AI at UCPH: From staff adoption to translanguaging opportunities in contemporary higher education

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Context of AI's growing role in higher education

- Current landscape:
  - ChatGPT's explosive impact on education since late 2022
  - Rapid institutional responses to AI ranging from bans to embrace (now beginning to be somewhere in between)
    - Clear uncertainty among management and faculty
    - Lack of guidance in many cases -> Leadership with expertise in AI needed
    - AI research void
  - Students are also not ready for AI
  - Universities should/required to develop AI policies and guidelines on AI use
  - Integration of AI into university strategic plans
  - University pedagogy courses aim to prepare staff for the changing landscape

UCPH's position on AI integration

- AI allow[...]
- Univers[...] guidelin[...]
  - The[...]

- Guidelines at Faculty level
  - Working group on AI and exams:
    - o Practical guides for departments to implement across different courses
    - o Best practices = highlighting inclusion
    - o Bring suggestions to colleagues and hear feedback

At the University of Copenhagen, we do our work with responsibility and respect for society, cultural heritage, the environment and people around us.

Integrity, honesty and transparency are prerequisites for academic work. We therefore expect exam performances to reflect a student's own learning and unaided efforts. Academic work is always based on other people's insights, knowledge and contributions, but always with thorough recognition, respect and crediting of their work. This also applies to using generative artificial intelligence

Background to data collection

- 1-year (2024) project funded by NCFF: AI use among staff and students
    - (Marian Flanagan, Nils Jäkel, Dorte Lønsmann, Janus Mortensen)
- Targeted Department of English, Germanic and Romance Studies
- Survey sent out to all students in April 2024 (140 responses)
- Survey sent to all staff August 2024 (32 responses)
- Second student survey sent out to all students October 2024: aim was to address first semester students and those who didn't get to reply to the first survey (101 responses)

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AI in Teaching Practices:
attitudes, adoption, integration

- Most staff consider themselves intermediate beginner:
  - Limited hands-on experience with GAI/ can perform simple tasks
- Most staff are concerned about academic integrity in the humanities in this AI era (84%)
- The human factor should take center stage in overall feedback and grading
- Staff are divided on the facilitative effect of AI on language learning
- Staff are concerned about the negative impact AI might have on the students' education and their own career

AI in Teaching Practices:
attitudes, adoption, integration

- Most staff don't integrate AI into their teaching practices (4 areas questioned)
  - Preparing classes and lectures
  - In-class tasks and discussions with students
  - Creating exam questions or assignment tasks
  - Marking papers or giving feedback

- For those who do integrate AI, the focus is on:
  - Preparing classes and lectures
  - In-class tasks and discussions with students

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AI Training: knowledge and skills

- Almost half of the teaching staff have attended AI-related training
- More than half would like to receive (more) training
- Training needs include:
  - Basic understanding of AI and how it works
  - Pedagogical training to implement AI
  - Professional development focused on UCPH's AI policy

Synthesis from staff comments

The primary concerns revolve around:

- the potential loss of intellectual growth
- the impact on the humanities
- the quality of education
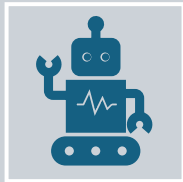- ethical issues related to AI use, including the climate

Humanities could become redundant

skipping critical thinking, problem-solving development

encourage intellectual laziness

lack of understanding of AI's risks

Staff comments (machine translation post-editing)

Med brugen af generativ AI kommer humaniora til 1) at skyde sig selv i foden, og 2) save den gren over, vi selv sidder på. Accepterer vi brugen af den, vil vi overflødiggøre os selv på et årti, og regeringen vil have en rigtig god undskyldning for at nedlægge os.
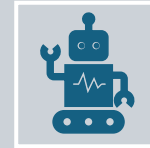
Klimaproblemet bør ikke tilsidesættes

By using generative AI, the humanities will 1) shoot themselves in the foot, and 2) saw off the branch we are currently sitting on. If we accept its use, we will make ourselves redundant in a decade, and the government will have a very good excuse to shut us down.
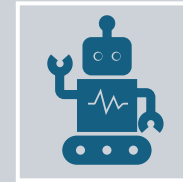
The climate problem shouldn't be ignored

Staff comments (machine translation post-editing)
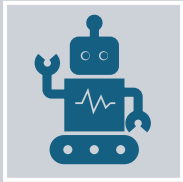
Hvis vi reducerer det at skrive til noget der er produktorienteret, og glemmer det vigtige i processen, så gør vi vores studerende en bjørnetjeneste.

Det største problem er ureflekteret brug af AI og manglende forståelse for redskaberne..

If we reduce writing to something that is product oriented and forget the important part of the process, then we are doing our students a disservice.

The biggest problem is the unreflective/uncritical use of AI and a lack of understanding of the tools..

