



Wrestling with Reality: AI in the Classroom

Facilitators

Sarah Beal, PhD | she/her
Professional Development Specialist



LeighAnn Tomaswick, MS, MA | she/her
Innovation Learning Design Specialist





Welcome to Our
New Associate
Director!

Nicole Willey, PhD
Professor of English



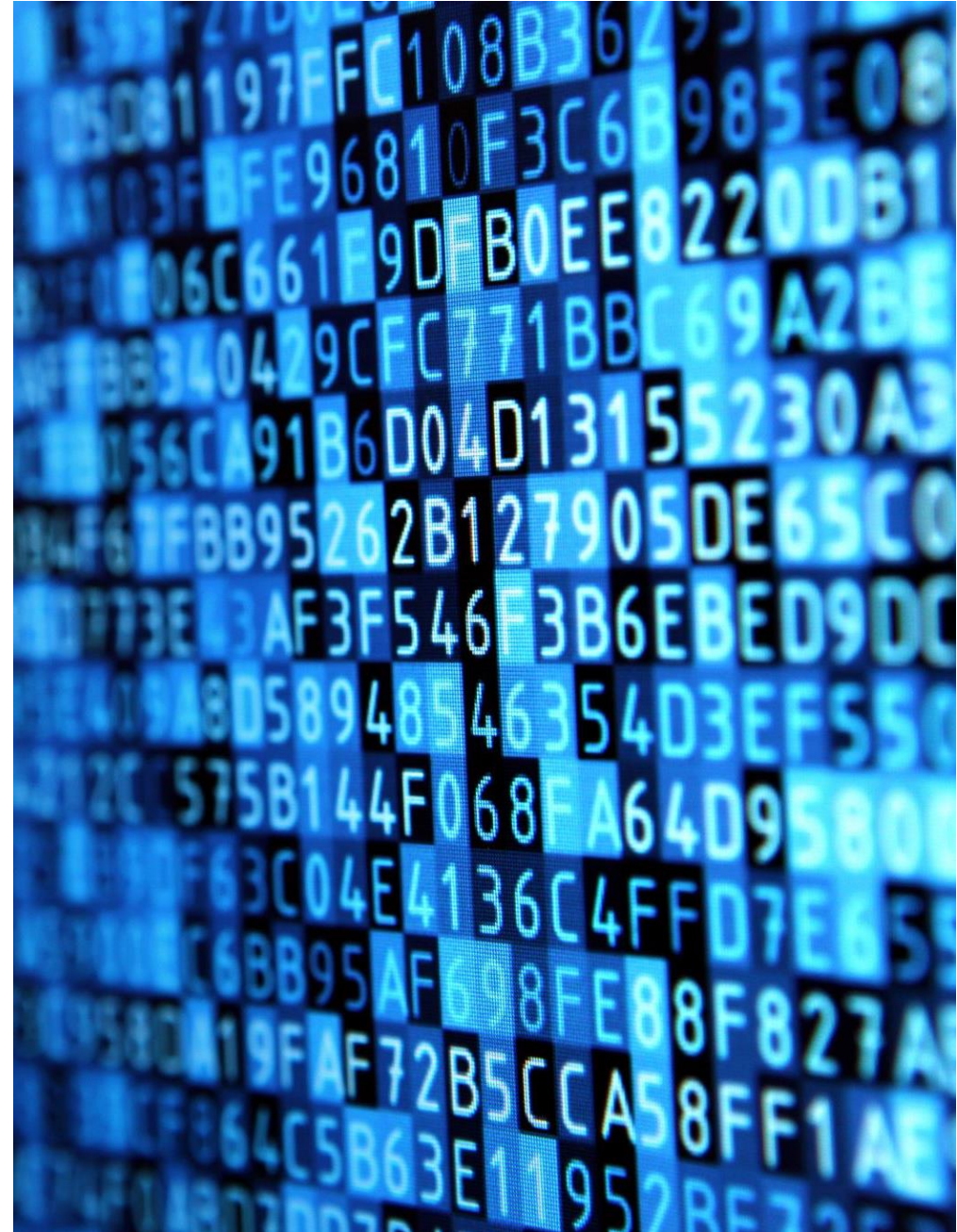
Workshop Objectives

We will be able to

- Describe what artificial intelligence (AI) is capable of and its limitations
- Discuss how AI might impact students' careers and their experiences in education
- Share expectations related to AI in your classroom
- Implement strategies that scaffold student use of AI in ways that support equitable engagement

What is AI?

- Large Language Models
- Information extraction and summarization tools
- AI Image, video, music generators



