

ChatGPT in the Ivory Tower: Navigating Conversations with Academic Staff

Dr Matt Wood

Candace Nolan-Grant

Paul Finley

Durham Centre for Academic Development

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Explainable AI (XAI)



Photo by [Emily Morter](#) on [Unsplash](#)

“if we’re going to trust large language models (LLMs), we need to better understand how they arrive at their answers....This touches on one of the key issues with LLMs — their lack of explainability. They’re so complex that they’re basically black boxes, and we’re not sure how they came up with their answers. The more sophisticated the model, the less transparent it becomes. This is the opposite of what is needed — explainable AI (XAI) where the responses can be explained.”

Making Large Language Models More Explainable



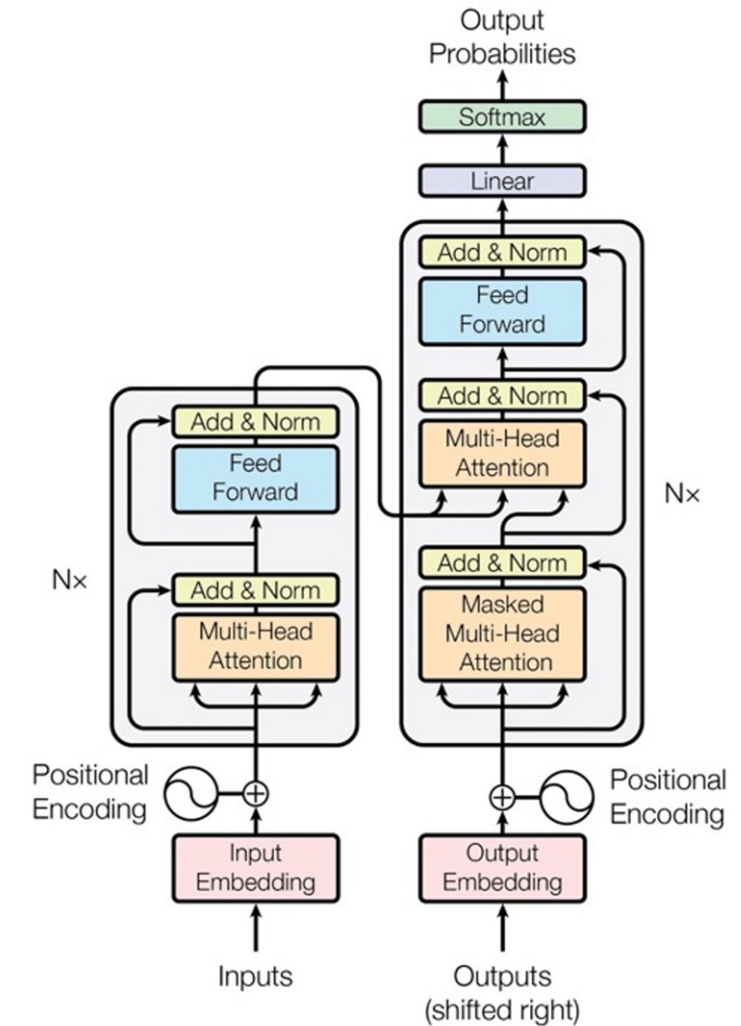
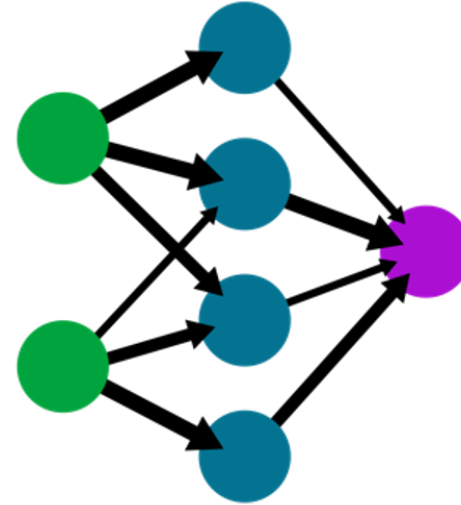
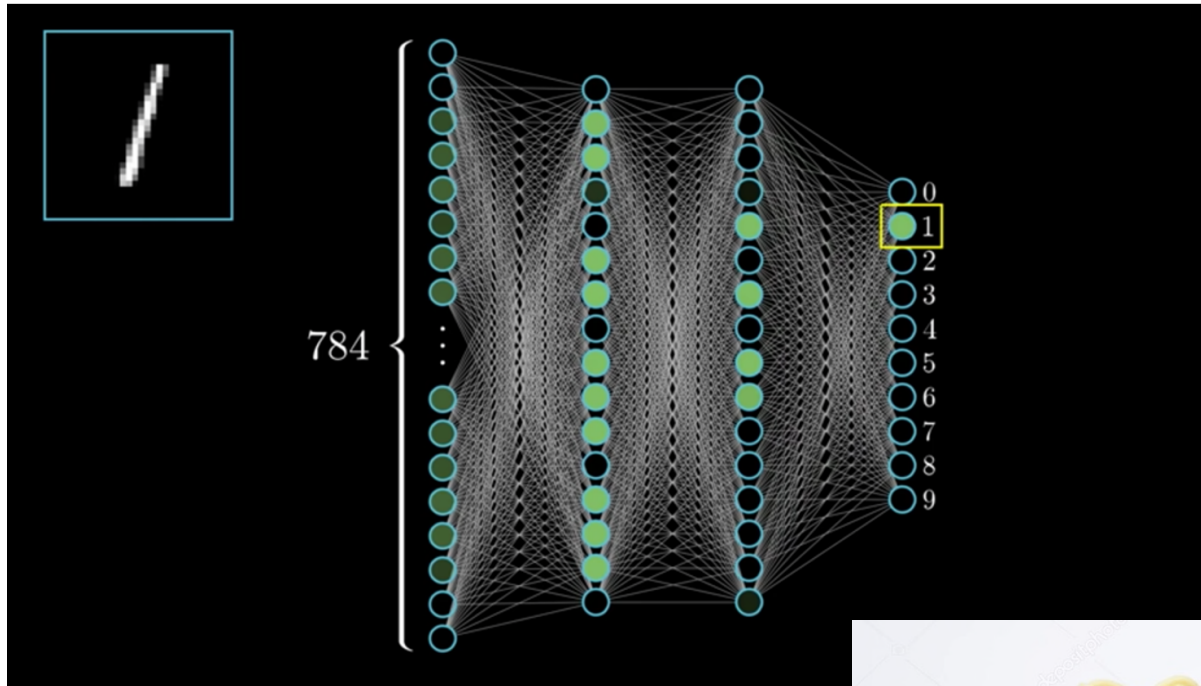
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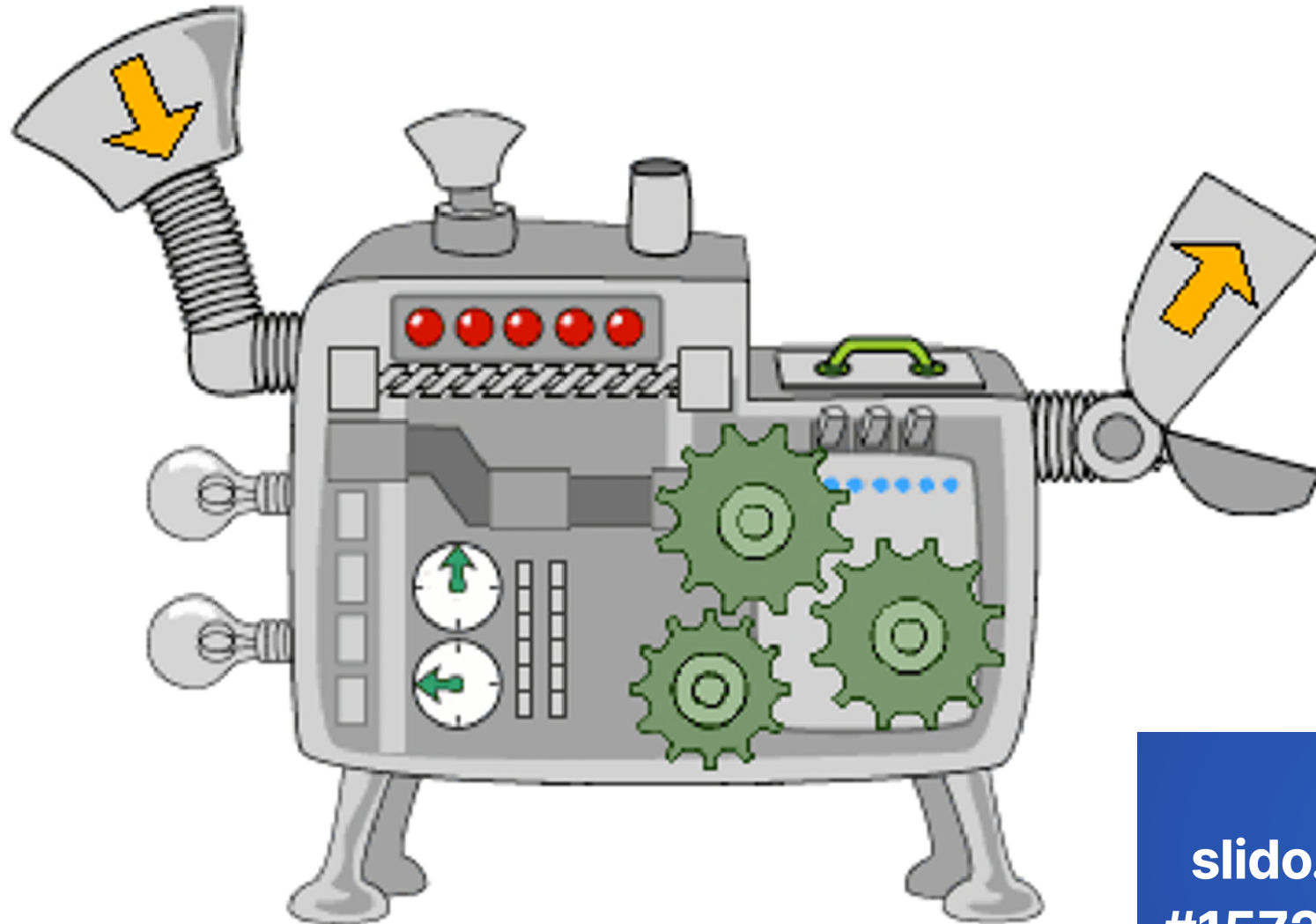
Explanation 1: The Neural Net



