



Critical AI Engagement

Crafting Assignments that Encourage Productive Engagement with AI

Carl Ehrett, Watt Family Innovation Center

Watt AI: What we do



Watt AI Program
AI and Machine Learning
Creative Inquiry

Watt AI: What we do



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Researchers
interested in
applying
AI/ML/DS to their
work

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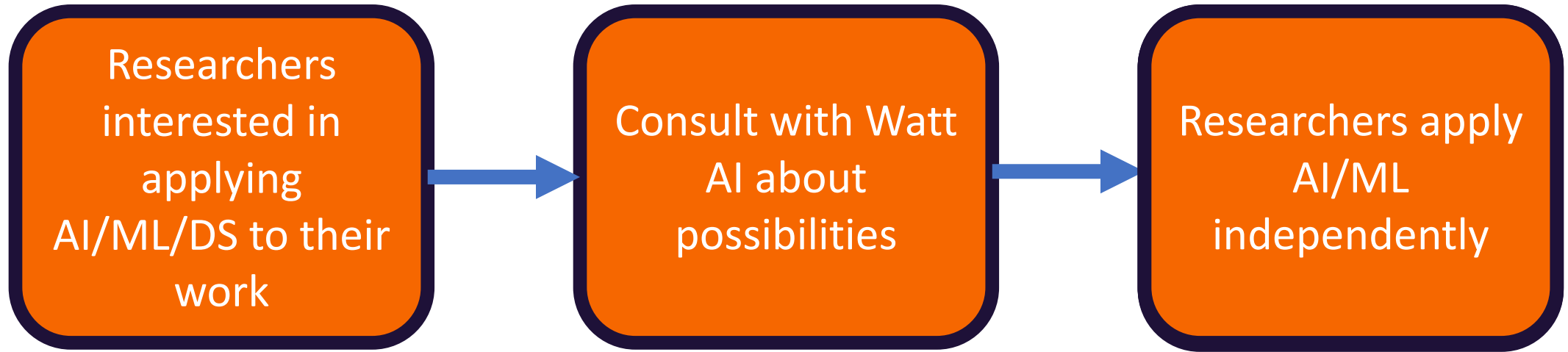


