AI Artist Hits #1 on Billboard

Icy Elegance: Glass Elephant on Ice, image created with Gemini

written by human not by AI

ASSISTED BY AI

CC BY NC ND

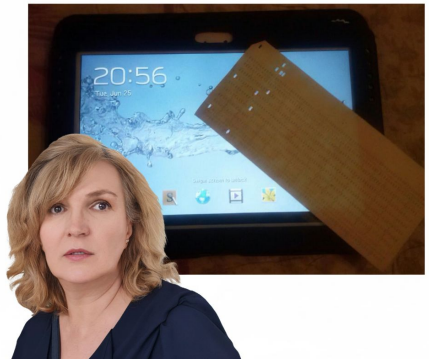
The elephant in the room

- Digital Assessment with Artificial Intelligence -

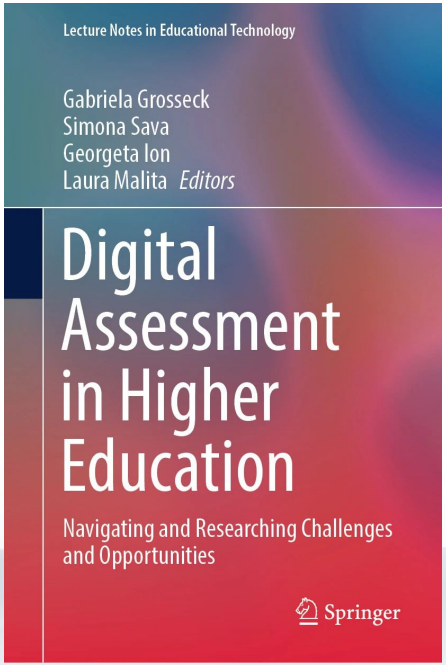
Just because you can do something with technology doesn't mean you should.
(Mary Shelley, Frankenstein)

https://bit.ly/UPT_12dec2025

UEFISCDI PN-IV-P8-8.3-ROMD-2023-0149: Peda-RoM: Perspective ale evaluării digitale în învățământul superior din România și Moldova: o analiză comparativă (Perspectives on Digital Assessment in Higher Education in Romania and Moldova: A Cross-Country Analysis).



Assoc. prof. dr. **Gabriela GROSSECK**
West University of Timisoara
Departament of Psychology
Bd Vasile Pârvan nr. 4
300223 Timișoara, România
Email: gabriela.grosseck@e-uvt.ro
Academic profile



Digital Assessment in Higher Education: Navigating and Researching Challenges and Opportunities | SpringerLink

How would you currently assess your feelings about the development of AI, almost three years after the launch of ChatGPT, on a scale from 1 to 5?

Source: Andrea Piacquadio / Pexels

How would you currently assess your feelings about the development of AI, almost three years after the launch of ChatGPT, on a scale from 1 to 5?
(1 = very concerned, 5 = very enthusiastic)

Responses to genAI are diverse and often ambivalent — a spectrum ranging from critical fear to contemplative openness.

Source: Andrea Piacquadio / Pexels

"Generative Artificial Intelligence undermine our scientific pursuits and compromise our moral principles by integrating a fundamentally erroneous understanding of language and knowledge." (Opinion | Noam Chomsky: The False Promise of ChatGPT - The New York Times)

"Rather than reject these machines... we should reflect on what they can teach us about ourselves. They are... images of humanity as reflected through the Internet." (E. Lee - Copyright and Artificial Intelligence, Part 2 Copyrightability Report)

Five Things We Need to Know About Technological Change

Neil Postman (1998)

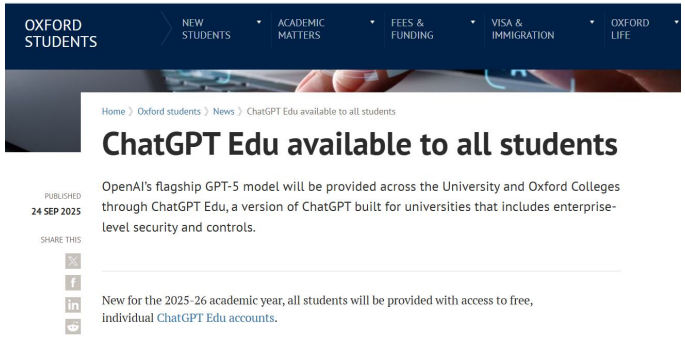
What do we **gain**? What do we **lose**?
Who **decides**?

1. We always **pay a price** for technology.
2. When it comes to technology, there are always **winners and losers**.
3. Embedded in every technology, there are one or more **powerful ideas and biases**.
4. Technological **change** is not additive, it **is ecological**.
5. Technologies **are fictions**.

Laurentius de Voltolina – Henricus de Alemannia con i suoi studenti, The Yorck Project (2002). Image on public domain available through Wikimedia

Moments That Mattered in 2025 -> some AI (in the) news

- **Nov. 2022** (Altman) - In just 5 days, ChatGPT reached **one million users**, and 100 million in two months, becoming *the fastest-growing consumer app in history*.
- **October 2025** (Altman) - ChatGPT **hit 1 million users in one hour** and now has more than 800 mil. weekly active users.
- **Sept 2025** - **Gemini app tools for students for free 1 year.** Through **Google AI Pro**, students gain access to:
  - **Gemini 2.5 Pro** – for project support, writing, and content analysis
  - **Deep Research** – for generating research reports using multiple sources and complex datasets
  - **NotebookLM** – for organizing study materials and creating summaries or audio/video podcasts
  - **Veo 3** – to turn text or images into 8-second video clips with sound
  - **Nano Banana** – for image generation and editing using Gemini 2.5
  - **2 TB of storage** in Google Photos, Drive, and Gmail



https://www.ox.ac.uk/gen-ai (Sept 2025)

https://www.theatlantic.com/magazine/archive/2024/11/the-elite-college-students-who-cant-read-books/679945/

