As we discussed in our prior video, generative AI will be ubiquitous, transformative, and undetectable. This means it could be very good at doing many types of academic work students submit with us without us knowing that they use it to complete the assignment.

For example, with good prompting ChatGPT and other generative AI, those tools can generate answers to questions on assignments of exam, write code, summarize, answer questions, discuss relationships between ideas and concepts, perform research, generate hypotheses and ideas, and create images, music and videos.

Basically, many assessments, especially written ones, may be able to be completed by generative A.I. without being able to be detected. With billions of dollars being poured in generative AI, from companies and governments around the world. ChatGPT 4 for example, is a vast improvement over ChatGPT 3.5 a test taking in other tasks. We can expect these technologies to only improve over time.

And while ChatGPT is not directly connected to the Internet, other generative AI, such as Bing Chat are and can provide not only text answers but also existing websites and sources.

Also, the tools are changing quickly. ChatGPT was previously not good at complex math, however ChatGPT 4 now has added code interpreter and this powerful features enables ChatGPT to upload and download files, create charts, perform complex math and analyze data. All this means we must continually rethink our assessments and exams as the tools become more powerful. This flowchart offers a means of thinking about your assignments.

It's a simplified version of a framework by Graham Clay, who has a post-doctorate in philosophy from Notre Dame. You start by determining the appropriate assignment for your class and then determine if it can or should be completed in a free environment. If it should, it's simple. Just ensure students cannot use their devices, If it shouldn't. For example, they need to use their devices.

You need to experiment with the assignment to determine if AI can be used to complete it. If so, you'll need to tweak the assignment and keep testing it until you feel comfortable. The AI will not provide a suitable response.

The key takeaway here is the only way you can AI proof your assessments is to ensure students cannot access any devices. Now, that's a big change from the Google search days. What to do? Here are a few ways you can make your assessments align with generative AI. You can include your school's student generative AI guidance in your syllabi and emphasize students they're 100% responsible for their work that they must document the use of generative AI and the proper use of it as part of the honor code.

Reinforce the philosophy that generative AI should help you think and not think for you. Make the point that students must have some core knowledge, of course, concepts, facts and frameworks because they need to have a firm grasp of basic concepts in their field to perform their jobs, and they will not always have immediate access to A.I..

For example, if they are giving a presentation or having a discussion, they will be expected to know their topic increasing the percentage, of course, assignments that are presentation based and emphasizing oral skills as another method weight in class assignments and participation higher have them assess one another's work in teams in class.

Make assessments specific to in class discussions or to their personal experience, for which generative AI has no data.

Consider using oral and Blue Book exams for assessments. Oral exams are logistically more complicated and time consuming. However, they are an excellent test of a student's mastery of course material get you to know your student better are more engaging and the grading is done on the spot. Blue Book and written exams are generative AI proof and can be done in class.

Consider how to use generative AI in assignments. For example, one could have students analyze texts generated by AI for accuracy, tone, style, etc. or have them find opinion pieces in the media or statements by politicians and use generative AI to find logical fallacies.

In sum, generative AI will offer instructors a chance to rethink their assignments in ways that both take advantage of the power of the technology as well as ensuring our students are still gaining the key skills they need to be successful in the future.

To do that successfully, you will need to adjust and create assignments of exams that ensure academic integrity while providing those skills the students still need. Now you will have a chance to apply what we've discussed in these videos with a focus on redesigning portions of your course. If you get stuck, consider asking ChatGPT for ideas to help you.