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Explanation 2: “Input” / “Output”



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Explanation 3: Predictive Text

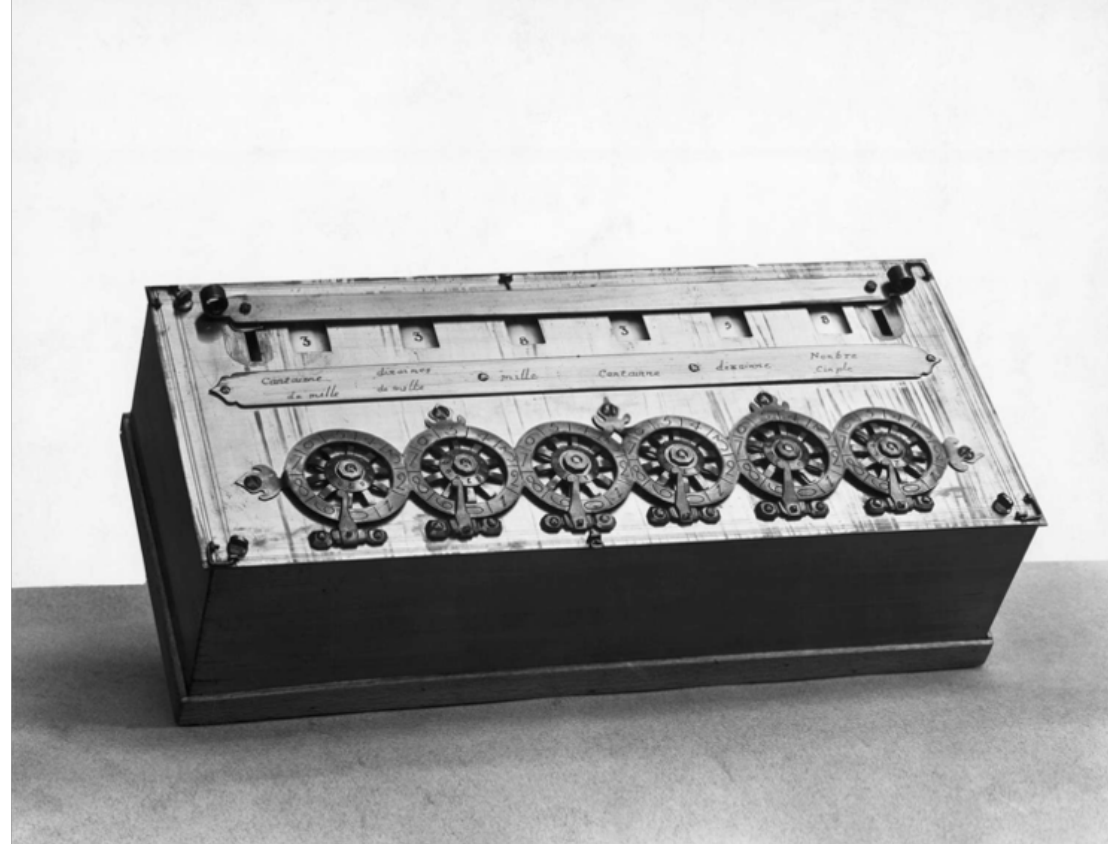
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A new angle: Mind & Machines