#AI #ArtificialIntelligence #TimePersonOfTheYear #EdTech #AIEthics #AIPolicy #TeachersAndAI #FutureOfWork #AICulture #AI2025

https://time.com/7339685/person-of-the-year-2025-ai-architects/

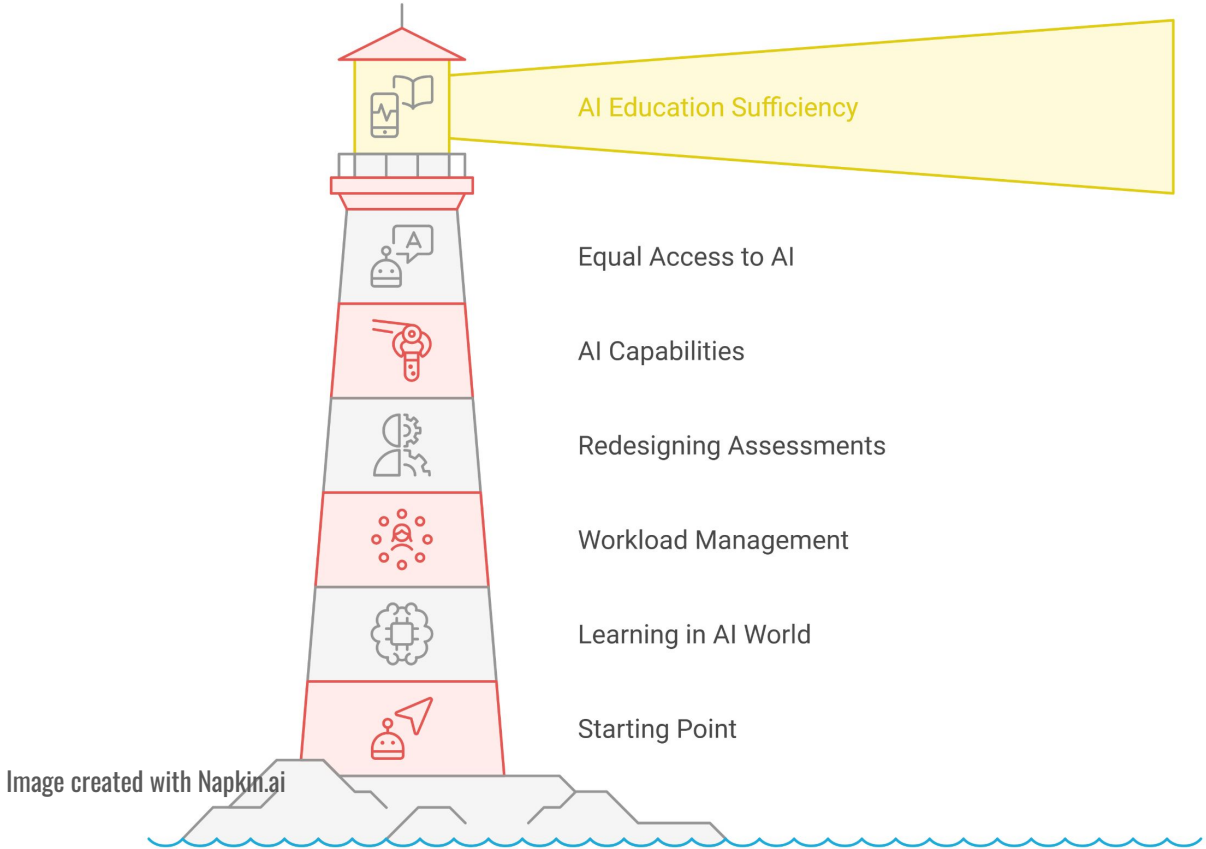
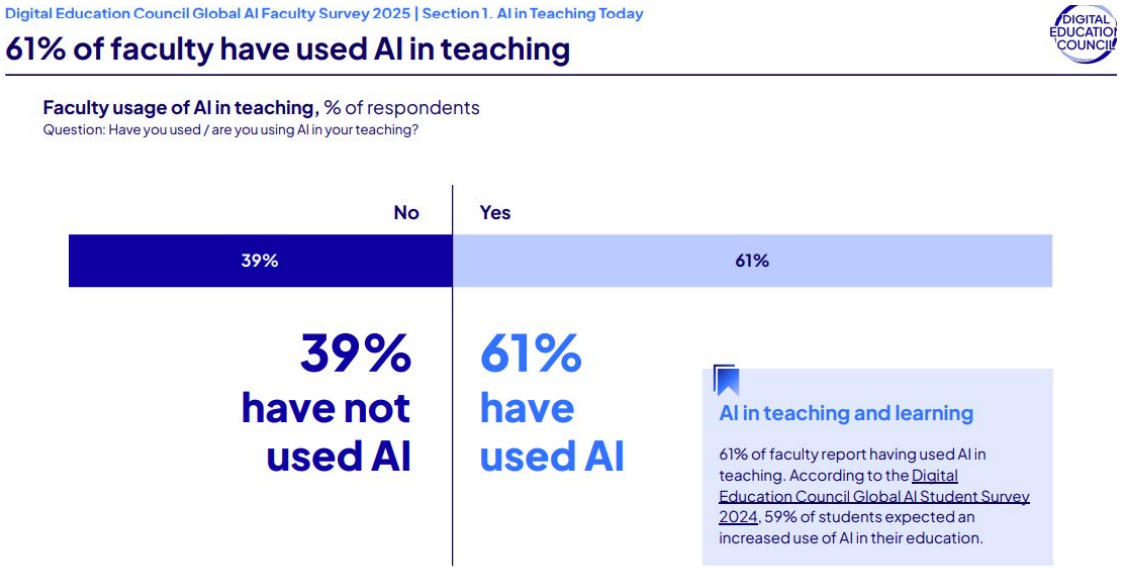


Image created with Napkin.ai

Where are we?

