

Audience iClicker Feedback

I used AI to summarize the iClicker responses you all shared. Please enjoy hearing the responses from the other instructors.

How are you currently using AI with your students?

1. Discussion and Brainstorming:

- **Debate Format:** Divide the class and have them debate a topic like “Should AI be used in college admissions?” This encourages students to research both sides and think critically about the ethical implications.
- **“What if?” Scenarios:** Pose hypothetical scenarios where AI is used in unfamiliar ways. Ask students to identify potential benefits, drawbacks, and ethical considerations.

2. Real-world Applications:

- **AI-Generated News Analysis:** Assign a project where students use an AI news generator, then analyze the accuracy and potential bias compared to a human-written article.
- **Social Media Simulation:** Simulate how AI algorithms might personalize content on social media platforms. Students can create profiles and analyze how their content feed might be skewed.

3. Source Criticism:

- **Fact-Checking with AI:** Have students use AI fact-checking tools on a set of claims, then discuss the limitations of the tools and the importance of human verification.
- **Identify Algorithmic Bias:** Show students examples of AI-generated content that reflects bias (e.g., facial recognition software) and have them discuss how to detect and mitigate this.

4. Student Research:

- **Research Project on AI Ethics:** Assign a research paper where students explore a specific ethical concern in AI (e.g., job displacement, privacy issues).
- **AI and the Future of Work:** Have students research the impact of AI on specific careers and brainstorm how education can prepare future workforces.

What, if anything, from today's webinar might you consider implementing in the future?

It looks like instructors will implement a variety of strategies from the webinar on AI ethics. Here are some specific examples:

- **Create a worksheet that allows students to write their own stories** and analyze how AI might generate different creative text formats based on their input.
- **Use AI-generated images as writing prompts.** This could be a good way to spark students' imaginations and get them thinking creatively about a topic.
- **Teach students how to ask ChatGPT questions in a specific way** to get the most accurate and unbiased results possible.
- **Incorporate discussions about how AI can be biased** and how to mitigate those biases.
- **Explore how AI can be used to grade writing assignments.** This could free up instructors' time for other tasks, but it's important to ensure that the AI grading is fair and accurate.

Overall, it seems like the instructors are interested in using AI as a tool to enhance their teaching, but they are also aware of the importance of teaching students how to use AI critically and ethically.

Q&A Panelist Responses

Thank you so much for all your thoughtful questions during the event! Scott and Eva have taken the time over the weekend to respond.

AI and Student Learning

How can we prevent students from misusing AI tools and plagiarizing content?

If that's a concern, I would recommend rethinking what is being assigned. Higher level blooms where students are asked to apply content to their own lives is not a task that Gen AI excels at. SC

The simple answer is nothing, if we do nothing — or if we naively prohibit AI use, with no guidance. It is up to us to establish the guardrails and to help students learn responsible and ethical use of GenAI. ES

How can we ensure AI-generated content fosters critical thinking and analysis skills?

I think the goal of incorporating AI into assignments is to encourage critical thinking and analysis. Much of what AI is able to do well is basic, low-level blooms. So, by avoiding assignments where this is the benchmark helps to avoid these issues.

Critical thinking is essential in crafting the right prompts (asking good questions) and editing/refining GenAI output. Assignments and rubrics should reflect these elements.

What are your thoughts on developing clear policies around acceptable AI use in writing assignments?

I have no policies currently. I'm genuinely curious how students are going to use Gen AI, and it's improving literally in real time, so my focus has been on creating assignments that encourage its use to better understand how it might be used in the future.

Policies should be established at both the course level (the extent to which AI use is permitted, generally) and the assignment level (the way in which AI is to be used, specifically). The only policy doomed to failure is an unqualified prohibition.

Ethical Considerations of AI Use

How can we address potential bias and misinformation in AI-generated text?

This seems like the same issue as the internet. Critical thinking requires the evaluation of the source, so misinformation provides a great learning lesson in how to think critically about Gen AI.

Agreed. Show students examples of this bias and misinformation. Critically examining GenAI output for such bias and information is an integral part of using it as a tool.

What are the environmental implications of large language models?

Huge! But I'm not an environmental scientist.

They're significant, but they are beyond the scope of this conversation.

How can we ensure transparency around how AI training data is collected and used?

Great question! But probably something for a computer scientist to answer.

Agreed. Computer scientists, lawyers, public policy makers, institutional decision makers, as a start.

The Impact of AI on Writing Instruction

How can we best teach students to evaluate and use AI outputs effectively?

I like the idea of using it as a tool that can be explored in the classroom. While I've only been successful in getting students to use Gen AI in the classroom, it has provided a great opportunity to talk about the prompts being used and the responses that students are getting.

Practice, practice, practice. Incorporate this into assignments. Show them the consequences of indiscriminate use. Shift the focus of assignments from blank-page writing to input-crafting and output-editing.

What does an AI-literate student look like, and how can we develop curricula to achieve this?

If I knew this, I would be doing it. I think that it's important to get comfortable using Gen AI and then incorporate it into assignments.

Our university is doing this at the institutional level, to ensure that students have the basic skills to apply in their courses. Lobby your departments and schools to provide students with these tools, as they will be expected to have this literacy upon graduation.

How might AI change the way writing is taught in the future?

As someone with dyslexia that grew up in an age of cursive, I can only hope that it will remove more barriers for students to express themselves without having to worry about spelling and grammar. Gen AI can take those “back of the napkin” ideas and turn them into something that can be further refined into a final product. Ultimately, it's the creative part of writing that will continue to become an even bigger part of the writing process.

Agreed! It is leveling the playing field. Writing for the sake of writing is the domain of writers. Everyone should have the tools to express their thoughts, ideas, and observations effectively. The key is to use these tools responsibly and meaningfully.

Benefits of AI Writing

How can AI help students save time and improve writing efficiency?

The blank page is often the hardest place to start writing. If you haven't already, try providing a prompt with your topic and the items you want to cover and see what Gen AI can do to advance the writing process. On the other end, there are many options to help address issues of tone, or tighten what we've written, without wasting hours rethinking how we write.

GenAI can be an excellent writing partner, from idea generation to drafting to editing. Instead of worrying about “plagiarism”, focus on the quality of the output and the extent to which learning objectives are being met. Update your rubrics!

Can AI be a helpful tool for research and brainstorming activities?

Absolutely, I like to use Gen AI to brainstorm right in front of the class. As an instructor, I'm always looking for new ways to teach a particular topic, and Gen AI has an endless supply of suggestions.

Yes, yes, yes! There are so many valuable ways that it can contribute to this process. The key is to use it A LOT to understand its strengths and limitations.

How can AI assist students who struggle with writer's block or writing fluency?

This is where I think Gen AI is most helpful. When you don't know what to say, it's often easier to explain what you're trying to say, which is a great prompt to generate that text without the block. Same with fluency. I can ask in my prompt to increase or decrease the quality of the writing. I can write informally and have the information turned into a formal writing sample, or the other way around.

Agreed! Start with AI as a tool for your work, before using it as a tool in your classes. Learn to appreciate its power to lessen the burden of frustrating or mundane tasks. Then pass this power on to your students, focusing on higher-level assignments.