Stuart A. Selber

AI Writing/Writing AI

Bedford/St. Martin's Annual WPA Workshop

October 26, 2023

PennState

My Talk, In Three Parts

1. Vision Document
2. Engagement Model
3. Assignment Analysis

Background

We’re never working with AI in a vacuum, institutional or otherwise, so let me start with a bit of background information.

Vision Document

Vision Document Parts

- Introduction
- Realities
- Problems and Possibilities
- Stance
- Plagiarism
- Starting Points
- Pedagogical Practices
- Resources

Introduction

- Generative AI platforms are readily available to college students and are no doubt being used in all of our writing courses.
- A fundamental thing to know is that AI can generate the types of content we ask students to produce in our assignments.

Introduction cont.

- A key insight is that AI produces mathematical responses to human communication problems.
- Another insight is that AI responses are based on two things: the corpus on which a robot was trained, and the prompts students use to elicit information from a robot.

Realities

- There are hundreds of free AI and AI-assisted platforms available on the internet.
- The enterprise systems at your school probably already include artificial intelligence.

Problems and Possibilities

- AI can generate inaccurate information, make up information (or hallucinate), automate work that requires human judgment, neglect current events, and reinforce bias and discrimination.
- The possibilities are for us to decide.

Stance

- Technology adoption and implementation is a fact of life, for better and worse.
- The technologies we adopt and implement reflect the perspectives of their designers.
- Those perspectives make strong suggestions for use but do not preordain use.

Stance cont.

- A variety of social forces help determine the nature and character of technology implementations.
- The same technology can come to mean different things to different people in different contexts.
- A key objective is to investigate possibilities, identify problems, and promote a classroom in which technology is treated as both an educational subject and a platform for work.

Plagiarism

AI promises to exacerbate plagiarism problems unless it’s accommodated thoughtfully.

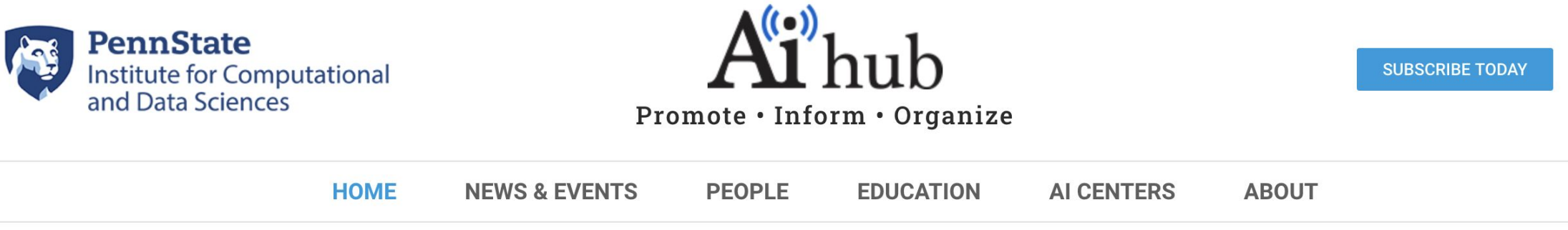
Starting Points

According to Penn State policy G-9: Academic Integrity, an academic integrity violation is "an intentional, unintentional, or attempted violation of course or assessment policies to gain an academic advantage or to advantage or disadvantage another student academically." Unless your instructor tells you otherwise, you must complete all course work entirely on your own, using only sources that have been permitted by your instructor, and you may not assist other students with papers, quizzes, exams, or other assessments. If your instructor allows you to use ideas, images, or word phrases created by another person (e.g., from Course Hero or Chegg) or by generative technology, such as ChatGPT, you must identify their source. You may not submit false or fabricated information, use the same academic work for credit in multiple courses, or share instructional content. Students with questions about academic integrity should ask their instructor ***before submitting work****.*

Pedagogical Practices

- Relook at the workflow for your assignments.
- Add a metacommentary to each assignment.
- Archive the deliverables for each step in an assignment.

