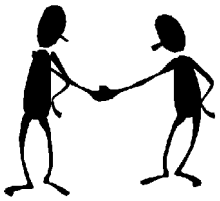
HAIGAZIAN UNIVERSITY
OR Dialog Letter
An e-publication for a better university life

***QUOTE* of the Issue**

"AI is neither good nor evil. It's a tool. It's a technology for us to use."

Oren Etzioni (1964-) (American Entrepreneur)

2024
April
Issue 26



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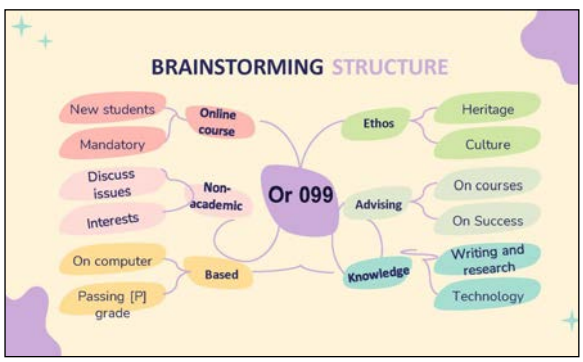
By Rainey Vihara Harsha Kumar Arumapperumarachchi (FL22)



By Tsoler Messia Avakian (FL23)

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Why HU Orientation Program is Exceptional!

Our world today is characterized by volatility, uncertainty, complexity, and ambiguity—an environment often referred to as a VUCA world. In these challenging times, a transformative shift in our perspectives and attitudes is imperative. It calls for a re-evaluation of our goals and the means we employ to achieve them. As we find ourselves in an era dominated by the creation of knowledge, universities hold a crucial role in evolving from information consumers to knowledge generators.

The rise of AI and the unstoppable march of technology urge us to contemplate the continuity of our lives in this digital era. Flourishing demands a warm embrace of innovative thinking and solutions. Whether as institutions or individuals, the *status quo* is not an option. Our commitment as world citizens to continuous learning—through reskilling, upskilling, or the adoption of entirely new skill sets, is not just desirable, but imperative. This principle resonates across professions and social roles, as growth is intrinsically tied to dedicated training and persistent practice.

In light of these imperatives, the Orientation Office has meticulously crafted a comprehensive program that seamlessly merges on-campus and online elements. This journey promises to introduce new undergraduate learners to the multifaceted experiences HU offers—ranging from academic pursuits to cultural enrichment and dynamic social engagement.

But why, the reader might ask, is the Orientation Program truly exceptional? The answer lies in its unparalleled uniqueness, its deep-seated significance, and its pivotal role in preparing HU learners to confront the challenges presented by the rapid advances in technology. Furthermore, it addresses the imperative for diverse learning, literacy, and social skill sets demanded by the complex landscape of the 21st century. This program extends beyond mere adaptation to academic and social changes; it's about embracing and actively shaping the evolving narrative of higher education on both global and local scales.

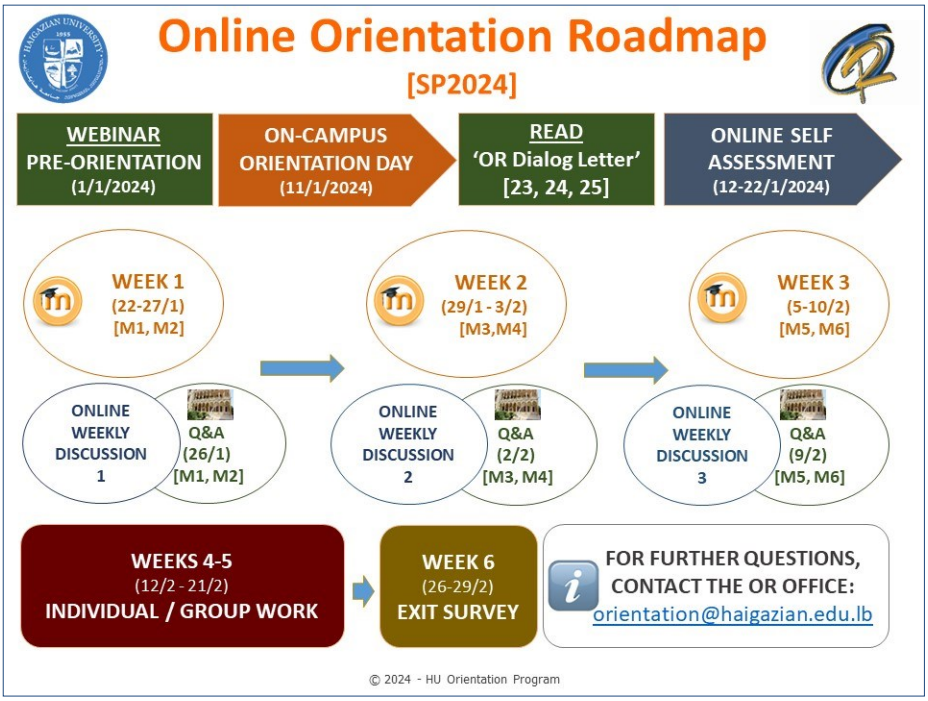
The online orientation course (OR099) awaits all undergraduate learners during their first weeks at Haigazian University. This course is not simply a requirement; it stands as a foundational cornerstone of the learners' expedition. Designed to seamlessly integrate into their holistic development, it symbolizes a singular stride among the many steps in their lifelong learning odyssey—a voyage spanning thousands of miles, flourishing on the fusion of theoretical insights and practical applications.

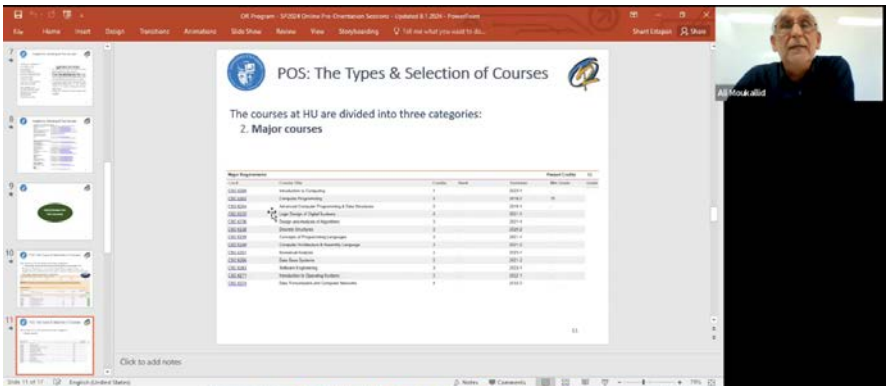
Finally, the OR Team is proud of HU well-designed, well-structured, well-managed, well-delivered, and well-received Orientation Program. What mirror this wellness are the following words expressed by most participants: informative, beneficial, fun, necessary, and inspiring. Last but not least, the OR Team is excited to introduce AI in higher education in this special issue of the OR Dialog Letter.

Dr. Berge Traboulsi, *Orientation Program Director*

Major Characteristics

- Emphasis on Student Well-being
- Accessibility
- Holistic Approach
- Comprehensive Content
- Student Support Services
- Blended Program
- Synchronous and Asynchronous Learning
- Flexibility in Delivery
- Structured Assessment
- Feedback and Evaluation
- Continuous Improvement
- Engagement Strategies
- Community Building
- Transparency and Communication





The pre-Orientation webinars, which are conducted via ZOOM, are useful in facilitating the advising process. Accepted students are introduced to various practical steps to register for their undergraduate courses.