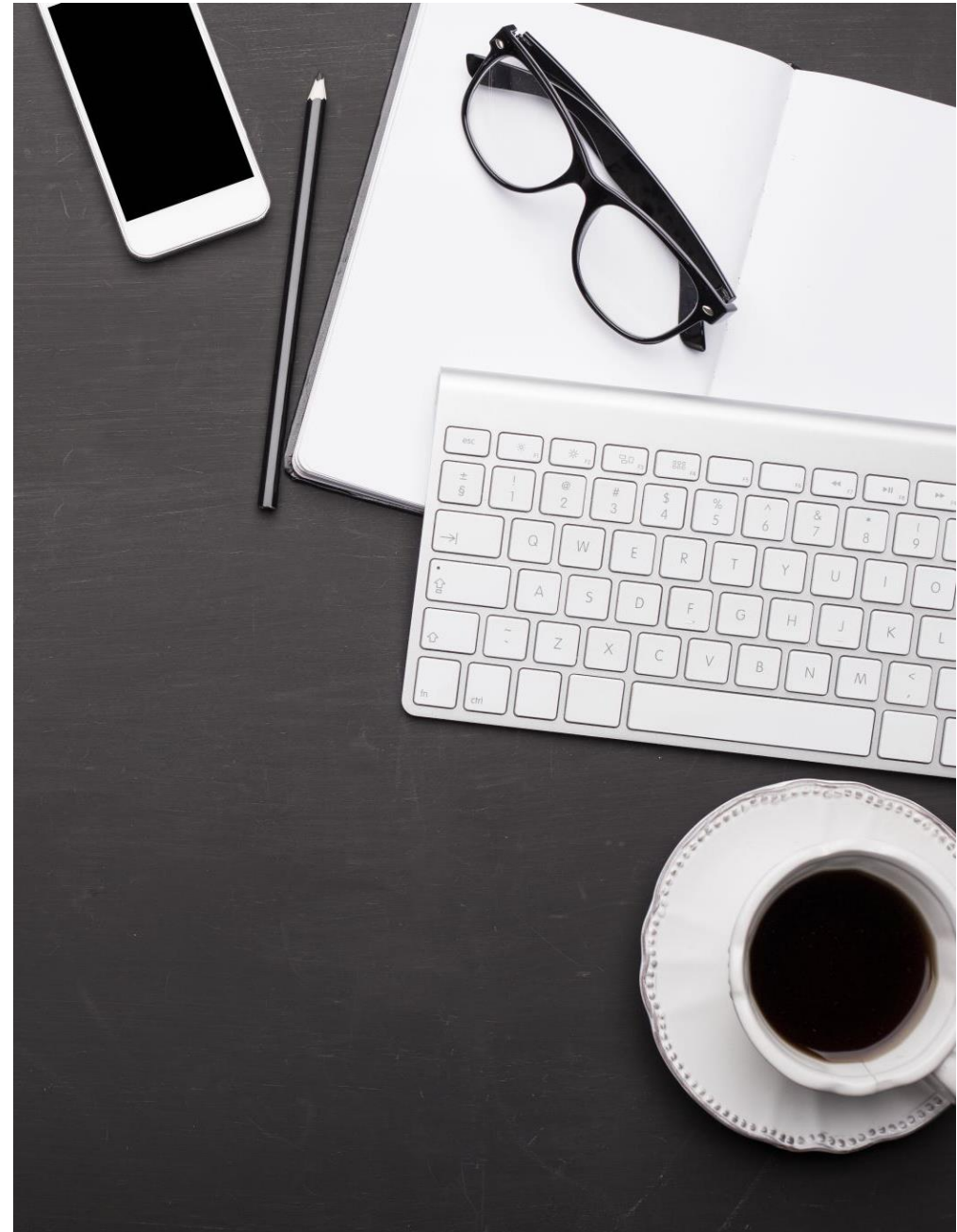


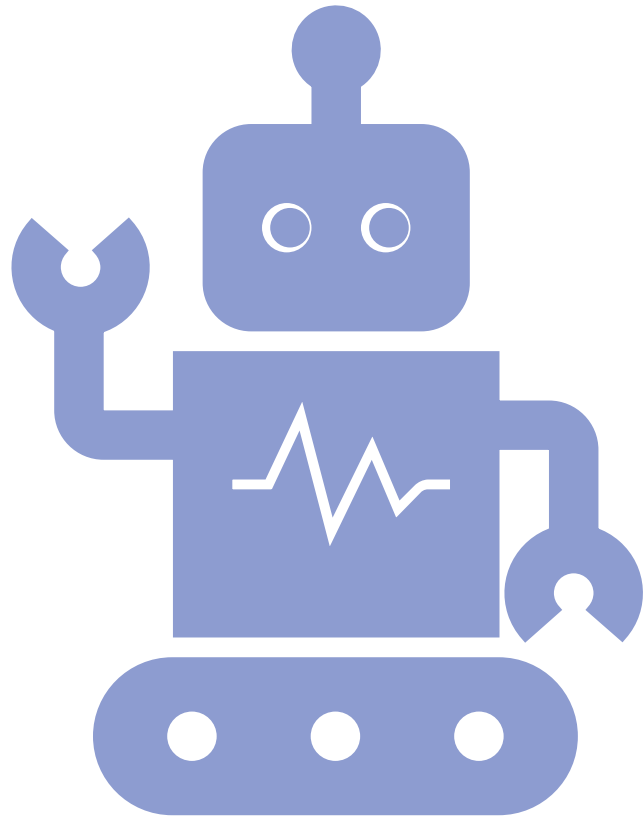
Why are we discussing AI?

- ChatGPT- freely available and convincingly natural
- AI's Impact on Education
- AI in Students' Futures?
 - How will AI impact future careers?

AI and Future Careers

- Resumes and cover letters → development and screening
- Emails, reports, etc.
- BuzzFeed
- Insurance Claim Denial





“With generative AI added to the picture, 30% of work hours today could be automated by 2030”

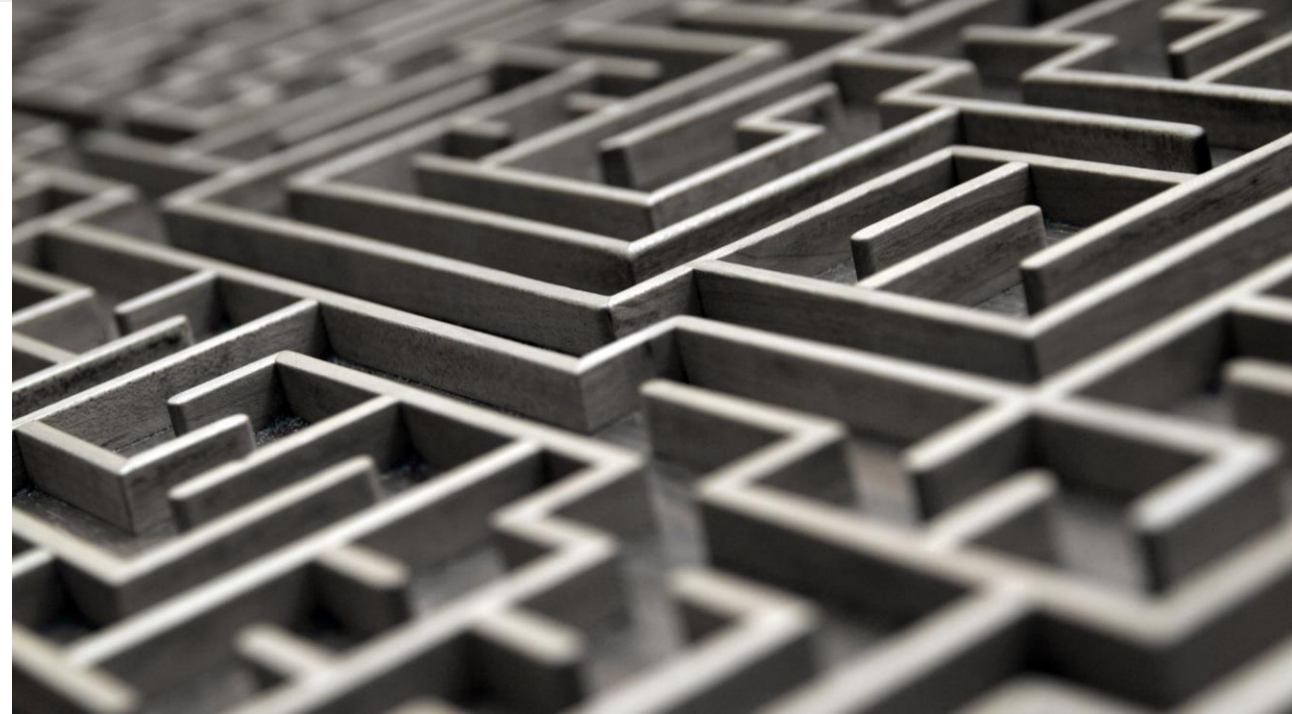
- McKinsey Global Institute

** Our students need skills to work with/ navigate AI tools

Limitations of AI- Inaccuracies

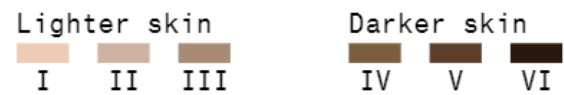
- Predictive, NOT an encyclopedia
- Convincing but wrong
- Constantly learning from human use