Resources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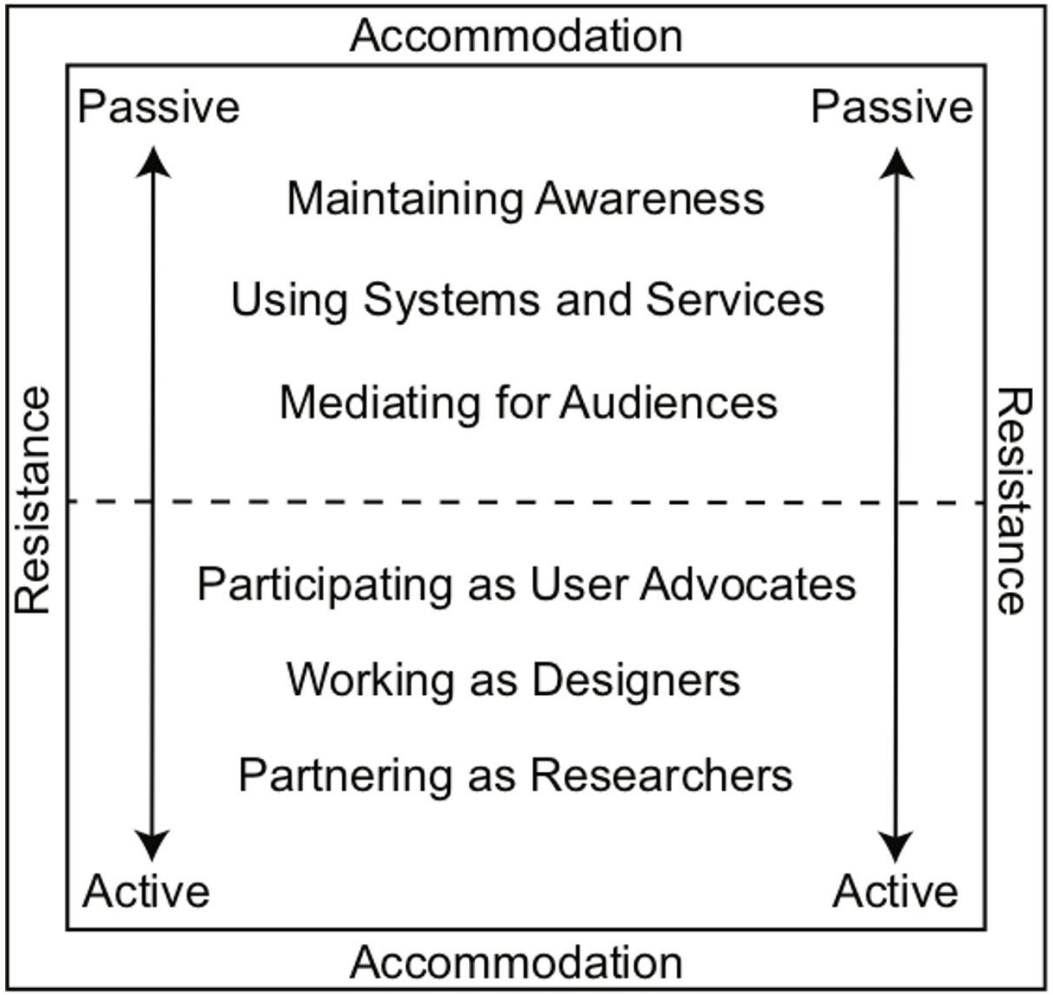
ABOUT

Institutional Engagement Model



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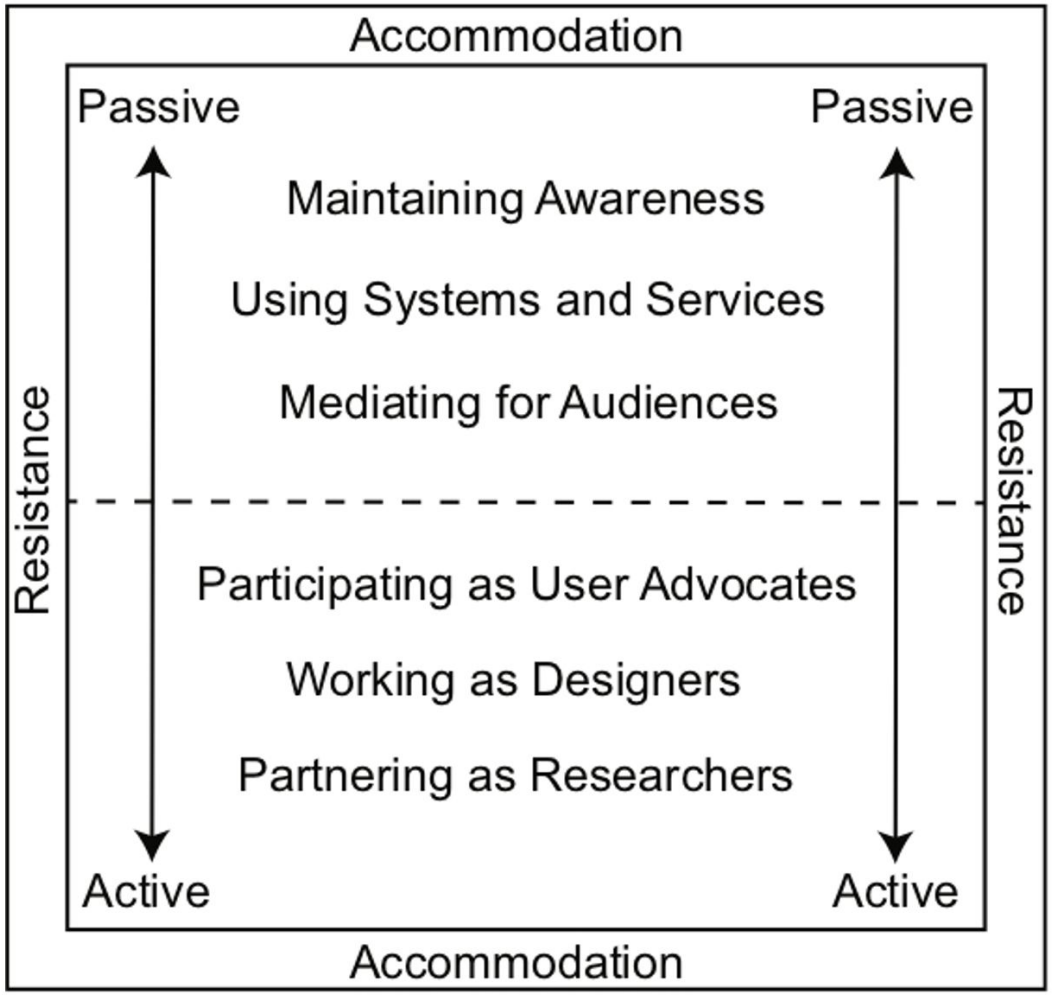