On-Campus OR Days

⇒ A Warm Welcome

⇒ Intro to Student Life

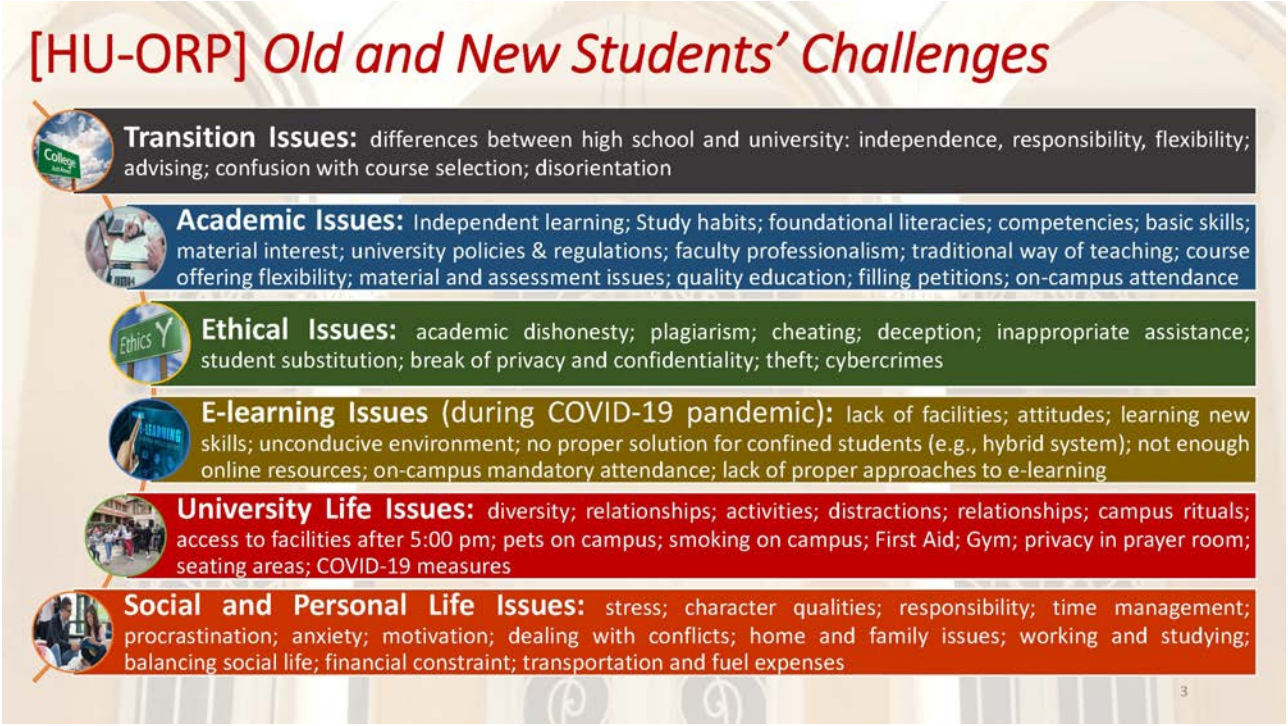
⇒ Intro to Spiritual Life

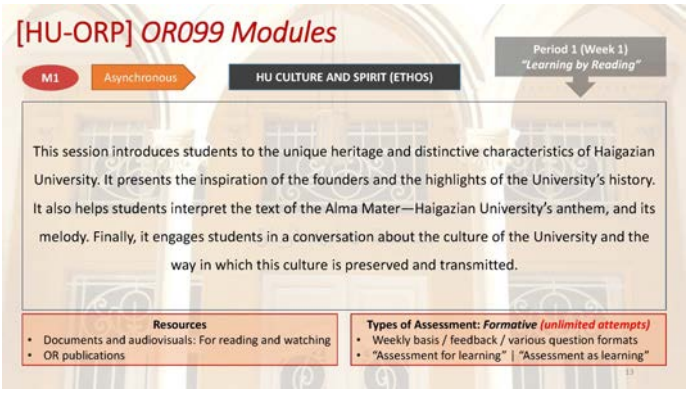
⇒ Intro to OR099

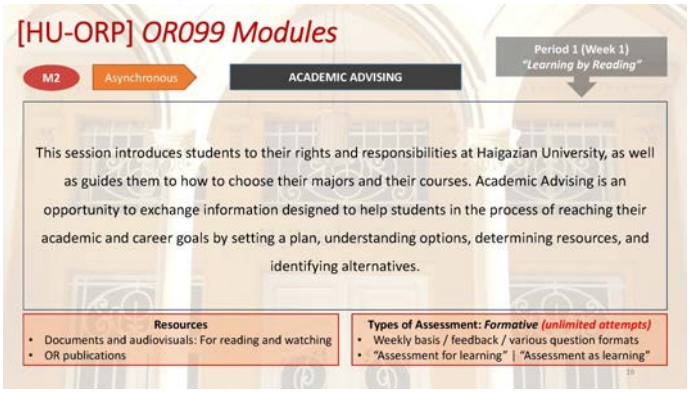
The OR Assistants, who belong to various faculties and majors, are thrilled to help during the OR Days and the various on-campus OR099 sessions. They are dedicated to HU Motto: Truth, Freedom, Service.

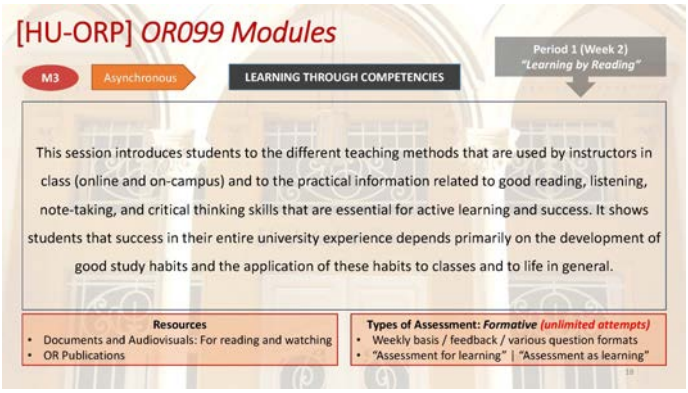
AY2022-2023

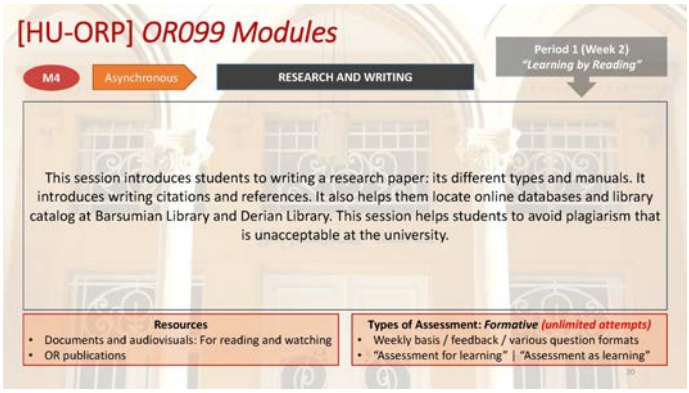
AY2023-2024

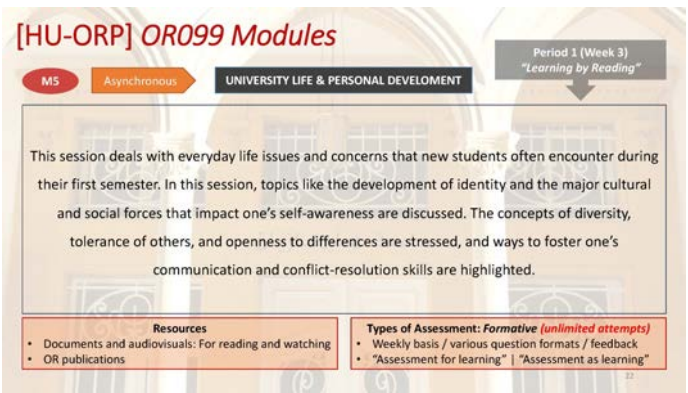


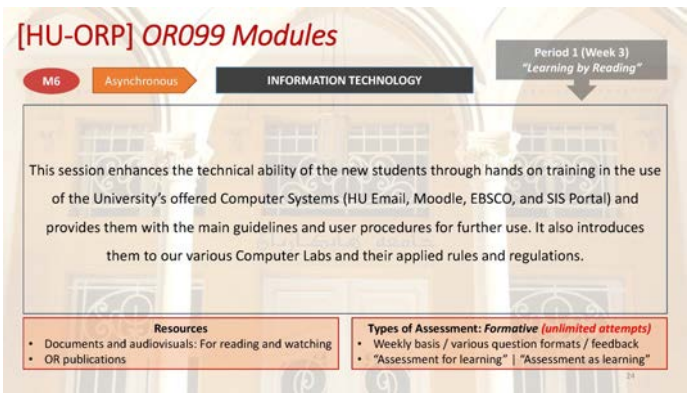












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OR 099 participants are encouraged to work on a final project that reflects creativity and innovation in order to meet all requirements for passing the Orientation course.

By Saja Ali Hachem (FL22)

By Melanie Krikor Tchakerian (SP24)

By Palig Stephan Boyni Kara (FL22)

By Aginta Karoun Vartan Balabanian (FL22)

I ≤ 10% | P ≥ 90%

Student Incomplete Factors Influencing OR099 Pass Rates

1. Limited awareness	5. Mental health issues	9. Communication issues
2. Disorganization	6. Mismatch of expectations	10. Skills issues
3. Disinterest	7. Peer influence	11. Language barriers
4. Personal challenges	8. Technology challenges	12. Character issues

Check Moodle Daily!

Check Outlook Daily!

1. Activity	2. Benefit	3. Commitment
Participate in all activities Keep deadlines Reach out	Set goals Embrace opportunities Reflect and apply	Make learning a priority Engage consistently Take initiative

Enjoy Teamwork!

Stay Safe!

- A detailed Orientation Program ensures that the students are fully equipped for academic and personal success.
- OR099 provides vital information and skills crucial for a smooth transition and academic success.
- Flexibility allows for personalized learning experiences tailored to individual needs and schedules.
- A zero-credit OR099 course doesn't diminish its importance; it's about preparing learners for success beyond credits.
- The Orientation Program may feel stressful at first, but it's meant to give undergraduate learners important skills and knowledge for university. Its benefits are worth any short-term stress because it helps them grow academically and personally.
- Orientation isn't just about getting oriented; it's about maximizing university experience and opportunities.

Master OR099, Excel at HU!

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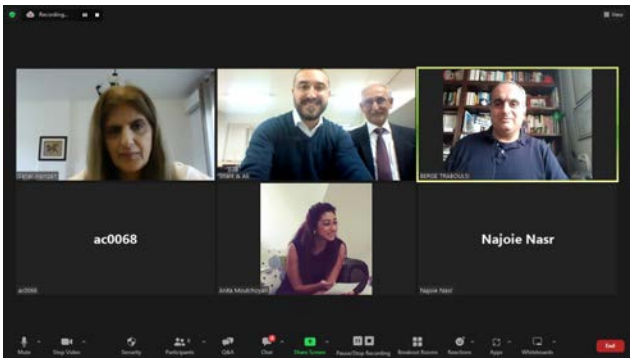
The Orientation Office had an online meeting on March 24, 2023, to introduce ChatGPT and discuss some basic challenges and opportunities. It was decided to introduce this AI tool to all new undergraduate students. A PPT was prepared to share with all OR099 participants on Moodle and during OR sessions. Moreover, the OR Faculty team shares regularly valuable materials (Videos & Articles) on their WhatsApp group.



What is ChatGPT?

"ChatGPT is an AI model that generates human-like text responses based on the input it receives. It's used for various applications like chatbots and content generation, but users should be cautious of its limitations and use it ethically."

The Principles of AI Ethics

1. Fairness
2. Transparency
3. Accountability
4. Privacy
5. Beneficence
6. Non-maleficence
7. Robustness and Reliability
8. Collaboration
9. Long-term Safety
10. Equity
11. Human Control
12. Environmental Responsibility

10 commandments for using ChatGPT

1. Thou Shalt Verity Information.
2. Thou Shalt Not Promote Falsehoods.
3. Thou Shalt Protect Privacy.
4. Thou Shalt Not Engage In Hate Speech Of Harassment.
5. Thou Shalt Use Ai Ethically.
6. Thou Shalt Not Plagiarize.
7. Thou Shalt Use AI to Assist, Not to Replace.
8. Thou Shalt Address Biases.
9. Thou Shalt Not Generate Harmful Content.
10. Thou Shalt Educate and Inform.

10 Advantages of ChatGPT

1. Versatility
2. 24/7 Availability
3. Scalability
4. Language support
5. Consistency
6. Efficiency
7. Reduced Costs
8. No Emotional Bias
9. Accessibility
10. Innovation

10 Disadvantages of ChatGPT

1. Lack of Understanding
2. Biased Outputs
3. No Empathy
4. Limited Knowledge
5. Potential for Misuse
6. Dependency
7. Data Privacy
8. No Creativity
9. Technical Issues
10. Ethical Concerns

15 Practical Tips for ChatGPT Usage

1. Understand its Capabilities
2. Use it Responsibly
3. Verify Information
4. Privacy Matters
5. Check for Bias
6. Clear and Specific Questions
7. Experiment and Learn
8. Respectful Interactions
9. Proofread and Edit
10. Cite Properly
11. Diverse Perspective
12. Practice Critical Thinking
13. Save and Organize
14. Feedback is Valuable
15. Continuous Learning

BE CAREFUL OF FABRICATION AND HALLUCINATION!

