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Cade Metz (2023). *"The Godfather of A.I." Leaves Google and Warns of Danger Ahead, The New York Times.*

<https://www.nytimes.com/2023/05/01/technology/ai-google-chatbot-engineerquitsinton.html?action=click&module=RelatedLinks&pgtype=Article>

traced on 6/15/2023

Geoffrey Hinton, an AI pioneer, has resigned from Google and expressed concerns about the dangers of generative AI. He believes that technologies like chatbots could be used to spread misinformation, threaten jobs, and pose risks to humanity. Hinton is particularly worried about the abundance of false information online and the potential for AI to replace human workers. He also highlights the unpredictable behavior that AI systems can learn from data analysis and the potential for autonomous weapons. Hinton calls for global regulation and collaboration among scientists to ensure responsible use of AI technology.

Chris Vallance, AI could replace equivalent of 300 million jobs –report, BBC News,

<https://www.bbc.com/news/technology-65102150> traced on 5/7/2023

According to a report by Goldman Sachs, artificial intelligence (AI) has the potential to replace 300 million full-time jobs and automate 25% of work tasks in the US and Europe. However, it may also create new jobs and increase productivity. Generative AI, which can produce content that is indistinguishable from human work, is considered a significant advancement. Sectors such as administration and law are expected to be the most vulnerable to automation. Nevertheless, the long-term impact of AI remains uncertain, and predictions should be approached with caution.

Zoe Kleinman & Kris Vallance, AI 'godfather' Geoffrey Hinton warns of dangers as he quits Google, BBC News

<https://www.bbc.com/news/world-us-canada-65452940>, traced on 5/7/2023

Geoffrey Hinton, a prominent figure in AI, has resigned from Google and raised concerns about the dangers of AI. He warned about the possibility of AI chatbots surpassing human intelligence and the potential misuse of AI by "bad actors." Hinton stressed the importance of implementing safety measures and control mechanisms in AI development. His resignation adds to the growing number of experts expressing worries about the rapid progress and trajectory of AI.

Annie Galvin Teich, AI Is Making College Grads Feel Less Prepared for the Workforce, Fierce Education, <https://www.fierceeducation.com/student-engagement/ai-making-college-grads-feel-less-prepared-workforce> , traced on 7/20/2023

A report by Cengage Group reveals that 50% of college graduates feel threatened by AI and doubt their preparedness for the workforce. Only 41% believe their program of study

equipped them with the necessary skills for their first job, a decline from 63% in 2022. Employers are now prioritizing soft skills like emotional intelligence and communication, leading to a shift towards skills-based hiring. Graduates are calling for higher education to take more responsibility for skills training in light of the AI boom.

AI: How 'freaked out' should we be? BBC News

<https://www.bbc.com/news/world-us-canada-64967627>, traced 5/7/2023

This article discusses the potential impact of artificial intelligence (AI) on society. It mentions OpenAI's GPT-2 program, which can generate coherent text, and how it was initially withheld due to concerns about misuse. The article also mentions the release of GPT-3 and GPT-4 with limitations on abusive uses. Experts at a conference expressed both excitement and caution about AI's potential and power. Amy Webb outlines two potential directions for AI development in the next 10 years: an optimistic scenario focused on the common good and a catastrophic scenario with less data privacy and centralization of power. Webb emphasizes the importance of transparent development and government regulation, citing the lack of guardrails in social media regulation as a cautionary tale for AI development.

Faisal Islam, AI: Which jobs are most at risk from the technology? BBC News

<https://www.bbc.com/news/business-65459827>, traced on 5/7/2023

The article discusses the impact of AI on jobs, highlighting the use of chatbots to automate tasks and improve productivity. It raises concerns about AI replacing human workers, leading to social and economic crises. Sectors like call centers and creative studios are seen as vulnerable to job displacement. The article emphasizes the need for workers to adapt and acquire AI skills, and suggests a basic income as a possible solution.

Yiwen Lu, As Businesses Clamor for Workplace A.I., Tech Companies Rush to Provide It, The New York Times, <https://www.nytimes.com/2023/07/05/technology/business-ai-technology.html>, traced on 7/19/2023

Tech companies like Amazon, Box, Salesforce, Oracle, and Microsoft are offering generative AI-powered products to enhance business efficiency. These products automate tasks, analyze documents, and summarize meetings. However, there are risks associated with using generative AI in the workplace, including inaccuracies, misinformation, and data leaks. While tech companies are taking measures to address these concerns, regulation is still inadequate. Currently, generative AI is used in low-risk workplace scenarios with human supervision, necessitating the development of new skills for employees.

