



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο

Επιχειρησιακό Πρόγραμμα  
Ανάπτυξη Ανθρώπινου Δυναμικού,  
Εκπαίδευση και Διά Βίου Μάθηση

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ανάπτυξη - εργασία - αλληλεγγύη

Chat GPT  
Ενσωματώνουμε ή  
απορρίπτουμε;  
Απειλή ή βοήθεια;  
Ζωή Γαβριηλίδου,  
Συντονίστρια δικτύου  
ΚΕΔΙΜΑ



ΣΥΝΟΔΟΣ  
ΠΡΥΤΑΝΕΩΝ  
ΕΛΛΗΝΙΚΩΝ ΠΑΝΕΠΙΣΤΗΜΙΩΝ





**Introducing  
Chat GPT  
(30  
November  
2022)**

- We've trained a model called ChatGPT which interacts in a conversational way. The dialogue format makes it possible for ChatGPT to answer followup questions, admit its mistakes, challenge incorrect premises, and reject inappropriate requests.



## Τα βασικά Προβλήματα

### Λογοκλοπή

Οι φοιτητές δεν αναφέρουν τη χρήση AI στις γραπτές εργασίες

### Περιορισμοί και λάθη

Επηρεάζουν τη μάθηση των φοιτητών

### Υπερβολική εμπιστοσύνη των φοιτητών στις απαντήσεις

Εξασθένηση της κριτικής σκέψης, της ικανότητας επίλυσης προβλημάτων και της δημιουργικής μάθησης

### Ζητήματα βαθμολόγησης



# Οι πρώτες αντιδράσεις: φοβικές

Να το απαγορεύσουμε! Να δημιουργήσουμε  
λογισμικά που το ανιχνεύουν



Δηλαδή....

Τεχνολογική λύση σε ένα παιδαγωγικό ζήτημα!

## Το μείζον ερώτημα είναι:

Τι αξιολογούμε στα μαθήματά μας, με ποιον τρόπο και πώς ευθυγραμμίζονται τα ΜΑ με τις διδακτικές μας πρακτικές και τον τρόπο εξέτασης;



## Σήμερα δύο οπτικές

**Ας το αξιοποιήσουμε  
παιδαγωγικά**

Εκπαίδευση  
διδασκόντων και  
μαθητών στη χρήση του  
με βάση τους κανόνες  
δεοντολογίας, ανάπτυξη  
κριτικής σκέψης, αλλά  
και αλλαγή  
παραδείγματος στη  
διδασκαλία και τη  
μάθηση (δραστηριότητες  
εντός τάξης, debates  
κτλ)

**Ας το  
αποδυναμώσουμε**

Κάνοντας πιο  
περίπλοκες τις  
ερωτήσεις που θέτουμε,  
και τις εργασίες που  
βάζουμε,  
χρησιμοποιώντας  
λογισμικό  
μπλοκαρίσματος ή  
λογισμικό ανίχνευσης

# Συστάσεις των ΚΕΔΙΜΑ Προς το διδασκτικό προσωπικό

1

Ενημέρωση

Παρακίνηση αναζήτησης του πιάς συνδέεται  
η χρήση του με τα ΜΑ και τους διδακτικούς  
στόχους σε κάθε μάθημα (π.β. Ημερίδα  
Πάντειο)

2

Ευθυγράμμιση του τρόπου  
αξιολόγησης του μαθήματος με  
τη χρήση ή μη του chat GPT

3

Ρητή αναφορά στο syllabus



# Συστάσεις των ΚΕΔΙΜΑ για τους φοιτητές

1

Χρήση σύμφωνα με  
δεοντολογία

Ρητή αναφορά στις εργασίες τους

2

Εξάσκηση στην ορθή  
χρήση με τη βοήθεια  
διδασκάντων

3

Υπεύθυνος σε κάθε τμήμα για  
προσθήκη αναφορών στα  
syllabi/ιστοσελίδα κτλ

# ΔΡΑΣΕΙΣ ΔΙΚΤΥΟΥ ΚΕΔΙΜΑ

Ερωτηματολόγιο  
διερεύνησης  
στάσεων

1

Διοργάνωση  
ενημερωτικής  
e-μερίδας

3

Έγγραφο προς ΕΘΑΑΕ για  
εισαγωγή στο περίγραμμα  
μαθήματος σχετικής  
πληροφορίας

5

Δημιουργία ενημερωτικού  
cheat sheet-θα  
αποσταλεί στα ΑΕΙ

2

ChatGPT  
Statement

4

Σύσταση προς τα  
πανεπιστήμια με οδηγίες για  
ανάρτηση σε ιστοσελίδες των  
Ιδρυμάτων

6

[https://eua.eu/downloads/publications/position\\_ai%20in%20it.pdf](https://eua.eu/downloads/publications/position_ai%20in%20it.pdf)

**eua** EUROPEAN  
UNIVERSITY  
ASSOCIATION

**POSITION**  
**Artificial intelligence tools and their responsible use  
in higher education learning and teaching**

February 2023

**Introduction**

The arrival of ChatGPT and similar artificial intelligence (AI) tools has provoked concern and intense debate among educators worldwide on the actual and potential consequences for learning, teaching and student assessment. The European University Association is actively monitoring these developments and looks forward to engaging with its members, as well as policy makers and other stakeholders, as this issue continues to evolve. Nonetheless, the Association's Learning and Teaching Steering Committee wishes to share some key considerations for European universities.