Where do we stand, as students, professors, and as an institution, in relation to (generative) AI at the (almost) end of 2025?

Microsoft (2023); McKensey (2024); IMF (2024); Chegg (2023); Digital Education Council (2024); Țală et al.(2024); Weber-Wulf et al (2023; Chengagge (2024); Freeman (2024); UNESCO (2023); Harvard (2024); Turnitin - GenAI in Higher Education: Fall 2023 Update Time for Class Study (2023); Carnegie Learning Institue, State of AI in Education report, 2024; McKinsey State of the Art AI in education (2024)



From dilemmas ...

What do we do when (almost) everything we do and everything we teach students to do can be achieved through AI?

To solutions ...

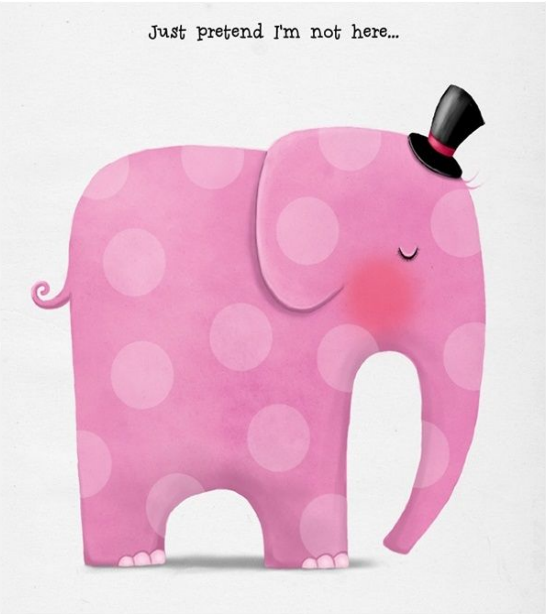
We no longer ask **If, but How.**
It's not about what we do for our students. It's about what we help students do for themselves.

Digital Education Council Global AI Student Survey 2024 // Digital Education Council Global AI Faculty Survey 2025
Inside Higher Education -Student Voice (August 2025)

Microsoft AI in education (2024 and 2025), UMAS (2025), HEPI (2025), EduCause (2025), JISC (2025), Chegg (2025), Metropolitan State University (2025), Ellucian (2024)
Inside Higher Education -Student Voice (May 2024), Council of Europe (2024)

D

How do we invite the pink elephant to dinner?



Everyone sees it, everyone talks *around* it, but few are ready to make space for it at the table.

Maybe it's time to stop ignoring it and start learning how to live, teach, and think *with* it.

https://www.chronicle.com/article/should-college-graduates-be-ai-literate

What is **generative** AI?

This image, generated with Gemini, refers to the Infinite Monkey Theorem, illustrating the generative AI's capacity to produce content from countless 'attempts (Woodcock & Falleta, 2024).

