

## AI in Canvas outline

Topic: AI and its impact on Canvas and online learning

Thesis: With the possibilities and pitfalls of AI, we need to revisit how we teach online to adapt to and accommodate this technology.

- I. Introduction
  - a. AI is here. Types of manifestations:
    - i. Essay on academic integrity
      1. Tagged as 100% AI written by Turnitin
      2. Questionable ethics using Turnitin 5% false positives.
    - ii. Course outline for video special effects.
      1. Using an app called Paradiso
      2. Colleagues and I agree it's sound.
  - b. AI has invoked reactions from excitement over its potential to alarm over its perceived threats.
  - c. AI has both potential and threat to Canvas faculty and students.
- II. Possible threats imposed by AI.
  - a. Students papers written by AI have earned F's (EduRef.net, 2021). Corroborated by Lodge (2023)
  - b. Advice for students accused of AI Cheating (Fowler, 2023):
    - i. Advocate for yourself.
    - ii. Engage the instructor with a polite back and forth discussion. Avoid escalation.
    - iii. Try to offer some evidence that you wrote the work; Google and Microsoft Docs have version trackers that can show evidence.
    - iv. Know that Turnitin also advises instructors to have a conversation with the student.
    - v. Offer to give an oral presentation.
- III. Possible Uses
  - a. Possibilities
    - i. A way of starting research
    - ii. Two-lane approach to AI (Liu & Christie, 2023)
  - b. Recommendations: Put formal writing in assignments, not discussions.
    - i. Lose two-reply quota for discussions
    - ii. Encourage vernacular to elicit student's voice.
    - iii. Encourage or mandate video replies.
    - iv. Require and schedule synchronous web conferences.
    - v. Do not accept AI as a legitimate author (Levene, 2023)
    - vi. If students use AI—
      1. have them document it (McNiff, 2023)
      2. Have them VET the AI information, and cite sources of vetting.
        - a. Use Google Search to find supporting citations.
        - b. Select and search AI output for supporting citations.
        - c. Settle on a citation strategy (.ibid)
      3. Be expected to present orally a summation on short notice.

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- vii. Acquire a healthy skepticism of using Turnitin
  1. Not “really” reliable or effective
  2. Declare the use of detection tools in course syllabus (Eaton, 2023).
- viii. Use authentic assessments
- ix. Make use of research such as “AI BIG LIST...” (keyword: assessment)
- c. Listen for the student’s voice.
  - i. Discussion posts are not supposed to be essays, but opportunities for reflection and thoughtful responses to questions (*Essay vs. Discussion Response - What’s the Difference?*, n.d.).
  - ii. A paper demonstrates deeper understanding, while a discussion post expresses thoughts and ideas in expectation of a reply from peers (Bea DL, 2022)
  - iii. Provide feedback frequently in discussions to greater engage the student to continue expressing themselves (DeWaard, 2016)
  - iv. A discussion post serves the purpose of engaging in a conversation with others or sharing opinions
- d. Noted that AI cannot be cited as an author (Foltynek et al., 2023)
- IV. What’s needed: a code of ethics.

### Appendix: Key ideas

**It's a way of starting research, maybe finding templates, ideas, or jumping off points to move forward with their assignments." - Desi Vuillaume, Teacher & Technology Innovation Facilitator at Carl Sandburg High School in Orland Park, Illinois (Instructure, n.d.).**

**Key message: Tools to detect text written by artificial intelligence aren’t really reliable or effective. It would be wise to be skeptical of any marketing claims to the contrary (Eaton, 2023). Eaton also says use of detection tools should be included in a course syllabus.**

“[We hired a panel of professors](#) to create a writing prompt, gave it to a group of recent grads and undergraduate-level writers, and fed it to GPT-3, and had the panel grade the anonymous submissions and complete a follow-up survey for thoughts about the writers.” The result: AI tanked in creative writing, earning an F. (EduRef.net, 2021).

[An AI tool cannot be listed](#) as a co-author in a publication as it cannot take responsibility for the content and findings reported. The person (human being or legal entity) is always accountable for the content, whether or not it was generated by AI (see COPE Guidelines for Authorship and AI by Levene [2023](#)). (Foltynek et al., 2023)

[A bot](#) – however well trained, and with whatever degree of clarity that is brought by distance from the messy, human experience of research, planning and writing - cannot understand what it writes. Put simply, it cannot be responsible (Levene, 2023).

Writing a paper differs from writing a discussion post. A paper necessitates more effort than a

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discussion post because it demonstrates that you have a deeper understanding of the subject. You will be given a reading assignment and invited to discuss your thoughts on the content in discussion postings. You're beginning a conversation with your first post.

In a discussion post, however, you must express your thoughts and ideas with the expectation of receiving response from your peers (Bea DL, 2022).

[Feedback](#) works to support focused discussions, questioning, injecting new knowledge, providing technical support, encouraging participation, and modeling online behaviour.

“(AI has) spooked critics, regulators, and even their own creators with their capacity for deception, such as generating fake images of Pope Francis that fooled millions and academic essays that students can pass off as their own” (Oremus, 2023)

A good discussion starts with an effective and engaging prompt and continues with ongoing and substantive facilitation to help direct the learning by establishing inclusion, promoting critical thinking, and helping students make connections to each other, to the content, and to their personal and professional lives (National Louis University, n.d.).

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