

# CURRENT ARTIFICIAL INTELLIGENCE TRENDS IN HIGHER EDUCATION: POTENTIAL VS. PRACTICE VS. POLICY

OLC ACCELERATE CONFERENCE

NOVEMBER, 2024

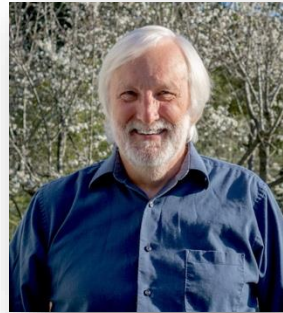
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# PRESENTERS



Nicole Johnson



Jeff Seaman

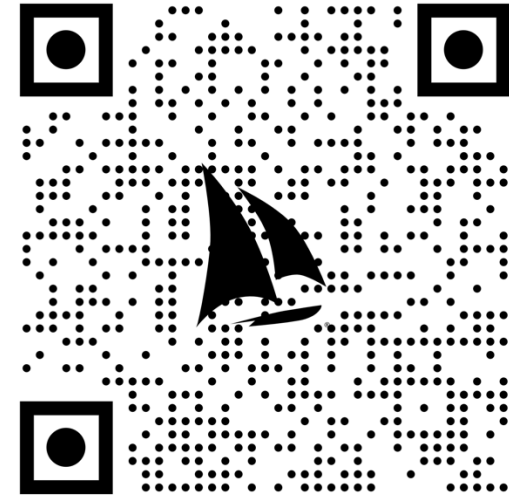


Julia Seaman



# INTRODUCTION TO BAY VIEW ANALYTICS

Bay View Analytics offers a comprehensive suite of consulting services in survey design and statistical research. Our services build on nearly two decades of research and survey design, sampling, and statistical analysis expertise.



# BACKGROUND TO THE RESEARCH: SURVEYS CONDUCTED IN THE USA AND CANADA

## **2024 Digital Learning Pulse Survey (USA)**

- 201 trustees at two-year schools, 1,126 faculty and administrators at two-year and four-year schools
- 2,229 students at two-year and four-year schools

The results represent over 1,200 institutions from all 50 states and the District of Columbia.

## **2024 Bay View Analytics Higher Education Surveys (USA)**

- 3,447 faculty at two-year and four-year schools, 601 academic administrators at two-year and four-year schools

The results represent institutions from all 50 states and the District of Columbia.

## **2024 Pan-Canadian Digital Learning Survey (conducted by the Canadian Digital Learning Research Association)**

- 441 administrators, faculty, and teaching and learning staff from institutions across Canada

# PRESENTATION OVERVIEW

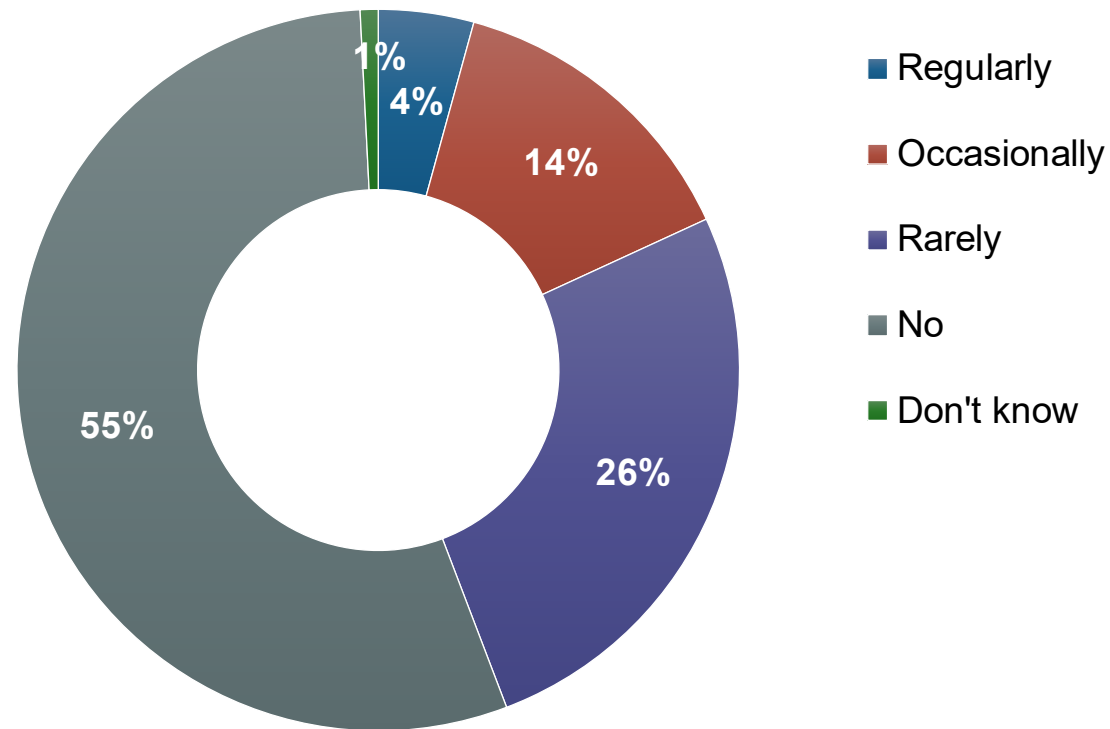
- Extent of current AI use and extent of anticipated change
- Different narratives associated with AI use in higher ed
- Implications and recommendations for decision-making

