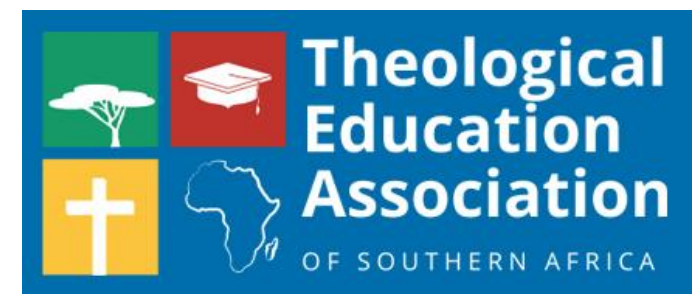




# WORKSHOP: UNDERSTANDING & USING AI



# UNDERSTANDING AI

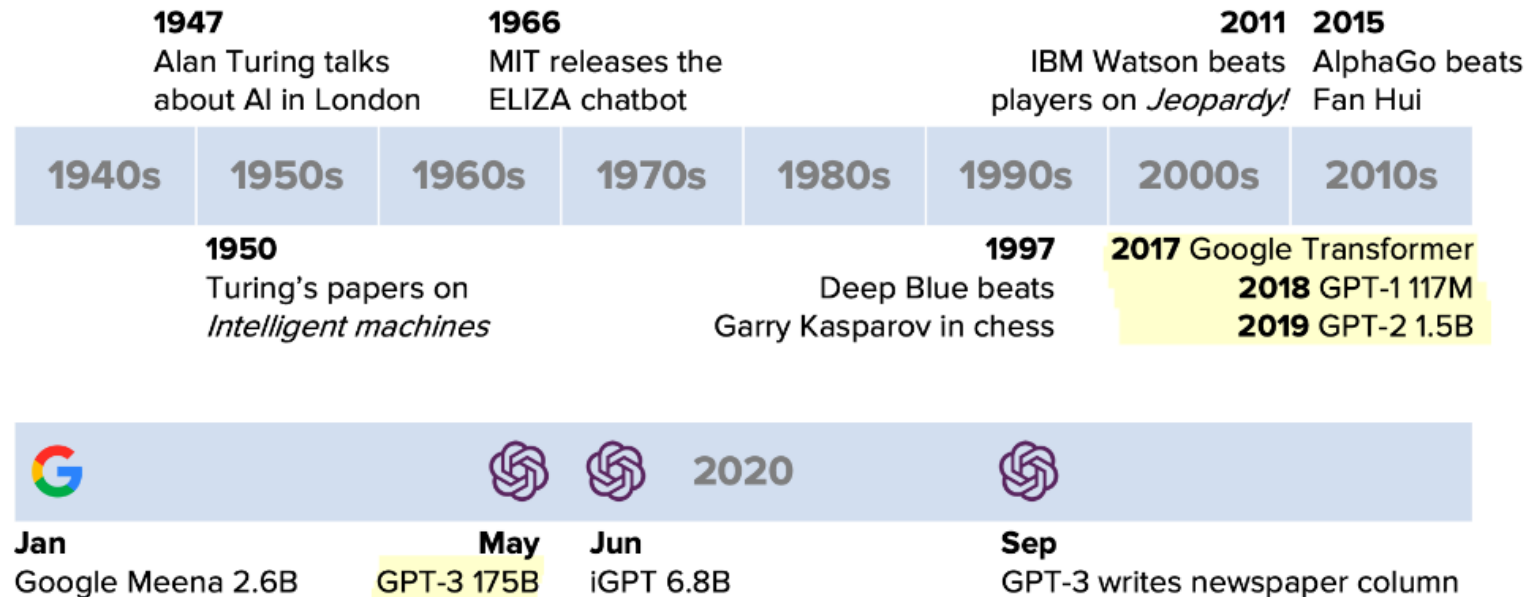


- Why do we need to understand AI?
- Definition: “The capacity of computers or other machines to exhibit or simulate intelligent behaviour; the field of study concerned with this. In later use also: software used to perform tasks or produce output previously thought to require human intelligence, esp. by using machine learning to extrapolate from large collections of data.” – Oxford English Dictionary
- Narrow (‘Weak’) AI vs General (‘Strong’) AI

# AI TIMELINE



## AI TIMELINE: 1947-2020



Selected highlights only. Alan D. Thompson, November 2021. <https://ifresearch.tact.ai/>

# HOW CHATGPT WORKS?



- Traditional algorithmic approaches vs “deep learning”
- The power of imitating the human brain

“I have always been convinced that the only way to get artificial intelligence to work is to do the computation in a way similar to the human brain.” – Geoffrey Hinton

- Predicting the next word

“I am tired, I am going to \_\_\_\_\_”

# IMPLICATIONS



- LLM's are not “magic” nor are they “conscious”
- LLM's are powerful tools for generating and interpreting language
- How do we steward these tools to the glory of God?

# USING AI EFFECTIVELY



- *Experiment* with LLM's so that you are aware of their capabilities and limitations.
- *Make students aware* that you are familiar with LLM technologies: ChatGPT, Gemini, etc.
- *Design your assessments* in a way that recognises that students will increasingly use LLM's unless you can strictly control it (e.g. exam conditions).
- *Clarify your expectations* with regard to how you expect students to use AI in assessments, but recognise that these boundaries will often be blurred.

# AI ASSESSMENT SCALE



1	NO AI	<p>The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.</p> <p style="text-align: center;"><b>AI must not be used at any point during the assessment.</b></p>
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	<p>AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.</p> <p style="text-align: center;"><b>No AI content is allowed in the final submission.</b></p>
3	AI-ASSISTED EDITING	<p>AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI.</p> <p style="text-align: center;"><b>AI can be used, but your original work with no AI content must be provided in an appendix.</b></p>
4	AI TASK COMPLETION, HUMAN EVALUATION	<p>AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output.</p> <p style="text-align: center;"><b>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</b></p>
5	FULL AI	<p>AI should be used as a “co-pilot” in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.</p> <p style="text-align: center;"><b>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</b></p>

# IDEAS FOR AI USE IN TEACHING AND LEARNING



- *Clarifying* a difficult concept or paragraph in a reading
- *Translating* a text into a native language for better comprehension
- *Summarising* a text or important concept, e.g. “What was Karl Barth’s view of revelation?” or “Please summarise E.P. Sander’s work on Paul?”—more detail is better
- *Interacting* with Greek or Hebrew through translation, parsing, answering grammatical questions, producing tables of conjugations etc.



# IDEAS FOR AI USE IN TEACHING AND LEARNING



- *Listing* key scholarly works relevant to studying a particular passage or topic
- *Interpreting* the textual apparatus when doing textual criticism
- *Critiquing* your writing grammatically, stylistically, and conceptually
- *Checking* referencing and citations
- *Demonstrate* the dangers of AI getting things wrong, “hallucinating,” i.e. making up non-existent references etc.

# DISCUSSION



- The bottom line: LLM's are “good servants but poor masters”?



Thank You!