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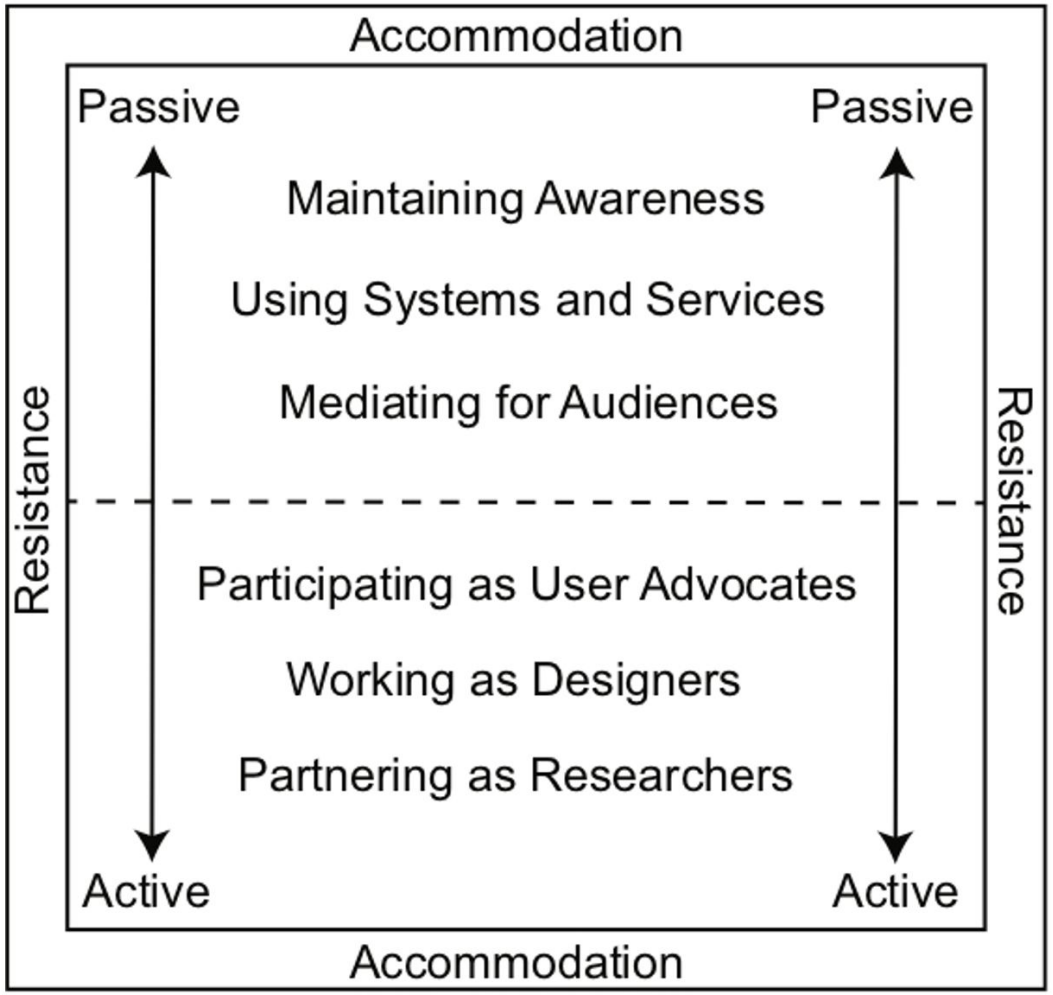