# EXTENT OF CURRENT AI USE

AI use in teaching and learning is emergent. Many instructors do not use AI tools in their teaching practices.

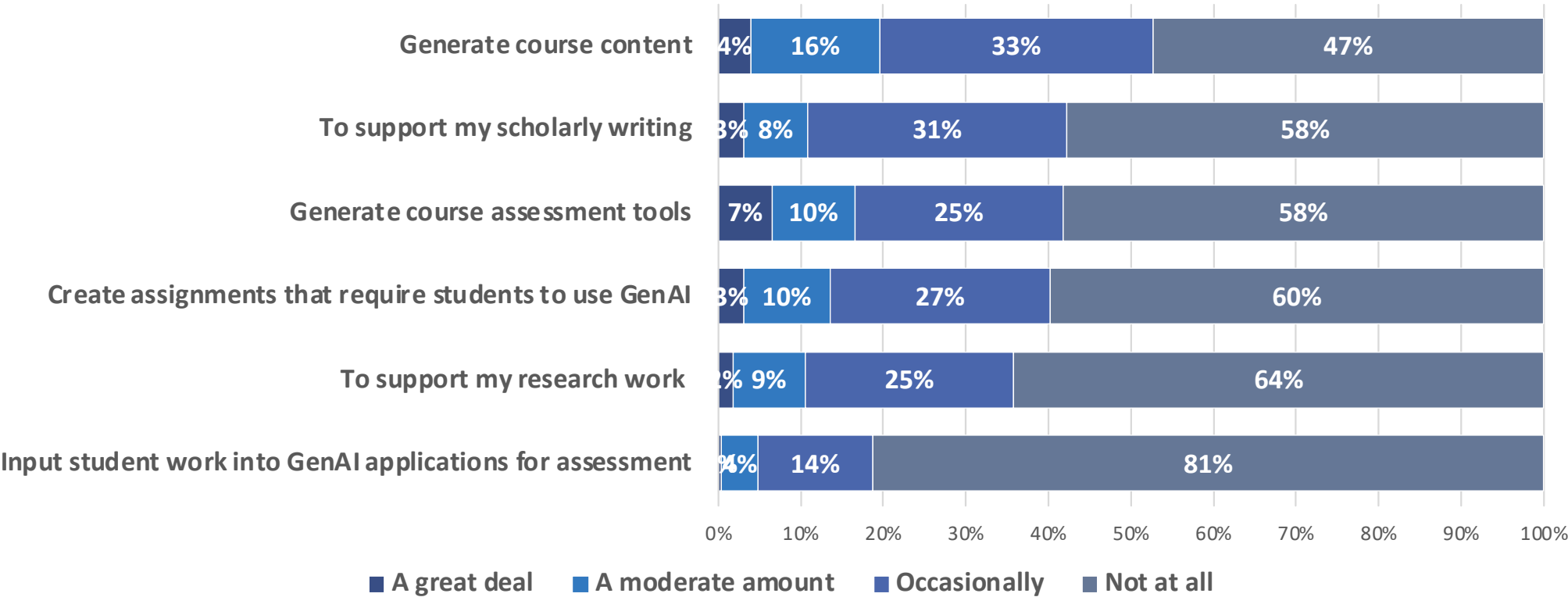
# EXTENT OF CURRENT AI USE: USA

Do you currently use Artificial Intelligence (AI) tools or products in your teaching?



# EXTENT OF CURRENT AI USE: CANADA

Canada: To what extent are you currently using GenAI tools in your teaching and scholarly practices