All answers to specific prompts were given by OpenAI (ChatGPT 3.5) on September 14, 2023.

A Must Read Article by Paul Thagard (*Psychology Today,* February 23, 2023)

Why Is ChatGPT So Smart and So Stupid?

Bloom's Taxonomy and ChatGPT: List of Key Verbs and Prompts

	Verbs | Prompts | Examples
Creating	**Verbs:** Create, Generate, Design, Invent, Construct, Devise **Prompts:** Can you create a... that...? How would you design... to...? Invent a new way to...? Can you develop a plan for...? **Examples:** Create a multimedia presentation about a historical event. Design an experiment to test a hypothesis. Invent a new product to solve a common problem.
Evaluating	**Verbs:** Evaluate, Judge, Critique, Assess, Justify, Recommend **Prompts:** Can you evaluate the effectiveness of...? Do you agree or disagree with...? Why? What criteria would you use to judge...? What is your opinion on...? **Examples:** Evaluate the impact of social media on society. Justify your choice of solution to the problem. Critique the author's argument.
Analyzing	**Verbs:** Analyze, Compare, Contrast, Differentiate, Investigate, Examine **Prompts:** Can you analyze...? How do... and... compare/contrast? What are the causes of...? What evidence supports...? **Examples:** Analyze the characters' motivations in the story. Compare and contrast the two political systems. Investigate the factors contributing to climate change.
Applying	**Verbs:** Apply, Use, Demonstrate, Solve, Implement, Execute **Prompts:** How would you use... to...? Can you demonstrate...? Solve the following problem using...? What would happen if...? **Examples:** Apply the scientific method to conduct an experiment. Solve the equation for x. Demonstrate how to use a microscope.
Understanding	**Verbs:** Explain, Summarize, Interpret, Describe, Paraphrase, Classify **Prompts:** Can you explain...? How would you summarize...? Can you describe...? What is the main idea of...? **Examples:** Explain the concept of supply and demand. Describe the process of photosynthesis. Summarize the plot of the novel.
Remembering	**Verbs:** Recall, Recognize, Identify, List, Define, Memorize **Prompts:** Can you recall...? What is...? How would you define...? Can you list...? **Examples:** Recall the main events in the story. Identify the parts of a cell. List the countries in South America.

All answers are provided by OpenAI (ChatGPT 3.5) on March 20, 2024.

A Must Read Article by Christine Rivers and Anna Holland
(*Times Higher Education*, August 30, 2023)

How can generative AI intersect with Bloom's taxonomy?

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Revolutionizing Education: The Top Ten AI-Powered Tools for University Students

By Shant Estepan, *PhD Candidate*

Artificial intelligence (AI) has become increasingly widespread in a variety of areas, including education. With the rapid growth of technology, thanks to firms like Open AI, AI technologies have emerged as essential resources for students looking to improve their learning experiences.

Here are the top ten AI-powered educational tools and their benefits for university students.

	ChatGPT is an AI language model designed to assist with various text-based tasks and conversations.
	Quillbot is an AI paraphrasing tool that helps rewrite sentences or paragraphs in a different way while retaining the original meaning.
	Grammarly is a writing assistant tool that helps improve grammar, punctuation, style, and tone in writing.
	Dalle-2 is an artificial intelligence model developed by OpenAI that generates images from textual descriptions.
	Gemini, formerly known as Bard, is a generative artificial intelligence chatbot developed by Google.
	Mendeley is a reference manager and academic social network that helps researchers organize their research, collaborate with others online, and discover the latest research.
	Canva is a graphic design platform that allows users to create a variety of visual content such as presentations, social media graphics, posters, and more, using pre-designed templates and a drag-and-drop interface.
	Tutor.ai offers personalized lesson plans, progress tracking, and calendar reminders for focused and effective studying.
	Otter.ai is an AI-powered transcription service that automatically transcribes audio recordings into text, making it easier to capture and review conversations, interviews, meetings, and lectures.
	Duolingo is a language-learning platform that offers courses in numerous languages through Interactive exercises, games, and lessons.

The top ten AI-powered educational tools we've discussed cover a wide range of uses, from language support to research management and design assistance. These tools not only make academic tasks easier but also allow students to tailor their learning experiences, catering to different styles of learning and providing easy access to resources.

Looking forward, AI's role in education will continue to grow, fueled by advancements in machine learning and other technologies. With AI leading the way, both educators and students can look forward to a future where learning is more personalized, accessible, and engaging.

In summary, integrating AI into education offers exciting possibilities for reshaping how we learn. By embracing these technologies and making the most of their capabilities, we can create a more dynamic and inclusive learning environment, empowering students to succeed in an ever-changing world.

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The OR Office conducts the OR099 Exit Survey, every semester, and gathers information about the learners' experiences, achievements, challenges, needs and problems in order to better serve and orient HU learners in the future.

NB: The Exit Survey Questions were prepared by Dr. Berge Traboulsi, Ms. Sahar Hamzeh, and Dr. Najoie Nasr.

Report on OR099 Exit Survey: Main Results of the AY2023-2024

Najoie Nasr, *DBA* *(OR Faculty)*

- The following report is based on the results of Fall 2023 OR099 Exit Survey. This semester was used as representative of the AY2023-2024 Exit Survey as its results are similar to Spring 2024 with more students represented during Fall.
- 90 students out of 128 (70.31%) took the Exit Survey during Fall 2023 semester. 19 students out of 28 (67.85%) took it during Spring 2024 semester.

Section 1: Classification Questions

- 62.22% of the students are from Arts and Sciences.
- 76.6% Sophomore
- 86.67% joined OR099 during regular registration.

Section 2: General questions about OR099 online presence and course organization.

- The majority found Moodle OR099 Page well-organized (61.11%) and 33.3% found it moderately organized. Only 5.56% found it poorly organized.
- A vast majority (96.67%) of students checked the Orientation content on HU website.
- The majority (88.89%) attended the Pre-orientation Webinar. 74.44% of the students felt this session was needed to meet their advisor and register their courses smoothly.
- 92.22% attended the on-campus orientation day. During this day, the "Student-life session" was mostly informative (62.22%); same for the "Introductory session" (63.33%).
- On a scale from 1 strongly disagree to 5 strongly agree, 42.22% of the students agreed and 23.33% strongly agreed that they got a clear idea on how to start OR099 course.
- On a scale from 1 strongly disagree to 5 strongly agree, 36.67% of the students agreed and 42.22% strongly agreed that OR099 Moodle platform was user-friendly.
- Around 70% agreed or strongly agreed that OR099 online course was easy to navigate.
- Around 76.67% either agreed or strongly agreed that the objectives of OR099 were clearly stated.
- Around 73.34% agreed or strongly agreed that the instructions concerning the online assignments were clear.
- Around 74.44% found that the OR099 Workload was in general moderate.

Section 3: Learning Experience and Modules

* In agreement = Agree + strongly agree

	[M1] Culture	[M2] Advising	[M3] Learning	[M4] Research	[M5] University Life	[M6] IT
The module content was valuable. (5-point Likert scale)	71.11% in agreement* [FL2020: 64.36%]	75.55% in agreement* [FL2020: 65.35%]	74.45% in agreement* [FL2020: 58.42%]	73.34% in agreement* [FL2020: 60.4%]	73.33% in agreement* [FL2020: 67.33%]	74.44% in agreement* [FL2020: 76.24%]
The concepts were clearly explained in the learning material. (5-point Likert scale)	76.67% in agreement* [FL2020: 75.25%]	76.67% in agreement* [FL2020: 64.36%]	77.78% in agreement* [FL2020: 69.31%]	73.33% in agreement* [FL2020: 62.37%]	76.67% in agreement* [FL2020: 74.26%]	80% in agree-ment* [FL2020: 77.23%]
Quiz was effective for Learning. (5-point Likert scale)	71.11% in agreement*	76.67% in agreement*	74.44% in agreement*	73.33% in agreement*	71.11% in agreement*	73.33% in agreement*
The asynchro-nous learning assignment was (easy, moderate, difficult)	N/A [FL2020: 68.32% moderate]	N/A [FL2020: 73.27% moderate]	77.78% moderate [FL2020: 69.31%]	74.44% moderate [FL2020: 65.35%]	60% moderate [FL2020: 70.3%]	N/A [FL2020: 45.54% easy and 45.54% moderate]
The time allo-cated for the asynchronous assignment was (enough, not enough)	N/A [FL2020: 80.2% enough]	N/A [FL2020: 84.16% enough]	85.56% enough [FL2020: 80.2%]	88.89% enough [FL2020: 78.22%]	84.44% enough [FL2020: 85.15%]	N/A [FL2020: 84.16% enough]

- 98.89% activated their HU email.
- 94.44% uploaded their photo on Moodle.
- 80% are aware of the ethical use of ChatGPT.
- 92.22% felt the asynchronous assignments aligned with OR099 objectives.
- Students enjoyed mostly working on the final project (50%) followed by working on the quizzes (38.89%).
- 47.78% of the students felt that OR099 objectives were completely achieved by the end of the Orientation period and 37.78% felt they were mostly achieved.
- 33.33% of the students either agreed or strongly agreed on the following statement: “OR099 helped me in my other courses.”
- OR099 helped students overcome difficulties they have in the following areas: Critical thinking (51.11%), analytical thinking (27.78%) and evaluating (27.78%).
- Upon completion of OR099, only 23.33% still have difficulties with time management.

Section 4: Recommendations for OR099

- The majority of students expressed that they did not have specific preferences for additional activities during the on-campus orientation sessions. Some students mentioned they found the topics covered to be sufficient and beneficial. However, a few students suggested activities such as a campus tour, interactive sessions, games to improve teamwork, or discussions on managing time between university and work life. Overall, while some students had suggestions for enhancing the orientation experience, many felt that the topics already covered were adequate.
- The responses varied, but many students expressed satisfaction with the topics covered during the online activities and did not have specific topics or activities they wished were included. Some students found that the topics covered are sufficient and beneficial, while others appreciated the effort put into organizing the orientation activities. However, a few students suggested improvements such as including more information about the university or adding a recommendation box for student input. Overall, while there were some suggestions for enhancements, many students found the online activities to be informative and helpful as they were.
- 70% of the students would recommend OR 099, 16.67% are not sure if they would recommend it and only 13.33% would not recommend it.
    - OR099 is recommended by students because it provides comprehensive information about Haigazian University, helps in acquiring useful skills such as critical thinking, aids in the transition from school to university life, assists in navigating academic challenges, fosters a sense of belonging to the university community, and facilitates bonding and friendships among students. Additionally, it enhances understanding of university culture, history, and values, while also promoting essential skills like time management and ethics.
    - Students may not recommend OR099 due to perceptions of it being a waste of time, lacking inspiration, and containing uninteresting topics. Some may find it unnecessary, preferring to learn about the university through personal experience or guidance from older students. Additionally, concerns about stress, the perceived redundancy of assignments and tests, and doubts about the effectiveness of the orientation program may contribute to a lack of recommendation.

