

AI FAST Challenge Meetups/Planning

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10.2.24, Reviewer Questions

- Reviewer Questions:
https://docs.google.com/document/d/1KuLfwYoo9Wq_UZbcG84gHmdbVgoT8NVIAOdtfzB4Yw/edit?usp=sharing
 - Draft response at:
<https://docs.google.com/document/d/1Z8FBH7ExilLtdy1jk9q9kETmO7WSP9FL/edit?usp=sharing&ouid=107269032699587817243&rtpof=true&sd=true>

8.21.24, MyEssayFeedback

- VRA red flags
 - No security documentation
 - No cyber liability insurance
 - one UCR requirement
 - \$10MYA
 - May be negotiable
- Depends on level of risk and what attributes are passed through the integration
 - Grades require higher levels of security
- If there is a breach, it is treated as if it is impacting the entirety of Canvas data
- Exploration vs Implementation
 - Implementation will probably only apply to large scale implementation
 - What does this mean? 100 students?
 - We must always be measuring impact
- AI
 - What's our criteria for wanting to adopt something
 - It's OK for instructors to request, but that may not warrant XCITE time
- Selected tools must last ~3 years
- Israel to work on proposal
- Idea to meet with Teri Eckmen to establish process for pilots

- That may not need a full VRA
 - Two-tiered VRA process
 - the need for an expedited lane
 - Can't use real data - OK
 - Can't integrate with Canvas - OK
 - Need to be able to test compatibility with our campus
 - Idea to write something up in the spirit of this approach
 - Pilot vs adoption
- Another Canvas instance that has no student data?
 - Teri seems reluctant to manage another instance
 - Joe suggests we manage it
- ITS is understaffed
 - Lots of attention to compliance needs
 - Lived name project, etc.
- Israel suggests to float 3-4 options
 - LTI integration for subaccounts vs root accounts
 - Idea for sub-subaccounts for restricted piloting environments
 - Automation through Banner may automatically move courses into different subaccounts
 - May need to write a script to prevent this
- Joe to schedule mtg with SHaron Kidwell and Nick Christopher
- It's probably not going to happen for Fall term
 - Earliest may be Winter
 - Can implement outside of integration in Fall but not with formal XCITE support
- Perusall
 - Limited license for limited numbers of users?
 - Still need to go through VRA process
 - \$3K for up to 1K stu.
 - Currently 340 stu.
 - a one-year, restricted license
 - Users: Morris Maduro, Katia Gunther, Jennifer Najera, Chikako Takeshita
 - Funding perhaps through UC Online
 - Would need approval from Liz, Susana, Louie, etc.
- Barriers to Accessibility form is now deployed to Canvas by ITS
-

8.12.24, MyEssayFeedback

- Keith and Samantha met with Eric Keane
- Scope
 - 10 different composition classrooms (10 instructors@2-3 classes each
 - 25-30 classrooms, depending on the level
 - est ~1600-1800 total students impacted (for the whole year)
 - Would cost less than \$10/student
 - \$8-10 per student = up to \$18K
 - Number of reads per student
 - 10 reads per student = 16-18K reads
- Architecture

- student uploads work
 - it gets sent to a walled-off area of Microsoft tied to Eric's account
- We set up our own MS endpoint
 - students from our school - would be sent to us so we can monitor our costs
 - Would be able to offer a lower total cost
- Support for 1st year
 - minimal
 - easy to use
- If the license applied to all of UWP with more students, could further reduce costs
- Bg
 - last year was a pilot year and no one was charged at that time
 - Now there is a charge per analysis
 - Company is not a non-profit company
 - \$150K site license for the whole state (a possibility through the Grand Challenge grant)
 - at least 75K students
 - Schools would cover the API piece
 - For any company's processing essays, there is a charge each time there is a processing
 - a cost associated with Microsoft processing each essay
 - pennies per essay
 - \$1-2 per student, depending on the number of essays they create
 - Instructor can dictate, i.e., "Submit 5 times throughout the course"
 - Up to 4 uploads per assignment
 - Student can interact with system - a cost for each time they interact with system
 - Microsoft grant is paying \$25K out of funds he would have to have paid
 - Not a big difference of cost if he isn't the one paying for the API piece
- Timeline
 - an ongoing project for at least one year if approved
- Qs
 - a site license cost?
 - is training available?
 - 1:1 intro sessions
 - a group session
 - videos, etc.
- Offer
 - \$10K for the year
 - If we handle API costs
 - Eric creates a deployment (location that gets hit)
 - a private key gets created
 - Keith: we'd need an upper limit not to go beyond
 - Can limit # of Qs students can ask
 - Can limit # of assignments
 - Can give a weekly report of what people have used in order to safeguard
- Particulars
 - Keith would like this to be managed by instructors
 - Students who receive feedback should also be expected to have instructors see that feedback
 - Instructors can also provide their own feedback

- Grading
 - Can be automated or manual
 - based on # words revision plan
 - and # of words in feedback reflection
 - Ask at least XX(i.e., 1) follow up question(s)
- Integrations
 - Eric to send a HECVAT and accessibility conformance report
 - Without an integration, there is the option for students to use an access code
 - Students would register as a student with access code
 - No grade passback with access code method (no LTI)
 - If without Canvas, students see a list if assignments to complete
 - With Canvas, the instructor uses the Canvas Assignment and the external tool link from within the assignments
- Follow up with Mike K to test something out this Fall
 - Samantha to email Mike K and Keith will respond