# EXTENT OF ANTICIPATED CHANGE

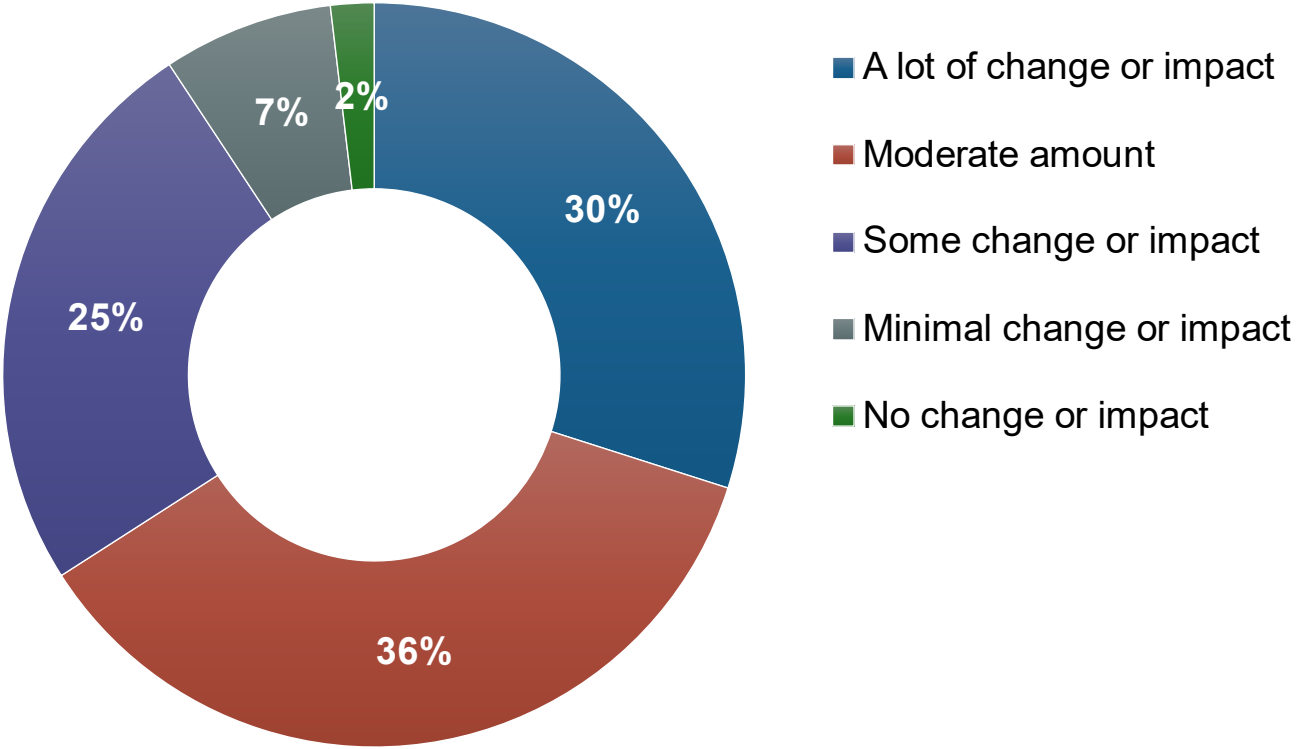
AI use in higher education is expected to become a normal part of the educational experience in the near future.

# EXTENT OF ANTICIPATED CHANGE: CANADA

85% of respondents agreed that within a few years AI will become a normal part of higher education.