Consult with Watt
AI about
possibilities

Watt AI: What we do



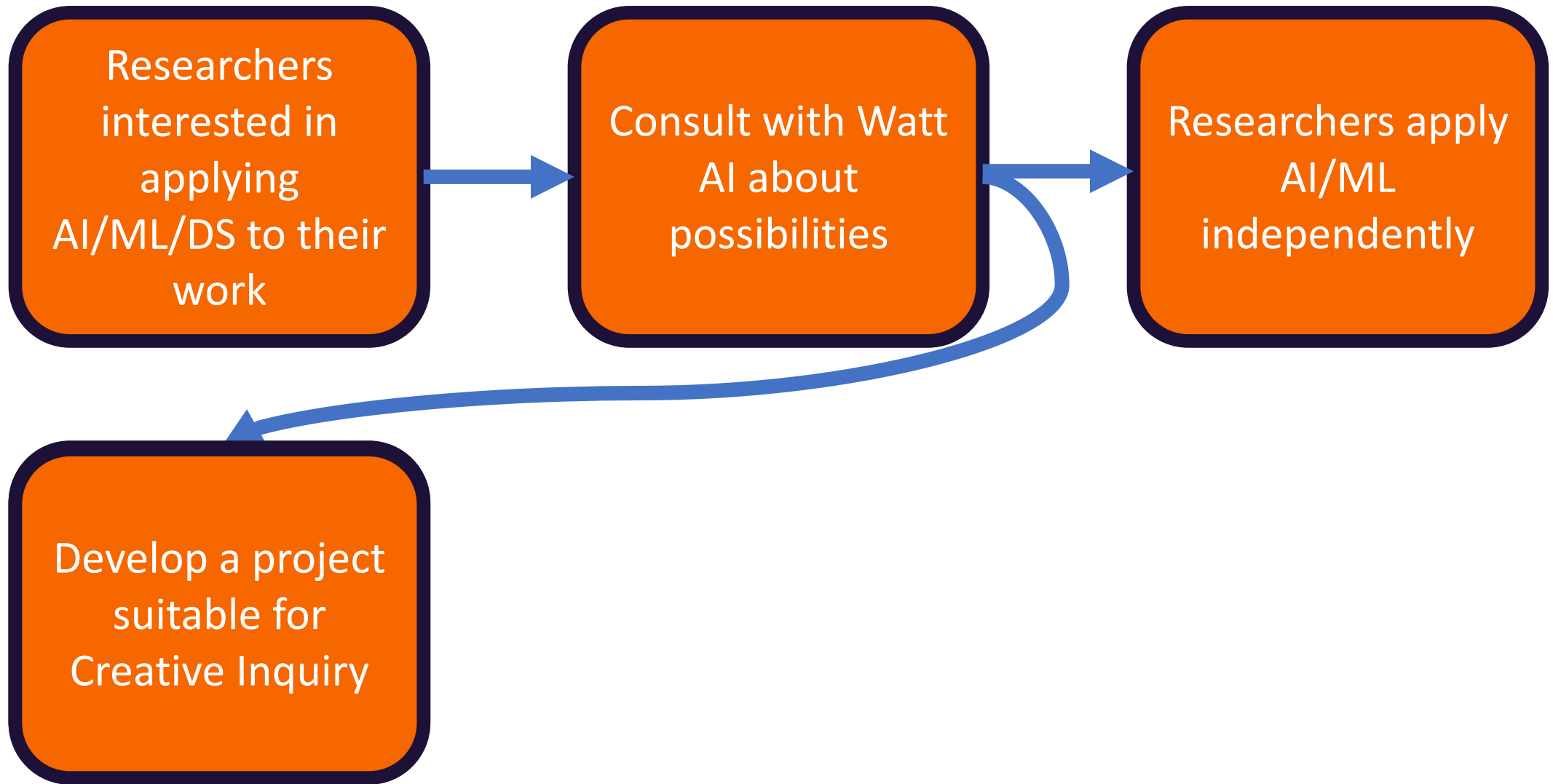
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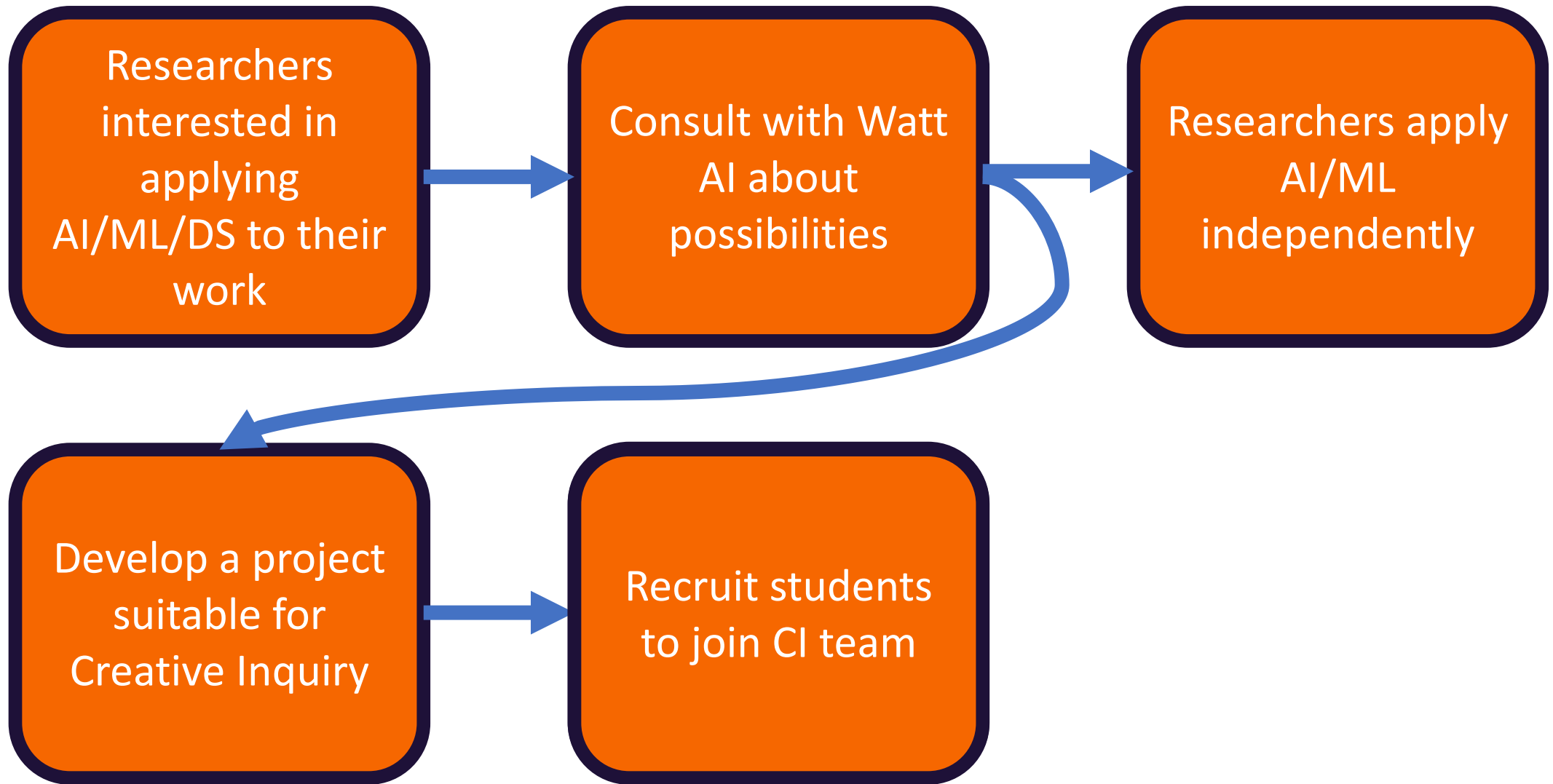
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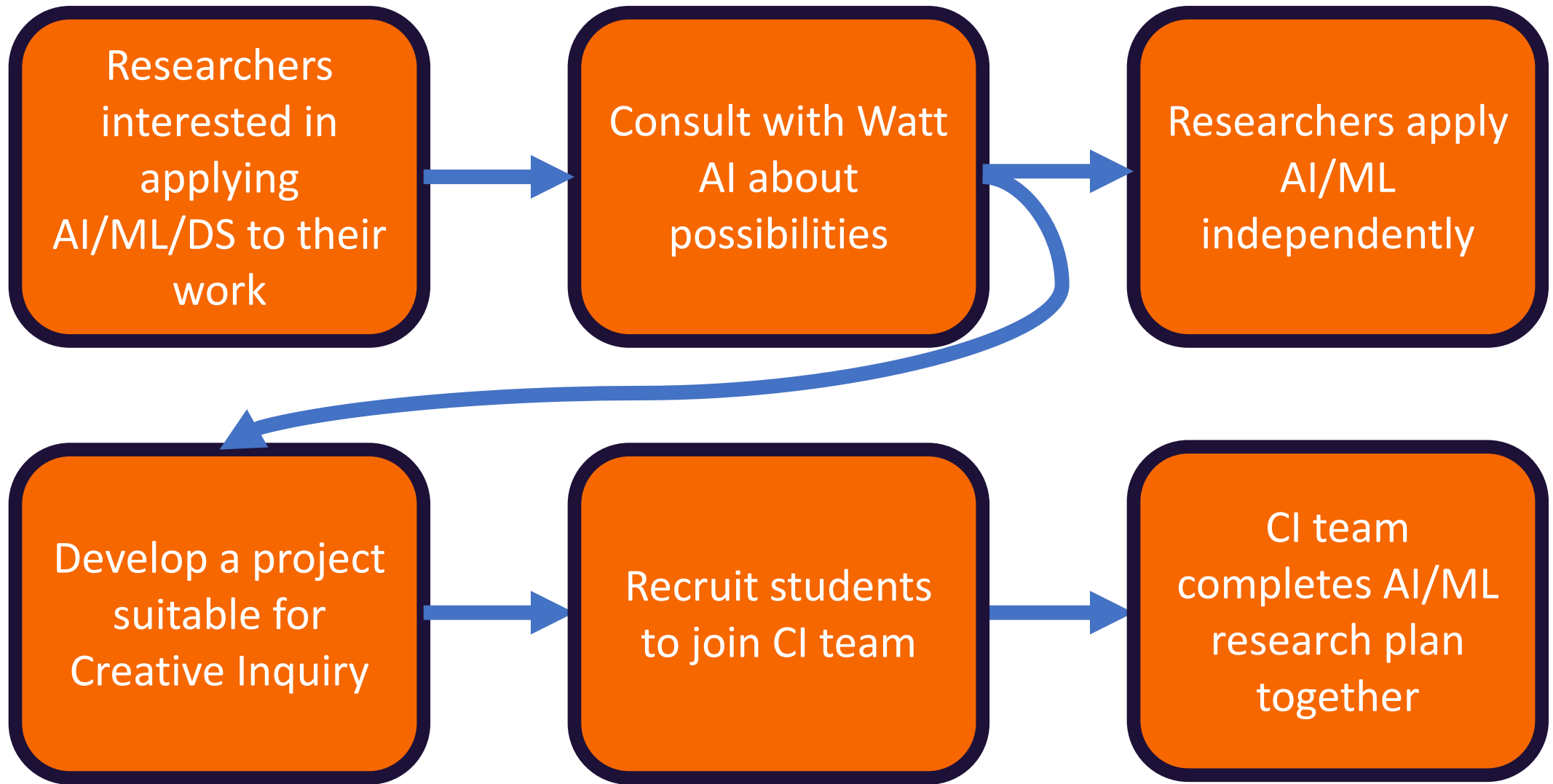
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AI tools can augment learning