Bill Gates: AI is most important tech advance in decades, BBC News

<https://www.bbc.co.uk/news/technology-65032848>, traced 7/3/2023

Bill Gates believes that AI is a significant technological advance, comparing it to the microprocessor, PC, Internet, and mobile phone. He discusses AI's potential impact on work, learning, healthcare, and communication. Gates mentions OpenAI's ChatGPT and Microsoft's investment in it. He emphasizes the need for collaboration between governments and industry to mitigate AI risks and ensure its benefits reach everyone, particularly in impoverished nations.

Zachary Small, Black Artists Say A.I. Shows Bias, With Algorithms Erasing Their History, The New York Times,

<https://www.nytimes.com/2023/07/04/arts/design/black-artists-bias-ai.html?action=click&pgtype=Article&state=default&module=styl-n-artificial-intelligen%E2%80%A6> , traced on 7/19/2023

Black artists are raising concerns about bias in AI algorithms, which they believe erase their history and perpetuate discrimination. They have found evidence of racial bias in AI, with technologies distorting their text prompts and censoring Black history and culture. Tech companies have acknowledged the problem and committed to improving their tools, but experts argue that addressing bias in AI requires a deeper examination of the underlying technology, beyond just data sets.

Emma Bowman, ChatGPT could transform academia. But it's not an A+ student yet, NPR

<https://www.npr.org/2022/12/19/1143912956/chatgpt-ai-chatbot-homework-academia> traced on 7/20/2023

ChatGPT is an AI chatbot developed by OpenAI that can solve math problems, write essays, and assist with academic tasks. While it has received praise for its abilities, concerns have been raised about its potential to facilitate academic fraud. The tool has limitations and can sometimes provide incorrect or misleading information. OpenAI's CEO has cautioned against relying on ChatGPT for important tasks in its current state. However, the public debut of ChatGPT is seen as an opportunity for peer review and gaining a better understanding of its capabilities and limitations.

Kevin Roose, Don't Ban ChatGPT in Schools. Teach With It. *The New York Times*

<https://www.nytimes.com/2023/01/12/technology/chatgpt-schools-teachers.html> , traced on 7/19/2023

The author argues against banning the use of ChatGPT in schools, despite concerns about cheating and accuracy. They believe that ChatGPT can be a valuable educational tool, promoting student creativity, personalized tutoring, and preparing students for future AI systems. The author acknowledges the challenges of monitoring ChatGPT's use but suggests that teachers can modify lesson plans and control its usage. Ultimately, the author emphasizes the importance of students learning to navigate and understand AI tools, as they will be integral to their future.

Adam Satariano, Europeans Take a Major Step Toward Regulating A.I., *The New York Times*,

<https://www.nytimes.com/2023/06/14/technology/europe-ai-regulation.html> , traced on

6/15/2023

The European Union has made progress in regulating artificial intelligence (AI) by passing a draft law called the A.I. Act. This law aims to impose restrictions on high-risk uses of AI, like facial recognition software, and increase transparency from AI system manufacturers. The EU has been discussing AI regulation for over two years and is ahead of other Western governments in this regard. However, the effectiveness of AI regulation is uncertain due to the rapid evolution of the technology, which outpaces lawmakers' ability to keep up. The final version of the law is expected to be approved later this year.

Patrick Wood & Mary Louise Kelly, 'Everybody is cheating': Why this teacher has adopted an open ChatGPT policy, *NPR*
<https://www.npr.org/2023/01/26/1151499213/chatgpt-ai-education-cheating-classroom-wharton-school>, traced on 6/15/2023

This article discusses the use of AI chatbot, ChatGPT, in education. Despite concerns about cheating, some educators, like Ethan Mollick from the University of Pennsylvania's Wharton School, advocate for its responsible use. Mollick has implemented a policy requiring students to use ChatGPT transparently. He acknowledges the potential for cheating but emphasizes the importance of honesty. He also mentions GPTZero, an app that can detect machine-written text, suggesting that cheating is already prevalent and students should be honest about their AI usage.