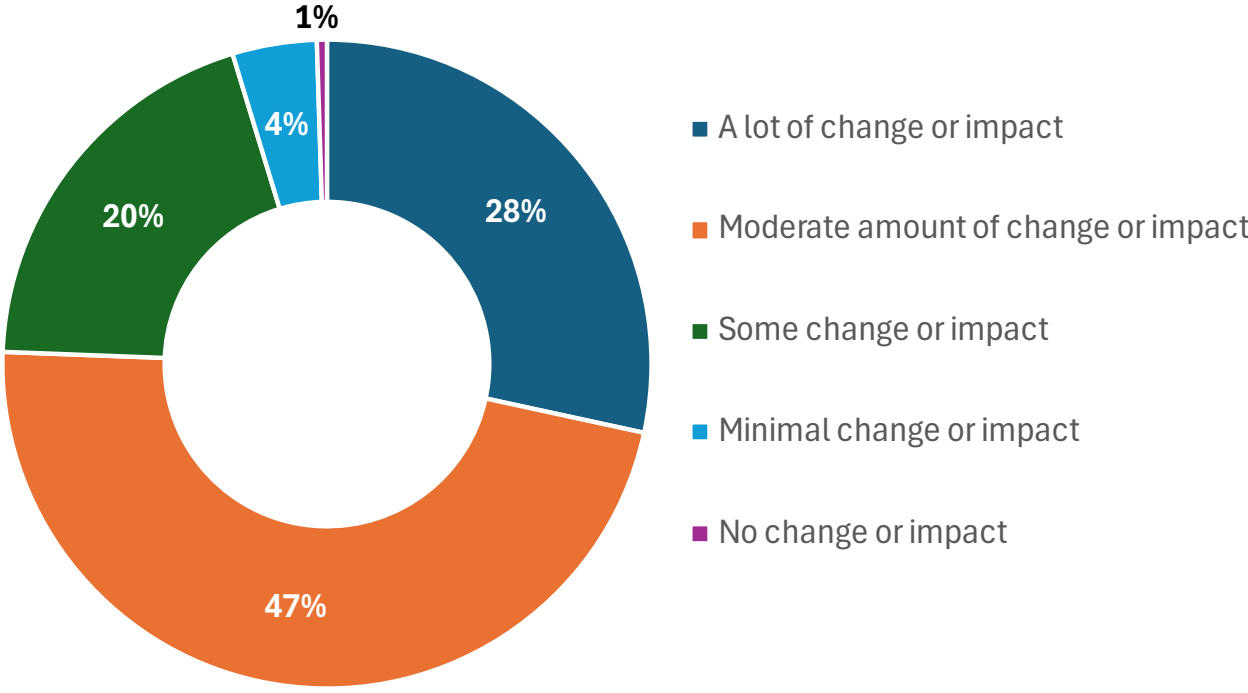
# EXTENT OF ANTICIPATED CHANGE: USA FACULTY

Over the next two years, how much do you think AI will change and impact your teaching and your institution?

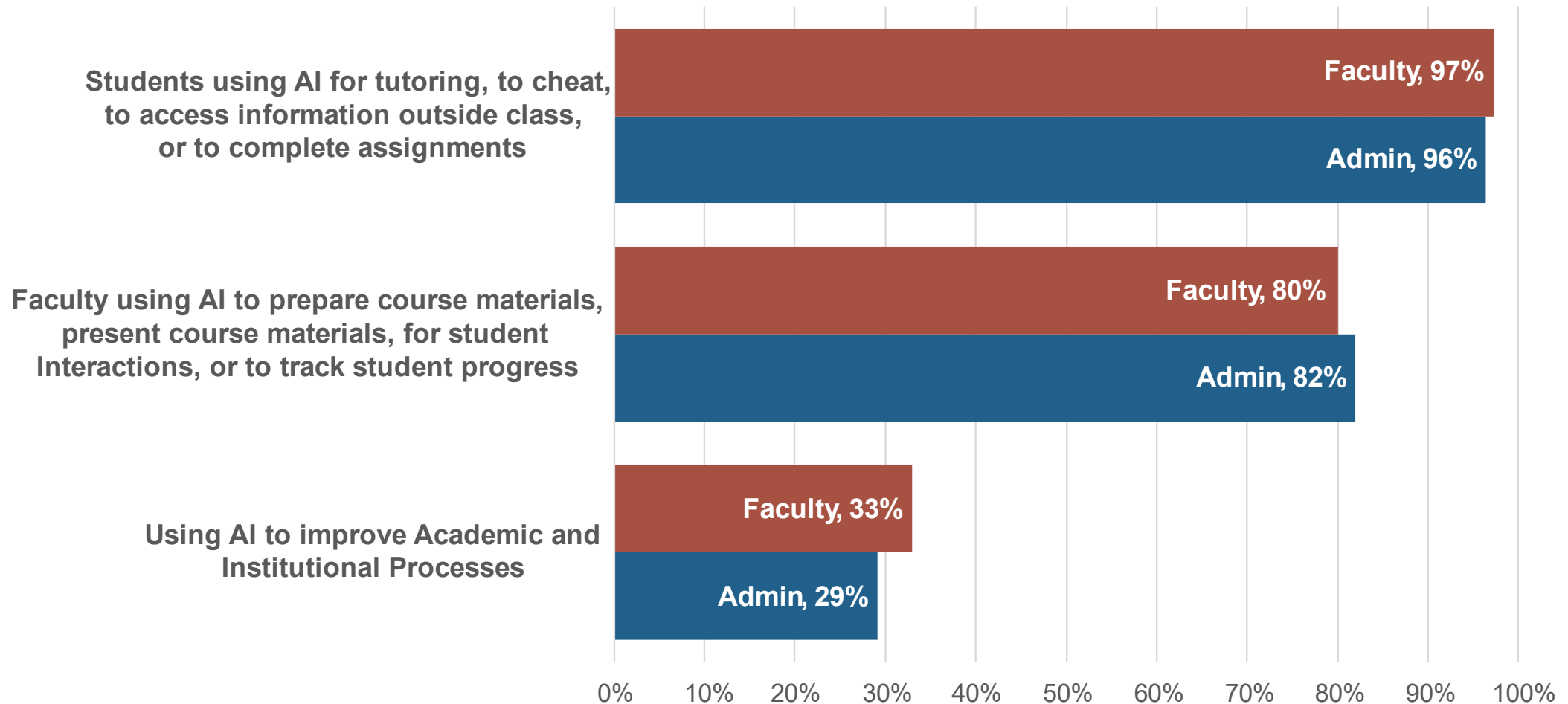


# EXTENT OF ANTICIPATED CHANGE: USA ADMIN

Over the next two years, how much for you think AI will change and impact your institution?