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- You**
Please write a Python code snippet that downloads the MNIST dataset, uses UMAP to reduce it to three dimensions, and then plots the resulting data in an interactive plot where each marker is colored by its MNIST digit label.
- ChatGPT**
To achieve this task, you can use the following Python code snippet. Make sure you have the necessary libraries installed before running the code. You can install them using `pip` if you haven't already.

```
python Copy code  
  
import numpy as np  
import matplotlib.pyplot as plt  
import umap  
from sklearn.datasets import fetch_openml  
  
# Load the MNIST dataset  
mnist = fetch_openml('mnist_784')  
X = mnist.data.astype(float) / 255.0 # Normalize pixel values to [0, 1]  
y = mnist.target.astype(int)  
  
# Reduce the dataset to three dimensions using UMAP  
umap_model = umap.UMAP(n_components=3)  
umap_result = umap_model.fit_transform(X)  
  
# Create an interactive 3D plot using Plotly  
import plotly.express as px  
  
fig = px.scatter_3d(  
    umap_result, x=0, y=1, z=2,  
    color=y,  
    labels={'color': 'Digit Label'},  
    title='UMAP Visualization of MNIST Dataset in 3D'  
)  
  
# Customize the plot  
fig.update_traces(marker=dict(size=3))  
fig.update_layout(legend_title_text='Digit Label')  
fig.show()
```