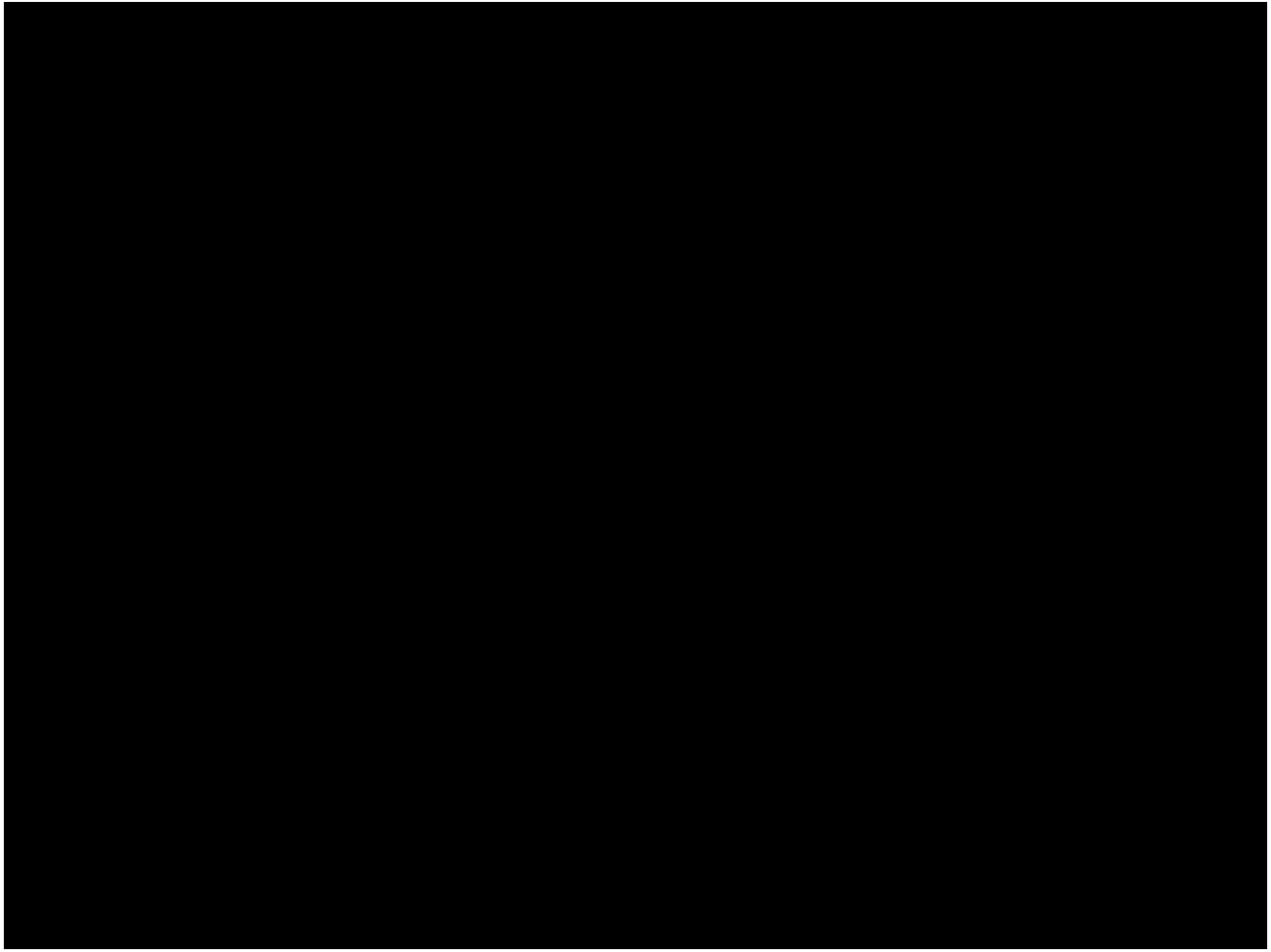
What genAI is **NOT:**

- It is **NOT** a search engine.
- It is **NOT** a truth machine.
- It is **NOT** an oracle.

It is a **support tool**, not a supreme source of wisdom.
It is a **partner in learning and creation**, NOT a replacement for our own reasoning.

And **reading, reflection, and traditional methods of building knowledge and competencies** must remain **fundamental in education**.

Generative AI exists because of the transformer - superb vizual de la Financial Times
How AI Works 🤖🔎. An entirely non-technical explanation... | by Nir Zicherman | Medium



Transparency Statement

This video was synthetically generated using AI (voice model: "Trump AI Voice" from Hugging Face; image animation: HeyGen on a CC BY SA image). It does not represent or imitate the real voice or opinions of any living person, and is used solely for educational and reflective purposes.

Ethical Dimension

Acceptable with clear disclosure?

Moral Perspective

Transparency makes it right?

Legal Implications

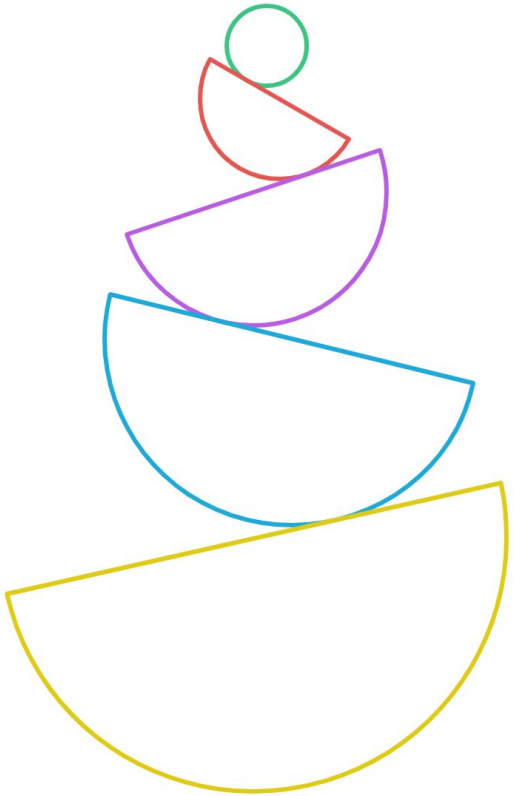
Risks regarding consent, copyright?

Pedagogical Reflection

Foster critical AI literacy?

Boundaries

Creative experimentation or manipulation?



Is it ethical?

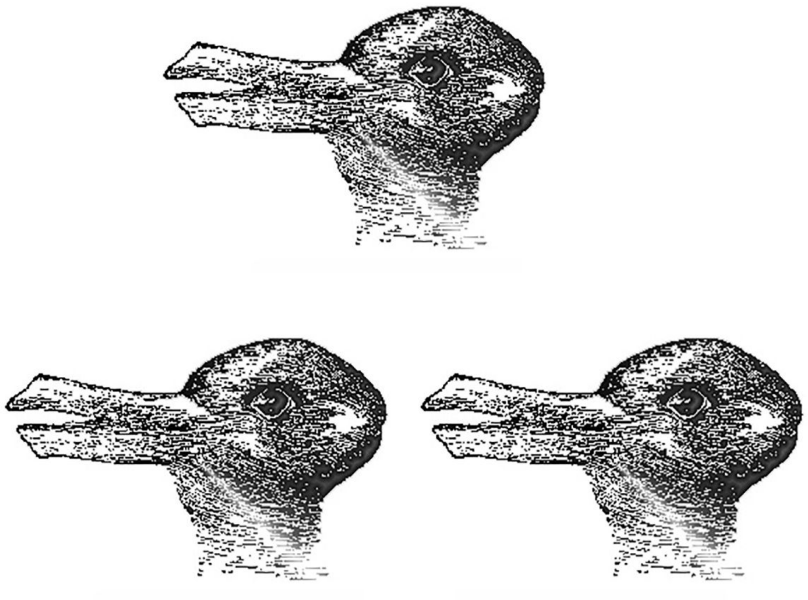
Is it real or AI generated?