Section 5: Personal Experience about OR099

- Overarching answer is: **"It was informative and helpful."**
- Based on the responses provided, the experience of students with OR099 varied widely. Many found it to be informative, engaging, helpful, and beneficial, providing valuable insights into university life, aiding in navigation through academic challenges, and fostering a sense of belonging. Some students expressed positive sentiments, such as enjoyment, inspiration, and enhancement of skills and knowledge. However, there were also negative experiences noted, with some finding it unnecessary, uninteresting, or even stressful. Overall, while OR099 seemed to have a positive impact on many students, there were also areas for improvement and varying perceptions of its effectiveness.

Section 6: OR099 in Words

- The following words were the most repeated: informative, helpful, fun, interesting, beneficial, inspiring, educational, effective, necessary, and easy.

"OR099 would help new students adapt to HU and reduce anxiety; it would also help in smooth transition from school to university."

PORTAL - REPORTED FINAL GRADES

Moodle Pix & HU Email Activation: 5%
Pre-Orientation Self-Assessment Participation: 5%
6 Quizzes: 30% [5% each]
Learning Assignments (30%): Modules 3, 4, and 5 [10% each]
Final Project: 25%
OR099 Exit Survey Participation: 5%

"Generative AI (GenAI) is an artificial intelligence (AI) technology that automatically generates content in response to prompts written in natural-language conversational interfaces." (p. 8)

"AI must not usurp human intelligence. Rather, it invites us to reconsider our established understandings of knowledge and human learning. It is my hope that this guidance will help us redefine new horizons for education and inform our collective thinking and collaborative actions that can lead to human-centered digital learning futures for all." (Stefania Giannini, *UNESCO Assistant Director-General for Education*) (p. 2)

"While GenAI can produce new content, it cannot generate new ideas or solutions to real-world challenges, as it does not understand real-world objects or social relations that underpin language. Moreover, despite its fluent and impressive output, GenAI cannot be trusted to be accurate. Indeed, even the provider of ChatGPT acknowledges, 'While tools like ChatGPT can often generate answers that sound reasonable, they cannot be relied upon to be accurate.' (OpenAI, 2023). Most often, the errors will go unnoticed unless the user has a solid knowledge of the topic in question." (p. 8)

2. Controversies around Generative AI and their Implications for Education

2.1 Worsening digital poverty
2.2 Outpacing national regulatory adaptation
2.3 Use of content without consent
2.4 Unexplainable models used to generate outputs
2.5 AI-generated content polluting the internet
2.6 Lack of understanding of the real world
2.7 Reducing the diversity of opinions and further marginalizing already marginalized voices
2.8 Generating deeper deepfakes

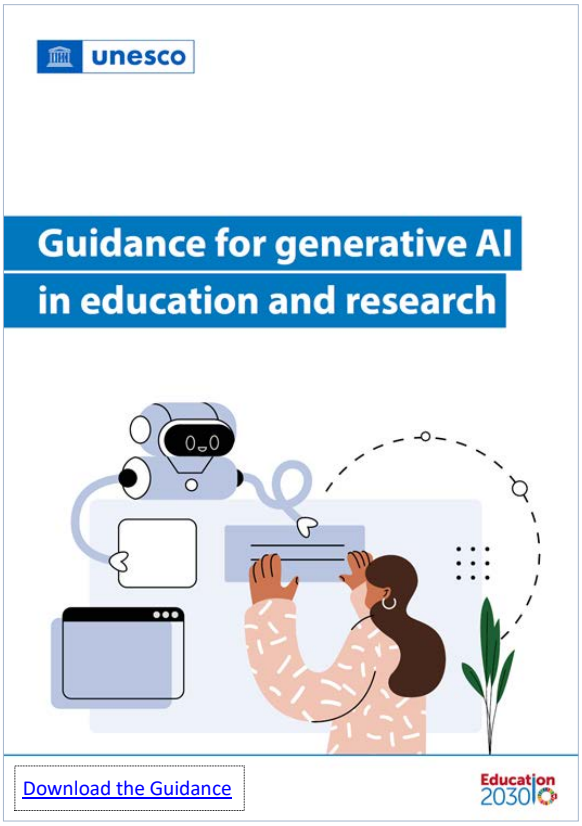
(pp. 14-17)

UNESCO Digital Learning Week

(4-7 September 2023)

Stefania Giannini, *UNESCO Assistant Director-General for Education*
Digital learning and AI in education: UNESCO's integrated vision

"Generative AI can be a tremendous opportunity for human development, but it can also cause harm and prejudice. It cannot be integrated into education without public engagement, and the necessary safeguards and regulations from governments. This UNESCO Guidance will help policymakers and teachers best navigate the potential of AI for the primary interest of learners." (Audrey Azoulay, *UNESCO Director General)*

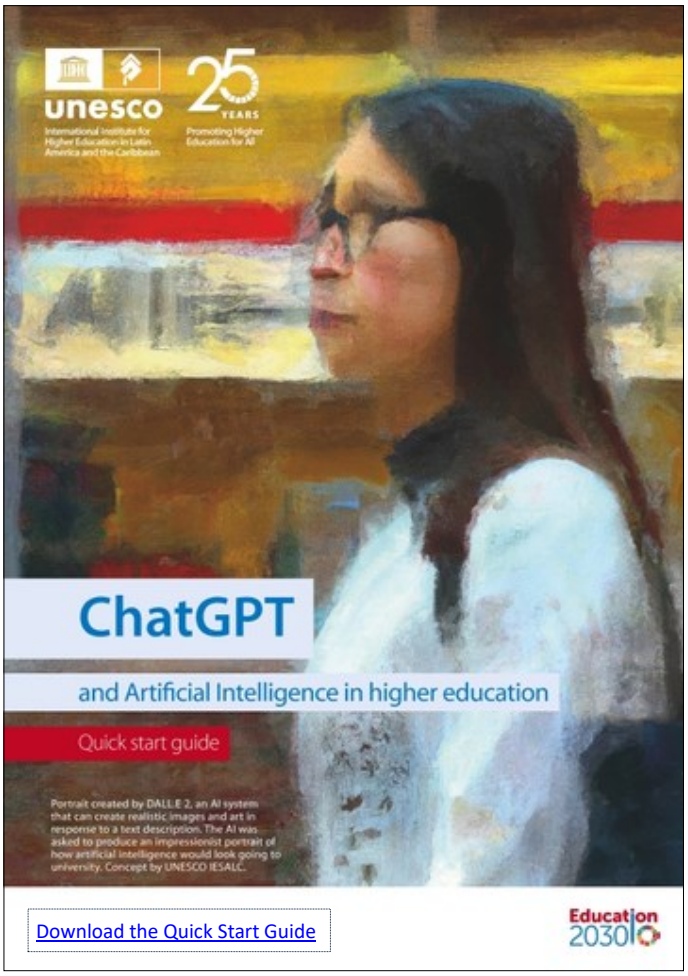


The Guidance

- *"looks into what GenAI is and how it works, presenting the diverse technologies and models available"*
- *"identifies a range of controversial ethical and policy issues around both AI in general, and GenAI specifically"*
- *"discusses the steps and key elements to be examined when seeking to regulate GenAI based on a human-centered approach – one that ensures ethical, safe, equitable and meaningful use"*
- *"proposes measures that can be taken to develop coherent, comprehensive policy frameworks to regulate the use of GenAI in education and research"*
- *"looks into the possibilities for creatively using GenAI in curriculum design, teaching, learning and research activities"*
- *"explores long-term implications of GenAI for education and research"*

[Source]

"This Quick Start Guide introduces ChatGPT, an Artificial Intelligence (AI) tool that has taken the world by storm, reaching 100 million users just two months after being launched. The Quick Start Guide provides an overview of how ChatGPT works and explains how it can be used in higher education. The Quick Start Guide raises some of the main challenges and ethical implications of AI in higher education and offers practical steps that higher education institutions can take." (p. 3)



