

Taking AI Integration to the Next Level



Welcome & Introduction (5 minutes)



Hear from a Peer (20 minutes)



Create a Guide for Student AI Use Activity (30 minutes)



Thank you and conclusion (5 minutes)

Taking AI Integration to the Next Level

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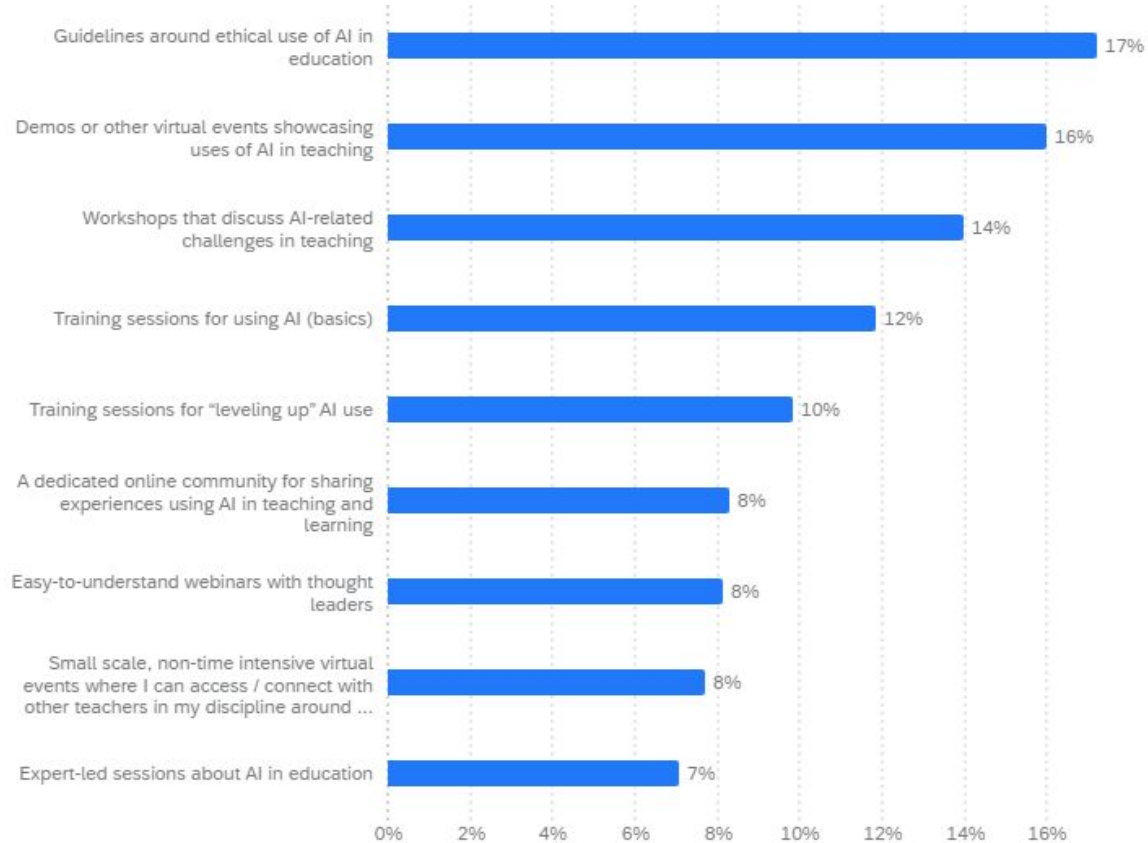
How are you feeling about AI in your classroom?



How do other instructors feel about AI?



What kinds of AI support do instructors ask for?





Hear from a Peer



In-Class Activity 1/21/25 – Groups of 3-4 learners.

- You will use generative AI – ChatGPT, Claude, Copilot, Gemini, search engine AI options, etc.
- Prompt the following:
 1. How can I do well in an introductory chemistry class?
 2. Create a study plan for my upcoming chemistry exam that is 3 days away covering chemical foundations.
 3. Explain density like I'm 5, like I'm 10, like I'm a moose.
- Copy and paste the responses into the discussion board and briefly analyze the output.
 - Did it make sense? Is it accurate? Is it realistic? How could you have better prompted it? Etc.

Use this as an opportunity to meet a few people from class. Exchange numbers or social accounts.

Hey, Moose! Imagine you're standing in a big lake, and you see two logs floating nearby. One log is small but super heavy because it's packed with wood, while the other log is big and super light because it's hollow inside.