This code will download the MNIST dataset, reduce it to three dimensions using UMAP, and create an interactive 3D scatter plot using Plotly where each marker is colored according to its MNIST digit label. Make sure you have the necessary libraries installed, such as `umap-learn`, `scikit-learn`, `matplotlib`, and `plotly`. You can install them using `pip` if you haven't already. ↓

AI tools can augment learning



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ChatGPT

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AI tools can undermine learning



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3. For a random variable X with pdf/pmf given by $f(x)$:

- (a) Show that $E(a + bX) = a + bE(X)$, where a, b are constants.
- (b) Show that $Var(a + bX) = b^2 Var(X)$.
- (c) Suppose we observe a random variable Y that depends on another observed value, x , through the relation

$$Y = \beta_0 + \beta_1 x + \epsilon,$$

where β_0, β_1 , and x are constants, and $\epsilon \sim N(0, \sigma^2)$. Use parts (a) and (b) to find (i) $E(Y)$ and (ii) $Var(Y)$.

You

For a random variable X with pdf/pmf given by $f(x)$:

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Go step by step, and show your work at each step. Use LaTeX formatting.

< 6 / 6 >

ChatGPT

Certainly! Let's go step by step and use LaTeX formatting for each part of the problem.

- (a) To show that $E(a + bX) = a + bE(X)$, we will calculate the expected value of $a + bX$ using the definition of expected value:

$$E(a + bX) = \int_{-\infty}^{\infty} (a + bX)f(x) dx$$

where $f(x)$ is the probability density function (pdf) or probability mass function (pmf) of X .

Now, let's simplify this expression:

$$E(a + bX) = \int_{-\infty}^{\infty} (a \cdot f(x) + bX \cdot f(x)) dx$$

Using the linearity of the integral, we can split it into two parts:

$$E(a + bX) = a \int_{-\infty}^{\infty} f(x) dx + b \int_{-\infty}^{\infty} X \cdot f(x) dx$$

The first integral is just the expected value of a constant, which is the constant itself:

$$E(a + bX) = a + b \int_{-\infty}^{\infty} X \cdot f(x) dx$$

The second integral is the definition of the expected value of X , $E(X)$:

$$E(a + bX) = a + bE(X)$$

So, we have shown that $E(a + bX) = a + bE(X)$.