# WHERE IS CHANGE EXPECTED? (USA)

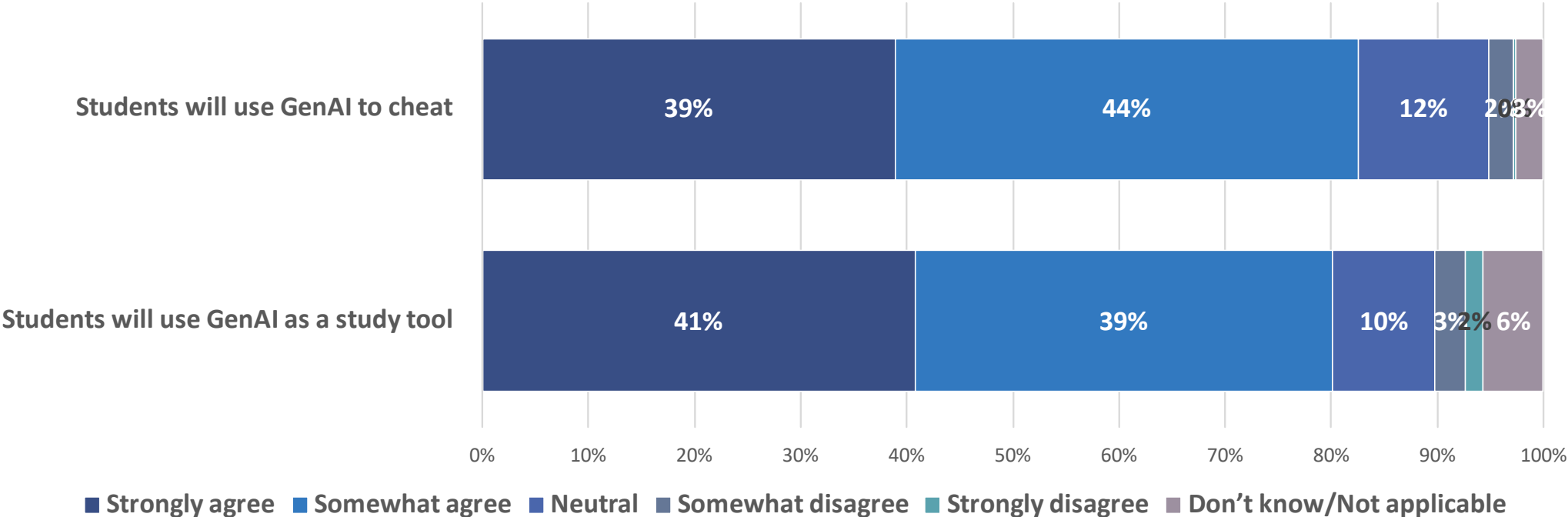


# NARRATIVES ASSOCIATED WITH AI USE

Tension exist as to whether AI will be “good” or “bad” for higher education.

# NARRATIVES ASSOCIATED WITH AI USE: CANADA

The Impact of GenAI tools on students



# NARRATIVES ASSOCIATED WITH AI USE: QUALITATIVE RESEARCH FINDINGS FROM THE USA

The Digital Learning Pulse Survey (USA) invited participants to leave an open-ended comment to the following prompt:

**“We welcome any comments you may have on how you believe AI will impact your teaching and the future of your institution.”**

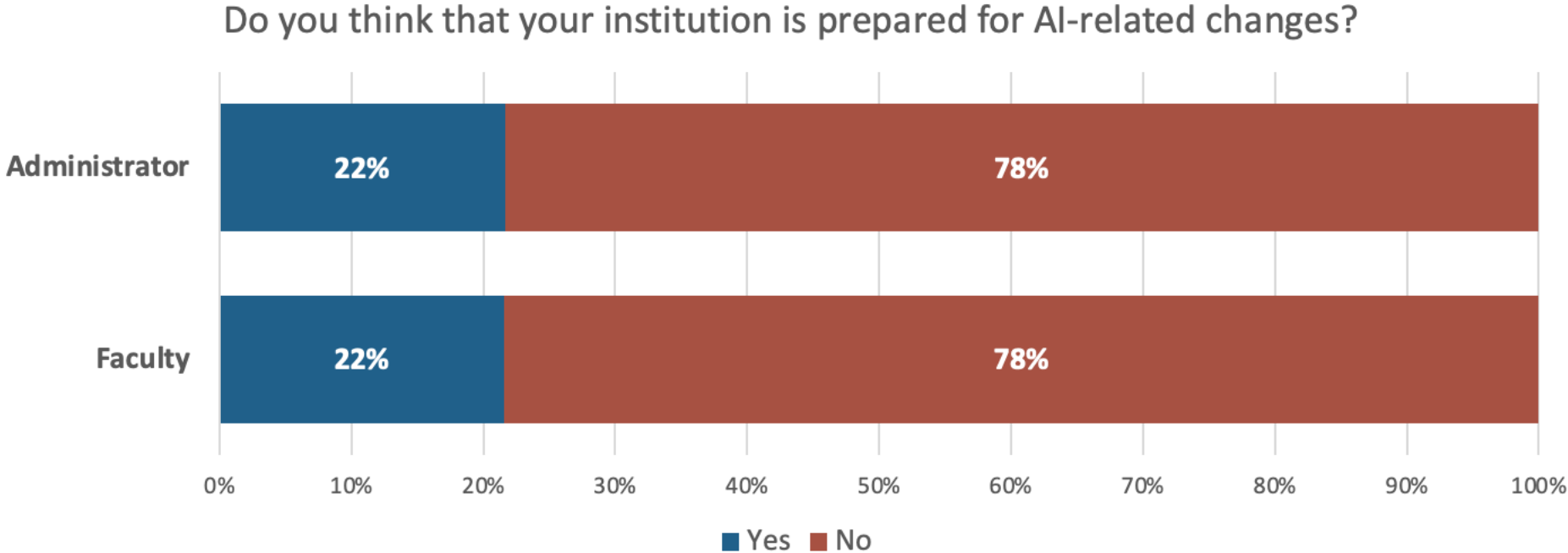
Johnson, N., Seaman, J., & Seaman, J. (2024). The anticipated impact of artificial intelligence on higher education. *Online Learning*, 28(3), 9-33. <https://olj.onlinelearningconsortium.org/index.php/olj/article/view/4646>