Brian Contreras, Actors and writers aren't the only ones worried about AI, new polling shows, *Los Angeles Times*,
<https://www.latimes.com/entertainment-arts/business/story/2023-08-06/actors-and-writers-are-worried-about-ai-so-is-everyone-else-new-polling-shows> , traced on 8/3/2023

A recent poll by Leger for the Los Angeles Times reveals that 45% of Americans are worried about the impact of artificial intelligence (AI) on their jobs, with the highest concern among 18-34 year olds. The poll also found that nearly two-thirds of American adults believe entertainment unions are justified in making AI a key part of their negotiation demands. This comes in light of the current strikes by actors and writers demanding limits on AI-generated scripts and regulations on advanced technologies. The Alliance of Motion Picture and Television Producers recognizes the significance of AI, advocating for informed consent and fair pay when actors are digitally replicated. Additionally, 55% of Americans support government regulation of AI.

Future of Life Institute, Pause Giant AI Experiments: An Open Letter,
<https://futureoflife.org/open-letter/pause-giant-ai-experiments/> , traced on 7/5/2023

The Future of Life Institute has issued an open letter, signed by AI leaders like Yoshua Bengio, Stuart Russell, Elon Musk, and Steve Wozniak, urging a halt on the development of AI systems more powerful than GPT-4. The letter highlights the potential risks these systems pose to society and humanity, calling for careful planning, shared safety

protocols, and the development of AI governance systems. It recommends a pause of at least six months in AI labs for these measures to be implemented. The text also mentions a list of signatories and the use of cookies on a related website.

Lakshmi Varanasi, The AI boom will wipe out jobs — and there's not really much we can do about it, Paul Krugman says, *Insider*

<https://www.businessinsider.com/paul-krugman-says-ai-will-mean-job-losses-no-solution-2023-8> , traced on 8/12/2023

Paul Krugman, a Nobel laureate economist, predicts that the rise of AI will result in job losses, especially in white-collar sectors. He contends that government intervention may be ineffective due to AI's widespread influence. Krugman also notes that many jobs at risk lack creativity or originality. However, assessing AI's economic impact is complex due to the difficulty in quantifying technology. The ultimate effect of AI on jobs and the economy is still uncertain.

Cecilla Kang and Cade Metz, F.T.C. Opens Investigation into ChatGPT Maker Over Technology's Potential Harms, *The New York Times*

<https://www.nytimes.com/2023/07/13/technology/chatgpt-investigation-ftc-openai.html> traced on 7/13/2023

The Federal Trade Commission (FTC) is investigating OpenAI, the creator of ChatGPT, over potential consumer harms and security practices. The probe is looking into whether OpenAI engaged in unfair or deceptive privacy or data security practices. This investigation could force OpenAI to disclose its methods and data sources for building ChatGPT. The Center for AI and Digital Policy has requested the FTC to prevent OpenAI from releasing new versions of ChatGPT due to concerns about bias, disinformation, and security. The outcome of the FTC investigation is uncertain and could take several months.

Stuart A. Thompson & Tiffany Hus, How Easy Is It to Fool A.I.-Detection Tools? *The New York Times*,

<https://www.nytimes.com/interactive/2023/06/28/technology/ai-detection-midjourney-stable-diffusion-dalle.html> , traced on 7/8/2023

The New York Times tested five AI-detection services to evaluate their ability to differentiate between real and AI-generated images. The results indicated that while these services are improving, they still struggle with altered or low-quality images and often fail to identify clearly fake images. The article emphasized the concerns of tech leaders and misinformation experts about AI's ability to outpace detection tools. It also discussed the potential risks and challenges of using AI detectors, such as mistakenly identifying real images as AI-generated and the difficulty in distinguishing between AI-created and human-created content.

ZenGengo.com, How to use ChatGPT in your foreign language classroom

<https://www.zengengo.com/blog/how-to-use-chatgpt-in-your-foreign-language-classroom>
traced on 5/13/2023

The article explores the application of ChatGPT, an AI chatbot, in foreign language classrooms, highlighting its ability to generate useful content such as word lists, reading activities, supplementary materials, and quizzes. Despite the benefits of AI, the article underscores the irreplaceable role of human teachers in providing pastoral care, fostering relationships, demonstrating flexibility, and sharing learning experiences with students. The article concludes by introducing ZenGengo, an online language learning platform that integrates AI features to support both teachers and students.

