

Thank you so much to everyone who participated in the iClicker Events portion of our webinar! We've used AI to summarize your responses and share them with you here, so you can enjoy the responses from other instructors.

How do you feel about AI in the Classroom?

Based on the responses provided, it seems that instructors' feelings about AI in the classroom are diverse but generally fall into several categories:

1. Positive Outlook (Excited/Hopeful/Optimistic):

- Many instructors express excitement, hopefulness, and optimism about the potential of AI in the classroom.
- They see AI as a tool for innovation, improvement of student abilities, and as a thrilling new frontier in education.

2. Curiosity/Interest:

- Some instructors are curious and interested in learning more about AI and its applications in education.
- They express a desire to explore its potential benefits and possibilities.

3. Mixed Feelings (Apprehensive/Anxious/Confused):

- A portion of instructors express mixed feelings, including apprehension, anxiety, and uncertainty.
- While they acknowledge the potential of AI, they also feel unsure about its implementation, ethical considerations, and its impact on traditional teaching methods.

4. Neutral/Unsure/Need for Learning:

- Some instructors feel neutral or unsure about AI in the classroom.
- They may recognize the need to incorporate AI but feel unprepared or unsure about how to do so effectively.

5. Concerns about Student Learning and Ethical Use:

- A subset of instructors express concerns about ensuring that students learn effectively and ethically when using AI.
- They worry about students' abilities to develop critical thinking skills and use AI responsibly.

Overall, while there is a significant amount of excitement and hopefulness surrounding AI in the classroom, there are also apprehensions and uncertainties that need to be addressed through further learning, exploration, and discussion.

Are you currently doing anything to support students' development of critical thinking and problem solving to complement AI?

Based on the responses provided, it appears that instructors' approaches to supporting students' development of critical thinking and problem-solving in complement to AI vary widely. Here are the general trends:

1. Exploring/Planning for Integration:

- Some instructors are in the process of exploring or planning ways to incorporate AI into assignments that promote critical thinking and problem-solving.
- They acknowledge the potential of AI as a tool for enhancing these skills but are still in the learning phase themselves or are working on developing activities.

2. Current Use of AI:

- A portion of instructors are already using AI in various ways to support students' critical thinking and problem-solving skills.
- Examples include using AI for generating drafts of essays, analyzing AI-generated material, facilitating discussions about the ethical use of AI, and incorporating AI into assignments and homework problems.

3. AI as a Learning Resource:

- Some instructors encourage students to use AI as a resource to enhance their critical thinking.
- They may provide guidance on how to use AI tools effectively or incorporate AI assignments that require students to utilize critical thinking skills in conjunction with AI.

4. Interest/Exploration:

- A few instructors express interest in using AI but have not yet implemented specific strategies.
- They may be seeking further information or training before integrating AI into their teaching practices.

5. Concerns/Challenges:

- Some instructors face challenges or resistance in implementing AI due to push back within their department or the need for further learning.
- They recognize the importance of critical thinking skills but may be unsure about how to effectively incorporate AI into their curriculum.

Overall, while there is a growing interest and exploration of AI's potential to enhance critical thinking and problem-solving skills, there are also challenges and uncertainties that instructors are navigating as they seek to integrate AI into their teaching practices.

What is your greatest fear about AI? What is your greatest hope?

Based on the responses provided, instructors' fears and hopes about AI can be summarized as follows:

Greatest Fears:

1. Loss of emotional connection and human interaction in learning.
2. Obsolescence or becoming irrelevant in the face of AI advancements.
3. Loss of critical thinking skills among students.
4. Privacy and security concerns, including the privatization of AI learning and content.
5. Widening inequality in access to AI tools and education.
6. Rampant misuse of AI, leading to challenges in policing inappropriate use.
7. Depersonalization of the learning experience and reduction of creativity.
8. Fear of plagiarism and cheating facilitated by AI.
9. Concerns about students relying too heavily on AI instead of thinking critically.
10. Fear of AI companies inserting themselves in education and dictating learning outcomes.

Greatest Hopes:

1. Gaining more time to spend with others due to the efficiency brought by AI.
2. Hope for the next generation's advancements and innovations.
3. Enhancement of creativity and individuality through AI.
4. Democratization of learning and increased accessibility to education.
5. Improvement in work-life balance through AI assistance.
6. Potential for AI to solve global issues like climate change and diseases.
7. Enabling educators to engage students more effectively and save time on administrative tasks.
8. Enhancing original content and saving time for academics.
9. Providing opportunities for broader exploration of ideas and knowledge.
10. Allowing for greater inclusion and accessibility in education.

Overall, while there are legitimate concerns about the negative impacts of AI, there is also a prevailing sense of optimism regarding its potential to improve various aspects of education and society.

Here's to exploring a whole new world of AI together!