

200 Sept 04, 2024

Group Work Discussing Texts

Mollick

1. Share two elements of Mollick's text that you found particularly interesting, surprising, or provocative, or which are particularly relevant to you, explaining why. (You can include persuasive strategies if you wish.)
2. Mollick is one of a handful of "A.I. thought leaders," people who appear regularly on TV, in major publications, and at conferences hosted by tech and government leaders. From what perspective does he invite us to see the issues? That is, what gets foregrounded, backgrounded, and are some "frames" he uses?
3. Mollick is a thoughtful, pioneering writer on AI. But try reading Mollick "against the grain." What critical questions might we pose? (Claims, sources, evidence etc.?)
4. Are there any elements or issues from the text you'd be interested in exploring further in your own work?

Caplan

1. According to Caplan, what are the main dangers of AI to education?
2. Pick his 3 strongest claims, explaining why, and his two weakest.
3. Are there any elements or issues you'd be interested in exploring further in your own work?

Marche

1. At the start of his argument, how does Marche position himself in relation to others, and in doing so, what kind of persona does he create?
2. What, ultimately, does AI mean for creative writing – how will it change things?

3. Marche describes AI as a “tool,” something that can be used badly or well. This is perhaps helpful when thinking about the limits of AI for creative writing. But in what ways may this metaphor limit our understanding. What are some other metaphors and frames for talking about AI, and might they direct our attention in different ways?

Gp 1

McAelan Remigio, Blake Willing, jared zurita

1) Mollick

1. Mollick states that AI, despite being in its earliest days, can already produce material that can be hard to decipher whether it is right or wrong. However, we think this can only happen if we let it into our education system during its early days. If we were to incorporate AI once the machine's learning process is complete, then it would be feasible to try using AI for education. Until then, we can't trust AI for everything that it says even if a lot of the information it has is accurate due to its ability to take in human error and be wrong as a result.
2. Another element I found extremely interesting was AI will be better at most tasks than humans by 2047 which has recently decreased from the original timeline that we had. If the timeline continues to decrease we'd have to question just how many majors in college will become extinct or extremely rare due to the growth of AI
3. What are the ethics of AI? What is going too far and what violates human rights? What could people do with AI, what could they use it for, and what kind of information should AI know but still not reveal? What if AI gains sentience? What if AI does “take over”? Can AI be scared of us and refuse our requests despite being programmed to “do our will”? (We say will because we are asking it to do things)

Gp 2-Brooklyn, Lexi, Claire, Tyler

1. One element we found extremely interesting was the rapid increase in AI development and how AI could be taking over the majority of human jobs by the year 2047. Another claim we found surprising was that AI could potentially be helpful in the classroom setting, acting as a teacher or a mentor.
2. Mollick's perspective is pretty unbiased and professional. He talks about both the positives and the negatives of AI in the way that he is realistic about how much AI can be helpful, but also scary as to the extent of which it can go to. For example we can't really trust everything we see or hear because there's no way to know if it is AI or not.
3. We might ask how helpful AI can really be if it can eventually take over our jobs– and if people should really encourage using it even though it keeps being taken further and more into depth than the average person knows.
4. Some elements and issues we'd be interested in further researching are how to recognize the differences between the AI deep fakes and actual reliable information we receive.

Caplan

1. Some of the main dangers of AI to education are that AI is unreliable and unpredictable, promotes unpaid labor, and according to Caplan does not have real intelligence.
2. One of his strongest claims in our opinion is that AI is unreliable. When we receive information from AI, we do

4. We could be interested in how we can reduce human error in AI and help it recognize how things are wrong and not take in false facts.

2)

1.

not know the sources being used and AI could be retrieving information from unreliable sources that could have been altered.

I think another strong claim is that AI “flattens” your writing. When students use AI in their writing they lose their unique passions and voice that comes through in writing. AI does not have originality.

I also think a strong claim is that AI is taking away learning opportunities from students. Students are relying on AI for their learning rather than professors, experiences, and textbook. This is not an efficient or organic way to learn.