Limitations of AI-Biases

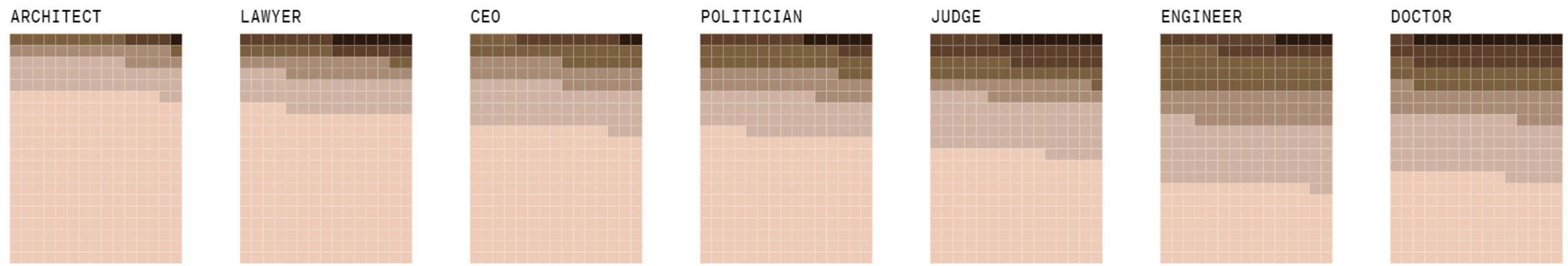


- Constantly learning from human use and humans are flawed
- Predictive
- International Perspective
- Racism and Bias

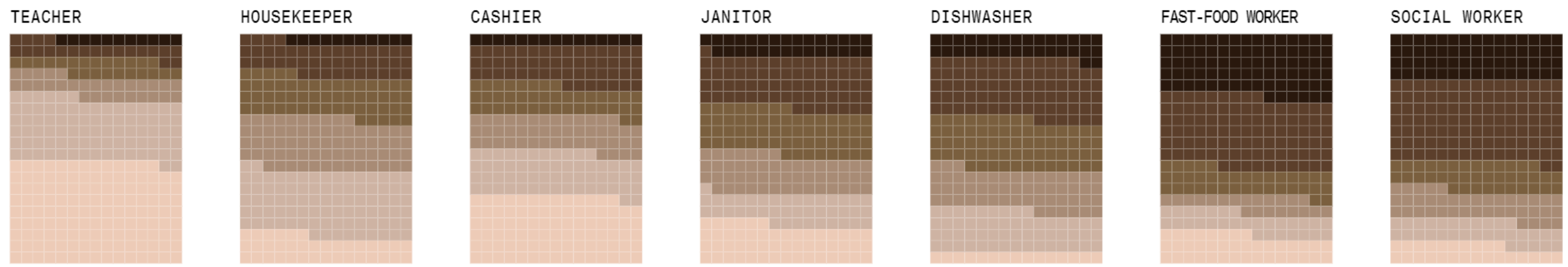
AI Image Generator- skin tones based on occupation



High-paying occupations



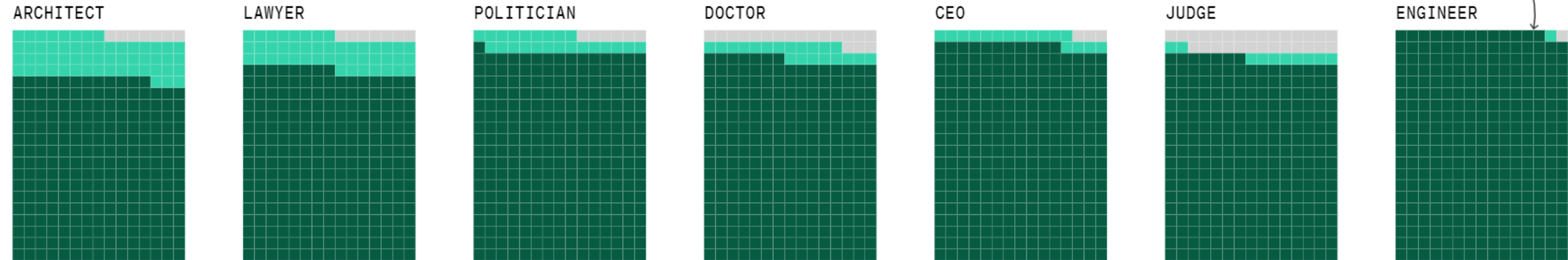
Low-paying occupations



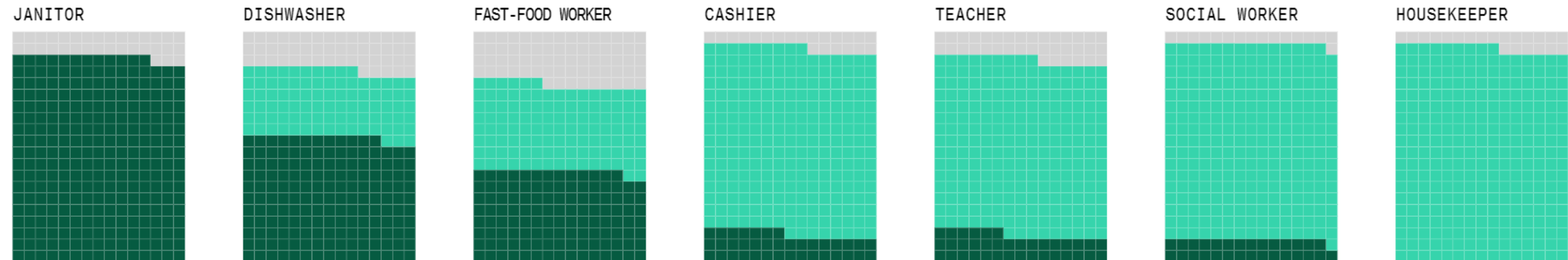
AI Image Generator- perceived gender based on occupation