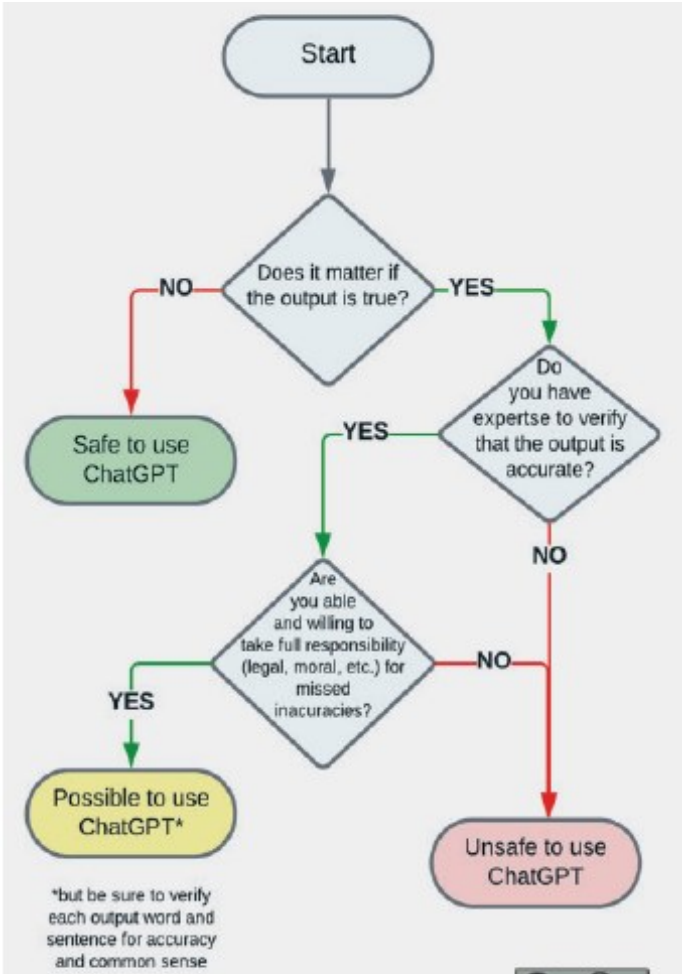
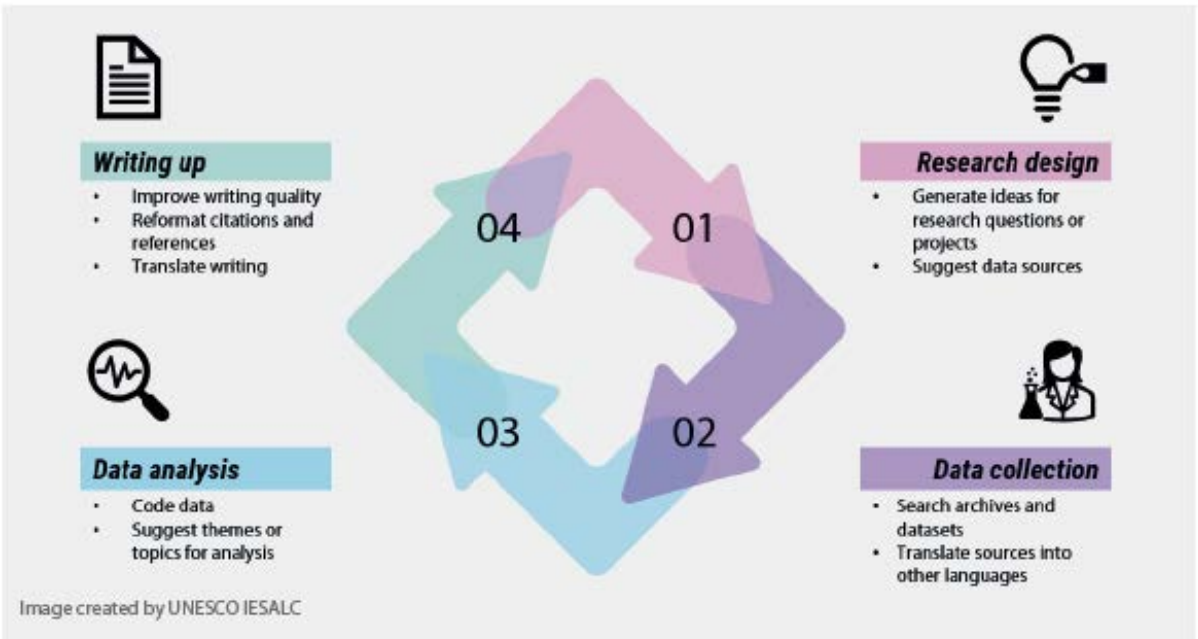
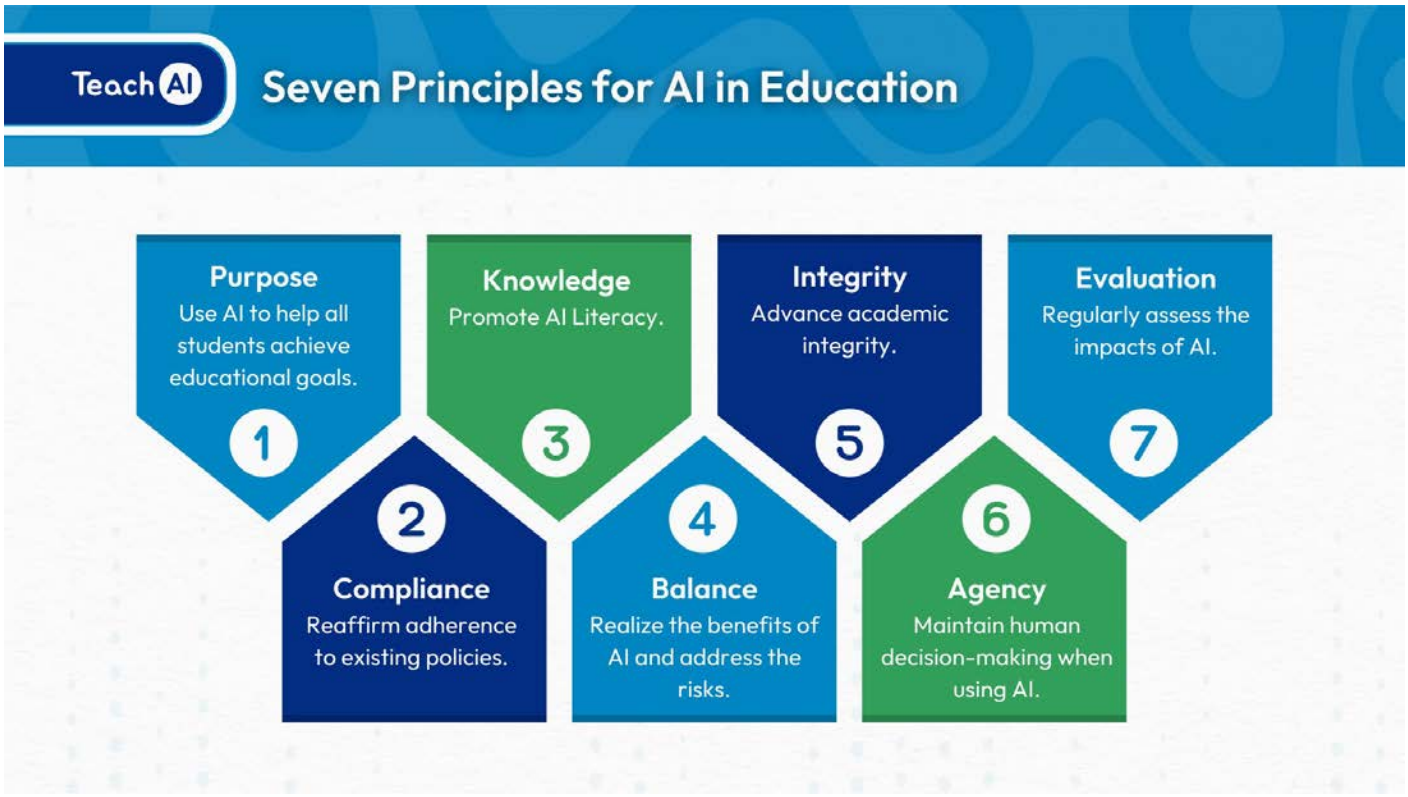


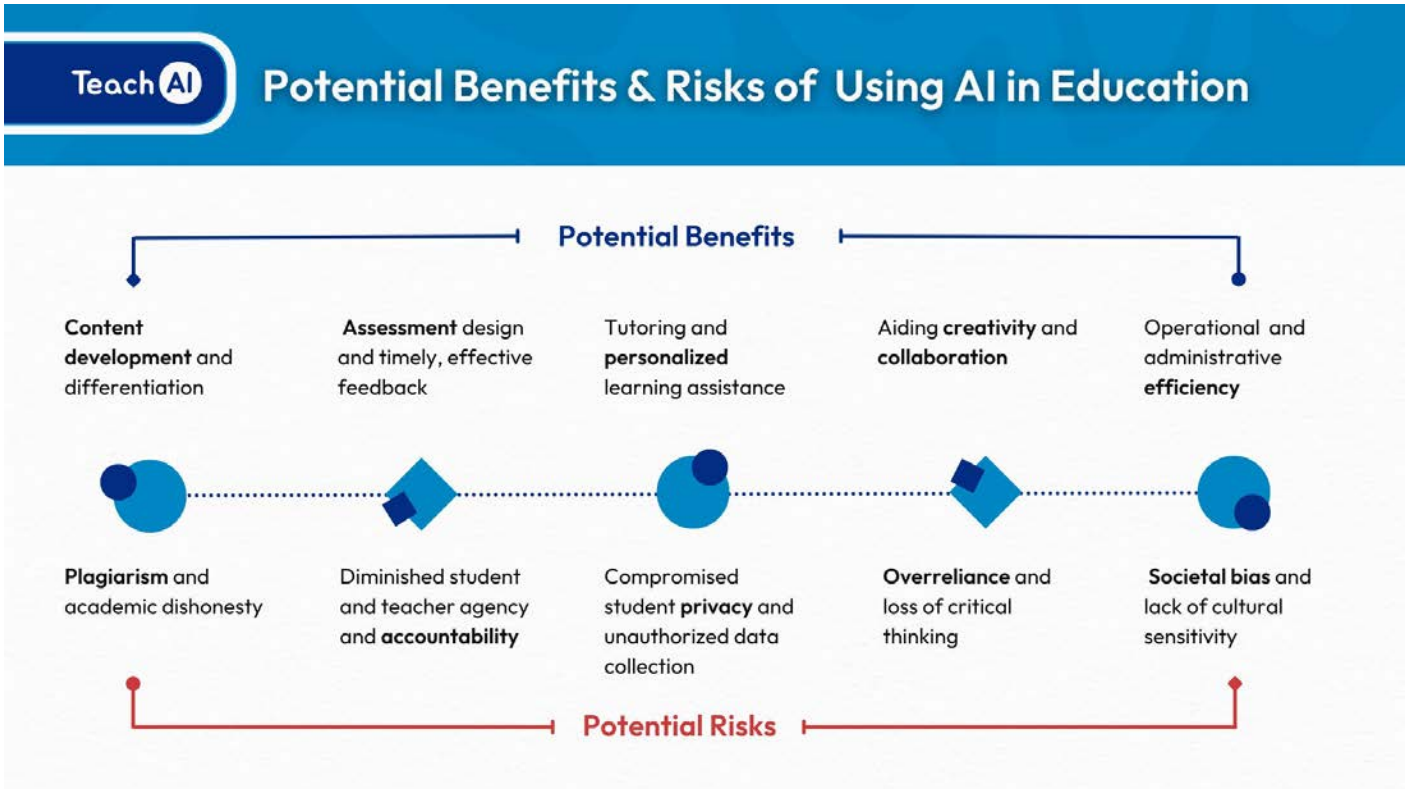
Figure 3: Possible uses of ChatGPT in the research process



AI and Education: Kids Need AI Guidance in School. But Who Guides the Schools?

