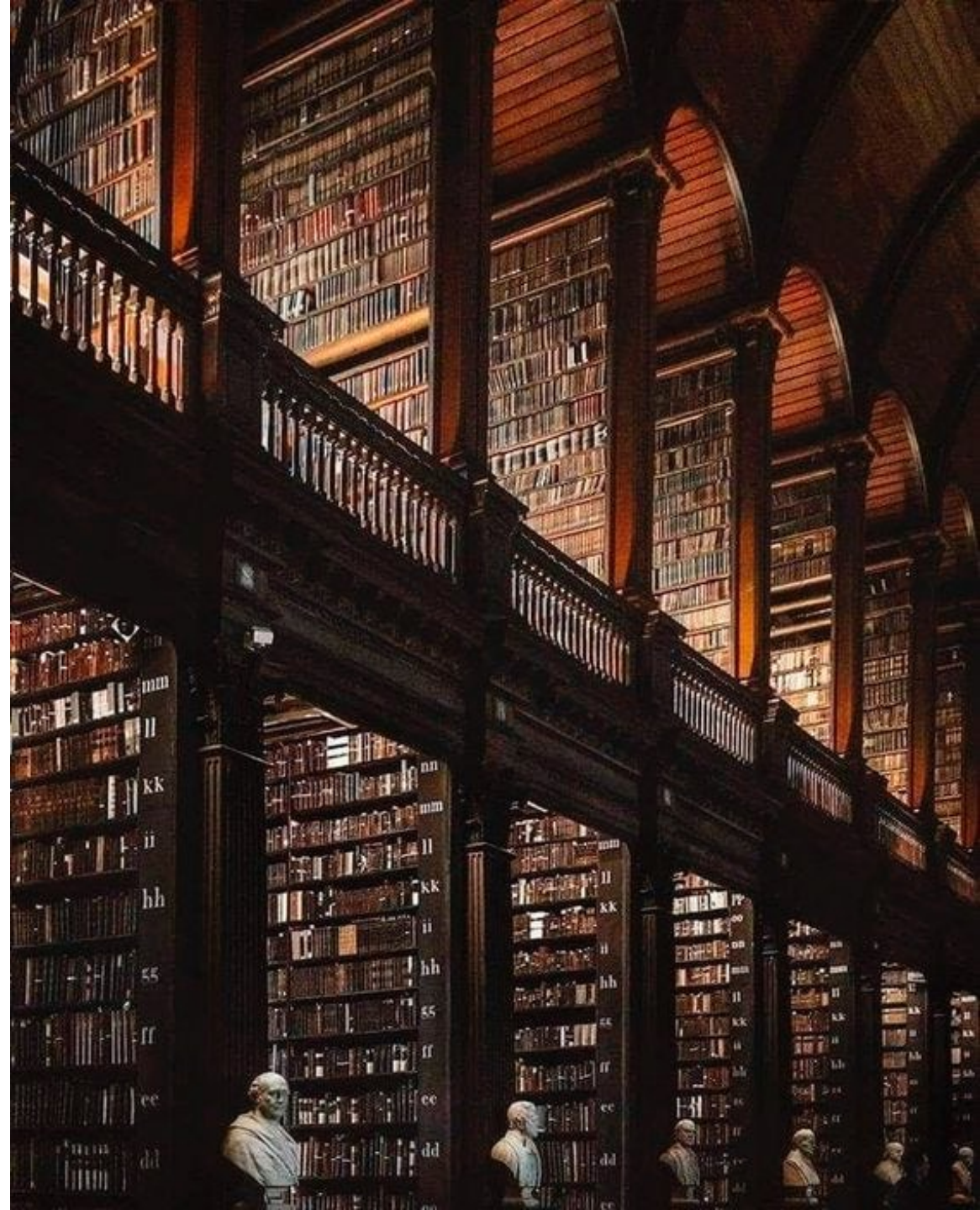
* AI That We Use Everyday

We use assistive technology every day:

- ✓ **Wondering about a song played in a restaurant or bar?**
 - Use Shazam to identify it.
- ✓ **Getting lost on the way to a job interview?**
 - Use Google Maps to find the way.
- ✓ **Having difficulty spelling a word in a text message?**
 - Use autocorrect.



What Are Colleges', Universities' and Awarding Bodies' Views on AI?



* Making Sense of the New Frontier

The UK government is assessing the implications of generative AI tools in education.