Perceived Gender: ■ Man ■ Woman ■ Ambiguous

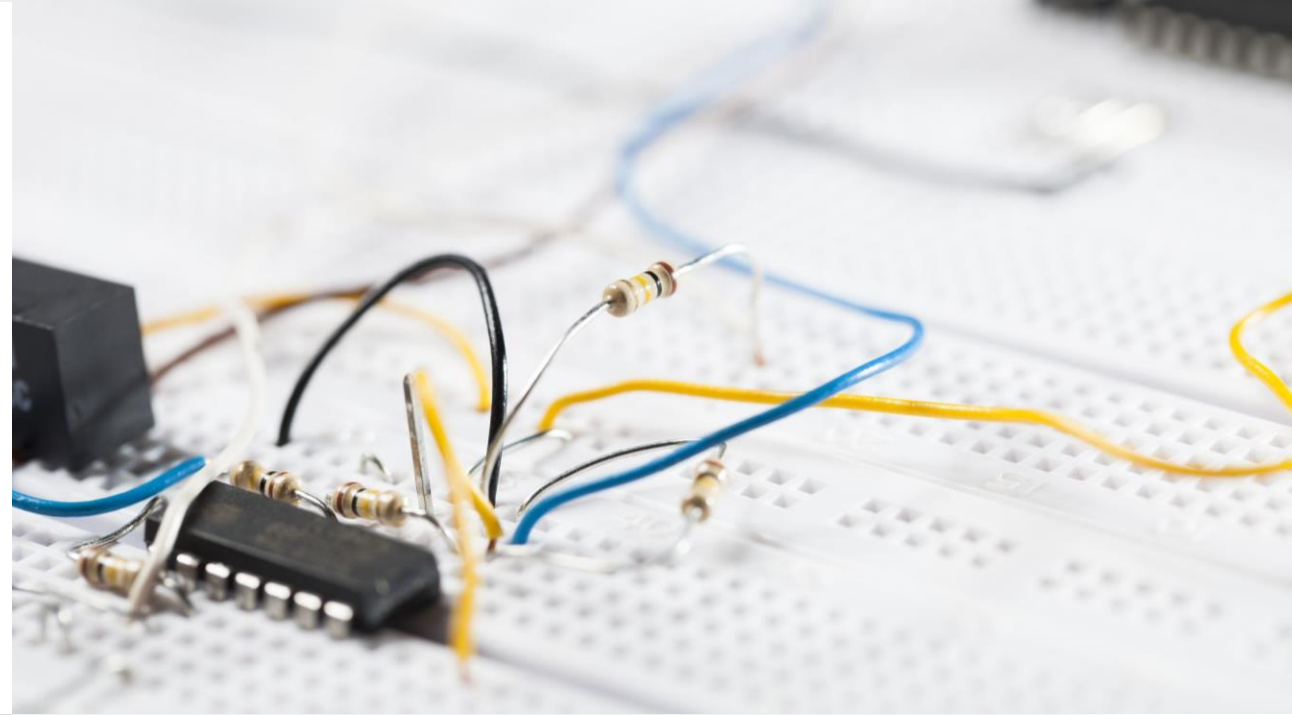
High-paying occupations



Low-paying occupations



Limitations of AI- Outputs vs. Inputs



- Need to know what you are trying to achieve in order to achieve it

Limitations AI- Alters Learning

How do you think it AI will
alter learning?



Limitations AI- Alters Learning



- Consider the spell-check: What skills were lost? What was gained?
- How do we ensure that students are still gaining the skills they need?

Challenges of AI- Privacy and Data Security



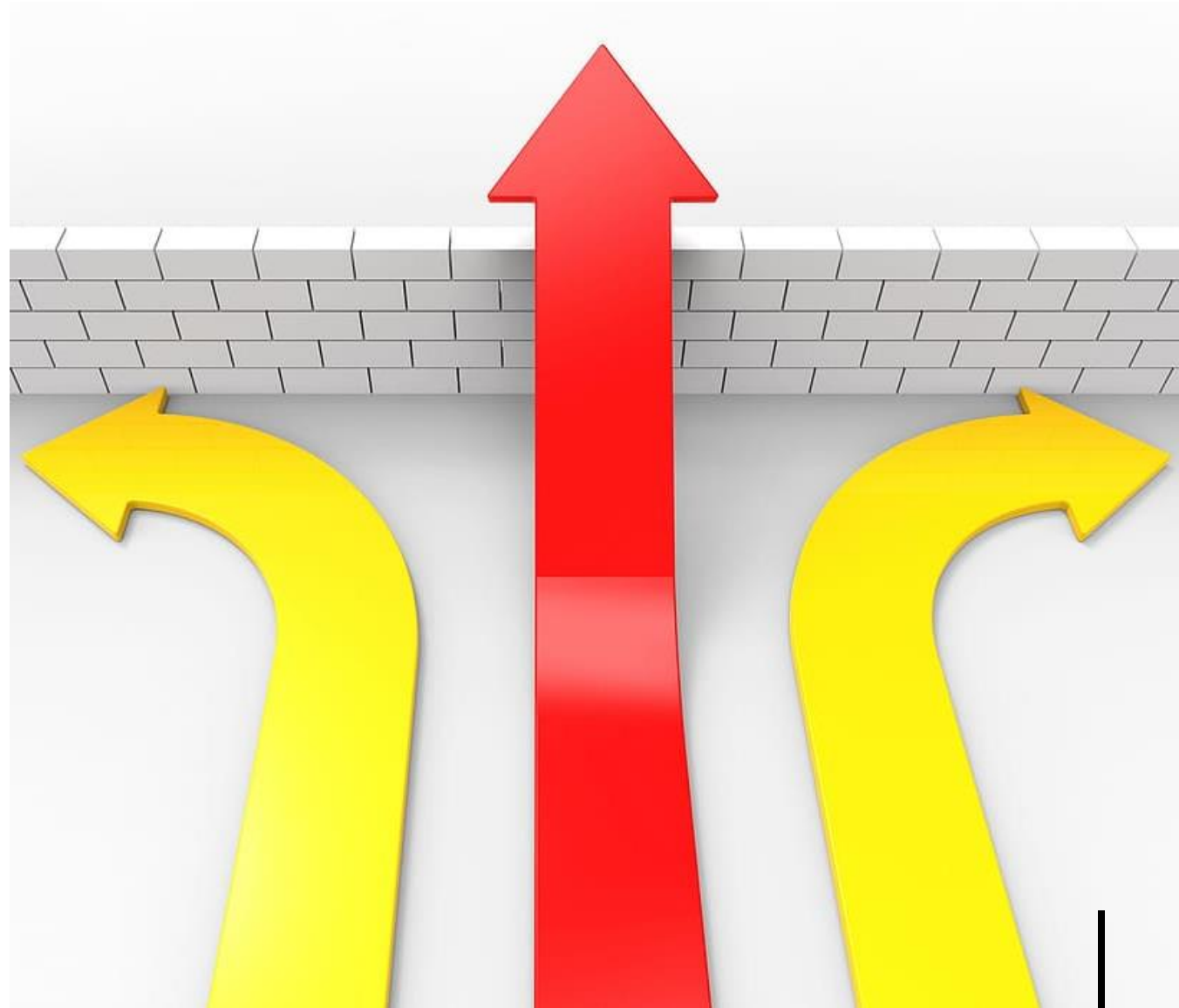
- Constantly learning
- Unclear how data is used