Two questions



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How can we
craft
assignments
that *thwart* a
student
trying to
avoid
learning?



How can we
craft
assignments
that help
support a
student
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Two questions



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Critically engaging with AI



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**Two different
aspects of
critical
engagement
with AI**

Critically engaging with AI



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**Two different
aspects of
critical
engagement
with AI**

**Learn to
identify and
articulate
strengths
and
weaknesses
of AI**

Critically engaging with AI



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**Two different
aspects of
critical
engagement
with AI**

**Learn to
identify and
articulate
strengths
and
weaknesses
of AI**

**Use AI
output to
spark own
learning and
creativity**

ID strengths/weaknesses of AI: Example Assignments



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ID strengths/weaknesses of AI: Example Assignments



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**Model capabilities can
be very opaque.**

**Students can
engage AI more
productively if
they think
critically about
what the model
does and
doesn't
“understand”.**

ID strengths/weaknesses of AI: Example Assignments



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Model capabilities can be very opaque.

Students can engage AI more productively if they think critically about what the model does and doesn't "understand".

ASSIGNMENT:

For each of a given set of capabilities, craft a prompt which helps determine if the model has or lacks the capability.

Assess the model's output.

ID strengths/weaknesses of AI: Example Assignments



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Example 1: Intro to Ethics

For each of a set of ethical theories, prompt an LLM to explain the theory. Determine whether the explanations are correct.

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Example 1: Intro to Ethics

For each of a set of ethical theories, prompt an LLM to explain the theory. Determine whether the explanations are correct.

Example 2: Symbolic logic

For each of a set of logical fallacies, construct a prompt exhibiting the fallacy. Determine which fallacies a LLM can detect and diagnose, and which it cannot.

ID strengths/weaknesses of AI: Example Assignments



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Example 3: Algorithms & Data structures

For each of a set of algorithms, have a code-writing model implement it. Then assess the time complexity of the model's solution. Note any inefficiencies.

ID strengths/weaknesses of AI: Example Assignment



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**Milestone 1: Can understand
spatial relationships**

ID strengths/weaknesses of AI: Example Assignment



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**Milestone 1: Can understand
spatial relationships**

**“A balloon floating above a
Clemson Tiger’s head”**

ID strengths/weaknesses of AI: Example Assignment



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**Milestone 1: Can understand
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ID strengths/weaknesses of AI: Example Assignment



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ID strengths/weaknesses of AI: Example Assignment



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Milestone 2: Can count to ten

ID strengths/weaknesses of AI: Example Assignment



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Milestone 2: Can count to ten

**“Numbers 1 through 10, in
order”**

ID strengths/weaknesses of AI: Example Assignment



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ID strengths/weaknesses of AI: Example Assignment



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“A Clemson Tiger holding up
N finger(s)”, $n = \text{“one”}, \dots \text{“ten”}$

ID strengths/weaknesses of AI: Example Assignment



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Creative Inquiry

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ID strengths/weaknesses of AI: Example Assignment



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1

ID strengths/weaknesses of AI: Example Assignment



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2

ID strengths/weaknesses of AI: Example Assignment



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3

ID strengths/weaknesses of AI: Example Assignment



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ID strengths/weaknesses of AI: Example Assignment



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5

ID strengths/weaknesses of AI: Example Assignment



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ID strengths/weaknesses of AI: Example Assignment



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ID strengths/weaknesses of AI: Example Assignment



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ID strengths/weaknesses of AI: Example Assignment



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Find ways to spark own learning with AI: Example Assignments



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Find ways to spark own learning with AI: Example Assignments



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**Model capabilities can
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**Students can
engage AI more
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they think
critically about
how AI can
complement
their own
learning.**

Find ways to spark own learning with AI: Example Assignments



Watt AI Program
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Model capabilities can be very opaque.

Students can engage AI more productively if they think critically about how AI can complement their own learning.

ASSIGNMENT:

For a given task, use an AI tool to complete the task.

Explain why the model behaved as it did, and assess own learning while using the model.

Find ways to spark own learning with AI: Example Assignments



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Example 1: Data Analysis

For a given dataset, use an automated data profiling tool. Read the profiling report and develop questions for us to explore about the data.

Find ways to spark own learning with AI: Example Assignments



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For a given dataset, use an automated data profiling tool. Read the profiling report and develop questions for us to explore about the data.