With tools like ChatGPT and Google Bard becoming more accessible, the Department for Education (DfE) released a position statement on generative AI in education in March 2023.

The DfE has been seeking insights from educators and experts in England to understand its benefits, challenges and potential risks.

Generative artificial intelligence in education

Call for evidence

Launch date 14 June 2023

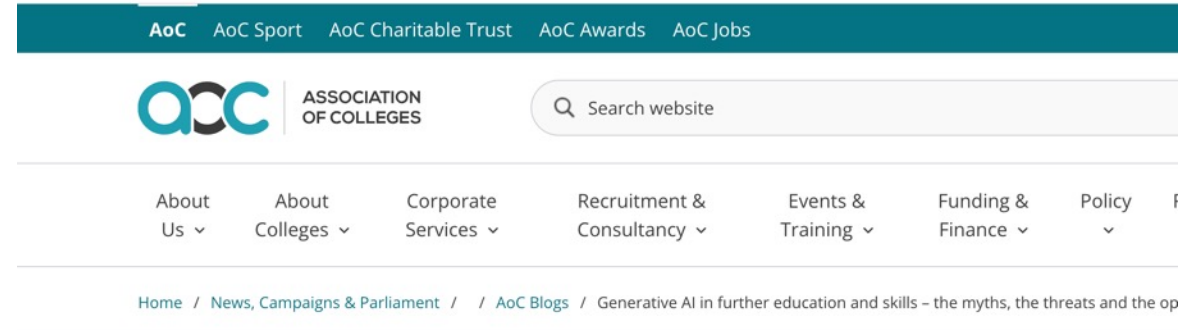
Respond by 23 August 2023

* Further-Education Perspective

Personalised learning: Generative AI tools can adapt to individual learning styles, offering customised content and resources that cater directly to a student's unique needs.

Efficient study aids: With tools like Chat GPT, students have instant access to information and explanations, enhancing self-study sessions and clarifying complex concepts.

Source: Webb (2023)



Generative AI in further education and skills – the myths, the threats and the opportunities



Michael Webb, director of technology and analytics at Jisc's national centre for AI

It may seem like generative AI has been a hot topic in education for quite a while now, but it was only with the introduction of [OpenAI's ChatGPT](#) at the end of 2022 that the conversation really started to ramp up.

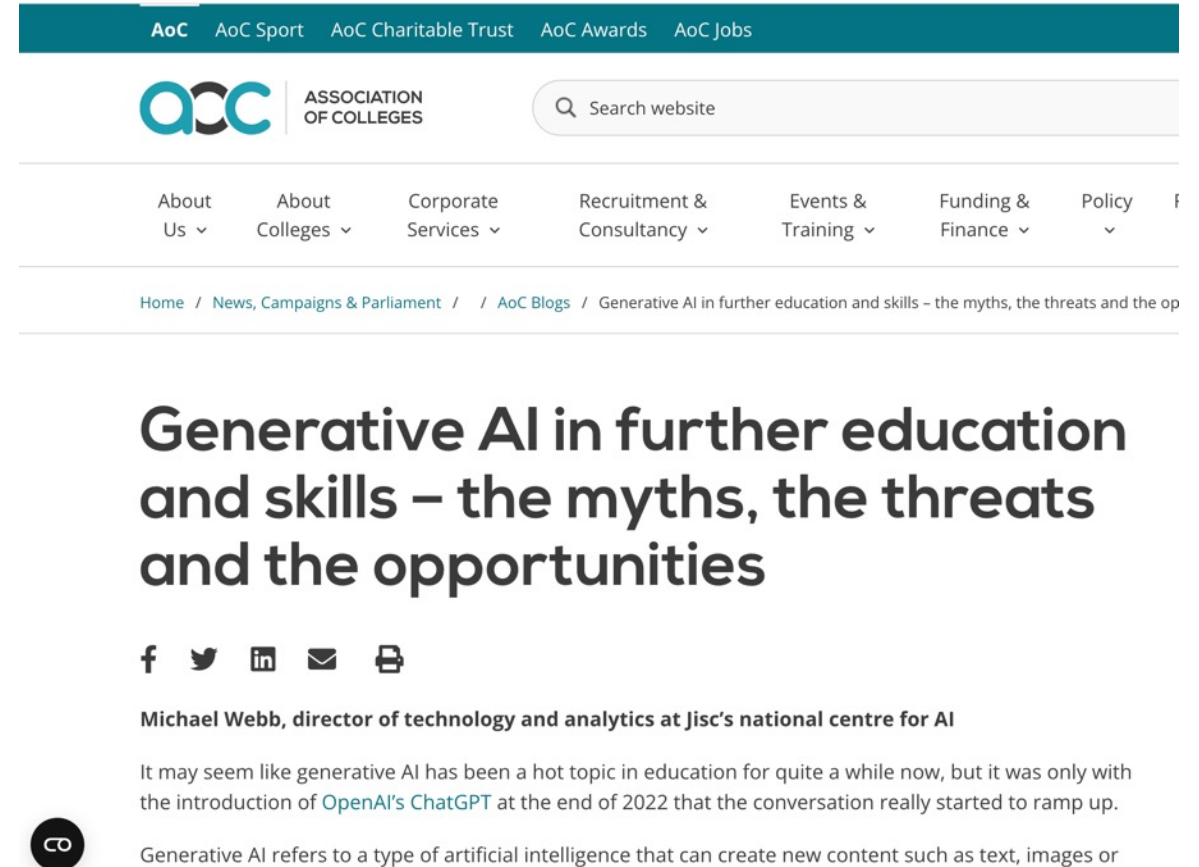
Generative AI refers to a type of artificial intelligence that can create new content such as text, images or