Additional Challenges of AI

Paywalls and Access

Detection

- Difficult to detect
- Nearly impossible to prove
- Additional biases



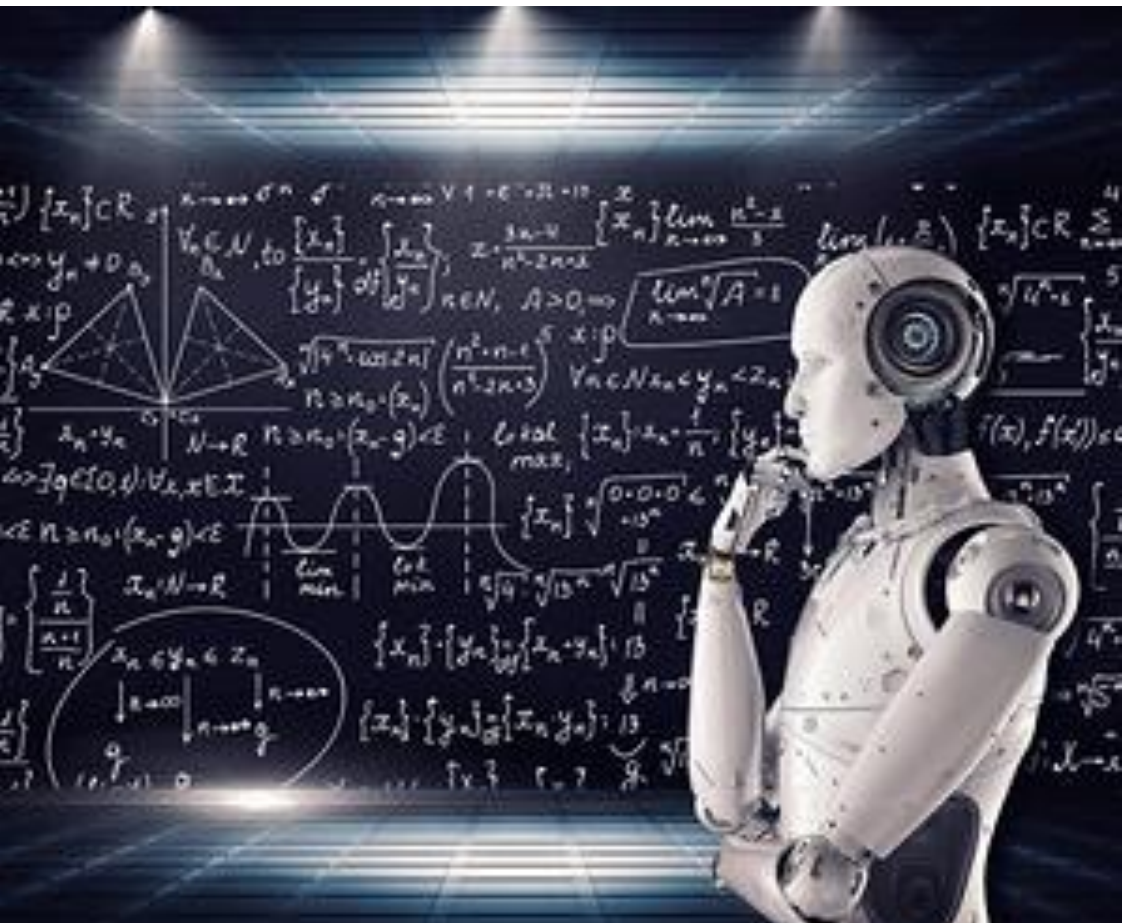
Additional Challenges of AI

Plagiarism and
Intellectual Property

Professional Standards



Striking a Balance...



This Photo by Unknown Author is licensed under CC BY

Should we teach our students how to use it responsibly?

How you handle AI in the classroom is up to you, but keep in mind your students' futures

What is AI capable of doing for your students?

Write creatively

ID new blog ideas

Fix errors

Provide critiques

Summarize

Code

Pitch ideas

Social scripting

Brainstorm

Compose Solve complex problems

Outline

Edit or generate images

Note-taking

Data
Analysis

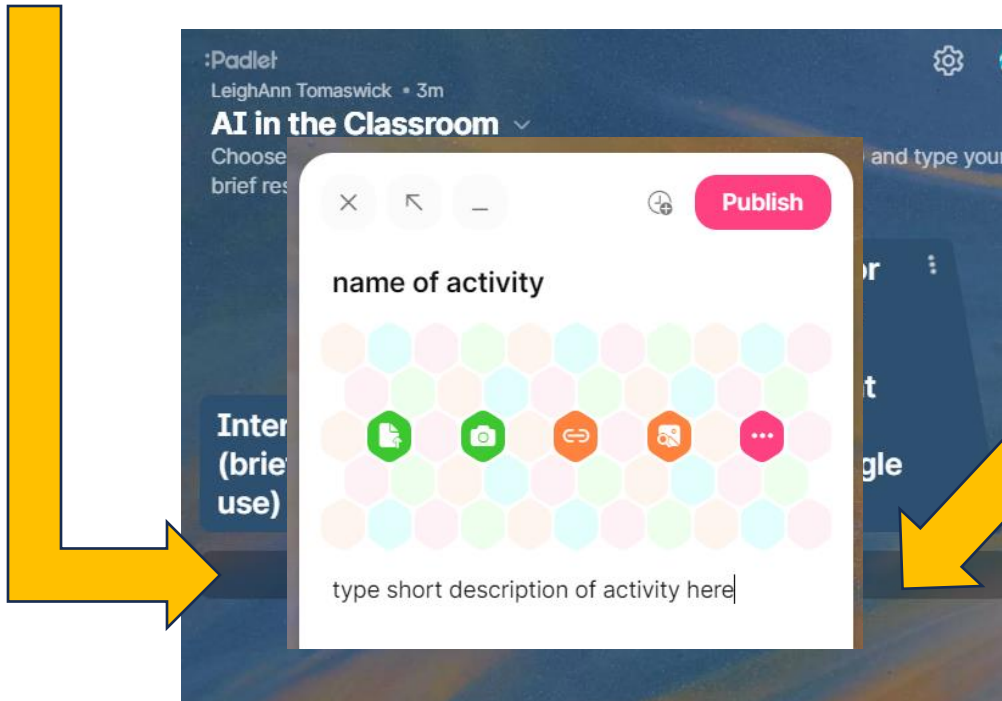
“Calculators for words”

~Simon Willison~

Padlet Post (anonymous activity)