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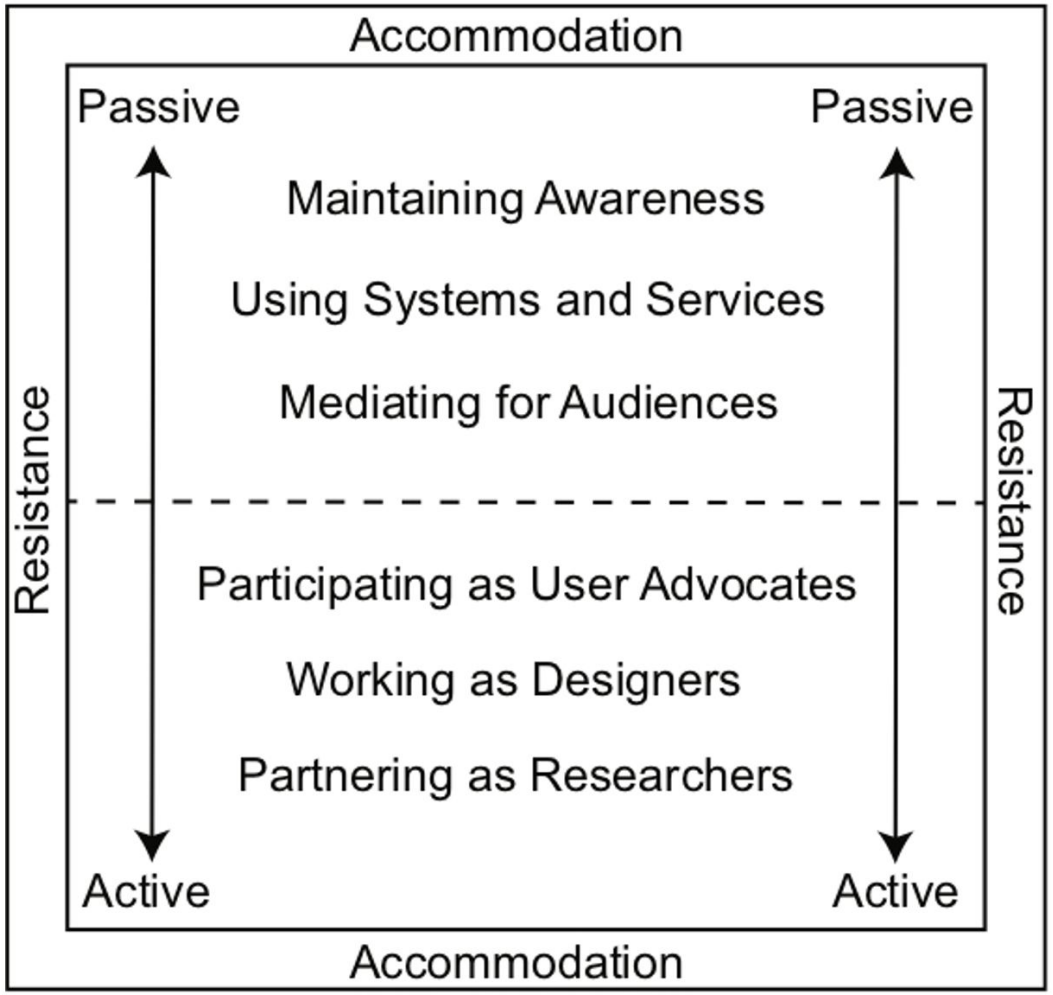