Mechanical Turk

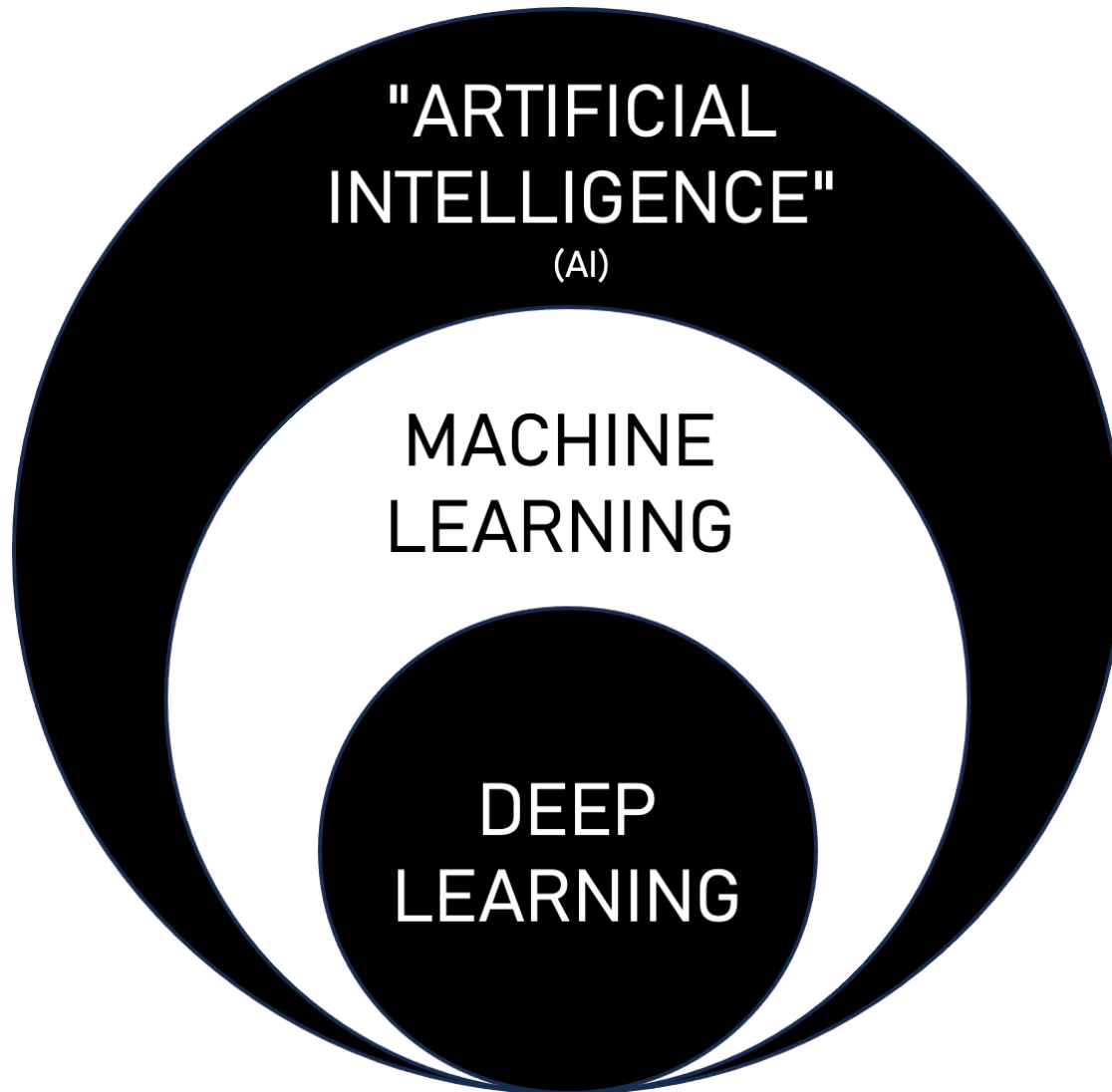


The early calculator

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Key Explanation Points



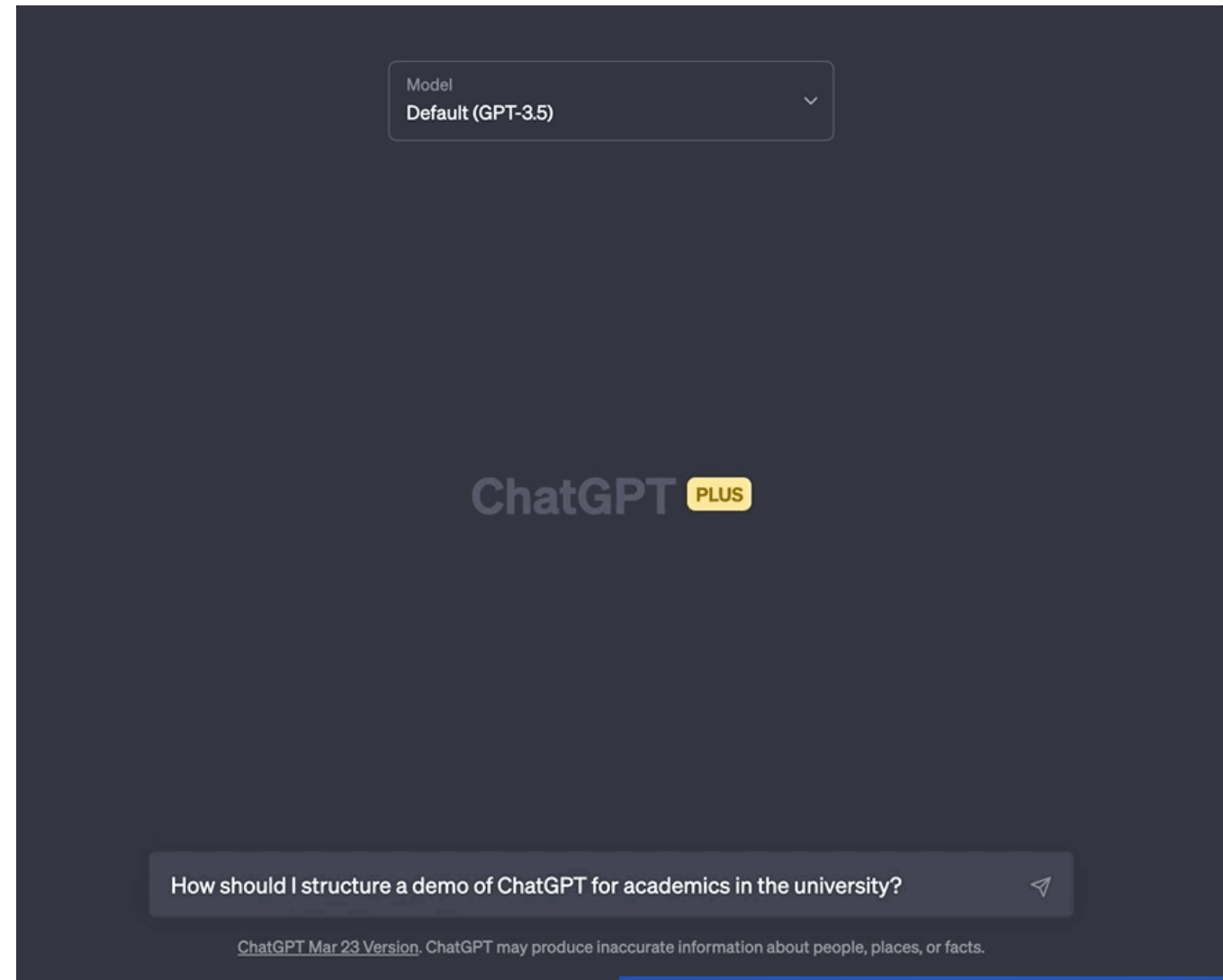
- Narrow vs General AI
- Emphasising the unknown
- The key premise of Large Language Models (LLMs)
- Reinforcement Learning with Human Feedback (RLHF) a largely unsupervised training process with some human 'tweaking' at the end