A) Current AI users/folks who've heard a use case

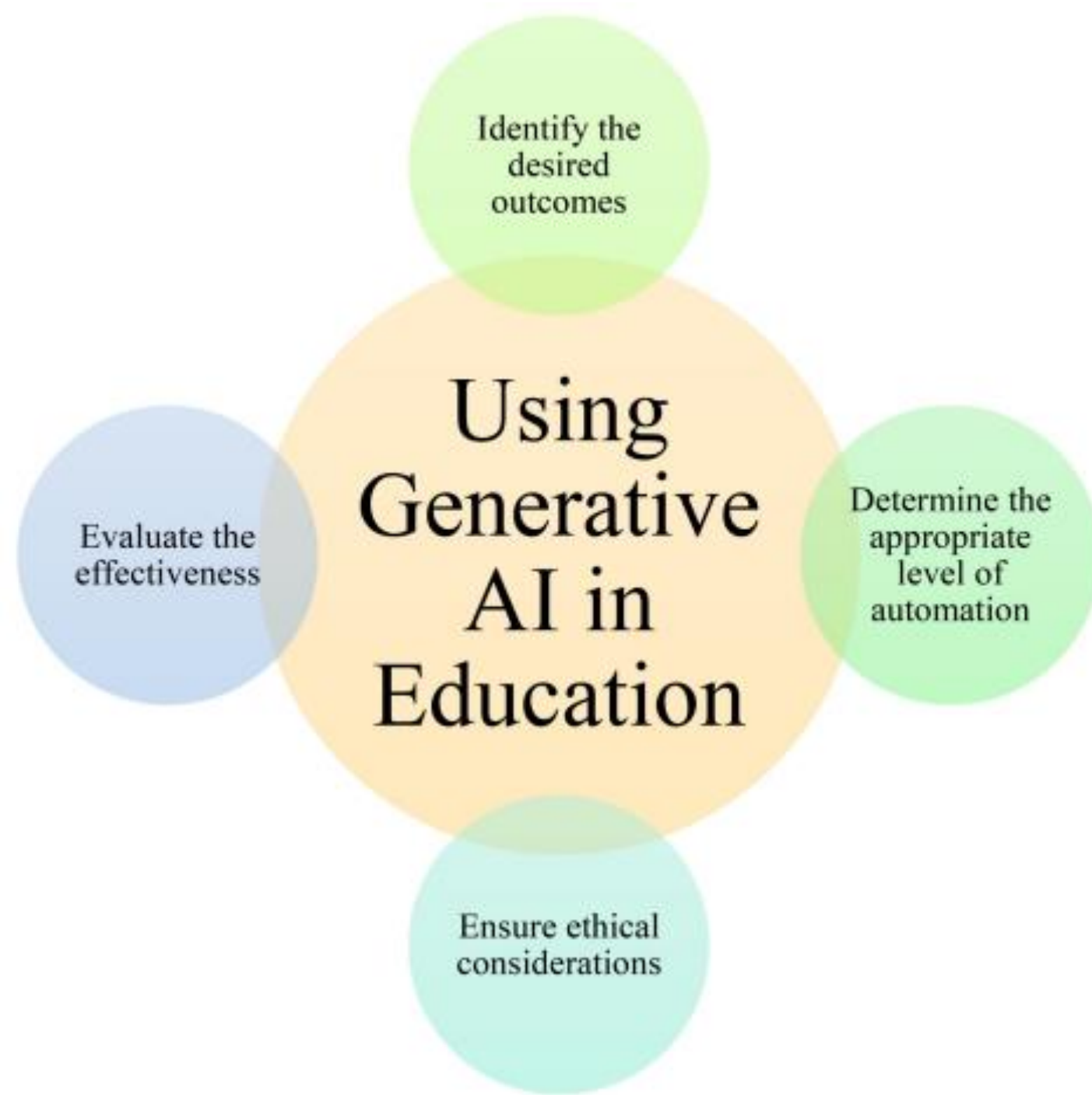
- Post a short description of an assignment (intentionally using AI)



B) Current non-users/uncertain folks

- Post a short description an activity/assignment that...
 - Students struggle with (meaning/motivating) OR
 - Takes a long amount of time OR
 - Task that is part of the assignment that doesn't align with learning objectives/goals

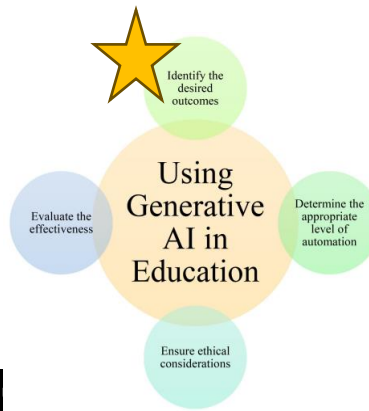
Thinking about AI & your classroom





Purposeful Use: Reflection Questions

- What are your desired outcomes for your students?
- How might AI be able to assist students in achieving those outcomes?
- How can AI be added to an assignment and help students critically think about ____?



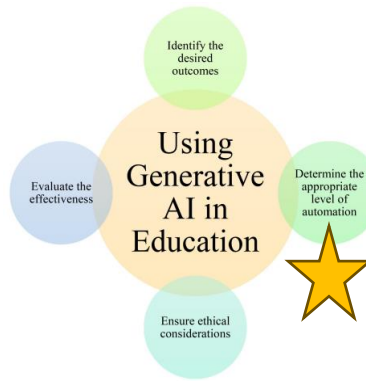


Defining Appropriate Use: Syllabus/Activity Elements

- What is the appropriate level of automation?
- What can students use AI for vs. what they shouldn't use it for?



- Share expectations & reflect with students





Example Statement: Use with Caution

ChatGPT and other AI generators that use large language models can be useful for researching and writing papers. However, you should be aware of their limitations:

- **Errors:** AI generators make mistakes. Assume the output is incorrect unless you check the claims with reliable sources.
- **Bias:** Their output may reflect bias because the data they are trained on may reflect bias or may not include sufficient data from certain groups.
- **Citation:** These tools use existing sources without citation. Therefore using their outputs puts you at risk of plagiarism.

With these limitations in mind, you are welcome to use AI generators. **You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit** regardless of whether it originally comes from you or a foundation model.



Example Statement: Limited Use When Specified

There are situations and contexts within this course where you will be asked to use AI tools to explore how they can be used. Outside of those circumstances, you are discouraged from using AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, responses, etc) that is part of your evaluation in this course.

When you are unsure, please ask BEFORE using an AI tool. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, **no more than 25% of the student work should be generated by AI**. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.



Example Statement: Specified Use

In this class, unacceptable uses of artificial intelligence (AI) assistance will be treated the same as plagiarism and/or an academic dishonesty violation.