# COMMON NARRATIVES ASSOCIATED WITH AI USE (QUALITATIVE RESEARCH FINDINGS FROM THE USA)

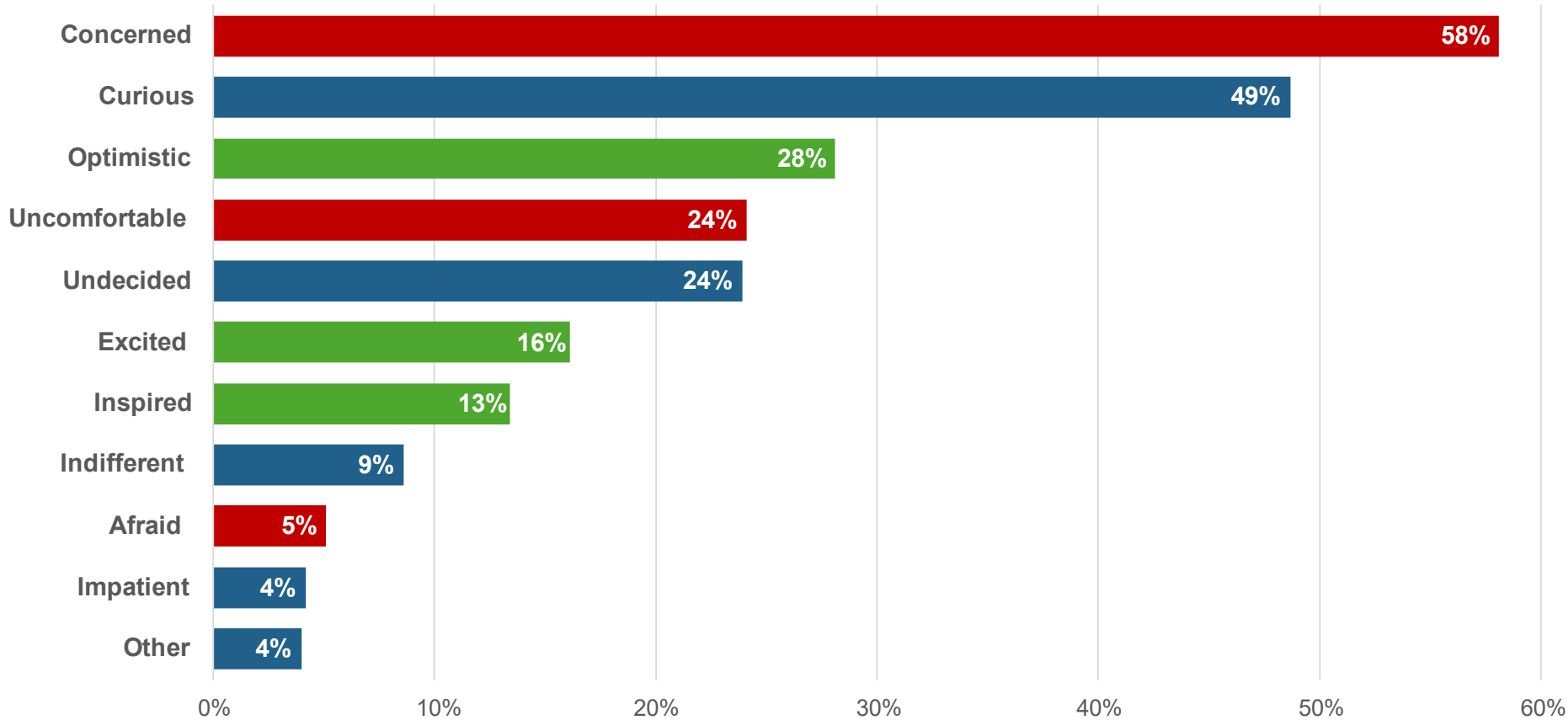
- **Academic integrity and rigor:** The impact of AI on academic integrity and the quality of student work.
- **AI integration:** Observations about how AI could be used in higher ed, potential implications, barriers to use, and preparedness for AI.
- **Hype:** The feeling that concerns about AI are overblown.
- **Uncertainty:** Feeling unsure about the extent that AI will impact higher education and the consequences of AI adoption.