* Further-Education Perspective

Future-ready skills:

Engaging with AI tools in education equips students with a foundational understanding of advanced technologies, preparing them for the tech-centric professional world ahead.

Source: Webb (2023)



The screenshot shows the top navigation bar of the Association of Colleges (AoC) website. The header includes links for AoC, AoC Sport, AoC Charitable Trust, AoC Awards, and AoC Jobs. Below this is the AoC logo and the text 'ASSOCIATION OF COLLEGES'. A search bar is also present. The main navigation menu includes links for About Us, About Colleges, Corporate Services, Recruitment & Consultancy, Events & Training, Funding & Finance, and Policy. The breadcrumb trail indicates the current page is 'Home / News, Campaigns & Parliament / / AoC Blogs / Generative AI in further education and skills – the myths, the threats and the opportunities'. The article title is 'Generative AI in further education and skills – the myths, the threats and the opportunities'. Below the title are social media sharing icons for Facebook, Twitter, LinkedIn, Email, and Print. The author is Michael Webb, director of technology and analytics at Jisc's national centre for AI. The article text begins with 'It may seem like generative AI has been a hot topic in education for quite a while now, but it was only with the introduction of OpenAI's ChatGPT at the end of 2022 that the conversation really started to ramp up.' A small circular icon with the letter 'C' is visible in the bottom left corner of the article preview.

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Michael Webb, director of technology and analytics at Jisc's national centre for AI

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* Higher-Education Perspective

- ✓ The true potential of AI in education is to enhance human understanding.
- ✓ AI can provide real-time feedback on academic and personal attributes.
- ✓ An integrated intelligence infrastructure is key to harnessing AI's capabilities.
- ✓ Ethical considerations are crucial to protect individual rights and values.

Source: Luckin (2022)

Opinion: AI in education will help us understand how we think

11 March 2020

Professor Rose Luckin (UCL Knowledge Lab) writes in the Financial Times, saying robot teachers are just the start of an evolving relationship with artificial intelligence and education.

