CTL Newsletter

Monthly Newsletter of the Centre for Teaching and Learning at IIM Udaipur

Preparing for the next generation of students

In our First issue of the New year (and fourth overall), we wade into the conversation on ChatGPT and AI in academics. It will be a long time before the academic world figures out how to subsume AI and its avatars into their way of doing things. But till then, the best (and only) option is to understand the beast and discuss it threadbare. We have shared a few interesting articles and approaches that a few faculty across the world have taken in terms of dealing with AI. If anyone among you have done some work on how AI in education (especially its impact on assessments) can be managed, and would like to share your thoughts about it, please let me know so that I can interview you for the same.

You can't really understand AI/ChatGPT without understanding the students who use them in ways we cannot even imagine. Our second article is a summary of an insightful essay on understanding Generation Z or GenZ. We round off this issue with a quick summary of an article on the use of concept maps for developing critical thinking ability and updates from the CTL.

Once again, Wish you a Happy New Year 2023!

INSIDE:

AI AND CHATGPT IN EDUCATION – WADING INTO A BURNING CONVERSATION

ChatGPT and impact of its usage on education. a brief overview of some of the major concerns and how some leading academics are approaching this issue.

BRIEF NOTES FROM THE SCHOLARSHIP OF TEACHING AND LEARNING

Make Way Millennials, Here Comes Gen Z

The development of students critical thinking abilities and dispositions through the concept mapping learning method – A meta-analysis

AI and ChatGPT in education – wading into a burning conversation.

ChatGPT is a Chatbot developed by OpenAI, a San Francisco-based artificial intelligence company (Sam Altman, a Stanford dropout is among the company's co-founders) that can respond to text inputs with natural language generation. Trained on a large corpus, the bot aims to answer questions and generate text in a conversational manner. The launch of the Bot has set off a number of red flags, especially in the academic community, regarding unfair use of the tool in instructional settings. This has sparked a number of debates with arguments and counterarguments regarding the utility and use of AI in academic settings. We present a brief overview of some of the major concerns, and share how some leading academics are approaching this issue. These are early days in this discussion and the jury is not convened yet.

Antony Aumann, professor of philosophy at Northern Michigan University, came across an essay that included everything right and could have been easily termed as the best paper of the class. Reason enough to raise questions on the narration and sources of the essay presented. When confronted, the student accepted using ChatGPT, a chatbot that delivers information, explains concepts and generates ideas in simple sentences – and, in this case, wrote the paper. A fascinated Professor Antony took some steps to solve this new problem. He asked the students to create the first draft of the essay in the class using a browser that tracks the browsing activity. To be doubly sure he asked the students to explain the subsequent edits in their work, as a temporary but workable solution. Professor Aumann felt it better to have the work delivered by AI get evaluated by the students, to keep the chatbot in check. A few other educators interpreted possible drawbacks and suggested [some measures to overcome them](#).

At the University of Minnesota Law School, a group of instructors came along and designed a paper specifically to be attempted by the bot. Exam questions framed by Professor Choi were put through ChatGPT, rewritten to fit the test, and then the results were combined with the students' tests. ChatGPT obtained "a low but satisfactory grade" in Constitutional Law, Employee Benefits, Taxation, and Torts also managed to score a C+ overall which made Chat GPT one of the worst students in class. Choi believes that the students at the university can pose a higher competition for the bot. Unlike Aumann, Choi suggests that schools should revamp and adjust to a new world where tools like GPT are a fact of life. "When they invented calculators, they didn't force students to continue doing math by hand," Choi said. "They allowed them to use calculators and just changed the nature of the test." The performance of Chat GPT on the test prepared by the professors of University of Minnesota Law School can be accessed [here](#).

> ChatGPT- either a dangerous medicine with amazing side effects or an amazing medicine with dangerous side effects.

Stanford University has already faced the brunt of this problem. Stanford maintains that "Students are expected to complete coursework without unpermitted aid. In most courses, unpermitted aid includes AI tools like ChatGPT." Student assignments will continue to be designed to "support students in developing linked thinking and writing skills," including the drafting and revising processes, as well as citing sources, their spokesperson adds in this [article](#). Meanwhile a few changes in the honor code are in the pipeline due to ChatGPT. This was inevitable given that reports on social media revealed that 17% of Stanford Students reported usage of ChatGPT for their fall quarter assignments and exams. Never mind that they claimed it was used for outlining and brainstorming the actual responses.

Faculty of the Stanford accelerator for Learning Sarah Levine says "Teachers are talking about ChatGPT as either a dangerous medicine with amazing side effects or an amazing medicine with dangerous side effects. When it comes to teaching writing, I'm in the latter camp." Prof Anthony Lising Antonio feels that this may affect admissions significantly as students turn to AI to draft their essays. His interesting counter in a [recent post put up by the stanford GSE](#) is that this may actually encourage students to be more creative with their essays - possibly using poetry or screenplay as a medium.