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'The ChatGPT Demo'

- Where possible, using discipline specific examples
- Can lead to 'aha moments' (i.e. ultimate futility of detection tools)
- Importance of staff having hands on experiences with the tool - encouraging staff to sign up for themselves & 'have a go'



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My Personal Experience

The Disclaimer

“This is a rapidly changing area, what we tell you today is correct as of today but things are changing quickly.”

Rewrites & refinements

Assumptions

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Hooks

Instant feedback about teaching

Low stack tests

Debate

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Where are
we now

- ChatGPT – Challenges and Opportunities
- AI/LLMs for Teaching and Learning
- AI/LLMs for Researchers

Potential Future Workshops

AI/LLMs - Introduction to prompt engineering

AI/LLMs – Build a custom chatbot for your module

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GenAI and Assessment

Unleashing Threshold Concepts in Higher Education

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GenAI and Threshold Concepts

Troublesome
Lead to a state of
liminality

See [Threshold Concepts: A Short Introduction
and a Bibliography from 2003 to 2018](#)

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	Short-term	Medium-term	Long-term
Ignore	Risky		
Prohibit	No way to enforce	Detection 'arms race'	
Invigilate	Where appropriate (i.e. content/process knowledge only)	Where appropriate	Where appropriate
Allow: design around	Requires grasp of what all LLMs can do	Less likely to make sense as technology develops	
Encourage	Need to ensure equity & privacy	Evolve with the technology	Top of innovation curve: LLMs ubiquitous
Rethink learning & assessment	Needs 12+ month lead time	Workload & coordination	Learning outcomes reflect new norms

Adapted from Lodge, Howard & Broadbent (2023) [Assessment redesign for generative AI: A taxonomy of options and their viability](#)

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GenAI and Threshold Concepts

Troublesome
Leads to state of liminality
Irreversible



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2023-24 Change
assessment title/focus

Questions to ask
Examples

Reflective, opinion-based,
experience-based, iterative, etc.
aspects, and/or critical LLM use,
can fit into the assessment(s) as
described in the module pro forma

2024-25 Change mode of
assessment

Questions to ask
Examples

Assessment(s) described in the
current module pro forma could
categorically be produced by AI

2024-?? Change learning
outcomes & assessment

Questions to ask
Examples

The advent of LLMs necessitates
reconsideration of the module
[programme] learning outcomes
and assessment modes



GenAI and Threshold Concepts

Troublesome
Leads to state of liminality
Irreversible
Discursive

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GenAI and Threshold Concepts

Troublesome
Leads to state of liminality
Irreversible
Discursive
Integrative

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GenAI and
Threshold Concepts