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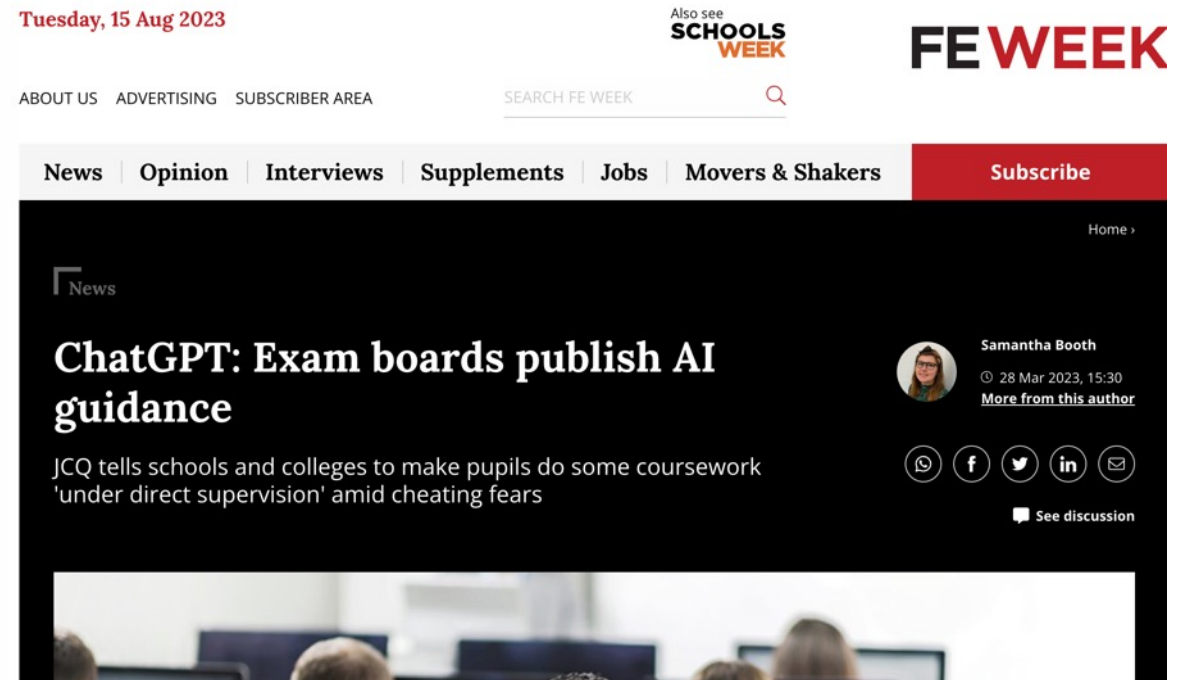
UCL is ranked 9th in the 2024
QS World University Rankings

* Awarding-Body Perspective

AI use: Students can employ AI tools when assessment conditions allow for internet access, and when they can affirm that the output is a result of their independent thinking.

Referencing: Any content sourced through AI tools must be appropriately referenced by students.

Source: Booth (2023)



* Awarding-Body Perspective

Documentation: To validate the proper use of AI, students should:

- ✓ Acknowledge its utilisation
- ✓ Retain non-editable evidence (e.g. screenshots) of the AI's interaction
- ✓ Provide explanations for how AI was used in their work.

Source: Booth (2023)

Tuesday, 15 Aug 2023

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Samantha Booth

28 Mar 2023, 15:30

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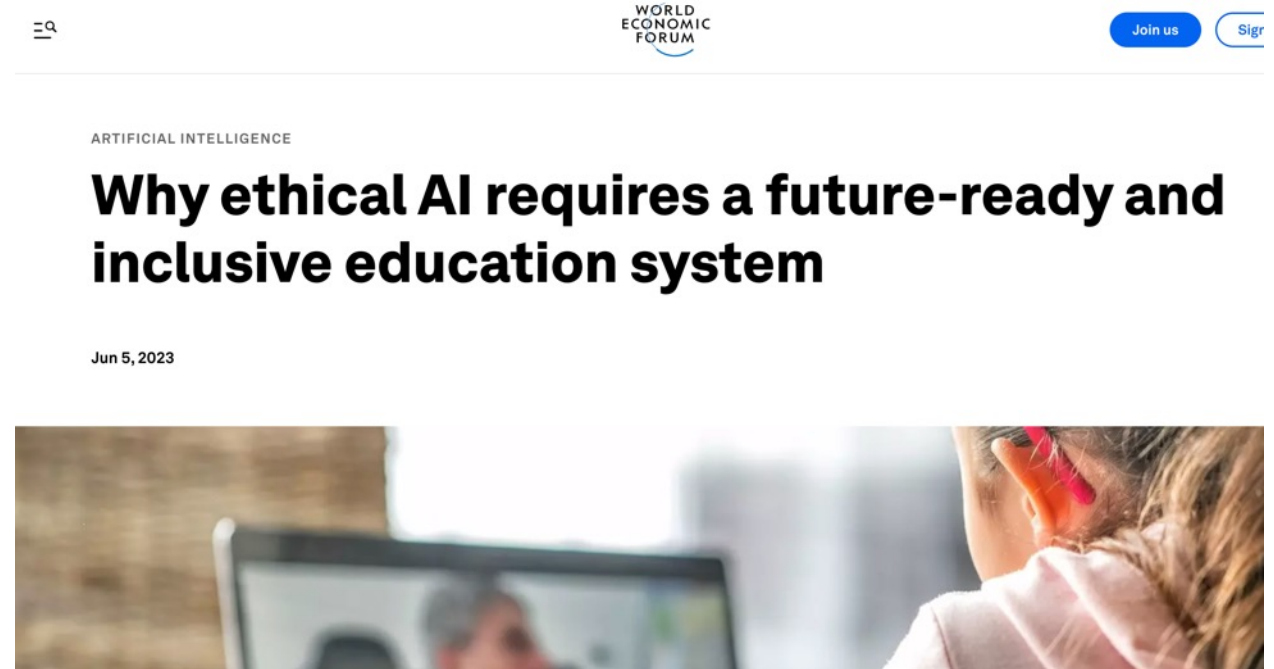
**COUNSELLOR
RESOURCES**