Ethan Mollick, Associate Professor at The Wharton School, argues AI is here to stay and to be used. There is no way we escape it. The best course of action is to acknowledge its presence and be conscious of its usage. It is interesting to note that Mollick offers some [guidelines](#) that can actually help students use AI tools (not just ChatGPT) constructively in the the learning process. The article also provides a brief about how the instructors can detect the content generated by ChatGPT. Talking about guidance on how to use chatGPT, you can find their own resource [here](#). Here is a copy of Prof. Mollick's "AI policy" for his class (see image below from his [Linkedin post](#)).

It is a recurring theme these days that you are presented with an article that discusses ChatGPT and then halfway through the text you are coolly told that the entire article (or parts of it) were written using ChatGPT (Oh the Shock!). Nothing like that here. Not for lack of trying though.

The output from ChatGPT was just not crisp and engaging enough. A big personal learning for us there - chatGPT does not factor in the nature and nuances of the audience that it is writing for (yet).

Another aspect where chatGPT shows up short is in the matter of style. Every individual has a unique writing style and text coming from an AI engine is bereft of this singularly individual characteristic. Can you get text from AI and adapt it to your style - possible, but it takes almost similar time and effort as writing it yourself. and in that process, you understand why academics like Prof Sam Illingworth of Edinburgh Napier University suggest that it is time to [rethink assessment altogether](#). Either way, you can only understand chatGPT and similar AI tools better if you use it actively. Here's wishing you some happy experiments!

- *Vaidehi Sharma and Joel Xavier*

III. AI Policy

I expect you to use AI (ChatGPT and image generation tools, at a minimum), in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill, and I provide tutorials in Canvas about how to use them. I am happy to meet and help with these tools during office hours or after class.

Be aware of the limits of ChatGPT:

- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.

- Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies.

- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

Brief notes from the Scholarship of Teaching and Learning

Make Way Millennials, here Comes Gen Z

Penny Rue
ABOUT CAMPUS / JULY-AUGUST 2018

Millennials – who first entered college around 2000, were seen as having strong relationships with their parents and a desire to get involved on campus. After 2012, distinct changes in teens began to appear, which has led to the naming of them as iGen or Gen Z. This new generation is predicted to be qualitatively different from Millennials and possesses a unique set of characteristics besides being the most racially and ethnically diverse yet. Educational institutions must now prepare to meet the needs of this new generation of students.

Gen Z is a generation that is financially conservative, focused on career training, and has competing demands on their time and attention. They have been described as "Millennials on steroids," being both hopeful and pragmatic. There is little research about them, as they are still too young for peer-reviewed studies.They have an 8-second filter when it comes to processing information and prefer platforms like Instagram and Snapchat. They use emojis and gifs to convey meaning instead of words, and they have Finstas (Fake Instagram profiles) for posting controversial material. Colleges will need to provide enough bandwidth and connectivity for Gen Zers' devices and will have to add Wi-Fi in places where it hasn't previously existed.

They have less prejudicial attitudes than earlier generations but lack exposure to, and interaction with diverse others. Gen Zers have access to the

digital world and are more exposed to same-sex relationships, gender fluidity, and global connections. However, their reliance on screens could lead to decreased personal communication and potentially greater loneliness and decreased mental health.

Gen Z students are entering college with an expectation for active and collaborative learning. They seek to be challenged and engaged in the classroom. They are proficient with multiple technologies and may help educators construct technology solutions. One of the challenges they bring to campus is their lack of reading, as they spend little time reading, less than their Millennial predecessors. Educators must help them learn to evaluate the validity of research and sources to develop academic integrity.

Gen Zers are increasingly spending more time on their phones and social media, leading to feelings of depression and loneliness. To help them cope with this, new strategies for mental health and support are evolving. Online counselling support

data shows over half of the after-hours contacts have had urgent or emergent levels of concern, and over a third have had thoughts of suicide. Life led in rectangles has been leading to distorted and limited point of views on sensitive topics.

Gen Z members are coming to our campuses with high expectations for services, response, and engagement. They expect Amazon-like speed, quality of service, and personalization. Expectations include ease of navigation in online processes and responsiveness in design for mobile devices. They will be concerned about online privacy and data breaches and expect smart cards that can be used for everything. They are pragmatic and interested in fields that can't easily be outsourced. They expect colleges to provide a pathway to good jobs and help students manage their online image for the job search process.

Gen Zers have been raised with a great awareness the concept of psychological safety. Cyberbullying is a major risk that has been rising over the past decade, and it disproportionately affects girls. Gen Zers may come to college with a shakier sense of confidence due to their experiences with cyberbullying.