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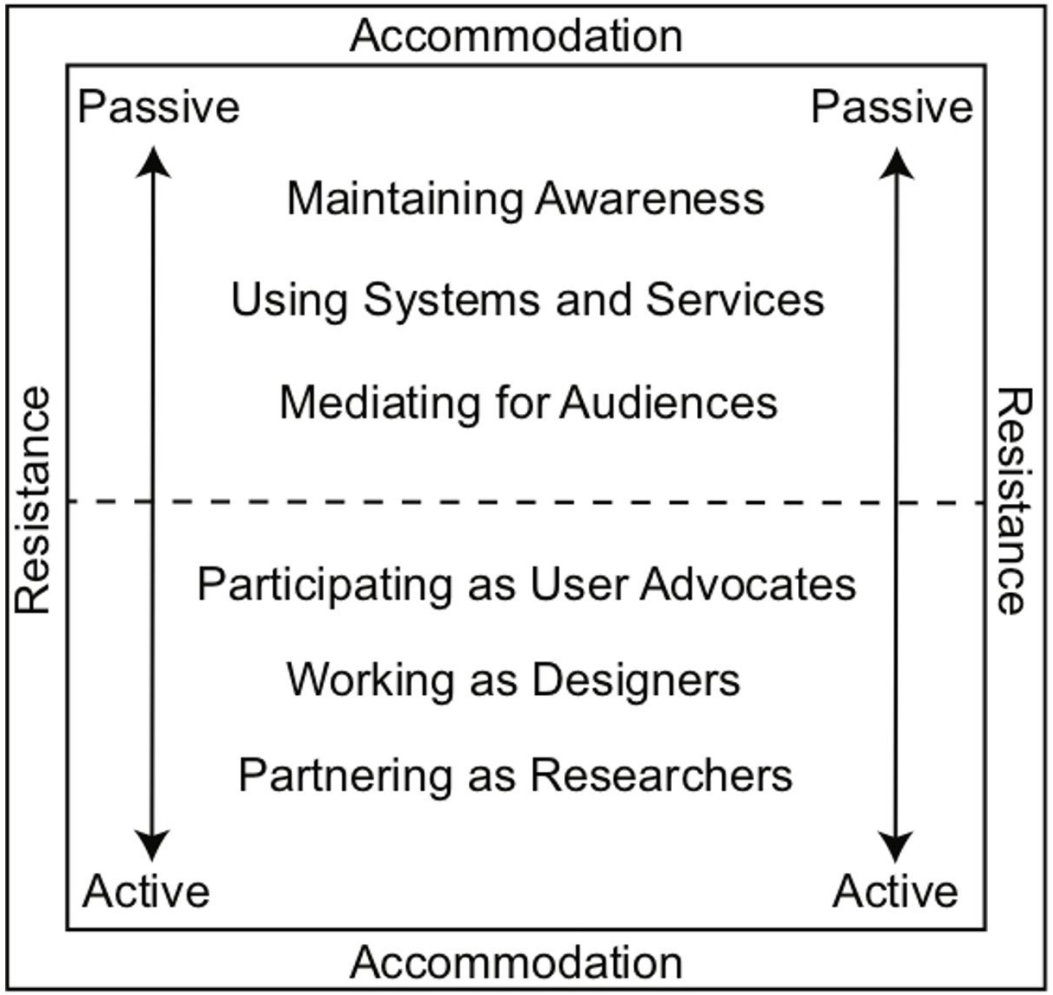

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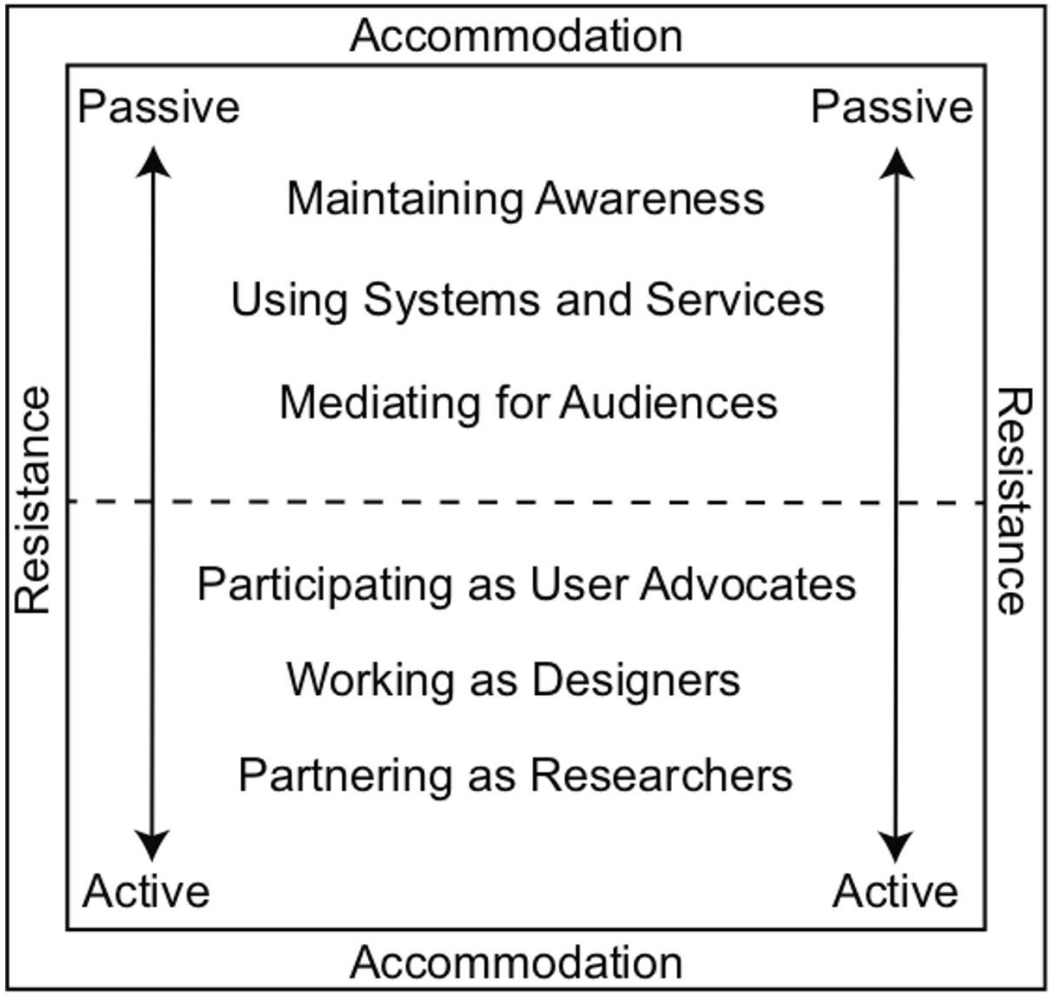