* A World View

For equitable AI application:

- ✓ Ensure **accessible** AI training, particularly for marginalised groups.
- ✓ Address **resource challenges**, such as technology access and financial barriers.
- ✓ Emphasise **cultural sensitivity**, with diverse examples and perspectives on learning materials.
- ✓ Prioritise **inclusive education** to fully harness AI's potential benefits.

Source: Rosenfeld, Yu and Gupta (2023)



* University Perspective

- ✓ **Responsible AI use:** Students should use generative AI responsibly and ethically in their assessments.
- ✓ **Declaration of integrity:** Students must acknowledge the use of AI in their work.
- ✓ **Appropriate referencing of AI:** If a tool such as ChatGPT is used, students should specify how they used it. Proper referencing ensures academic transparency.
- ✓ **Goal:** The overarching goal is to use AI to enhance student learning without compromising academic integrity.

Guidance on the Use of AI
in Assessments 2022–23



Source: QUB (2022)



Unethical and Ethical Uses of AI

* Unethical Uses

- ✓ **Plagiarism** – like copying and pasting
- ✓ **Assignment outsourcing** – like getting someone else to do your work
- ✓ **Misrepresenting your abilities** – like copying someone else's work
- ✓ **Improper reference checking** – like claiming references found by AI as your own

* What AI Doesn't Work Well for

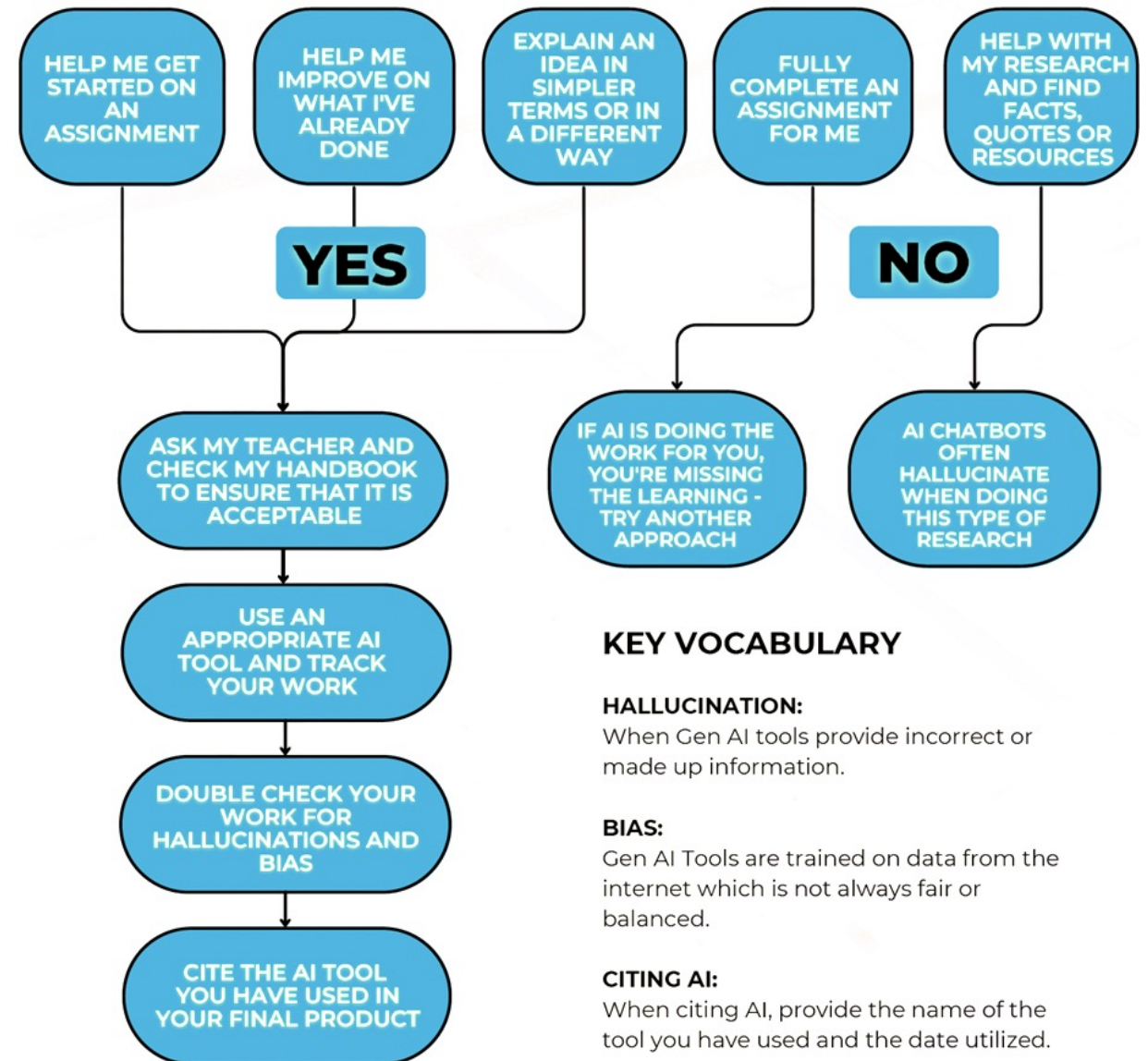
- ✓ **Fact-finding** – It tends to 'hallucinate' and can produce inaccurate information.
- ✓ **Research** – It tends to throw up spurious information that may not be accurate or relevant.