- Density is like how much "stuff" (wood, in this case) is crammed into a space.
- The small, heavy log has a high density because it has a lot of wood packed tightly.
- The big, light log has a low density because there's not much wood inside it, even though it takes up more space.

So, **density** is the **balance** between **how much "stuff"** is in something and **how much space** it takes up. It's like deciding how heavy a snack is before eating it—are you munching on a dense twig or an airy pile of leaves? 🦌

-ChatGPT

The Analysis Component

Students must analyze AI outputs:

- Does it make sense?
- Is it accurate and realistic?
- How could the prompt be refined for better results?
- Encourages critical thinking and deeper engagement.
- **This is where I get the most interaction and buy-in from students!**

Broader Educational Goals

How this assignment aligns with key learning outcomes:

- **Critical Thinking:** Evaluating and improving AI-generated content.
- **Communication:** Tailoring prompts and interpreting results.
- **Real-World Skills:** Preparing students for professional use of AI tools.

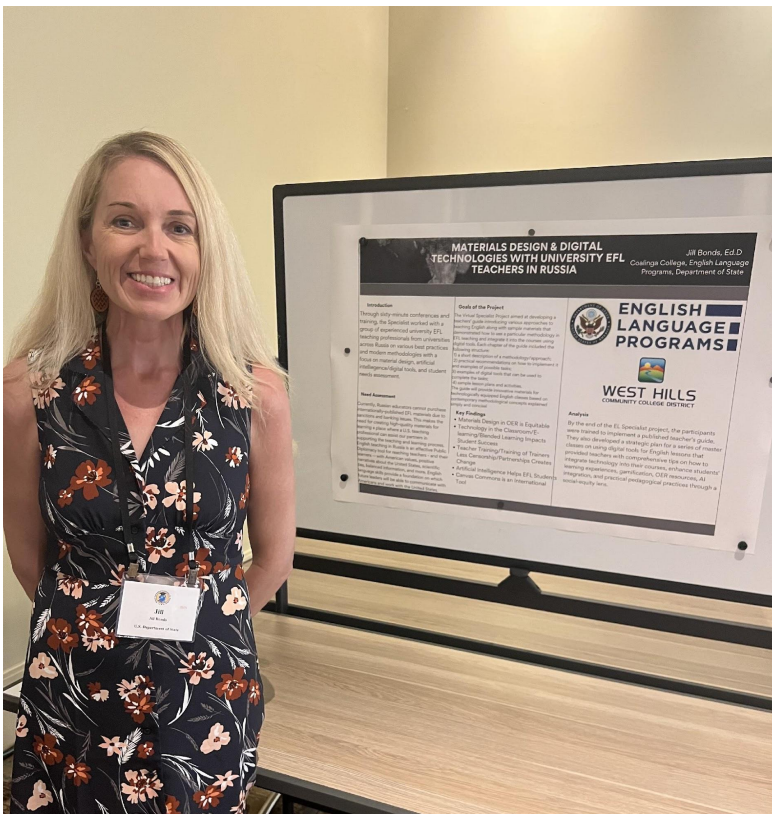
Student Feedback

Student insights from the assignment:

- "I realized my prompt wasn't specific enough, so I adjusted it."
- "The explanation for density like I'm a moose was hilarious, but it made me think about other analogies in science."
- "I liked how the AI gave me study strategies, but I had to adapt them to fit my own schedule and learning style."

For my class...

- AI tools are not just for convenience; they are learning partners.
- Students gain skills in analysis, communication, and problem-solving.
- Ethical and effective use of AI prepares students for future challenges.



Dr. Jill Bonds
English & Education
Faculty, Coordinator for the
PUENTE Program

Currently incorporates AI in
all courses for students to
scaffold and research
writing topics to engage in
critical thinking discussions.

Current AI Roles

Principal Investigator, California Education Learning Lab's AI FAST Challenge: Funding for Accelerated Study and Transformation.

Humanities, Arts, and Social Sciences (HASS) Working Group Member for CSU, CCC, UC Systems

WHY AI?