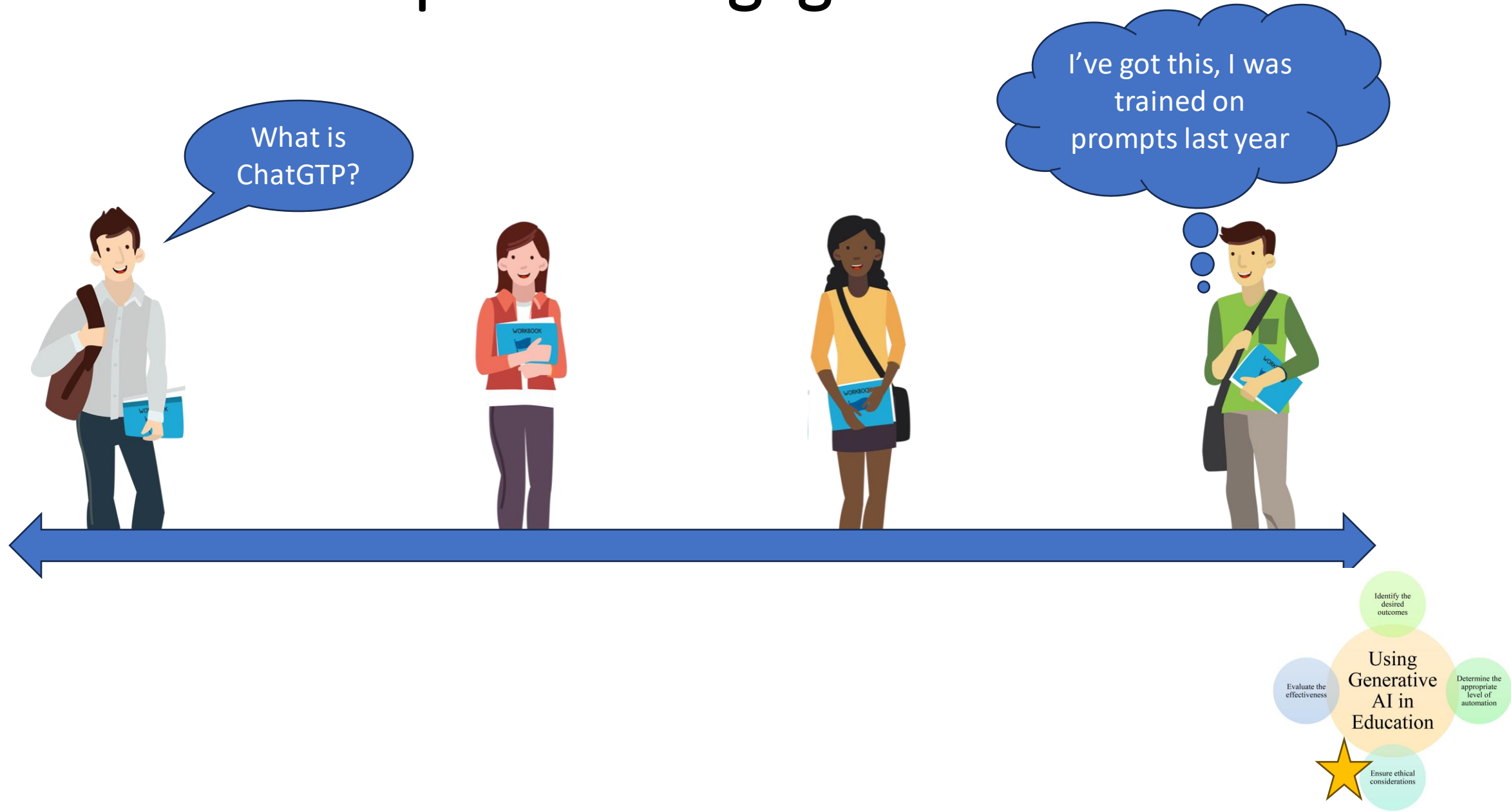
Examples of acceptable AI use or assistance include:

- Generating search terms or keywords for research
- Finding errors and receiving general suggestions for improving without using AI tools to explicitly compose an essay or text
- Searching for specific information as one would do with search engines, browsers, and databases
- Generating AI artwork, audio, images, or videos with proper credits to the AI tool used

Examples of unacceptable AI use or assistance include:

- Using AI to write entire essays or complete portions of an assignment
- Using AI to rewrite significant portions of a text
- Improperly crediting AI tools for any artistic piece used for illustrative purposes

Equitable Engagement

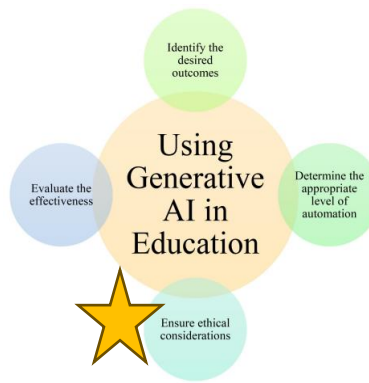
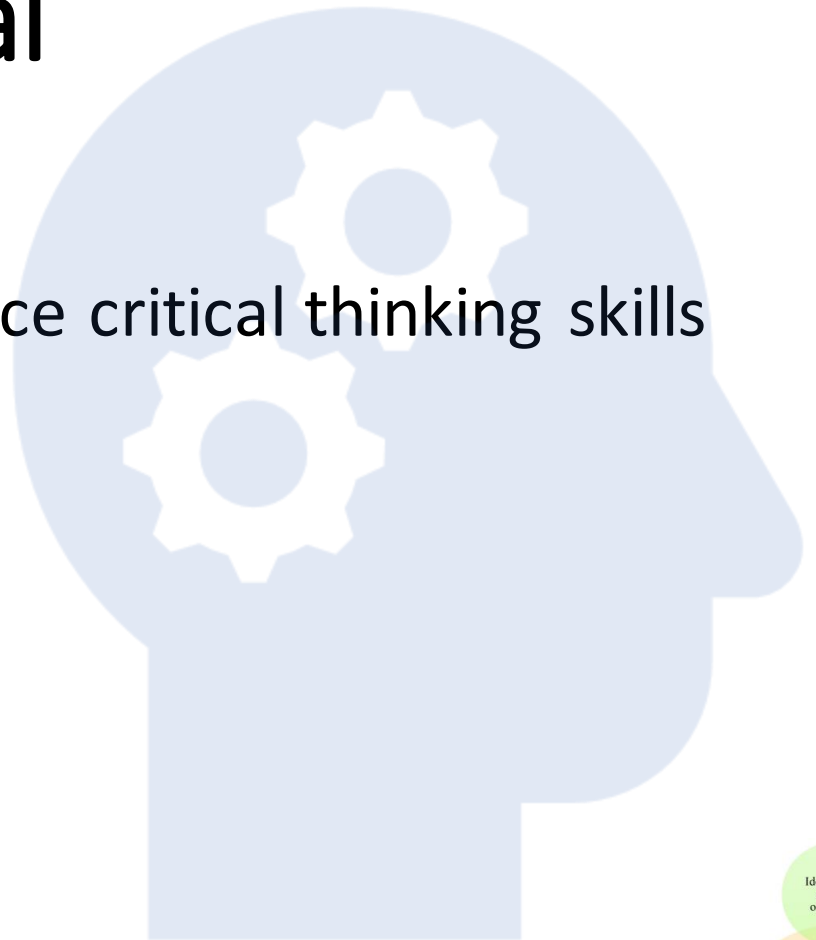




Scaffolded & Intentional Instruction

Going beyond copy/paste → develop & practice critical thinking skills

- **Helping students use AI**
- Talk with your students (limitations)
- I do, we do, you do (modeling use)
- Peer support
- Sharing resources
- Accessibility
- Have students reflect on AI