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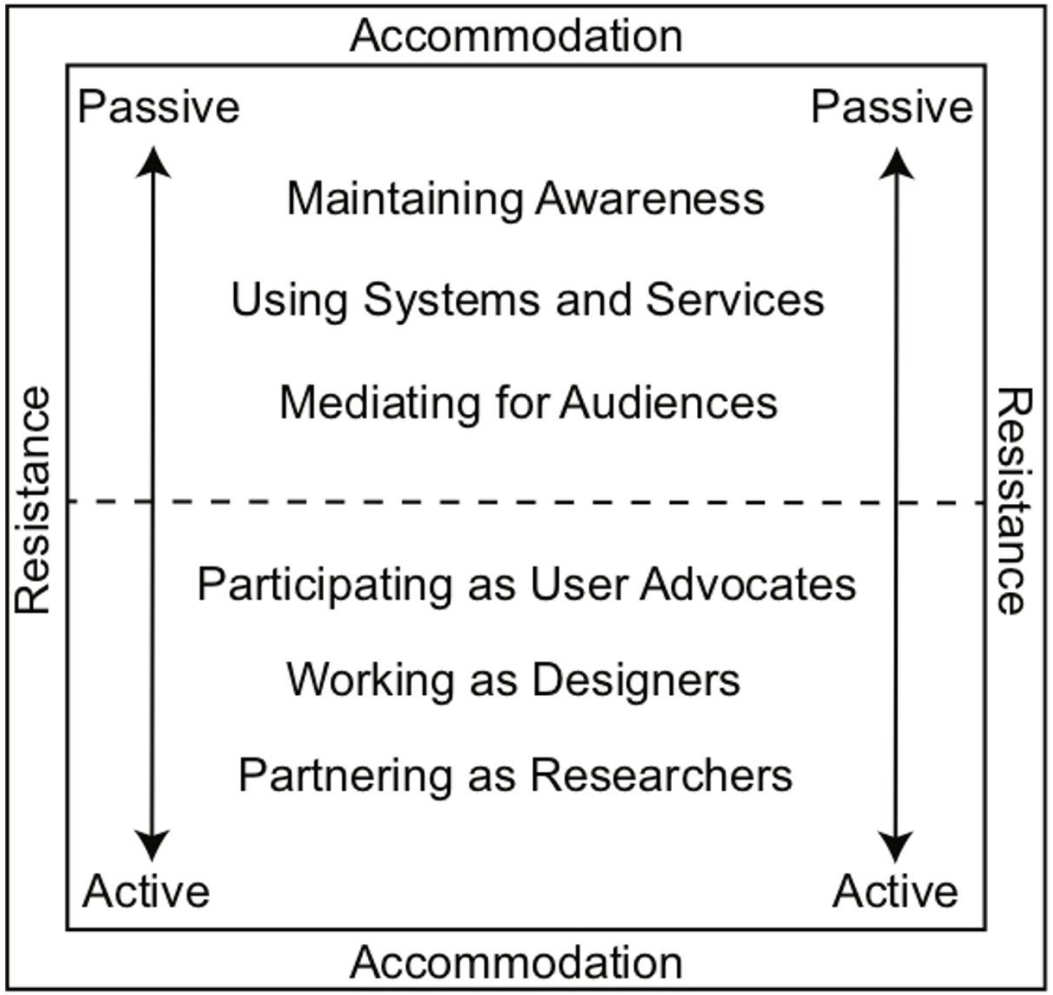