Universities must meet the needs of Gen Z students by linking together academic and student life concerns, helping them develop career readiness skills, and recognizing the individuality of each student's experience. They should not expect the students to adapt to them, but rather embrace what they can bring to the university.

As a faculty, one may often find it difficult to communicate and engage with Gen Z unless you are a regular of social media and are tuned in to their language and vocabulary. Being aware of the current and relevant pop culture and associated lingo is an added advantage. Of course, getting there requires time and effort, both well spent considering the rewards of being able to connect with them within and outside the classroom.

The development of students critical thinking abilities and dispositions through the concept mapping learning method – A meta-analysis

Andrea Barta, Liviu Andrei Fodor, Borbala Tamas, Istvan Szamoskozi
Educational Research Review (2022)

Concept mapping is a tool used to graphically represent knowledge and relationships between concepts. It can stimulate analytical and synthetic thinking, and help students logically synthesize and organize concepts. The concept mapping method can also help students use metacognitive regulation strategies, such as planning the hierarchical system of identified information, monitoring the process of creating a concept map, and evaluating the concept map.

Research has shown that the concept mapping method can have a positive effect on critical thinking skills such as analysis, evaluation, inference, deduction, and induction. Critical thinking dispositions are attitudes, psychological readiness, and habits for critical thinking, including open-mindedness, truth-seeking, analyticity, systematicity, self-confidence and inquisitiveness. Concept mapping is a possible way to develop these dispositions.

The effect of concept mapping on critical thinking remained significant regardless of factors like gender, age, educational level, academic discipline, or the number of concept maps created. Concept mapping was more useful for the development of critical thinking abilities and dispositions than the traditional teaching method. Moderators such as gender, academic level, and discipline had no significant effect on the effectiveness of concept mapping.
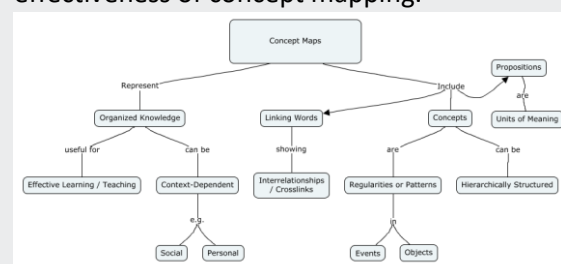
Preeti Suhalka, Megha Nagelia, Jayant Nasa, Kirti Mishra, Sandhya Bhatia, Joel Xavier, Shanu Lodha, Prerna Bhati, Pooja Devija, Manish
Neha Nagori, Monika Dave, Twinkle Jain, Vaishali Khandelwal, Priyanka Daya Choudhary, Lavika Jaroli, Palak Jain, Harsha Kumawat,
Shilpa Kanthalia, Yukta Kotwal, Pragya Kasana, Prakriti Dixit Porwal, Chandra Shekhar, Kiran Soni, Khushbu Agarwal, Devendra Kumar
Usha Mathur, Manish Dadhich, Neeti Mathur, Monika Anand, Shibani Banerjee, Harshita Shrimali

Updates from CTL

FDP for Management faculty from Udaipur region

IIM Udaipur organized a Faculty Development program for faculty of Management Institutes from Udaipur region as a part of its CSR activities. This program is aligned with our mission to contribute to the development of the region by supporting the faculty involved in Management education.

The FDP organized from 2nd -6th January 2023 was a tremendous success with 40 participants from 7 Universities and colleges in Udaipur and one University each from Jaipur and Bhilwara. The program as focused on Excellence in teaching and learning and covered topics on pedagogies and pedagogical tools, teaching philosophy and teaching style, understanding 'GenZ' students, innovative assessments, and use of technology in teaching.

The course featured demonstrations and sessions on case method, unstructured sessions, open-source material, simulations and tech tools like Kahoot. CTL appreciates the contributions of Professors Ashok Banerjee, Amish Dugar, Jayant Nasa, Kirti Mishra and Shobhit Aggarwal who anchored some of the sessions.

The FDP was a phenomenal success with participants rating the program 9/10 on usefulness and 8.8/10 on overall effectiveness. Based on the response and unmet demand, CTL is working on the possibility of offering the program once in 6 months after incorporating the feedback from all stakeholders. A sincere thank you to all the staff and faculty who contributed to making this program huge success.

-Joel Xavier

Feedback

Please click on the link below to share your feedback and comments and to let us know what kind of content you would like to read about in future newsletters.

https://forms.gle/oT73PwW9tafiTmXb7

For queries or for making a guest contribution, please contact the Centre for Teaching and Learning at ctl@iimu.ac.in