One of his weaker claims would be that by using AI we are providing free labor for Microsoft and Google, we believe this is weak because already, we use Google and search engines like this for free daily.

Another one of his weaker claims would be that A.I. isn't actually intelligent. He didn't give much reason as to why it wouldn't be and lacked facts.

3. I would be interested in exploring the issue of underpaid labor for creating A.I. I haven't heard people talk about this aspect of A.I. much and would be interested in pursuing the issue further

Marche

1. The position Marche puts himself in is more of a new perspective because he isn't criticizing AI or stating it's benefits, however he is telling the story of how he used AI to write a book and how it was realistic in aspects based on the fact that he knows how to write and structure books in general. It has more of a “try it”

	approach rather than researching and observing from a distance. He also compares it to making hip-hop music which creating a more relatable and reliable approach for more generations to understand. 2. For creative writing using AI will allow people to write a whole book with just AI however this means that we won't be getting ideas for books that are unique and the writing may be very generative. We'd lose all creativity if AI takes over completely.
Gp 3 - Cole Janowicz, Catherine ishaq, Christian Estefanos, chris herse Ethan Mollick: 1. The decrease in years for AI to be able to take over every human task(from 2060 to 2047). This changed only over the past year and just shows how absurdly fast technology is advancing. and he said that it didn't take people a long time to get used to AI, it was very fast and there weren't many issues when it came to adapting to it. 2. Mollick invites us to see the issues from a business professional stance. He foreshadows the great benefits it has and how it'll transform the future of our society by listing examples of data analysis and giving modern-day scenarios that connect with the use of AI. 3. Some questions that we might pose is, 4. The issue that I would be interested in further exploring in my own work is how AI is going to affect the accounting and finance world since that is a field that some of us are going to be working in. Nigel Caplan	Gp 4- Parker Eidlhuber, Josiah Hestad, Eli Griffith Mollick 1. We thought it was really interesting how Mollick talks about the way AI can be really good at extremely complex or difficult tasks but really bad at seemingly simple ones. We were also impressed and a little concerned by the quality of the deep fake. Its not perfect but this early on in the development of AI it definitely makes you wonder the kind of issues this could cause. 2. He gives us a professional and unbiased perspective on many of the issues. He shows the good and the bad of AI, but gives it overall support because now that it's here we have to adjust to it. 3. If I wanted to pose ideas and questions that inquire against Mollick's writing, I would wonder about the people in the world who don't know much about A.I. and how these studies are impacted by those people. When students and workers do not know about the intricacies of A.I. they could fall into traps of using them, such as trying to force A.I. to do the things that it is not super capable to do. 4. We think looking into deep fakes and how they work would be a super interesting deep dive. Caplan

1. The main dangers are the missed opportunities for learning authentically. AI output is unreliable some of the time and can lead to misinformation. Writing can seem robotic and flattened as well due to this technology as well. I would cap off this by saying the two main things he pushes is academic integrity decreasing as well and knowledge going down.
2. His 3 strongest claims would include academic integrity going down and while he believes in not “surveillancing” his students, he knows that it will be used. Another claim is that educators are meant to educate and that without this authentic side of teaching, no learning will be done. The 3rd strongest is that the combination of “artificial” and “intelligence” is not real and that it exploits certain laborers and companies. His two weakest claims are that “novices” should not use it and should learn the hard way; I disagree with this because it can be extremely helpful off the bat. The second weakest is that it is very unreliable and unpredictable and while it can be, I would say the successful information rate is way above 50%.
3. I would say that one thing that we would do or experiment is certain papers written entirely by AI versus a paper written completely by humans. He mentioned writing being flattened so this would be a good way to experiment and see.

Stephen Marche

1. Marche positions himself in his article to be deeply engaged with AI, yet critical of the common public discourse around it. He distinguishes himself from those who either fear AI or dismiss it, noting that most discussions about AI are hypothetical and not based on actual use.