Owen Kichizo Terry, I'm a Student. You Have No Idea How Much We're Using ChatGPT. *The Chronicle of Higher Education*
https://www.chronicle.com/article/im-a-student-you-have-no-idea-how-much-were-using-chatgpt?cid=gen_sign_in , traced on 6/15/2023

The paper discusses the use of AI, specifically ChatGPT, in assisting students with essay writing. The author refutes the common fear that AI is taking over the writing process, instead arguing that it serves as a guiding tool. They suggest that colleges should adapt their assignments to include AI literacy, while still fostering critical thinking skills. They propose AI-proof assignments like oral exams or in-class writing as potential solutions. The author concludes that the current education system is in a state of limbo regarding AI, neither fully accepting nor rejecting it, and suggests that major institutions may already be outdated due to AI advancements.

MLC & CCCC, MLA-CCCC Joint Task Force on Writing and AI Working Paper: Overview of the Issues, Statement of Principles, and Recommendations, *Modern Language Association and Conference on College Composition and Communication*, July 2023

The working paper by the MLA-CCCC Joint Task Force on Writing and AI provides an in-depth analysis of the implications of artificial intelligence (AI) in writing, language, and literature instruction. It outlines the potential risks, such as automation of writing and reproduction of biases, and benefits, including democratizing writing and aiding students with disabilities or language barriers. The paper concludes with principles and recommendations for educators and institutions to navigate the use of AI in writing.

The document also discusses the benefits and potential uses of large language models (LLMs) in language learning, literary studies, and writing instruction. It emphasizes the importance of supporting teachers, promoting critical AI literacy, and developing ethical policies. The paper also explores the concerns and opportunities related to AI text generation technologies, like ChatGPT, in teaching and writing. Concerns include plagiarism and integrity issues, while opportunities include assisting students in their writing processes and helping them understand AI limitations.

The Harris Poll, Most Americans Support regulating generative AI
<https://theharrispoll.com/briefs/regulating-generative-ai/> , traced on 8/2/2023

A recent survey reveals widespread familiarity and distrust among Americans towards generative AI technology. The majority support its regulation, fearing its potential threat to humanity and potential for abuse. Concerns also extend to its negative impact on the economy and social inequalities. Most respondents favor suspending the release of more generative AI tools, advocating for measures to prevent unauthorized use of personal likenesses and mandatory disclosure of generative AI usage in public content.

Edem Gold, The History of Artificial Intelligence from the 1950s to Today, FreeCodeCamp <https://www.freecodecamp.org/news/the-history-of-ai/> , traced 4/10/2023

The article provides a comprehensive history of artificial intelligence (AI) from its inception in the 1950s to the present. It covers key milestones such as the Dartmouth Conference, the AI boom and winter, the rise of big data, and the advent of deep learning and generative AI. The development of rule-based systems for natural language processing (NLP) and computer vision in the 1970s and 1980s marked significant progress, but these systems were limited. The 1990s saw advancements in machine learning algorithms, leading to more sophisticated NLP and computer vision systems. The rise of big data and deep learning further advanced AI, enabling more accurate predictions and complex decision-making. Generative AI, which came after deep learning, has had significant impacts in areas like art and writing. The history of AI continues to evolve with ongoing research and development.

Michale Anft, AI on Camps, The Chronicle of Higher Education

Generative AI, such as ChatGPT, has elicited mixed reactions, with some viewing it as a potential threat while others see its potential. The American public tends to be skeptical, but many educators and technologists in higher education are optimistic about the possibilities of generative AI. It is being utilized in classrooms to create course materials and assignments, and some institutions are even considering offering courses to teach AI literacy.

However, there are concerns about cheating and plagiarism, leading to discussions about policies and grading standards. Despite these concerns, generative AI has potential in research and student services, offering faster data retrieval and the ability to develop new search models.

Educating faculty and staff about generative AI and its implications is crucial for its successful implementation on campuses. This education will help them understand the potential benefits and challenges of AI, and how to best use it in their teaching and research.

Colleges are beginning to address the ethical and practical implications of AI on campus. While there are few established best practices, some institutions are taking proactive steps to understand and navigate the challenges posed by AI. This information is according to an article written by Michael Anft and published by The Chronicle.

