MEMORANDUM DCD #13, 2022-23

To: Chairs, University of Toronto Scarborough
Cc: Chairs Assistants
       Undergraduate Coordinators & Departmental Assistants

From: Professor Katherine R. Larson, Vice-Dean Teaching, Learning & Undergraduate Programs
       Professor David Zweig, Vice-Dean Recruitment, Enrolment & Student Success
Date: 20 January 2023
Re: **Artificial Intelligence Tools and Course Planning Follow-Up**
Note: For distribution broadly to all Instructors and Teaching Assistants Teaching in Winter 2023

Dear colleagues,

We are writing to follow up on **DCD #12** regarding the rapidly changing landscape around artificial intelligence tools and to provide further information and resources to assist faculty and TAs in their work this term. As with the first memo, please ensure this information is circulated to all instructors and TAs who are teaching in your department this term.

Resources and Links
For faculty and TAs wishing to learn more about the capabilities of chatbot tools such as ChatGPT, writing and bibliographical assistants such as Moonbeam and Elicit, and computational tools such as WolframAlpha and their implications for assessment design, the University of Toronto's Academic & Collaborative Technologies (ACT) office, in partnership with the Vice-Provost Innovations in Undergraduate Education, has prepared a **list of readings, videos and podcasts** on "Artificial Intelligence in Teaching and Learning," including **a demo video** prepared by Vice-Provost Susan McCahan that provides a snapshot of the outputs that can be generated through these tools. This link is also referenced in the **"Current News"** section of the Centre for Teaching & Learning's academic resources page.

Assessment Design
In the short term, with Winter classes underway, any adjustments to assessment design should focus on clarity of expectations for students and related assessment guidelines. Changes to course assessment frameworks and marking breakdowns that are outlined on the syllabus may not be changed partway through the term without a majority class vote.

When finalizing assessment guidelines for students, faculty are encouraged to consider essay and assignment questions that are specific as possible and connected explicitly to the goals and learning outcomes of the course. Whenever possible, opportunities for in-class writing and assessment, combined with scaffolding of assignments, can also help faculty to get to know students' writing.

In some cases, when planning for this term, faculty may have opted for explicit critical engagement with these new AI tools. In these instances, it is important to be aware that because of high traffic on these sites, access to the platforms can be inconsistent and some require payment that can create access barriers for some students. The Centre for Teaching Support & Innovation and the Centre for Teaching & Learning are partnering on the development of a workshop this term focused on implications of new AI tools for assessment design, with a particular focus on writing.

In the long term, the emergence of these tools prompts important and transformative pedagogical questions about assessment design, the fostering of writing opportunities that enable students to showcase their critical and creative development, and engagement with technological supports that will be part of the future our students will enter following their graduation.

ExamSoft
For faculty who are planning computer-based or online tests and exams, we strongly encourage the use of ExamSoft, a software system available at U of T Scarborough that enables students to write in person at U of T Scarborough on secured laptop computers that prevent access to outside websites and online resources. Requests for ExamSoft for the Winter 2023 term should be submitted to the Centre for Teaching & Learning as soon as possible, no later than **3 February** if you are considering the platform for a midterm test, and with **3 March** as the final cut-off for requests for final exams.

Academic Integrity
Material generated through artificial intelligence tools is very difficult to detect, and current emerging online detection tools that purport to identify AI generated content are **not** viable evidence for an academic integrity claim. The University of Toronto is discussing how these emerging technologies intersect with academic integrity guidelines. In the interim, it should be made clear to students that representing material that is not their own as their own work is considered academic misconduct. We also recommend being explicit in the context of specific assignments about allowable tools to provide clear parameters for students.

We will continue to update you as administrative conversations continue to unfold, and as more specific guidelines are released.

Kind regards,

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Vice-Dean Teaching, Learning &
Undergraduate Programs

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