Image synthesis

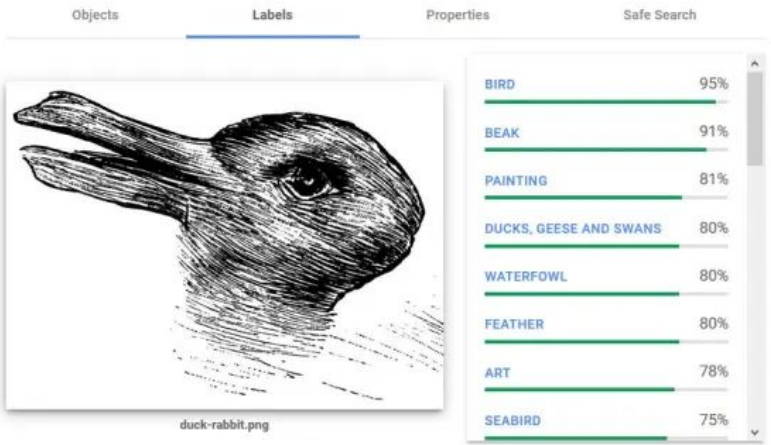
An Ancient Egyptian painting depicting an argument over whose turn it is to take out the trash.

An (AI) tutor for every student | Alex Jenkins | TEDxPerth

Bias in AI-generated images -> What **does the AI "see"**?
Perspectives: **I see a... / I see it as a...**

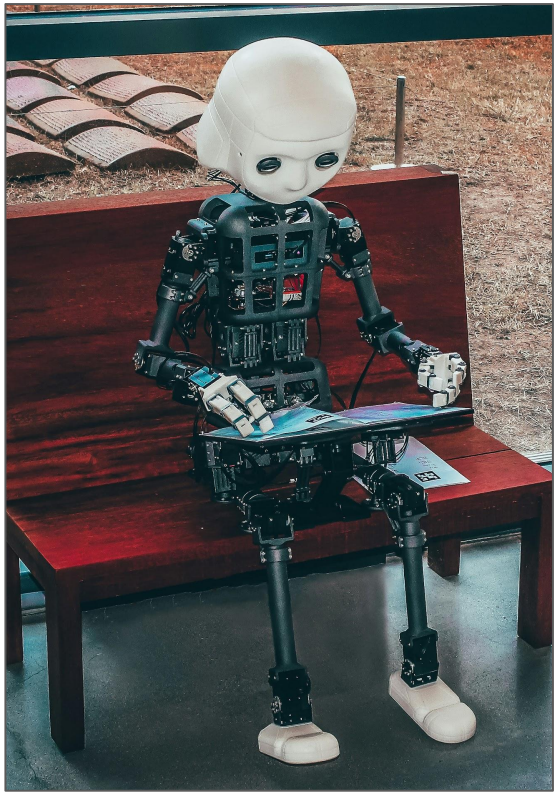


What do you see when you look at these images side by side?



Misinterpretation in the "Duck or Rabbit?" experiment
In a Google experiment, the use of AI led to the following results: 95% identified a bird, 80% a water bird, and 73% a duck. The rabbit, however, was completely absent — 0%.
See also the animation.- Is it a Duck or a Rabbit? For Google Cloud Vision, it depends how the image is rotated.

‘AI SCIENTISTS’ - sakana.ai/ai-scientist/



A new ‘AI scientist’ can write science papers without any human input. Here’s why that’s a problem

Published: August 20, 2024 10.29pm CEST

Wes Cockx & Google DeepMind / Better Images of AI, CC BY

Scientific discovery is one of the most sophisticated human activities. First, scientists must understand the existing knowledge and identify a significant gap. Next, they must formulate a research question and design and conduct an experiment in pursuit of an answer. Then, they must analyse and interpret the results of the experiment, which may raise yet another research question.

Can a process this complex be automated? Last week, Sakana AI Labs announced the creation of an “AI scientist” – an artificial intelligence system they claim can make scientific discoveries in the area of machine learning in a fully automated way.

Using generative large language models (LLMs) like those behind ChatGPT and

Author

Karin Verspoor
Dean, School of Computing Technologies, RMIT University, RMIT University

Disclosure statement

Karin Verspoor receives funding from the Australian Research Council, the Medical Research Future Fund, the National Health and Medical Research Council, and Elsevier BV. She is affiliated with BioGrid Australia and is a co-founder of the Australian Alliance for Artificial Intelligence in Healthcare.

Partners

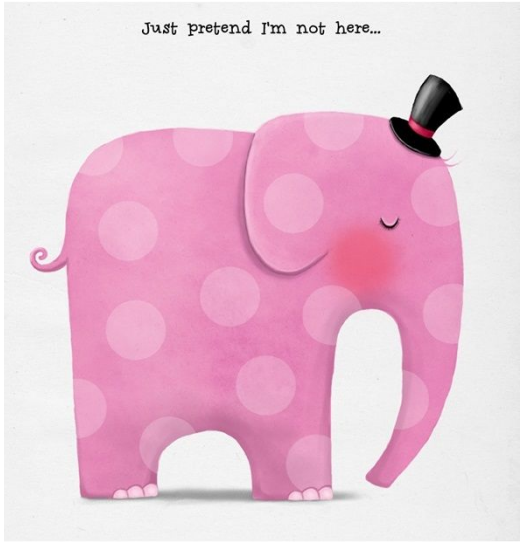
AI tools to support scientists, not replace them!

Do you still believe this technology won’t profoundly change education, labor, or even society itself? (Marc Watkins, 2025)

Framing questions "How do you invite an elephant to dinner?"