1. Personalized Learning

2. Accessible Education

3. Bias Reduction

4. Affordable Learning Resources

5. Early Intervention

6. Grading Support

7. Expanded Academic Support

8. Data-Driven Decision-Making

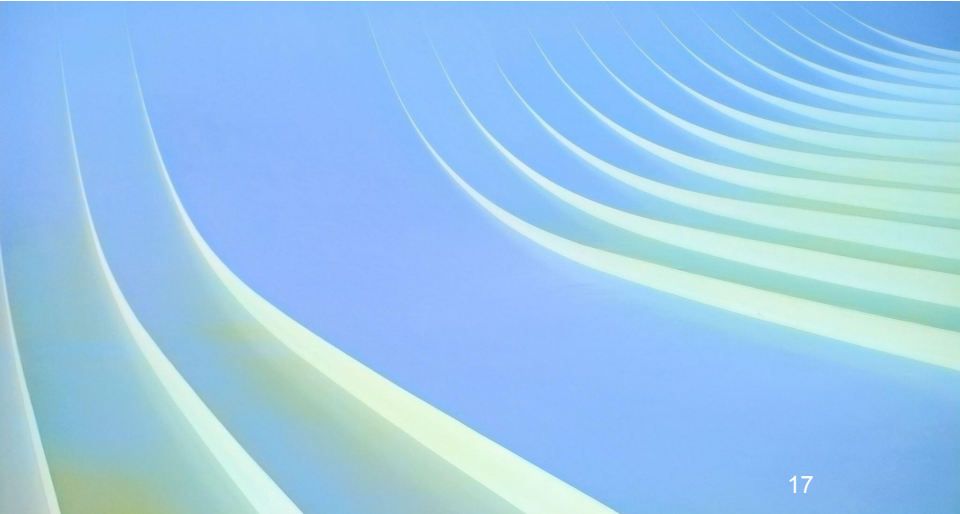
9. Inclusive Curriculum Development

10. Gamification for Students Online

Artificial Intelligence in Humanities?

Topic: Discussion Question
1-Introductions and AI in Education

Comparing Writing: Human and
AI-generated





AI for Outlining and Scaffolding

Sharing
Resources

Ideas/Translating

Outlining

Thesis
Statements

Research and
References/Citing

Questions and or Comments?





Create a Guide for Student AI Use



Craft your Customized AI Use Guide

In this activity, you'll create a guide to help your students use AI ethically and effectively in your course.

This guide will include ethical principles, appropriate AI applications, and inclusivity strategies, tailored to your discipline.

Follow Along: Our presenters will share examples to guide you through each step. Feel free to use AI to generate your responses or simply rely on your own experience.

Outcome: A ready-to-use document you can add to your syllabus or share with students.

Note: This activity was refined using ChatGPT.

Step 1 - Define Ethical Principles

Reflect on **how students should use AI responsibly** in your course.

Prompt: Answer the following:

1. AI use is encouraged for: [Insert acceptable uses, e.g., brainstorming, outlining].
2. Students are required to disclose AI usage by: [Insert how students should report use].
3. Misuse of AI includes: [Define unacceptable uses, e.g., "submitting AI-generated work without revision"].

Presenter Tip: Share examples of ethical challenges in [chemistry/English].

Step 2 - Explore Appropriate AI Applications

Think about your course assignments. How could AI help your students?

Prompt: Answer these questions:

1. How can AI help students brainstorm in [your discipline]?
2. How can AI assist with drafting or outlining assignments in [specific course topic]?
3. What editing tasks could AI support?

Presenter Tip: Demonstrate examples of AI uses for your own assignments.

Step 3 - Build an Inclusivity Framework

Reflect on your students' needs and access to AI tools.

Prompt: Consider these questions:

1. What barriers might your students face with technology?
2. How can you provide support (e.g., training, alternatives)?
3. How can AI use in your course be optional or accessible for all?

Presenter Tip: Share a strategy for making AI tools accessible in [your discipline].

Step 4 - Add Transparency About Your AI Use

Be transparent about how you'll use AI to support your teaching.

Prompt: Answer these questions:

1. How will you use AI tools in your teaching (e.g., grading, feedback)?
2. How will you communicate this to students?

Presenter Tip: Give an example of how you use AI in your classroom workflows.

Step 5: Put It All Together

Use your answers to compile your guide for student AI use.

Sections to Include:

1. Ethical Principles
2. Appropriate AI Applications
3. Inclusivity Framework
4. Assignment-Specific Guidelines
5. Instructor's AI Use

Next Steps: Use this guide as an addendum to your syllabus or share it with your students.



Q & A





[macmillanlearning.com](https://www.macmillanlearning.com)

Name and Contact Information