Example 2: Literature review

Prior to reading an academic article, list the questions you hope it answers. Ask an LLM to summarize the article. Read the summary, and update your list of questions.

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Example 3: Machine learning

Use an AutoAI model to select a regression algorithm and optimize its hyperparameters for a given dataset. Explain why the model made those selections.

Find ways to spark own learning with AI:

Example Assignment



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Essay assignment

Select one of the prompts listed below, and produce a 5 paragraph essay response to the prompt.

In selecting your prompt, you should choose a subject about which you currently feel **entirely clueless**.

In producing your response, you should use [ChatGPT](#) (or similar) **alone, with no other sources**, to write your essay. You can simply induce ChatGPT to write the essay, or you can collaborate with ChatGPT, as you prefer. You must pretend to have at least one source that is not ChatGPT. Try to write as correct and convincing of an essay as you can.

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How confident are you in this essay? Do you feel that it provides a good answer to the prompt? (1: Not at all confident, 5: Very confident) *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you think the information in your essay contains inaccuracies? *

- ☐ No
- ☐ Some inaccuracies, but mostly not
- ☐ Many inaccuracies
- ☐ I think my essay is mostly or wholly inaccurate

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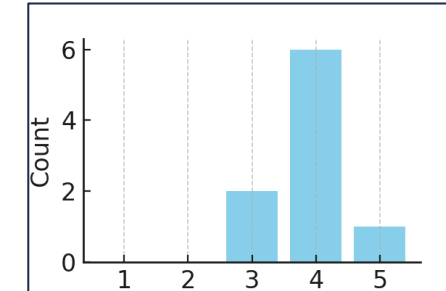
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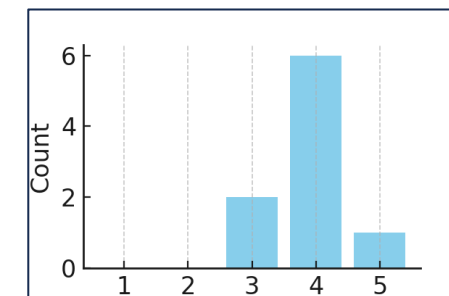
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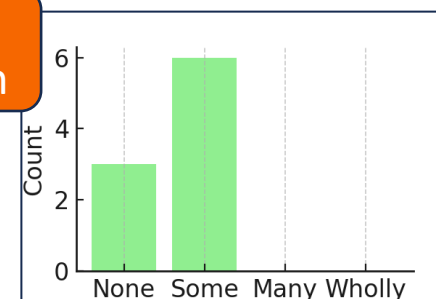
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**Student
evaluation**



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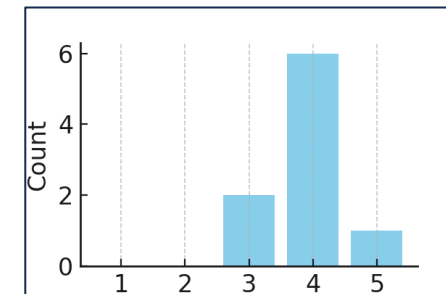
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How confident are you in this essay? Do you feel that it provides ^{*} a good answer to the prompt? (1: Not at all confident, 5: Very confident)

1 2 3 4 5

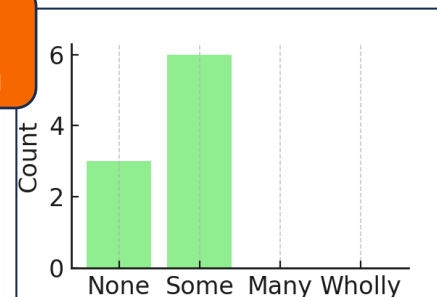
☐ ☐ ☐ ☐ ☐



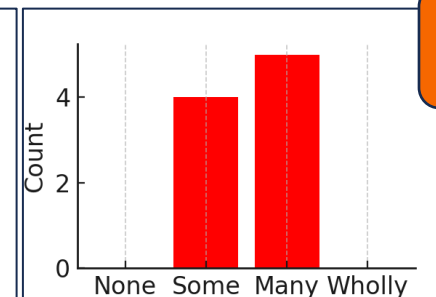
Do you think the information in your essay contains inaccuracies? ^{*}

- ☐ No
- ☐ Some inaccuracies, but mostly not
- ☐ Many inaccuracies
- ☐ I think my essay is mostly or wholly inaccurate

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