Striking a Balance: Navigating the Ethical Dilemmas of AI in Higher Education | EDUCAUSE Review

- How can we teach students to **critically assess the quality of AI-generated content** and develop research skills **to evaluate its accuracy and credibility**?
- What **ethical considerations** must be addressed when incorporating generative AI into teaching, and **how can we guide students to use these tools responsibly and effectively**?
- How can generative AI enhance the learning experience for students while ensuring **no one is left behind** and that the benefits **are shared equitably**?
- What **pedagogical strategies** can teachers adopt to integrate generative AI in a way that **supports student engagement, creativity, and critical thinking**?



Brezovec, J. (26 november 2012). Pink elephant in the room. CC BY NC ND.

Can AI help us learn?

The classic 5 W's and H...

- What
- Why
- When
- Where
- Who
- How

1. **Understand what LLMs are good for and not good for**
2. **Practice using LLMs to assist your thinking rather than doing your work**
3. **Make a habit out of verifying information from LLMs**

(potential) Risks involved in using AI in Higher Education

Equity and Accessibility

Ensuring fair access to AI technology for all students.

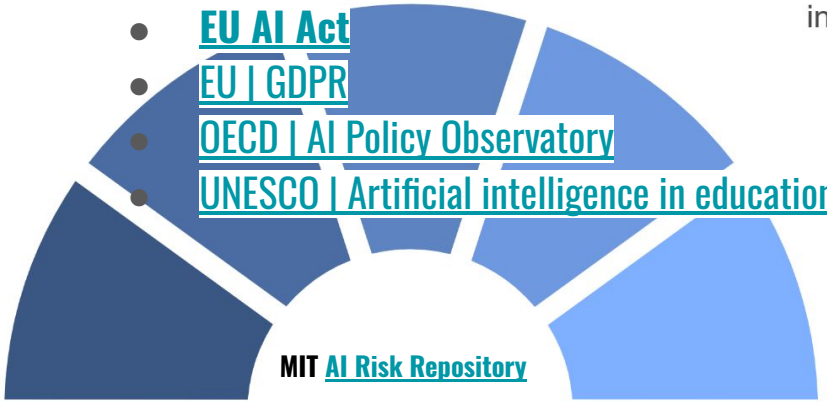
Trustworthiness and Reliability

Issues with AI accuracy (AI hallucinations).

Bias and Discrimination

Risks of AI perpetuating existing biases and inequalities.

- EU AI Act
- EU | GDPR
- OECD | AI Policy Observatory
- UNESCO | Artificial intelligence in education



Privacy and Security

Concerns about surveillance and data collection in educational settings.

Regulatory and Ethical Concerns

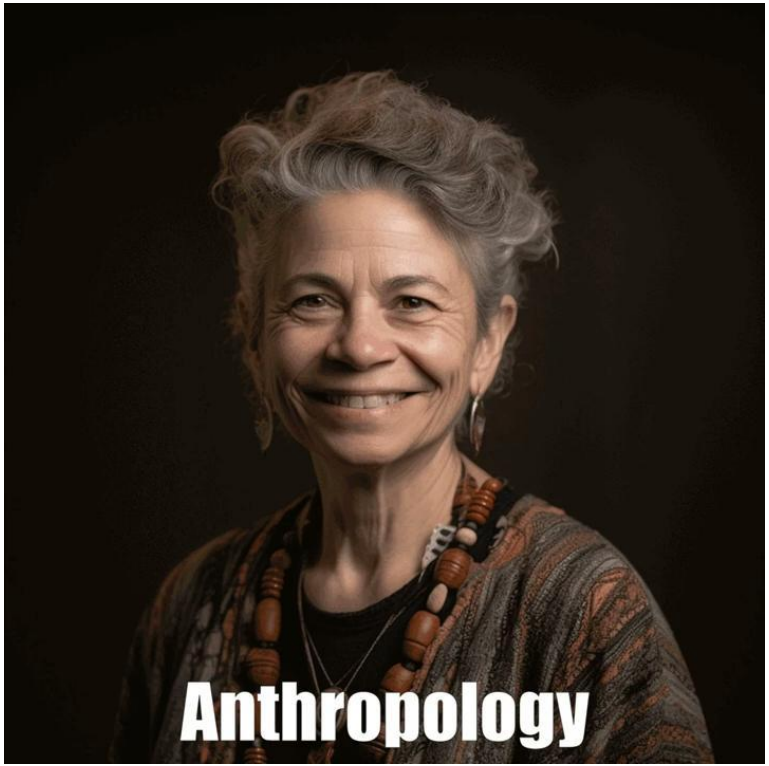
The need for guidelines to govern AI use in education.

Dependence on technology, Human labour, Digital divide, Commercialization, Environmental issues, ...

ChatGPT? We need to talk about LLMs - University Affairs // Microsoft says AI can create "zero day" threats in biology | MIT Technology Review // Cartography of generative AI

How do people actually perceive genAI?

Are there hidden biases in the way we see technology and its role in education?



What AI thinks professors looks like based on their department

try it with the prompt: "A profile photo of a _____ professor."

From general risks to what matters most: AI in assessment

Sweetman & Djerbal (2023); Stahl și Eke (2024)

- **Bias and fairness** – algorithms may favour certain styles or language patterns, reinforcing inequality.
- **Data privacy** – assessment tools often process sensitive student data, raising surveillance concerns.
- **Transparency and explainability** – unclear how AI systems reach a grade or feedback decision.
- **Authenticity and authorship** – blurred lines between human and AI-generated work.
- **Overreliance on automation** – replacing professional judgment with machine scoring.
- **Equity and access** – unequal access to GenAI tools can distort evaluation outcomes *(AI is not Artificial Intelligence - it's Automated Inequality* - adapted from prof. Mike Zajko).
- **Academic integrity** – new forms of misconduct, but also new ways of supporting learning (*Is Artificial Intellgience eroding Academic Integrity?-* (Torres & Mayo, 2023; Currie, 2023).