Beth McMurtrie and Beckie Supiano, Caught off Guard by AI: Professors Scrambled to react the ChatGPT this spring – and started planning for the fall, *The Chronicle of Higher Education* <https://www.chronicle.com/article/caught-off-guard-by-ai> , traced on 6/13/2023

The article discusses the challenges faced by professors due to the use of AI, specifically ChatGPT, by students in their courses. Some students use ChatGPT for tasks ranging from completing assignments to brainstorming and refining their writing. This has led to debates among educators about whether such use of AI constitutes cheating. Different professors have adopted various approaches, from allowing students to redo assignments without penalty, to giving zeros, or using these incidents as teaching moments. The article also emphasizes the need for educators to adapt their coursework and syllabi to address the growing use of AI in classrooms. It further highlights the increasing sophistication of students in using AI tools, the future of AI in education, and the need for clear guidelines and policies.

Flower Darby, 4 Steps to Help You Plan for ChatGPT in Your Classroom, *The Chronicle of Higher Education*, <https://www.chronicle.com/article/4-steps-to-help-you-plan-for-chatgpt-in-your-classroom> , traced 8/13/2023

The paper highlights the significance of comprehending and utilizing AI tools, particularly ChatGPT, in educational settings. It outlines a four-step guide for educators to effectively incorporate AI tools into their teaching methodology. These steps encompass understanding generative AI tools, preparing to discuss AI in the classroom, tackling issues of cheating and plagiarism, and cautiously employing plagiarism-detection tools. The paper underscores the necessity for faculty to adapt to AI tools usage to equip students for the future workforce.

James M. Lang, How to Create Compelling Writing Assignments in a ChatGPT Age <https://www.chronicle.com/article/how-to-create-compelling-writing-assignments-in-a-chatgpt-age> , *The Chronicle of Higher Education*, traced on 8/13/2023

The article discusses the impact of artificial intelligence, specifically ChatGPT, on creating engaging writing assignments. The author's perspective on this technology was influenced by a conference on ChatGPT. The article introduces "Next Generation Genres: Teaching Writing for Civic and Academic Engagement" by Jessica Singer Early, a book that presents innovative writing assignments in unconventional genres like podcasts and opinion essays. The author emphasizes the need to reinvent writing assignments to stimulate student engagement and creativity. Despite the challenges posed by artificial intelligence, the article concludes that it also offers opportunities for teaching and learning.

Anna R. Miller, ChatGPT Just Got Better. What Does That Mean for Our Writing Assignments? *The Chronicle of Higher Education*

<https://www.chronicle.com/article/chatgpt-just-got-better-what-does-that-mean-for-our-writing-assignments> , traced on 8/13/2023

The author, having tested the new GPT-4 model, provides insights and recommendations for educators on how to adapt to the enhanced chatbot. The capabilities of GPT-4 include generating more accurate and eloquent text. The author advises educators not to compete with the AI in prompting, but to focus on inspiring students and emphasizing the significance of the writing process. The difficulty of identifying AI-produced text and the necessity of establishing relationships with students are also discussed.

The paper also explores the impact of AI language models, specifically ChatGPT, on educational writing tasks. It proposes that teachers should actively engage students in discussions about AI and its effects, and instruct them on how to critically assess AI-generated content. The need for faculty development and structural support to effectively integrate AI into teaching is highlighted. The paper also underscores the importance of addressing emotional reactions and potential risks related to AI, while also investigating AI policy and societal impacts with students. The author urges educators to take an active role in shaping the future of AI systems like ChatGPT.

Lucas Kohnke, Benjamin, L. Moorhouse, & Di Zou, ChatGPT for Language Teaching and Learning, *Technology Review*,

This review delves into the potential of the generative AI chatbot, ChatGPT, in the realm of language teaching and learning. The article discusses the various advantages of ChatGPT, such as its ability to provide linguistic input, offer real-time assistance, and conduct formative assessments. However, it also brings to light certain debates and drawbacks associated with the use of ChatGPT, including ethical concerns, accuracy of responses, and cultural bias.

The review further emphasizes the potential of ChatGPT in language education, providing examples of learning tasks and addressing some of the debates and drawbacks related to the tool. The authors argue that AI-driven digital tools are here to stay, and hence, language teachers and students need to develop advanced digital competence to use them effectively.

In conclusion, the article underscores the need for teachers and learners to acquire digital competencies to use ChatGPT effectively and ethically. The authors encourage language teachers to explore the pedagogical possibilities of ChatGPT in a theoretically-sound and principled manner, thereby highlighting the importance of integrating AI tools in language education.