* Useful Flow Chart

This flow chart, created by the educational website AI for Education (undated), shows best practice in using AI to support your studies.

Why do you want to use an AI Chatbot? *I want it to...*





How to Use AI Prompts with Existing Resources

Using AI to reframe and explain using existing resources

* How to Use AI: Dos and Don'ts



Do use a technique called **prompt engineering** (we will show you how to do this).



Don't use it like a search engine (Google, Bing etc.) by writing in sentences or questions, as it will most likely hallucinate.

* Referencing AI in Your Assignments

If you use AI-generated content in any part of your work, it is important that you reference it appropriately.

University College London (UCL) has produced a useful resource to help with this (2023).

How to acknowledge AI sources in your work

If your teachers have made clear that you may use AI sources in your assessed work, then you should acknowledge, describe and reference its use:

1. Acknowledge: acknowledge its use



2. Describe: you must describe how the information or material was generated



3. Reference: final guidance on how to reference AI-generated content





Turbocharging Your Learning (Ethically)

* How to Use AI

Overcoming writer's block

Stuck on how to start
an assignment?

AI prompt:

*How to start an essay entitled
'Compare and contrast CBT,
gestalt and person-centred
therapy'*

Following the introduction, the essay can be structured as follows:

1. Brief Overview of Each Therapy:

- Cognitive Behavioral Therapy (CBT)
- Gestalt Therapy
- Person-Centered Therapy

2. Core Principles and Methodologies:

- Fundamental beliefs and practices of each therapy.

3. Similarities Among the Three Therapies:

- Common ground in terms of their philosophies, techniques, or outcomes.

4. Differences Among the Three Therapies:

- Highlighting distinctive characteristics that set each therapy apart.

5. Case Studies or Practical Examples:

- Demonstrating how each therapy is applied in real-life situations, if relevant.

6. Conclusion:

- Summarize the main points of the essay and reflect on the broader implications for the field of psychotherapy.

Remember, while writing, it's crucial to maintain a balanced view, provide evidence for the points you make, and ensure that the comparisons and contrasts are clear and insightful.



Are There Different Forms of AI?

* Native AI

Draws from a wide range of resources

- ✓ Wide variety of topics
- ✓ May bring up information of little value
- ✓ Trained on wide-ranging data sets
- ✓ Better suited to generic tasks
- ✓ Prone to hallucination (making stuff up)!



* Specific AI

Draws from specific resources

- ✓ Trained on specific data sets
- ✓ Able to point you to specialised resources
- ✓ Faster and more precise results
- ✓ Better suited to academic research
- ✓ A computerised library assistant



* References and Further Reading

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Questions