Hadi Partovi & Pat Yongpradit
(Jan 18, 2024)





[Agenda]

[Overview]

[Speakers]

[Virtual Poster Session]

[Stanford HAI YouTube Channel]

[Overview] [YouTube]

[Program]

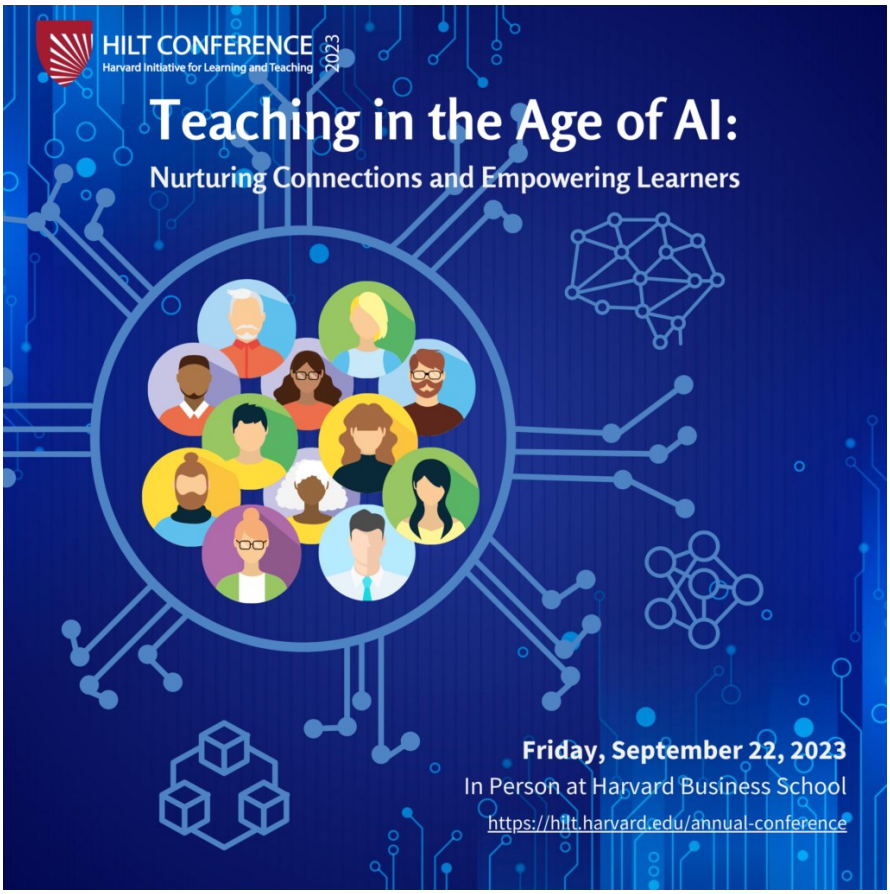
[Overview]

[Speakers]

[Breakout Sessions]

[Resources: Video Recordings]

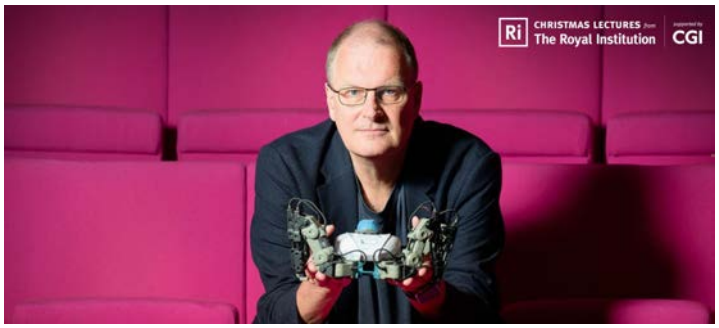
[Harvard VPAL YouTube Channel]



MIKE WOOLDRIDGE (1966-)

- Professor of Computer Science at the University of Oxford
- Director of AI at The Alan Turing Institute in London
- Co-Editor-in-Chief of *Artificial Intelligence Journal*
- Author of 9 books and more than 400 articles
- Recipient of many awards
- Member of the *Academia Europaea*
- Chair for several conferences on AI

[Oxford Faculty Profile] [Google Scholar Profile]



2023 CHRISTMAS LECTURES

"Throughout the three Lectures, Mike explored the big questions facing AI research and unravelled the myths about how this ground-breaking technology really works. How can a machine be taught to play a game or translate from one language to another? He shows how computer programmes inspired by the human brain can be taught and even teach themselves. And he tells the surprising story of how tools like the latest chatbots work and illustrate the mind-boggling scale of modern AI systems – that can be used in everything from gaming to movie-making to designing drugs."

"Across the series Michael was joined by some major figures from the AI world, including scientists from the world's leading AI companies. He also introduces a range of robot friends, who will demonstrate what robots today can do – and what they can't. He may have even surprised the audience with some Deep Fake guests who are not quite what they seem."

[Source]

The Truth about AI 3/3

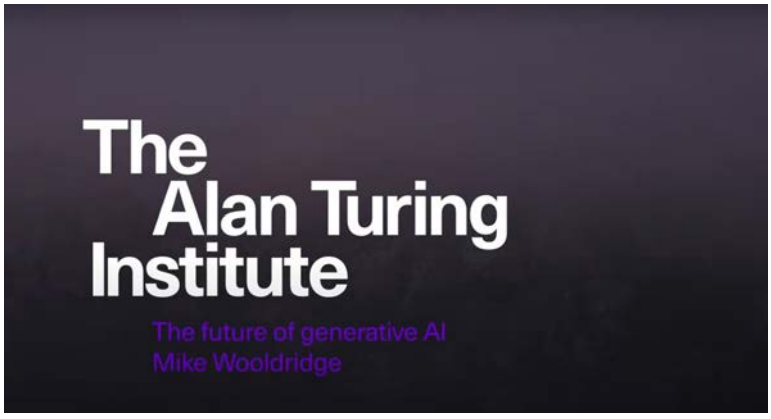
"'How to build an intelligent machine' - Professor Mike Wooldridge explores the nature of artificial intelligence. By using experiments and demonstrations, he investigates how AI learns and what it can do."

The Truth about AI 2/3

"'My AI Life' - Professor Mike Wooldridge reveals the huge role AI already plays in our daily lives, sometimes without us even realising what it is doing."

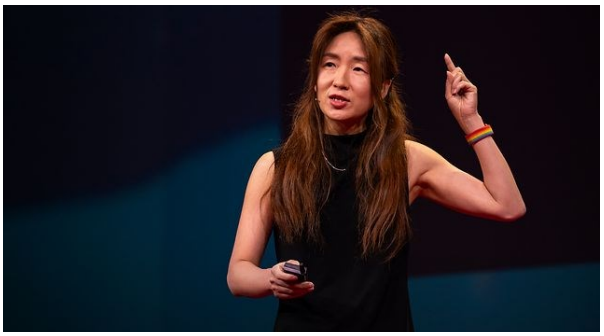
The Truth about AI 3/3

"'The future of AI: dream or a nightmare?' Professor Mike Wooldridge is joined by leading experts to grapple with the future of AI. What opportunities and dangers lie ahead as AI continues to evolve?"



The Turing Lectures: The Future of Generative AI

"With their ability to generate human-like language and complete a variety of tasks, generative AI has the potential to revolutionise the way we communicate, learn and work. But what other doors will this technology open for us, and how can we harness it to make great leaps in technology innovation? Have we finally done it? Have we cracked AI? Join Professor Michael Wooldridge for a fascinating discussion on the possibilities and challenges of generative AI models, and their potential impact on societies of the future."



[Why AI is incredibly smart and shockingly stupid](#)

Yejin Choi

[TED, 2023]

"Computer scientist Yejin Choi is here to demystify the current state of massive artificial intelligence systems like ChatGPT, highlighting three key problems with cutting-edge large language models (including some funny instances of them failing at basic commonsense reasoning.) She welcomes us into a new era in which AI is becoming almost like a new intellectual species -- and identifies the benefits of building smaller AI systems trained on human norms and values."

[How to keep AI under control](#)

Max Tegmark

[TED, 2023]

"The current explosion of exciting commercial and open-source AI is likely to be followed, within a few years, by creepily superintelligent AI – which top researchers and experts fear could disempower or wipe out humanity. Scientist Max Tegmark describes an optimistic vision for how we can keep AI under control and ensure it's working for us, not the other way around."

[The dark side of competition in AI](#)

Liv Boeree

[TED 2023]

"Competition is a core part of human nature, and it can drive us to extraordinary feats. But when it goes wrong, the results can be devastating. Poker champion and science communicator Liv Boeree introduces us to "Moloch's trap" — the dark force of game theory driving many of humanity's biggest social problems, which is now threatening to derail the AI industry."

[Will superintelligent AI end the world?](#)

Eliezer Yudkowsky

[TED, 2023]

"Decision theorist Eliezer Yudkowsky has a simple message: superintelligent AI could probably kill us all. So the question becomes: Is it possible to build powerful artificial minds that are obedient, even benevolent? In a fiery talk, Yudkowsky explores why we need to act immediately to ensure smarter-than-human AI systems don't lead to our extinction."

Source

[The must-watch TED Talks on AI from 2023](#)

[Artificial Intelligence | 60 Minutes]
Kai-Fu Lee & others
[60 Minutes, 2023]

[The AI Pioneer Reveals the Future in 'The Coming Wave']
M. Suleyman
[Intelligence Squared, 2023]

[AI: Does artificial intelligence threaten our human identity?]
Y. LeCun
[CBS Mornings, 2023]

["Godfather of artificial intelligence" talks impact and potential of AI]
G. Hinton
[CBS Mornings, 2023]

[OpenAI CEO Sam Altman on the Future of AI]
[Bloomberg Television, 2023]

[Bill Gates on AI and the rapidly evolving future of computing]
[Microsoft, 2023]

[Interview with NYU professor and Geometric Intelligence founder Gary Marcus]
[The Prof G Show, 2023]

[OpenAI Co-founder Greg Brockman on ChatGPT, DALL·E and the Impact of Generative AI]
[SXSW, 2023]

[Panel Discussion on Putting Artificial Intelligence to Work]
[Bloomberg Live, 2023]

[360° on AI Regulations | Davos 2024]
[World Economic Forum, 2024]

[Panel Discussion on Putting Artificial Intelligence to Work]
[Bloomberg Live, 2023]

[Hard Power of AI | Davos 2024]
[World Economic Forum, 2024]

[What is the Future of Artificial Intelligence?]
[Carnegie India, 2023]

[Education Meets AI | Davos 2024]
[World Economic Forum, 2024]

[Reaping the Benefits while Managing the Risks of the Evolution of AI]
[Travelers, 2023]

[Generative AI: Steam Engine of the Fourth Industrial Revolution? | Davos 2024]
[World Economic Forum, 2024]

AI Supremacy: The Artificial Intelligence Battle Between China, USA and Europe
[DW, 2024]

Who Made You? Artificial Intelligence Documentary'
[Moconomy, 2024]

AI: Does artificial intelligence threaten our human identity?
[DW, 2023]