There are various shortcomings associated with the use of AI, such as lack of references to sources of information, biases in data and algorithms, intellectual property and copyright, or issues related to privacy, data security, and fairness. However, there are also numerous potential benefits for academic work, including improved efficiency, personalised learning, and new ways of working.

It is clear that banning the use of AI tools and other new technologies would be futile. Consequently, the higher education sector must adapt its learning, teaching and assessment approaches in such a way that AI is used effectively and appropriately. Universities must explore the responsible use of AI tools, in line with their mission, goals and values, and paying due regard to their legal framework and the broader consequences for and impacts on society, culture and the economy.

EUA will continue to support European universities by monitoring developments, consulting its members, and sharing advice and best practice.

**Key considerations**

EUA invites universities to consider:

**THE IMMEDIATE CONSEQUENCES OF AI TOOLS ON LEARNING AND TEACHING**

Universities should formally discuss the responsible, ethical, and transparent use of AI tools and other emerging technologies with staff and students. Robust, non-updating, institutional-level policies, guidance on approaches to day-to-day practice will be needed. It is important to take account of academic integrity, such as the obligation to reference the use of AI in academic and student work and its restricted use for certain types of learning and assessment.

**eua** EUROPEAN  
UNIVERSITY  
ASSOCIATION

**AI IN THE ONGOING INNOVATION OF LEARNING AND TEACHING**

The current disruption caused by AI tools underlines the need to review and reform teaching and assessment practices. This further confirms the growing, sector-wide emphasis on recognition of course work and authentic formative assessment, which came to the fore during the Covid-19 pandemic.

**THE UNIVERSITY SECTOR'S VISION FOR TECHNOLOGY IN SOCIETY**

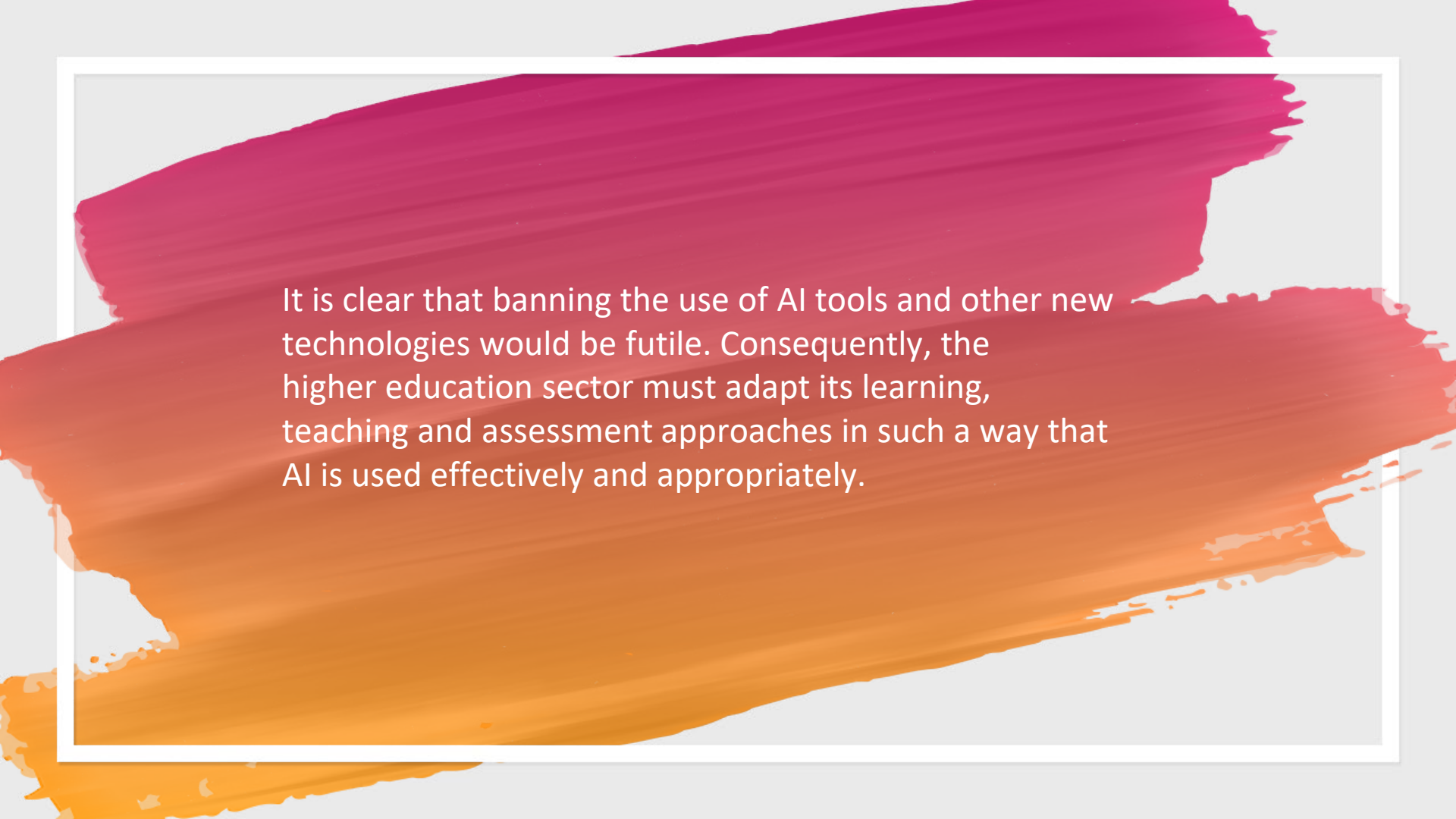
Regarding the broader role of universities in exploring the opportunities and mitigating the risks related to AI, EUA would like to recall the following from *Universities and the digital world: A vision for 2025*:

*"Technological developments are changing lives and disrupting labour markets. Universities produce knowledge for new technologies and social innovation. The development and promotion of such innovation is a central element of their activities. Universities also ensure that the impact of new technologies on our societies is studied and evaluated and that graduates are equipped for labour markets that are changing due to digitalisation and new technologies, in particular artificial intelligence. These will also change the way universities and their partners work."*

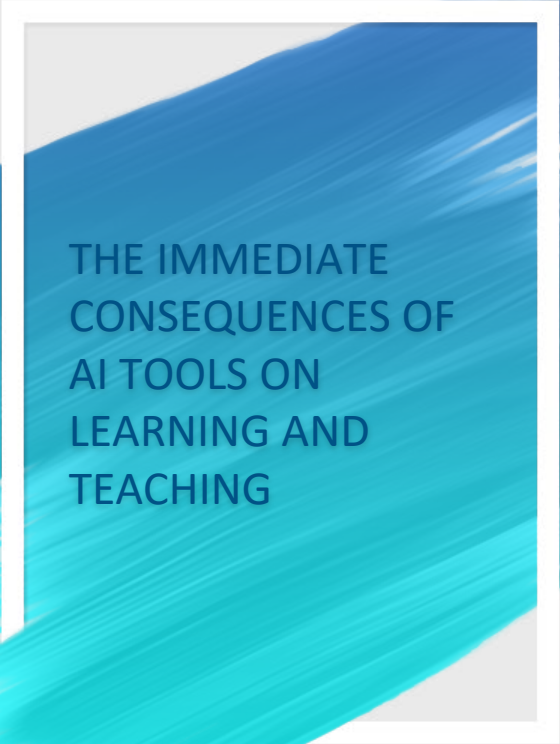
**Contact** [info@eua.eu](mailto:info@eua.eu)  
[www.eua.eu](http://www.eua.eu)

With more than 600 members, the European University Association (EUA) is the representative organisation of universities and national rectors' conferences in all European countries.

[in](#) [f](#) [t](#) [v](#)




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**THE IMMEDIATE  
CONSEQUENCES OF  
AI TOOLS ON  
LEARNING AND  
TEACHING**

- Universities should formally discuss the responsible, ethical, and transparent use of AI tools and other emerging technologies with staff and students.



**AI IN THE ONGOING  
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- The current disruption caused by AI tools underlines the need to review and reform teaching and assessment practices.
- This further confirms the growing, sector-wide emphasis on recognition of course work and authentic formative assessment,

A large, abstract graphic consisting of several overlapping, horizontal brushstrokes in various shades of blue and teal, extending from the left edge of the slide towards the right. The strokes are thick and have a textured, painterly appearance.

**THE UNIVERSITY  
SECTOR'S VISION FOR  
TECHNOLOGY IN  
SOCIETY**  
( University without  
walls: A vision for  
2030)

- “...Universities also ensure that the impact of new technologies on our
- societies is studied and evaluated and that graduates are equipped for labour markets that are changing
- due to digitalisation and new technologies, in particular artificial intelligence. These will also change the way universities and their partners work.”



Ευχαριστώ!