Troublesome

Leads to state of liminality

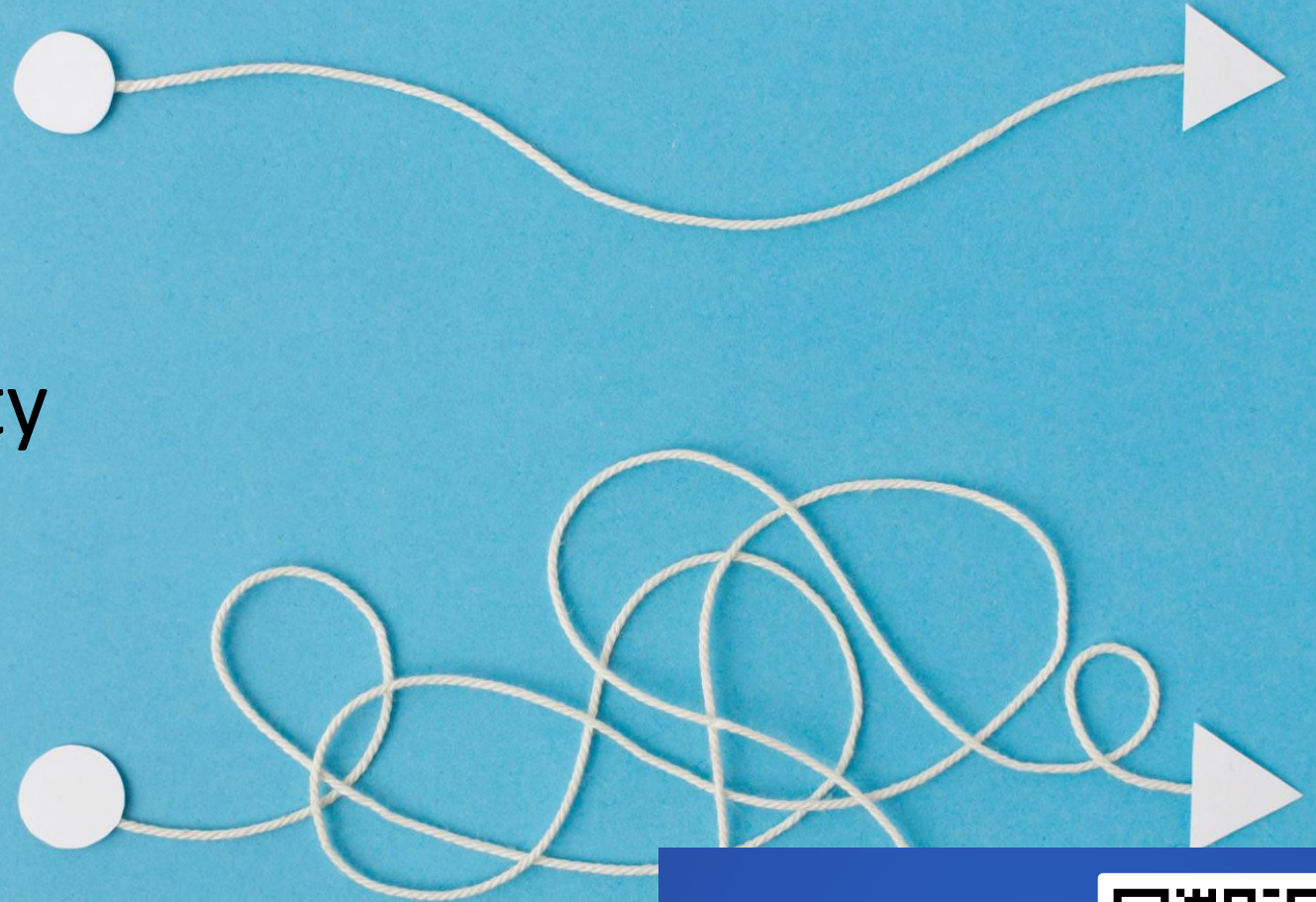
Irreversible

Discursive

Integrative

Reconstitutive

Transformative



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Curated Padlet

ChatGPT, Generative AI and
Large Language Models in
Learning & Teaching

bit.ly/DurhamGenAI



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