MAKING AI GENERATIVE FOR HIGHER EDUCATION

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The commercial release of ChatGPT, DALL-E, and other generative AI tools created a firestorm this spring. How might we in higher education move from befuddlement and alarm to clarity and serenity?
Addressing the Problem

• Steps already taken at ECU
  • Acknowledge the issue, hold information sessions, discuss options, take small risks, share what has been learned, establish best practices
  • Study the problem
    • Formed collaboration with ITHAKA S+R to participate in the Making Artificial Intelligence Generative for Higher Education research project
Making AI Generative for Higher Ed Project

• 19 HEIs in North America are participating, including Carnegie-Mellon, Duke, Princeton, Temple, University of Arizona, University of Chicago, and Yale

• Ithaka S+R, a not-for-profit organization that helps academic communities serve the public good and navigate economic, technological, and demographic change, is managing the project
Goals of the Collaboration

• Assess current and emerging AI applications likely to impact teaching, learning, and research
• Explore needs of instructors, scholars, and IHEs as we navigate this environment
• Engage in a two-year project (study) at ECU to gather information and seek to establish best teaching and research practices with AI tools and methods
• Share what we discover (e.g., beneficial AI applications and implementation methods, AI policies)
Study Methods and Phases

• Goal: Determine how ECU faculty not only cope with but benefit from AI tools in teaching and research.

• Phase 1: Fall 2023
  • Plan and conduct assessment exercise
  • Gather information in two or three diverse academic units (e.g., humanities, social science, natural science, applied science)

• Phase 2: Spring 2024
  • Analyze information obtained in Fall 2023 and continue probing
  • Conduct interviews with faculty across campus

• Phase 3: Fall 2024 and Spring 2025
  • Intervention Phase
Phase 1: Assessment Exercise

• Due to resource limitations, sampling is essential
• Identify specific academic units to participate
• Finalize questions for faculty in the academic units
• Meet with focus groups to collect information about challenges, successes, and concerns pertaining to AI applications and methods in teaching and research
Phase 2: In-Depth Investigation

• Analyze data obtained in Phase 1
• Prepare questions for 1:1 interviews with faculty across campus
• Conduct interviews
• Analyze data to determine needs
• Prepare possible interventions to address needs
Phase 3: Intervention

• Ithaka S+R will preview findings from all project interviews and then publish a research report
• Ithaka S+R will conduct design workshops
• We will use this work to identify and implement an intervention to advance AI adoption at ECU
Sharing Results: ai-research.ecu.edu

• See our [website](https://research.ecu.edu) throughout this project for the following:
  • List of AI Applications used in IHEs
  • List of AI Policies implemented in IHEs
  • Reports from Ithaka-S+R
  • ECU-specific updates

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Comments, Questions, and Recommendations