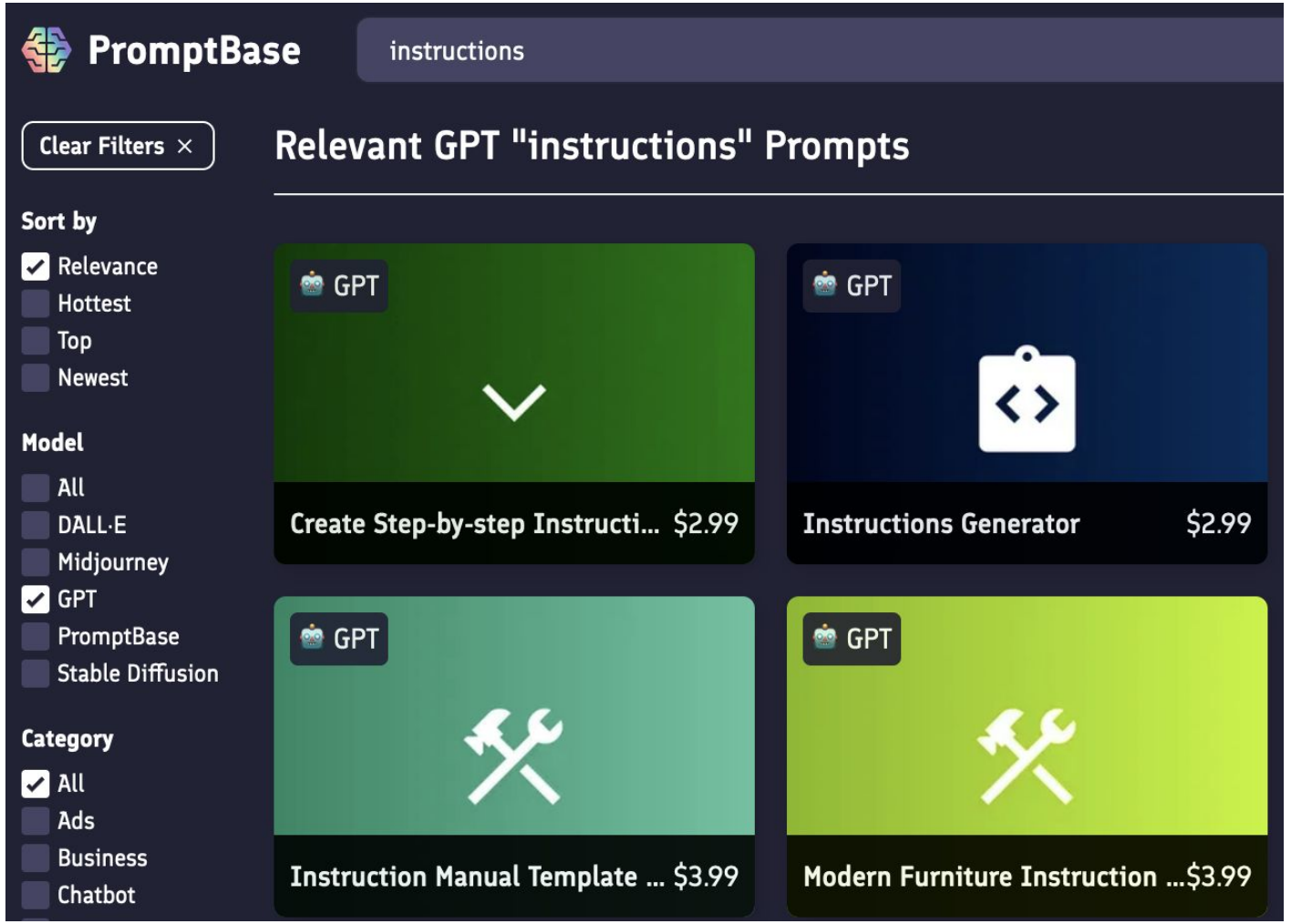
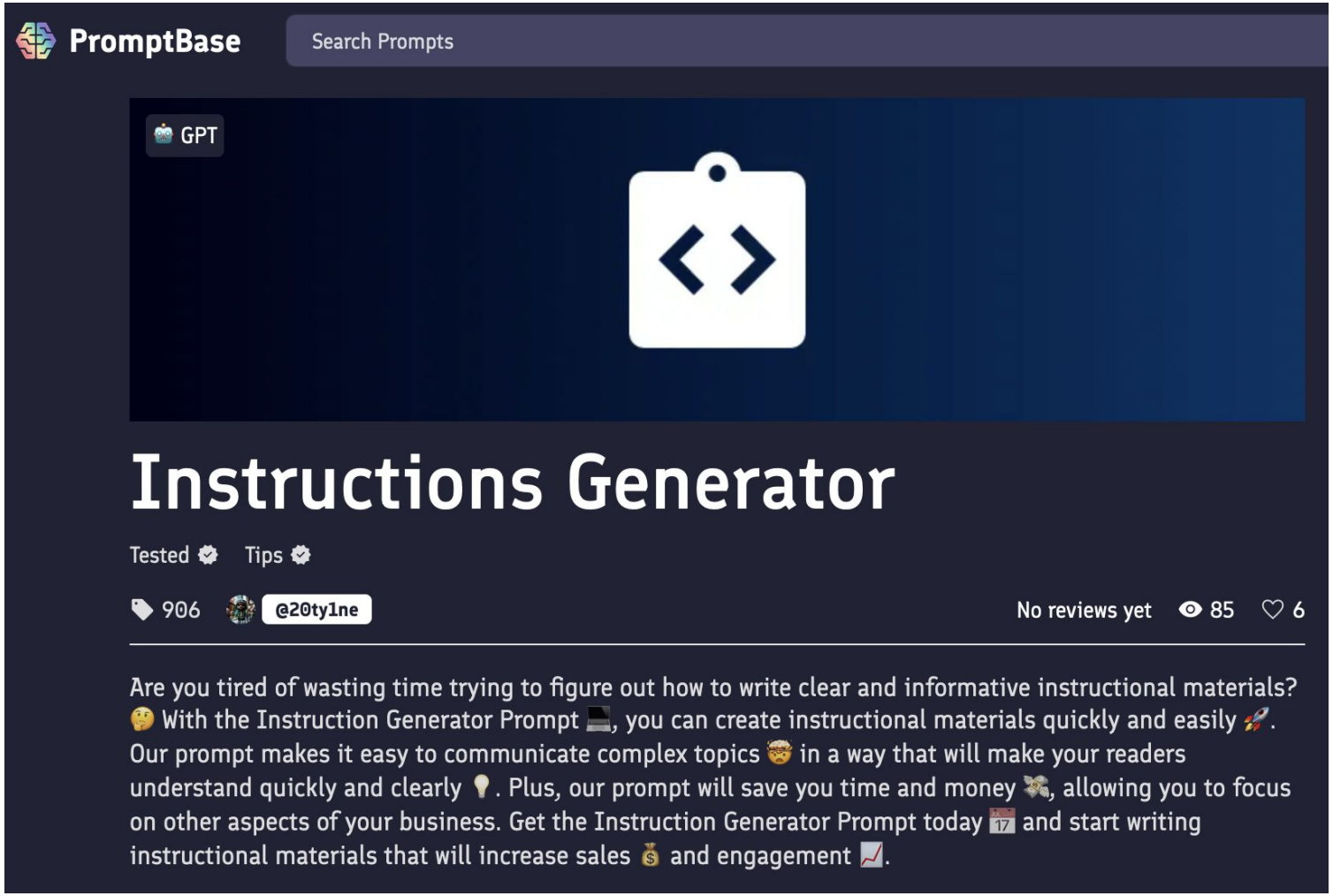