# FEELINGS OF UNPREPAREDNESS ARE COMMON: USA



# FEELINGS ASSOCIATED WITH AI USE: USA

How do you feel about Artificial Intelligence (AI) in higher education in general?

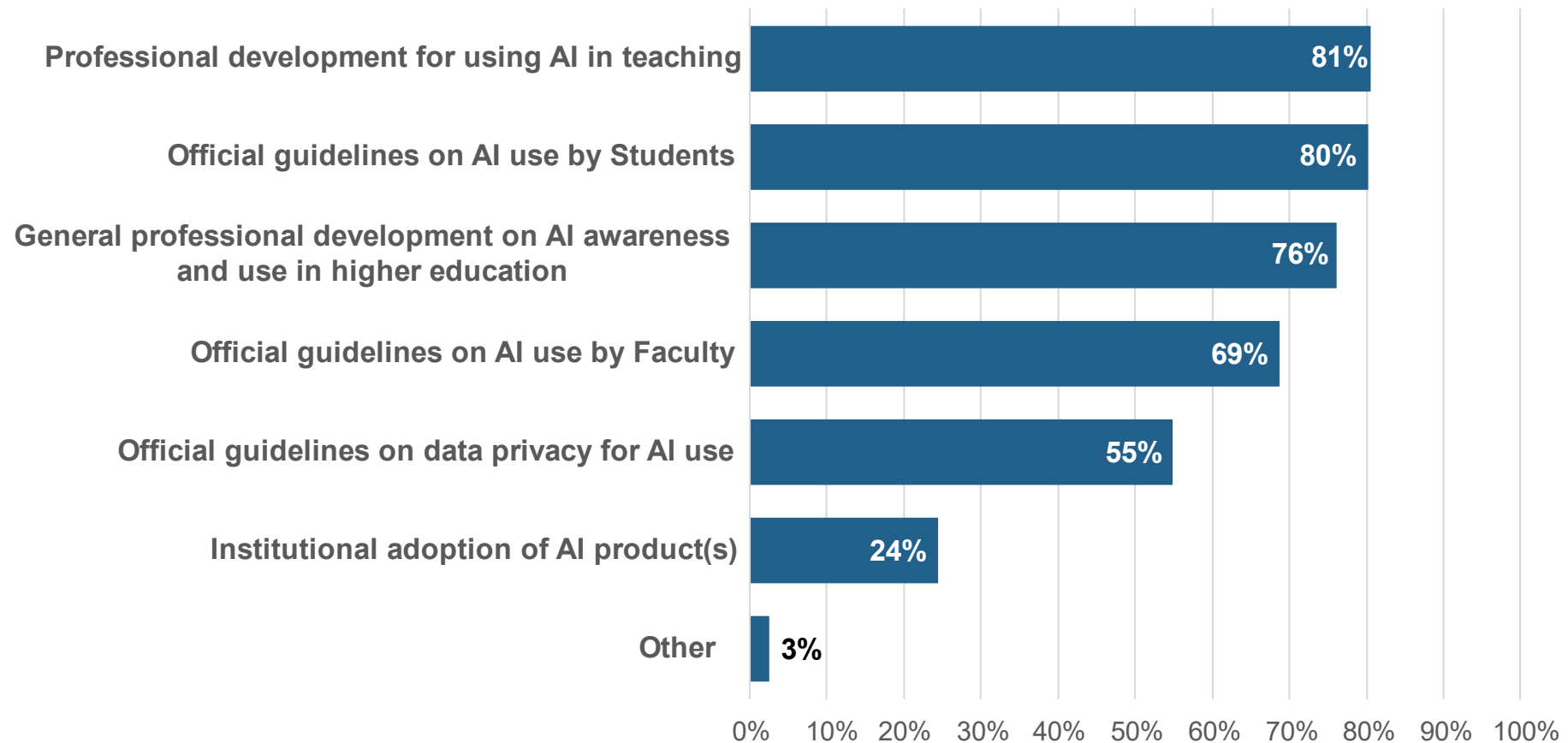


## RECAP: WHAT DO THE FINDINGS TELL US?

- **Tensions exist** within higher education about whether AI has the potential to be “good” or “bad.”
- **There are competing narratives** about the anticipated impact of AI (e.g., AI will enhance critical thinking vs. AI will reduce critical thinking).
- There is an underlying sense of agreement that **AI is here to stay.**

# IMPLICATIONS AND RECOMMENDATIONS FOR MAKING DECISIONS

How should your institution support AI?