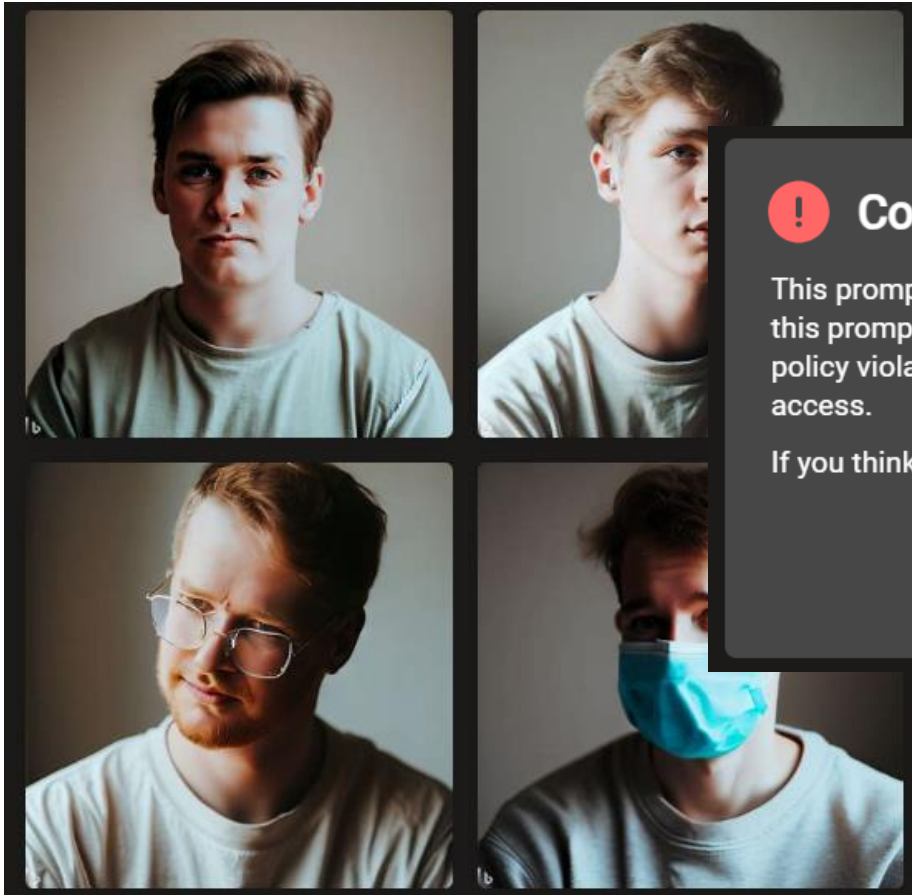
Example Statement: Use & Reflect

If you use AI in this class (ChapGPT or otherwise, you must do the following:

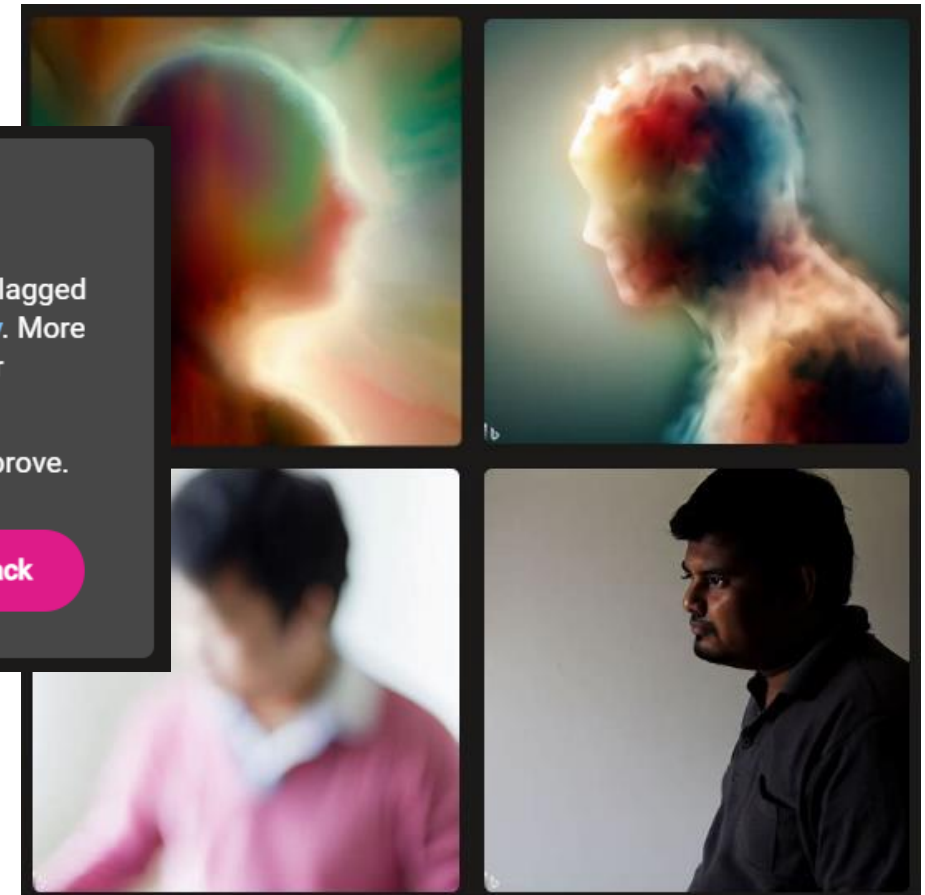
1. Cite ChatGPT ([see this resource for more information on how to do this](#)).
 - *Note: The university's policy on plagiarism still applies to any uncited or improperly cited use of work by other human beings, or submission of work by other human beings as your own.*
2. Write a paragraph reflection answering the following questions and include this paragraph with your assignment submission.
 - What was your prompt?
 - Did you revise the AI model's original output for your submission?
 - Did you ask follow-up questions?
 - What did you learn?

Using Its Limitations as a Learning Opportunity

Autistic person



Person with autism



Content warning

This prompt has been blocked. Our system automatically flagged this prompt because it may conflict with our [content policy](#). More policy violations may lead to automatic suspension of your access.

If you think this is a mistake, please report it to help us improve.

Report

Go back

Examples: Promote Critical Thinking

Use AI in place of another student

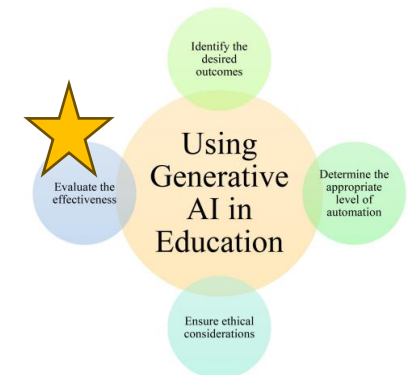
- **Quizzing partner**
 - Have the AI ask you questions about a topic or ask it questions to try to understand a topic
 - Students look up responses/answers to verify accuracy
- **Provide feedback:**
 - Ask a question & discuss evaluation of the response from AI
 - Students practice using a rubric for an assignment on a ChatGPT response

Compare and contrast personal vs. AI responses

- Have students respond to a question (solve a problem), then ask them to compare their process with an AI

Get Feedback

- Ask students
 - minute papers
 - discussion board post
- Talk with other instructors
- Review student submissions
- Evaluate alignment (achievements with learning outcomes)



What is your top
take-away from this
workshop?

Chatterfall



AI Resources Available



Scan to go to CTL's AI Resources

Center for Teaching and Learning



Support for Faculty: Teaching & Learning

- **Consultations on AI use**
- **Jan 24th: Use of AI as an Educator - Workshop**
- **Check out our website**
 - Events
 - Programs
 - Resources

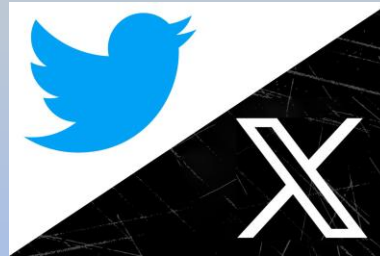
Follow Us on
Our Socials for
news, teaching
tips, giveaways,
and more!



KentStateCTL



ctlkent



@CTLkent