PromptBase.com



“Our prompt makes it easy to communicate complex topics”



The Purchased Prompt

Create clear and informative instructional materials for [INSERT SUBJECT]. The instructions should include the following:

A clear goal of the instruction, which is the desired outcome for the user.
Breakdown the instructions into small, manageable steps using headings, bullet points, and numbered lists.
Use simple and clear language that is easy to understand, avoiding jargon or technical terms.
Include examples and visual aids such as images, diagrams, and videos.
Test the instructions with a small group of users and take feedback to make revisions as needed.
Review and proofread the instructions multiple times to ensure there are no errors or inconsistencies.
Make sure the instructions are in a format that is easy to access, like a printed manual, a webpage, or an app.
Keep the instructions up-to-date with current information and technology.

Begin your instructions with a message thanking the costumer for buying the product.

Introduction + Steps 1 - 3

Dear Flowflex COVID-19 Antigen Home Test user,

Thank you for purchasing our product. Our goal is to provide you with a convenient and reliable way to test for COVID-19 in the comfort of your own home. In order to achieve this goal, please follow the instructions below carefully.

Step 1: Preparing for the test

- Wash your hands thoroughly with soap and water.
- Open the test kit and remove the contents.
- Find a clean and flat surface to perform the test.
- Make sure the sample collection area is clean and dry.

Step 2: Collecting the sample

- Remove the swab from its packaging and hold it by the handle.
- Tilt your head back slightly and insert the swab into your nostril.
- Gently rotate the swab around for 10-15 seconds.
- Remove the swab from your nostril and repeat the process with the same swab in your other nostril.

Step 3: Testing the sample

- Open the test cartridge and insert the swab into the sample well.
- Press down on the swab handle to release the sample.
- Wait for 15 minutes and do not move or touch the test cartridge.
- After 15 minutes, read the test result.

AI-Human Comparison

Document Element	ChatGPT	Manufacturer (Human)
Heading Format	Numbered	Unnumbered (conventional)
Step Format	Bulleted	Numbered (conventional)
Swab Insertion Depth	Unspecified	Specified
Swab Insertion Time	Incorrect Amount	Correct Amount
Swab Swirl in Tube Time	Incorrect Amount	Correct Amount
Functional Illustrations	None	At Least One Per Step
Additional Information	Unnecessary Step for Head Tilt	N/A

Questions and discussion

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