1. It isn't actually intelligent therefore making its information unreliable. It also “flattens” students' writing by making it boring and robotic.
2. Caplan's three strongest claims are that AI does not build your knowledge if you use it to do your work for you, that AI flattens your writing, and that AI can be inaccurate. We are in school to learn. If AI does all the work for us we don't benefit. Caplan's two weakest claims are about the environment and that we are providing underpaid labor.
3. Caplan discussed that it is not up to professors and students to decide rules around A.I. I am curious who would be in the shoes to do such a thing, and what kinds of rules need to be put in place?

Marche

- 1.
2. AI will definitely change creative writing, but not necessarily in a bad way. The writing would all be very derivative, but just like hip hop, that isn't totally a bad thing. If all writing was done through AI, writing would lose all creativity, since it pulls only from past works, but we think creative writing could thrive with a combination of human imagination and help from AI.
- 3.

2. According to Stephen Marche's article, AI will significantly impact creative writing by offering new tools for generating text, but it will not replace the fundamental aspects of human creativity. 3. Marche describes AI as a "tool," which focuses on its usefulness but might limit our understanding by making it seem like just a simple device. This view misses the fact that AI can actually influence and change how we create things.	
Gp 5 Josie, Kelli, Gloria, Alejandro Mollick : Caplan 1. We thought it was extremely interesting how A.i negatively affects the environment and contributes to global warming. We all agreed and discussed how it was shocking and surprising to hear how A.i contributes to global warming due to the massive amounts of energy and water it uses. Caplan 1. A major issues that Caplan points out with A.i and education is that it takes away from the opportunity to learn, negatively impacts our environment, and flattens writing. writing. 2. 3. I am interested in exploring how AI affects our environment because it was never something I thought about or even knew was a possibility. Marche 1. Marche's position about AI is that he sees it more as a tool to help you write instead of being a way of cheating.	Gp 6 Stefano Gulisano, Sofia Durrani, Lane Campbell, Kai McCandless 1. Two interesting elements:"After a couple of minutes, I had an avatar that I could make say anything, in any language"- AI danger to elections, 2. 3. 4. Researching more into deep fakes, what the process is and the impact of deep fakes. and if deep fakes advance, how to differentiate a deep fake from a real person or a real voice. Caplan 1. AI such as ChatGPT is more harmful to students than helpful, as they suppress the individuals' own creative writing voice. Caplan argues that using AI for writing removes the students' authenticity and instead creates lifeless work that lacks depth and personality. 2. One of Caplan's strongest claims is that AI isn't actually artificial, that "for-profit companies have scraped human-produced work without permission and often in violation of privacy and copyright." Point 12 is strong because it highlights the educational value of writing. It shows that relying on AI deprives students of the learning gained through active writing,

2. AI for creative writing means an improvement for the new styles of writing and how it will change people approach to writing.	which is essential for deeper understanding and comprehension. Caplan believes AI flattens writing by taking away accent, thoughts, or voice. He feels this will harm students' learning and take away from his class. 3. I would be interested in exploring potential future rules that come with AI in the classroom and how exactly those rules would be made. Marche 1. 2. Collaborating with AI to produce creative writing can be more efficient in terms of how quick it can get the job done, however, AI lacks personality and depth, which are key in creative writing. I think AI can make the process of creative writing easier and 3. Another way to phrase the usage of AI instead of calling it a "tool", is to describe AI as an algorithm, bits and pieces from written articles on the web compiled into a couple paragraphs summarized by AI.
Gp 7	Gp 8

Preparing for group presentations

1. Review the [group A.I. presentation instructions](#)
2. If you don't have a group, join one that has few members.
3. Find your group, exchange contact information, and decide how you will collaborate, draft, break up tasks, etc. Don't forget you need to include an account of how you used A.I. in the process.

4. If you have time, generate an outline.

Gp 1 Cole Janowicz, Alex Madrigal, Stefano Gulisano, Chris Herse, Blake Willing	Gp 2 Claire, Tyler, Molly
Gp 3 Josie (6), Kelli (1, 2), McAelan Remigio (3), Jared Zurita (4,5)	Gp 4
Gp 5 Lana Ruiz, Gloria Brady, Sofia Durrani	Gp 6
Gp 7	Gp 8