

## Webinar Resources for “Pushing the Boundaries of Critical Thinking: What’s Next in the Era of Generative AI?”

### “How to use ChatGPT as a learning tool”

Rather than weaken student effort, artificial intelligence can help prepare students for the real world by encouraging critical thinking—with a few caveats. Here’s advice from psychology instructors about how to use ChatGPT and other AI technology wisely.

Abramson, A. (2023, March). How to use ChatGPT as a learning tool. *Monitor on Psychology*. <https://www.apa.org/monitor/2023/06/chatgpt-learning-tool>

### “This was written by a human: A real educator’s thoughts on teaching in the age of ChatGPT”

The well-founded concerns surrounding ChatGPT shouldn’t distract us from considering how it might be useful.

Borup, J. [Jared Borup]. (2023, March 21). This was written by a human: A real educator’s thoughts on teaching in the age of ChatGPT. *Educause Review*. <https://er.educause.edu/articles/2023/3/this-was-written-by-a-human-a-real-educators-thoughts-on-teaching-in-the-age-of-chatgpt>

### “ChatGPT: Educational friend or foe?”

Used in the right way, ChatGPT can be a friend to the classroom and an amazing tool for our students, not something to be feared.

Hirsh-Pasek, K. [Kathy Hirsh-Pasek], & Blinkoff, E. [Elias Blinkoff]. (2023, January 9). ChatGPT: Educational friend or foe? *Brookings*. <https://www.brookings.edu/articles/chatgpt-educational-friend-or-foe/>

## “How AI could save (not destroy) education”

In this TED Talk, Sal Khan, the founder and CEO of Khan Academy, discusses how he thinks artificial intelligence could spark the greatest positive transformation education has ever seen.

Khan, S. (2023). *How AI could save (not destroy) education* [Video]. TED Conferences.  
[https://www.ted.com/talks/sal\\_khan\\_how\\_ai\\_could\\_save\\_not\\_destroy\\_education](https://www.ted.com/talks/sal_khan_how_ai_could_save_not_destroy_education)

## “EDUCAUSE QuickPoll Results: Adopting and Adapting to Generative AI in Higher Ed Tech”

As more higher education stakeholders discover and use generative AI, intentional staffing and governance will ensure that institutions adopt these technologies effectively and appropriately.

McCormack, M. (2023, April 17). EDUCAUSE QuickPoll Results: Adopting and Adapting to Generative AI in Higher Ed Tech. *Educause Review*.  
<https://er.educause.edu/articles/2023/4/educause-quickpoll-results-adopting-and-adapting-to-generative-ai-in-higher-ed-tech>

## “The homework apocalypse”

The author examines some common assignment types, discusses how generative AI might affect the outcomes, and how instructors might consider adjustments.

Mollick, E. [Ethan Mollick]. (2023, July 1). The homework apocalypse. *One Useful Thing*.  
<https://www.oneusefulthing.org/p/the-homework-apocalypse>

## “ChatGPT has arrived – and nothing has changed”

ChatGPT may make it a little easier for students to cheat, but the best ways of thwarting cheating have never been focused on policing and enforcement, says Danny Oppenheimer.

Oppenheimer, D. (2023, January 17). ChatGPT has arrived – and nothing has changed. *THE: Times Higher Education*. <https://www.timeshighereducation.com/campus/chatgpt-has-arrived-and-nothing-has-changed>

## “ChatGPT and Other AI Tools: Implications for Teaching and Learning”

Interest in the use of ChatGPT and other artificial intelligence (AI) tools in teaching and learning has grown enormously in recent months. ChatGPT is an AI language model trained on a large body of text data that can instantly generate written responses to questions and prompts. Chat GPT is the best known of hundreds of generative AI tools that can be used by faculty and students in higher education.

Oregon State University Center for Teaching and Learning. (2023). *ChatGPT and Other AI Tools: Implications for Teaching and Learning*. <https://ctl.oregonstate.edu/chatgpt-and-other-ai-tools-implications-teaching-and-learning>

## “Yes, We Are in a (ChatGPT) Crisis”

Opinion piece by panelist Dr. Inara Scott on Inside Higher Ed. ChatGPT is enrolled in your courses, and your students are checking out. We are in a crisis. It’s time to start acting like it.

Scott, I. (2023, April 18). Yes, We Are in a (ChatGPT) Crisis. *Inside Higher Ed*. <https://www.insidehighered.com/opinion/views/2023/04/18/yes-we-are-chatgpt-crisis>

## “ChatGPT and other generative AI could foster science denial and misunderstanding – here’s how you can be on alert”

Every media consumer needs to be more vigilant than ever in verifying scientific accuracy in what they read. Here’s how you can stay on your toes in this new information landscape.

Sinatra, G., & Hofer, B. K. (2023, May 24). *ChatGPT and other generative AI could foster science denial and misunderstanding – here’s how you can be on alert*. The Conversation. <https://theconversation.com/chatgpt-and-other-generative-ai-could-fosterscience-denial-and-misunderstanding-heres-how-you-can-be-on-alert-204897>

## “Artificial Intelligence”

WCET is the leader in the practice, policy, and advocacy of digital learning in higher education. This web page offers a collection of writings and discussions addressing generative AI and higher education.

WCET. (n.d.). *Artificial intelligence*. WCET. <https://wcet.wiche.edu/practice/artificial-intelligence/>