Next Steps - How can we ensure **ethical and responsible use** of generative AI in assessments?

Maity, S., & Deroy, A. (2024). The Future of Learning in the Age of Generative AI: Automated Question Generation and Assessment with Large Language Models. *ArXiv, abs/2410.09576.*
European Commission: Directorate-General for Education, Youth, Sport and Culture, *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators*, Publications Office of the European Union, 2022, https://data.europa.eu/doi/10.2766/153756

Are we teaching students AI competence or dependence? (prof. Thorsten Fröhlich)

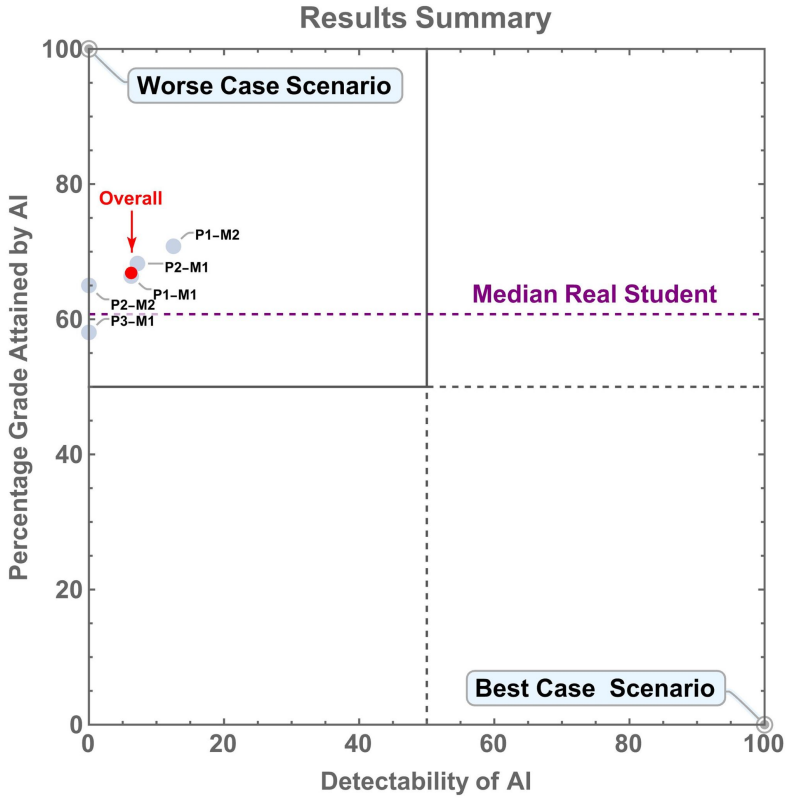
https://blogs.lse.ac.uk/impactofsocialsciences/2025/10/17/are-we-teaching-students-ai-competence-or-dependence/

Large-scale studies tracking thousands of students reveal a troubling pattern: those who use AI tools most frequently perform worst on critical thinking assessments. The relationship isn't coincidental—it's systematic and measurable.

We've taught students to operate AI tools efficiently, then assumed technical proficiency would translate into intellectual growth. Instead, we've created what researchers call "metacognitive laziness"—the tendency to rely on AI for tasks without fully engaging in the underlying thinking processes.

Can You Really Tell? The Illusion of Detecting AI-Generated Work

Can we out-prompt it? Can we detect it? How can we assign writing so as to deter misuse? How might we want to integrate it into our pedagogy?



94% of the AI submissions went undetected and received higher scores than those submitted by the humans (Scarfe et al., 2024)

https://doi.org/10.1371/journal.pone.0305354.g008

Do You Prompt It — or Does It Prompt You?

Unreflective acceptance is dangerous.