" **"Up until now, my experiences with student use of AI have been characterized by intellectual laziness - when AI is used for text generation, the student/researcher does not develop their writing and critical thinking. The goal is not to produce more faster with the help of artificial intelligence, but rather to ensure quality, immersion and genuine intellectual originality in the work"**

(MT Post-editing from Danish)

Synthesis from staff comments

Potential positive impact:

- AI offers opportunities for enhancing learning tools

- developing critical digital literacy

- fostering innovation

AI can provide new perspectives on text production and consumption

Development of knowledge regarding both traditional and AI-generated texts

Belief that AI should be included in education with a focus on critical digital media literacy

Staff comments

(machine translation post-editing for some comments)

Det er essentielt at vores studerende har kendskab til 'traditionel' og AI-genereret tekst som del af deres viden og værktøjskasse.

It is essential that our students are familiar with 'traditional' and AI-generated text as part of their learning and skill development.

The humanities will be vital to solving problems and answering questions pertaining to generative AI.

Generative AI gives rise to new and interesting questions of relevance and importance to the humanities.

There are many cases where generative AI can be a good tool, and students *and* staff need to learn when it's a good idea to use generative AI and when it's a bad idea.
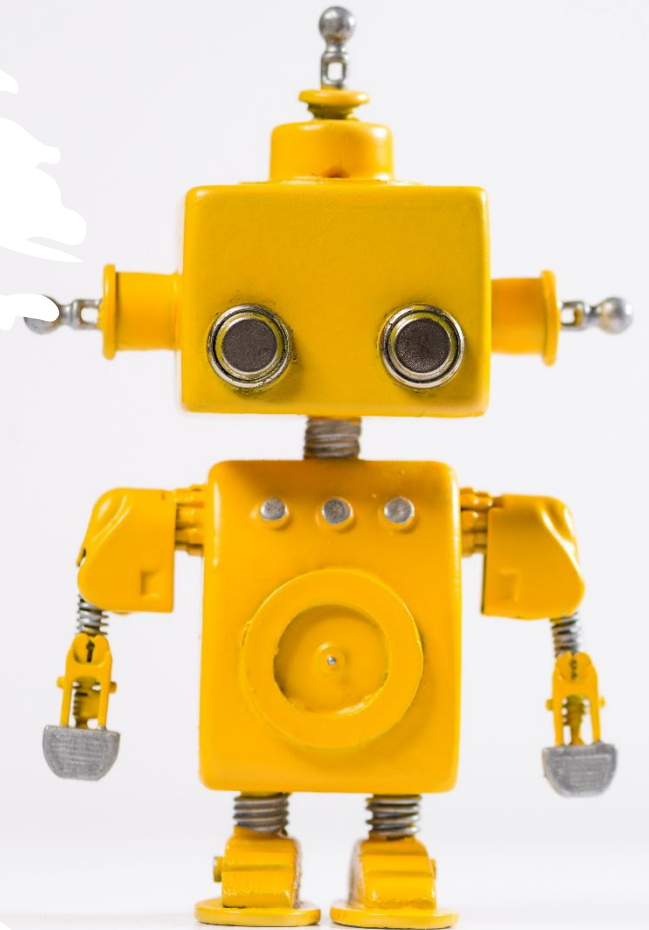
Suggestions for university pedagogy, AI & translanguaging (based on staff comments)

- Critical digital/MT & AI literacy need to be included in university syllabi
- Embracing both traditional and novel approaches in working with texts & languages
  - Avoid becoming dependent on technology (any AI-driven technology)
  - Maintain clear language learning objectives
- Development of core skills such as in-depth reading, analytical thinking, and independent writing is essential, even when using AI tools
- Understanding teaching writing as a process – rather than a product-oriented approach
- Developing exam formats that minimize the potential for AI misuse while still teaching students how to use AI effectively is essential

AI & Translanguaging: on campus and for a globalised workforce

- Potential of AI to
  - facilitate a more inclusive multilingual campus environment
  - support participants who are not fluent in the primary language of instruction
    - Staff and students
  - prepare graduates for a globalised workforce
    - Many environments are multilingual
  - be a competent chat partner in a foreign language
    - written and spoken
  - assist in providing immediate feedback on writing in other languages

  - ➔ AI can be a tool that helps bridge gaps in understanding
  - ➔ Statistical machine translation & neural machine translation tools have filled a language gap for quite a while (e.g. Google Translate, DeepL)
  - ➔ AI-driven technologies can offer even more

AI & Translanguaging: opportunities and challenges

- AI-supported translanguaging in a contemporary university education
  - multilingual support, helping students and staff navigate and produce texts in multiple languages

    → this requires a break in the monolingual habitus in language education / university teaching

- Potential for AI to assist in understanding complex academic texts
  - Example: Translation from Chemistry English → Chemistry Danish → having a conversation about its contents for further comprehension and learning

- Pedagogical translanguaging:
  - Planned versus unplanned translanguaging
  - Design multilingual spaces for multilingual expression
  - Clear guidelines on translanguaging vs. single language use

AI & Translanguaging: opportunities and challenges

We invite reflection on the opportunities and challenges of leveraging AI-supported translanguaging in contemporary university education, particularly in multilingual and multicultural contexts