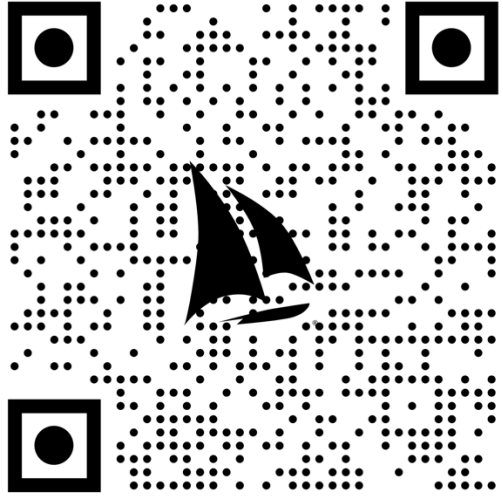


# IMPLICATIONS AND RECOMMENDATIONS FOR MAKING DECISIONS

- **Avoid “good” vs. “bad” debates** related to AI use.
- **Context is key!** What is advantageous and beneficial to students in one setting (or for a certain demographic group) may be disadvantageous and detrimental to others.
- **Consider the possible unintended consequences** of choosing to use (or not use) AI in different academic contexts.

# WHAT NOW?

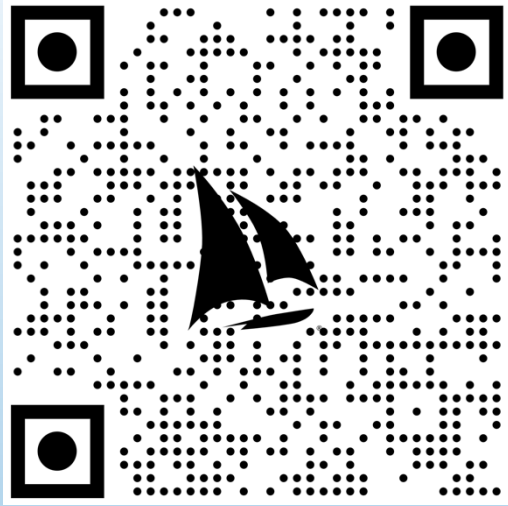
- **Potential vs. practice vs. policy:**
  - How might AI be used?
  - How is AI being used in actuality?
  - Are policies being driven by one narrative over others?
- **Understanding the truth that exists in each narrative:**
  - What can we learn from listening to the perspectives of others than differ from our own?



# QUESTIONS, COMMENTS, AND FEEDBACK

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# THANK YOU!

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# WHY NOT? (INSIGHTS FROM 321 OPEN-ENDED COMMENTS)

- **Students will use AI to cheat!**

- 113 participants expressed concerns about academic integrity and rigor.

*“I am already detecting a shocking number of AI generated material on assignments submitted for a grade, and those students are getting in trouble for academic misconduct with our institution. I am currently putting together my syllabi and setting up exams for next semester to make this happen less often. No more take home exams, and students must write everything in Google docs and enable permissions so that I can check their version histories if need be.”*

# WHY NOT? (INSIGHTS FROM 321 OPEN-ENDED COMMENTS)

- **Maybe this is all just hype?**

- 19 participants shared the feeling that concerns about AI are overblown (more common among those expecting AI to result in minimal change).

*“It doesn't worry me one bit, especially since it cannot achieve the nuance of understanding that one gains from keeping up with the scientific literature. There's way too much hype out there. If humanities academics are worried about student's cheating with regard to writing assignments, they need to rethink how they teach and assess. Their complaints are getting quite boring.”*

# WHY NOT? (INSIGHTS FROM 321 OPEN-ENDED COMMENTS)

- **Only time will tell how this will all unfold.**

- 36 participants mentioned a sense of uncertainty about the future.

*“I have no idea what the ultimate impact of AI will be on students or faculty. I am VERY concerned that nobody knows the impact or can foresee potential issues.”*

# WHY AI READINESS IS IMPORTANT?

- **AI may prove beneficial.**

- 20 participants discussed how AI could improve teaching and learning.

*“I see many good things about AI -- I compare it to the "advent" of calculators - - one still had to know how and what to input -- it wasn't "traditional cheating". Yet, now, we seem further behind the curve and far less adaptable than with calculators decades ago. This seems very odd to me.”*

# WHY AI READINESS IS IMPORTANT?

- **AI use is not hypothetical.**

- 51 participants described how they are using AI, how they plan to use AI, or how they have observed AI being used.

*“I have already moved to a project and case study model in information technology courses. I realize that AI tools will be used in the workplace, and I embrace students' use of AI tools to jump start project plans and generate ideas. I am working at modeling the instructional flow to how one would approach problems in the workplace.”*