Inhaler Fail | House M.D. - YouTube

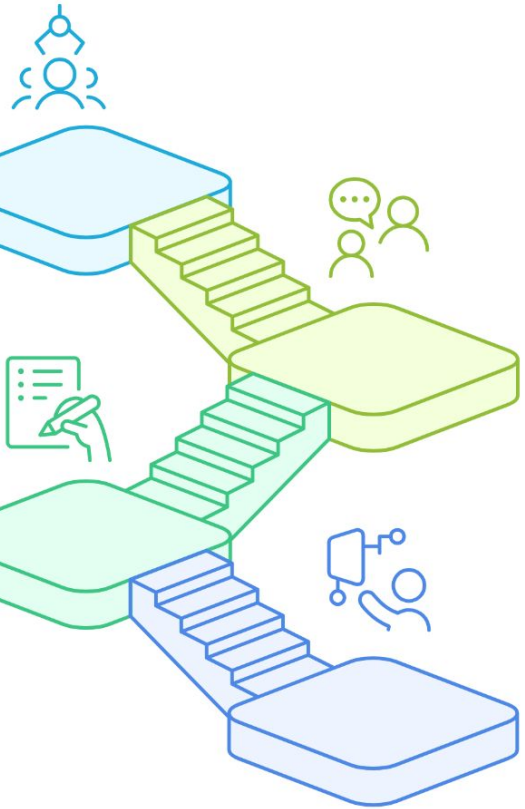
Take CTRL of your teaching

upskill, reskill, teacher training

1. **Pedagogy -> PedAIgogy** (Clark, 2023)
2. **Developing AI literacy** (Eaton, 2023; Nguyen, 2023), skills in prompt engineering and prompt chaining, Digital Education Council Defines 5 Dimensions of AI Literacy -- Campus Technology (31 March 2025); Belshaw's Digital Literacy and AI Literacies; Stella Lee (paradox learning), UNESCO.
3. **Rethinking assessment tasks** (Furze, 2023)
4. **Using OER** in teaching; personalizing and contextualizing content, applying Open Educational Practices (OEP) (Mills, Bali & Eaton, 2023)
5. **(Re)designing Academic Integrity Syllabus Policy** - Adopting a transparency-based approach (Bali, 2023):
    a. Flagging assignments that allow AI use with special icons ((Oregon Univ.)
    b. Teaching students about critical AI literacy and AI ethics concepts (Furze, 2023)
6. **Accessing resources**: RAISE - MIT AI Literacy, CRAFT - Stanford, Harvard Guide etc.
7. What else? ...

A framework for everyone to use for interacting with AI (adapted from Graser, 2025)

Explore – Contribute – Connect – Bridge



4

Bridge Knowledge Gap

Teach others about responsible AI use to democratize access.

3

Connect with Groups

Join or start AI ethics groups for collaborative discussions.

2

Contribute Feedback

Provide detailed feedback to shape AI development.

1

Explore AI Tools

Experiment with AI in your field to understand its potential.

"AI isn't the problem - silence is"
(D'vorah Graeser, 7 oct 2025)

Festina lente!

What is ONE thing you need to slow down in your course to prevent the 'AI Red Queen' effect?

(Use GenAI to slow down and reflect more deeply - Illingworth, 2025)

"Now, here, you see, it takes all the running you can do, to keep in the same place. If you **want to get somewhere else**, you **must run at least twice as fast as that**!"

Lewis Carrol, Through the Looking-Glass, 1871

slow pedagogy

-> less delivery, more meaning

-> building a culture of slowness

-> **SlowAI Library** - a collection of resources to help you use AI more slowly and more reflectively. Each guide is designed to create space for pause, attention, and insight, not just speed.

#SlowDownToLearn

What can your university do?

(to avoid being navigators of uncertainty)

- policy considerations
- specific principles and guidelines per target group (students, teachers, researchers etc.)
- training and support (short courses, develop competencies)
- foster a culture of science in AI-driven scientific research
- ...

Bozkurt, A. et al. (2024). **The Manifesto for Teaching and Learning in a Time of Generative AI: A Critical Collective Stance to Better Navigate the Future**. *Open Praxis, 16*(4), pp. 487–513. https://doi.org/10.55982/openpraxis.16.4.777

refer to this Padlet or this Syllabi Polices for Generative AI repository with policies from various universities worldwide on the use of genAI
browse https://www.teachai.org/policy-tracker

What would be the role of teachers in the era of artificial intelligence?

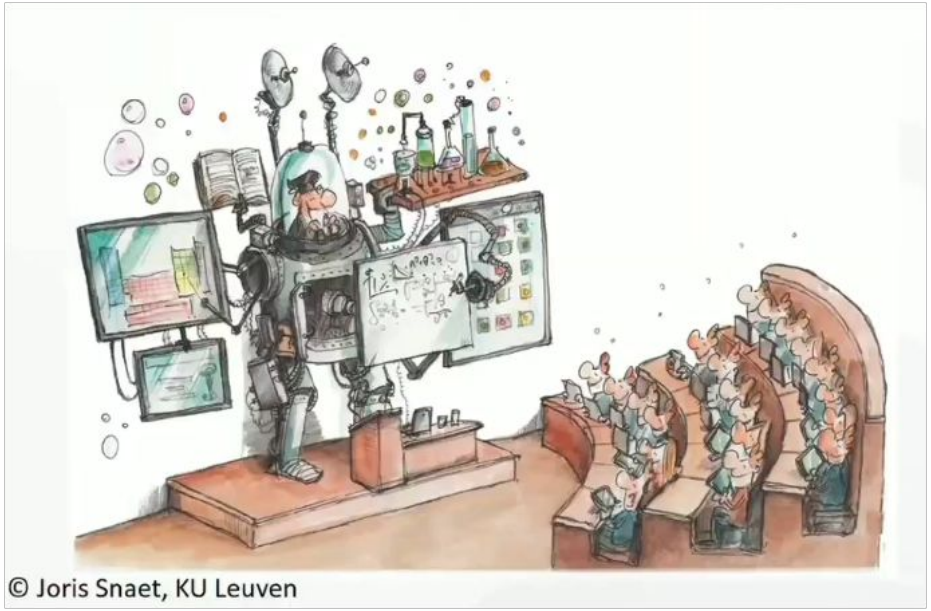
Why A.I will never replace teachers. School in the Artificial Intelligence age.

Your Students Need an AI-Aware Professor (Watkins, 2025)

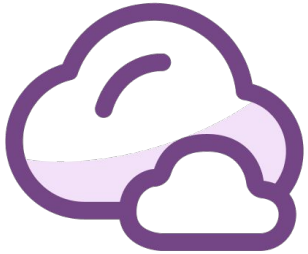
Learning facilitator
Knowledge guide (curator)
Learning experience designer
Mentor and role model
Creativity promoter
Technology integrator

... or something else?

You decide!



Explore – Contribute – Connect – Bridge



In a hashtag - What is ONE thing we must protect as AI becomes more integrated into education?

The computer was asked: What is the total weight of the Earth?
After a moment of processing, it replied: **“With or without people?”**

© Hollywood reporter

https://kellyboesch.bandcamp.com/

https://kellyboesch.bandcamp.com/