The Rise of Artificial Intelligence | AI Documentary | New Technology
[Plot11, 2023]

Artificial Intelligence and Algorithms: Pros and Cons
[DW, 2019]

AI Rising: The New Reality of Artificial Life
[ABC News, 2024]

How Artificial Intelligence is Changing our Society
[DW, 2020]

Revolution of Artificial Intelligence | Future Technology | Digital Economy
[Moconomy, 2023]

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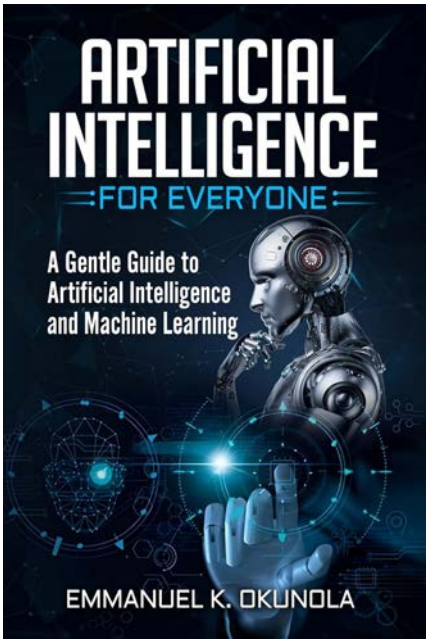
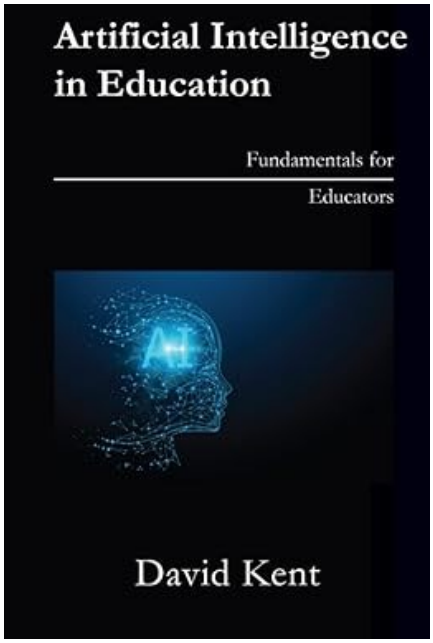
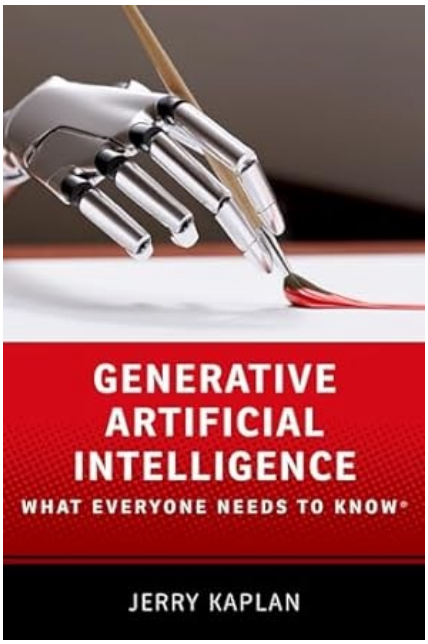
Harnessing the Era of Artificial Intelligence in Higher Education
A Primer for Higher Education Stakeholders
Education 2030


ARTIFICIAL INTELLIGENCE
FOR EVERYONE
A Gentle Guide to Artificial Intelligence and Machine Learning
EMMANUEL K. OKUNOLA


Artificial Intelligence in Education
Fundamentals for Educators
AI
David Kent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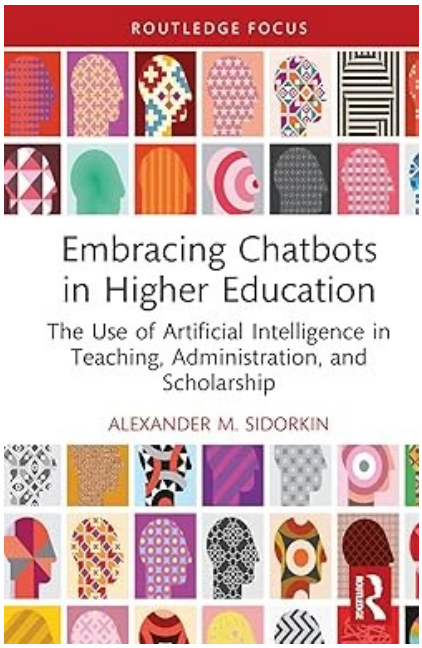
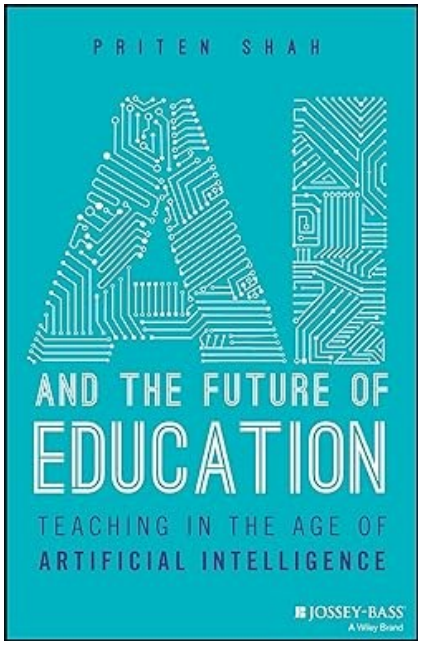
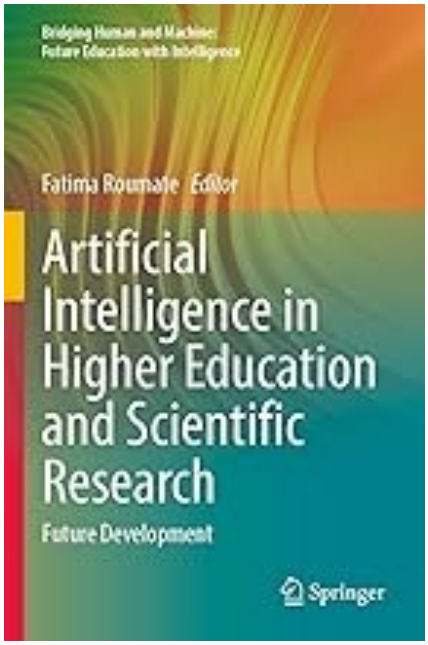
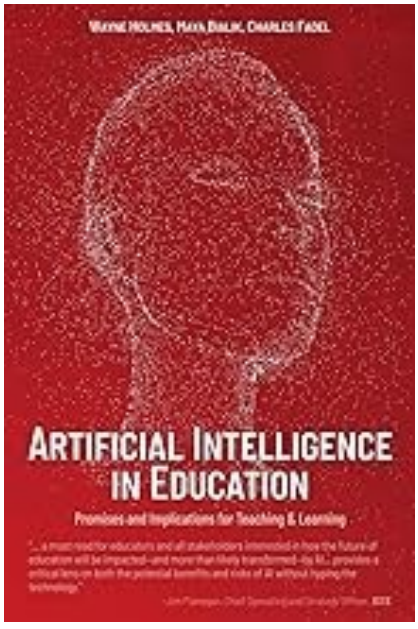
CO-FOUNDER OF DEEPMIND AND INFLECTION AI
WITH MICHAEL BHASKAR


ROUTLEDGE FOCUS
Embracing Chatbots in Higher Education
The Use of Artificial Intelligence in Teaching, Administration, and Scholarship
ALEXANDER M. SIDORKIN


PRITEN SHAH
AI
AND THE FUTURE OF EDUCATION
TEACHING IN THE AGE OF ARTIFICIAL INTELLIGENCE
JOSSEY-BASS
A Wiley Brand


Bridging Human and Machine: Future Education with Intelligence
Fatima Roumate Editor
Artificial Intelligence in Higher Education and Scientific Research
Future Development
Springer


ARTIFICIAL INTELLIGENCE IN EDUCATION
Promises and Implications for Teaching & Learning

Susan Nwadinachi Akinwalere and Ventsislav Ivanov (2022)
Oxford Business College, UK

Artificial Intelligence in Higher Education: Challenges and Opportunities

Abstract: Artificial Intelligence (AI) is already making a huge impact on society. One might not know that his/her smartphone most probably has an AI engine in it. For example, these engines are optimized for doing calculations used to recognize the face so it lets the user into the phone or they might be to detect the scene that someone is trying to shoot with the camera so it can get a better exposure. The AI is also being applied in all kinds of areas: business, healthcare, gaming, sentencing in the courts to decide the likelihood of somebody reoffending based on their profile, in developing self-drive vehicles or even fully autonomous weapons which would be able to seek and destroy without any human intervention. The higher education realm is surely not exempted from the trend of AI penetration and the buzz seems to be louder than ever. New e-learning platforms that use AI are launched every year and the AI market is receiving amazing financial investments and are gathering many scientific contributors. Every new technology assures in some good benefits and some grave risks. It usually takes time until the legislation responds to the challenges brought by the technology. This paper aims at defining an ethical framework for discerning between the AI capabilities, so it is used for the benefit of the education system and the human flourishing. The research has identified five main challenges: perception of equality, data privacy, moral agency, moral deskilling and data bias. Therefore, it is of primary importance to build AI systems with ethics in mind in order that it mitigates the legitimate fears and secures new practices that are a blessing for one of the most influential institution in society: the university.

Helen Crompton and Diane Burke (2023)
Department of Teaching and Learning, Old Dominion University, Norfolk, USA

Artificial Intelligence in Higher Education: The State of the Field

Abstract: This systematic review provides unique findings with an up-to-date examination of artificial intelligence (AI) in higher education (HE) from 2016 to 2022. Using PRISMA principles and protocol, 138 articles were identified for a full examination. Using a priori, and grounded coding, the data from the 138 articles were extracted, analyzed, and coded. The findings of this study show that in 2021 and 2022, publications rose nearly two to three times the number of previous years. With this rapid rise in the number of AIEd HE publications, new trends have emerged. The findings show that research was conducted in six of the seven continents of the world. The trend has shifted from the US to China leading in the number of publications. Another new trend is in the researcher affiliation as prior studies showed a lack of researchers from departments of education. This has now changed to be the most dominant department. Undergraduate students were the most studied students at 72%. Similar to the findings of other studies, language learning was the most common subject domain. This included writing, reading, and vocabulary acquisition. In examination of who the AIEd was intended for 72% of the studies focused on students, 17% instructors, and 11% managers. In answering the overarching question of how AIEd was used in HE, grounded coding was used. Five usage codes emerged from the data: (1) Assessment/Evaluation, (2) Predicting, (3) AI Assistant, (4) Intelligent Tutoring System (ITS), and (5) Managing Student Learning. This systematic review revealed gaps in the literature to be used as a springboard for future researchers, including new tools, such as Chat GPT.

Yang Jiayu (2023)
School of Information Engineering, Chang'an University, Xi'an, Shaanxi, China

Challenges and Opportunities of Generative Artificial Intelligence in Higher Education Student Educational Management

Abstract: Generative Artificial Intelligence (AI), as an emerging technology, is rapidly gaining popularity and widespread application across various domains, sparking extensive discussions and exploration on a global scale. With the integration of generative AI into higher education ecosystems, a new era of transformation awaits in the realm of higher education student educational management. While enjoying the technological dividends of generative AI, its inherent risks must also be duly recognized. This paper focuses on the implementation of generative AI technology in the domain of higher education student educational management, exploring the challenges and opportunities it presents, and proposing reference pathways to address them.

HU students are encouraged to use AI technologies and Generative AI tools to enhance their digital literacy and competency in various learning and research activities—ethically, critically, and responsibly.

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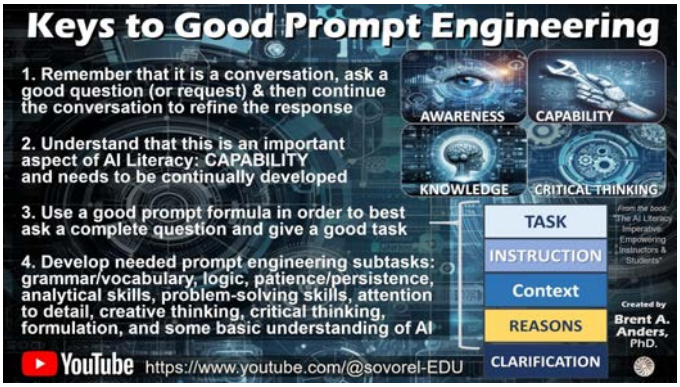

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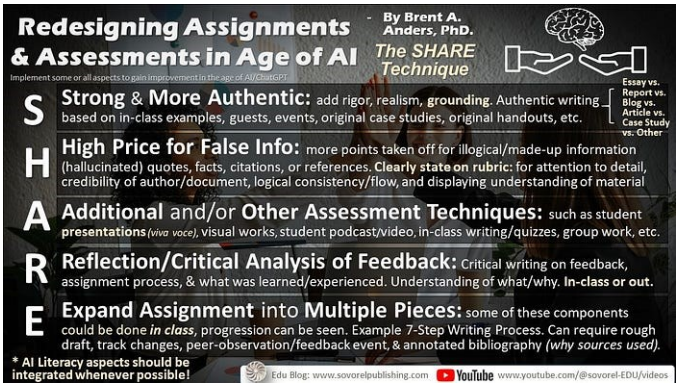

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IntelliPaat

YouTube Link

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edureka!
a Veranda Enterprise

YouTube Link

HU students are urged to broaden their understanding of AI and explore international organizations' approaches to AI usage and its impact on education and the job market.

WORLD ECONOMIC FORUM

[From Sam Altman to António Guterres: Here's what 10 leaders said about AI at Davos 2024]

[Generative AI won't kill education — unless we allow it to]

[Global Future Council on the Future of Artificial Intelligence]

[It's time we embrace an agile approach to regulating AI]

[Why there will be plenty of jobs in the future — even with artificial intelligence]

Forbes

[Advantages Of Artificial Intelligence (AI) In 2024]

[Artificial Intelligence 101: Its Evolution, Implications And Possibilities]

[Artificial Intelligence In 2024: What It Has In Store For Us]

[Forbes Daily: Artificial Intelligence And What You Need To Know]

[The Future Of Artificial Intelligence]

[What Is Artificial Intelligence (AI) And How Does It Work?]

AACSB

[How to Evaluate Critical Thinking in the Age of AI]

[How AI Is Reshaping Higher Education]

[Implementing AI Technology in Business Education]

[Using AI to Teach Future Leaders]

CHEA Council for Higher Education Accreditation
CHEA International Quality Group CIQG

[Aligning the Curriculum to Reality in AI-Accelerated Times]

[Disrupting Higher Ed–ChatGPT and Generative AI]

[Sustainable Development Goals and AI Integration into Curricula in the MENA Region]

BC Best Colleges

[5 Ways Artificial Intelligence Will Transform Higher Education]

[56% of College Students Have Used AI on Assignments or Exams]

[Half of College Students Would Have Used AI on Admissions Essay: Survey]

Pew Research Center

[As AI Spreads, Experts Predict the Best and Worst Changes in Digital Life by 2035]

[Growing public concern about the role of artificial intelligence in daily life]

[What the data says about Americans' views of artificial intelligence]

"AI is not just another technology; it is a fundamental change in the way we live, work, and think."

Kai-Fu Lee, venture capitalist and AI expert

"Artificial intelligence is the new electricity."

Andrew Ng, computer scientist and entrepreneur

"The goal of AI is not to replicate human intelligence, but to surpass it."

Fei-Fei Li, computer scientist and AI researcher

"AI is going to change the world more in the next five to ten years than it has in the last five thousand."

Elon Musk, entrepreneur and investor

"AI is not magic. It is a tool. Like any tool, it can be used for good or evil."

Gary Marcus, AI researcher and entrepreneur

"The future of AI depends on how well we can align it with our values and priorities as a society."

Timnit Gebru, AI researcher and ethical AI advocate

"AI will make jobs obsolete, but it will also create new jobs and industries that we cannot even imagine yet."

Jürgen Schmidhuber, computer scientist and AI researcher

[Source]

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Term	Non-Expert Definition	Expert Definition
Algorithm	A set of rules or instructions followed to solve a problem or complete a task, often used in computer programming.	A precisely defined series of computational steps or rules designed to solve a specific problem or perform a particular task, with well-defined inputs, outputs, and termination criteria.
Bias	Systematic errors or unfairness in AI systems that may result in unjust outcomes, often stemming from societal prejudices present in the data or algorithms.	The systematic deviation of AI models or algorithms from the true values or objectives, often caused by factors such as incomplete data, flawed assumptions, or algorithmic design choices, leading to unfair or discriminatory outcomes in decision-making processes.
Chatbot	A computer program that talks like a person, usually on the internet.	An AI-driven conversational agent designed to simulate human-like conversation through natural language processing and machine learning techniques.
Copilot	A digital assistant that helps people perform tasks like writing code or generating content.	An AI-powered tool or system that collaborates with human users, providing suggestions, code snippets, or content generation assistance to enhance productivity and efficiency in tasks such as software development, writing, or creative content generation.
Data Mining	The process of discovering patterns and insights from large datasets.	The computational process of discovering patterns, trends, and knowledge from large volumes of data, often involving techniques from statistics, machine learning, and database systems.
Deepfake	Fake videos created using advanced technology to make people appear to say or do things they never did.	Synthetic media generated by deep learning algorithms, altering or replacing existing images or videos with highly realistic but fabricated content, posing risks of misinformation and privacy violations.
Deep Learning	A type of machine learning inspired by the structure and function of the human brain, used for tasks like image and speech recognition.	A subfield of machine learning that utilizes neural networks with many layers (deep architectures) to learn complex representations of data, enabling high-level abstraction and hierarchical feature extraction.
Fabrication	Making up false or misleading information, sometimes with advanced technology.	The creation of deceptive or misleading content, often using sophisticated tools or techniques, including AI-generated media.
Hallucination	Seeing or hearing things that aren't real, often produced by AI systems.	In AI, the generation of incorrect or unrealistic outputs by models, stemming from limitations in training data or model architecture.
Large Language Models (LLM)	Very big computer programs that understand and create human-like language.	Complex AI models trained on extensive amounts of text data, capable of understanding and generating human-like language with high accuracy and fluency, often characterized by millions or even billions of parameters.
Machine Learning	The ability of computers to learn from data and improve over time without being explicitly programmed.	A branch of artificial intelligence that focuses on the development of algorithms and statistical models that enable computers to perform tasks and make predictions based on patterns and inference from data, without explicit programming.
Natural Language Processing (NLP)	The ability of computers to understand and interpret human language.	A subfield of artificial intelligence concerned with the interaction between computers and human languages, enabling computers to analyze, understand, and generate human language in a meaningful way.
Neural Network	A computer system modeled after the human brain, used in tasks like image recognition and language processing.	A computational model composed of interconnected nodes (neurons) organized in layers, capable of learning complex patterns and relationships from data through iterative training processes.
Reinforcement Learning	A type of machine learning where agents learn by trial and error through interactions with an environment	A machine learning paradigm where an agent learns to make decisions by interacting with an environment, receiving feedback in the form of rewards or penalties, and adjusting its actions to maximize cumulative rewards over time.
Supervised Learning	A type of machine learning where the model is trained on labeled data, making predictions based on known input-output pairs.	A machine learning paradigm where a model is trained on a labeled dataset, learning the relationship between inputs and outputs, and subsequently making predictions on unseen data based on learned patterns.
Transfer Learning	A machine learning technique where knowledge gained from solving one task is applied to a related but different task, often resulting in improved performance with less data.	A machine learning approach that leverages knowledge or representations learned from one domain or task to improve learning and performance in a related but different domain or task, typically involving fine-tuning or adapting pre-trained models on new datasets or tasks.

OpenAI. (2024, March 24-25). AI Essential Terminology [ChatGPT Conversation]. OpenAI. https://openai.com/chatgpt

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Beirut, Lebanon

EDITOR-IN-CHIEF

Dr. Berge Traboulsi [Orientation Program Director]

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IMPORTANT ORIENTATION LINKS

The Orientation Program (Mission, Goals, and Services) http://www.haigazian.edu.lb/admissions/orientation/

OR099 http://www.haigazian.edu.lb/admissions/orientation/or-099/

OR099 FAQ's http://www.haigazian.edu.lb/admissions/orientation/or-faqs/

OR Announcements http://www.haigazian.edu.lb/admissions/orientation/or-announcements/

OR Publications http://www.haigazian.edu.lb/admissions/orientation/or-publications/

OR Testimonials http://www.haigazian.edu.lb/admissions/orientation/testimonials/

OR Team http://www.haigazian.edu.lb/admissions/orientation/or-team/

OR Contact http://www.haigazian.edu.lb/admissions/orientation/or-contact/

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