8.12.24

Keith, Ryan and Samantha

- Samantha will be a contributor
 - Add something on my contributor status asap
 - Include what support I provide
- Cost estimates for MyEssayFeedback, Adobe Firefly, and Midjourney (just for Ryan)
- Budget doc
 - Need to add more general budget numbers
 - Check numbers to make sure they add up
- Timeline
 - Need to try to submit by August 15th
- Needs
 - Make Ryan's bibliography MLA (section 14)
 - Check budget numbers to make sure they add up
 - Get actual software costs
 - Ryan can help format the bibliography to MLA
 - Look at the logic model (Britt)
 - Add rows for XCITE and CS

8.6.24

- Midjourney
 - Students could use stealth mode
- Adobe
 - would need to deal with local storage for students
 - students who borrow laptops would need storage options
 - Browser would manage FERPA - infor wouk db private
 - Ryan manage prompts
 - nothing disclosed is personal
 - Some students have licenses more credits
- Timeline
 - 2 terms
 - use for 6 mos

- Topics
 - o Ethics
 - o Privacy
 - o Structural referencing
 - o Style referencing
 - o Inappropriate content
 - MJ doesn't allow X-rated content
 - KNowS how they stop words
 - Can share how MJ prevents X-Rated content
 - o Sourcing of training data
 - Copyright and IP controversies, implications, and considerations
- Have taught about perils of things after they've happened or as with social media as they become public
 - o how to preserve safe AI use to prevent unintended consequences
 - with SM there were very little protections and relate this back to the web
 - a broader view of what ai is
 - o teach the next step
 - whether we need to have constraints in place
 - Regulations for technical
- MS bought Blizzard
 - o Sourcing training data - Ryan is investigating with an insider
 - not sure what can be shared
- Pprevious
 - o 1 lab 6 pics
 - only 25 credits
- Budget
 - o Travel
 - o License for tools (Midjourney)
 - Could use MidJourney as an eg of a Co. trained on a huge amount of data
 - List of artists the LLM trained on
 - Vendor doesn't pay for training data
 - Qs about LLMS and ethics of models
 - o how models can obfuscate the training data
- Cost
 - o Need stealth mode for students to protect data
 - \$60/mo. @ 2 mos. = \$120/stu.
 - Will only use MJ to model LLMs and differences bw them
 - If not, they could create images of things that could go to a public domain that could get them in trouble
 - a safety concern
 - o Adobe: <https://ucrcite.slack.com/archives/D052HP3741E/p1722969099362019>
 - 20/mo@2mos = 40 X 400 stu. = \$16K
 - Maybe 440 students
 - \$38.99/mo. in yr. 2 = they may ask that for a single tool not the whole quite
- Enrollment
 - o 270 in 25W vs 390 in 25F
 - class sizes are typically smaller in Winter
 - o 440 across 3 sections in 25S
 - would restrict to one section of 90
 - o 390 across 3 sections in 25F
- Gunkel and Campus tools
 - o GDocs is still missing AI feature

- o Has not seen rollout of Vertex, etc.
- NotebookLM
 - o could only work with text files initially, but now also PDFs
 - keep an eye on updates

7.12.24

- Keith is looking for what is needed at the CLL site
 - o 2 Letters of Permission
 - Wallace Cleaves and Richard Edwards
- IRB
 - o To what degree will we need approval
 - ethical concerns
 - o Any i.e., surveying of students
 - o Ryan regularly implements surveys as part of software rollouts in his courses
 - Keith: when you ask for student opinions ad reflection
 - Britt: not for learning evaluation, but if you're doing something with it, you need approvals
 - Keith: thinks most of what we would use research for would be exempt, but need a letter of approval
- Timeline
 - o Keith goes to Greece Tues.
 - Will unplug for 2 weeks
 - o Ryan has a abstract due this Sun
 - a paper dues next Sun.
 - Proposes to finalize when Keith returns
 - late August
 - o Goal to submit by end of August
 - o Due in Oct.
- Ryan: Gen AI licenses for students (Pro versions)
 - o VP have things in the works
 - o can dovetail to get early access to Co-pilot or Gemini
 - Wants Midjourney
 - \$10/stu
 - o Can draw anything, including copyrighted stuff (Darth Vader)
 - will compare to tools that do not use Copyrighted materials
 - Ethics of AI
 - Style reference
 - Study training data, how to use inputs, tweak pictures to optimize outputs. artist rights, copyright, implications about cheating
 - Courts find that AI art is not liable(?)
 - Students will create things that represent them
 - Gen AI Art for 4 weeks
 - Gen AI Video for 4 weeks (i.e., runway.ai)
 - o Idea that results come from art and video and not just language and adding links to AI video in proposal
 - o Formative Assessments?
 - Students will work with an AI art tool and learn a skill
 - camera angles
 - style references

- web development
 - a non-major class
 - targets CHASS
 - Ryan needs to measure the quality of what they're producing
- Umbrella
 - o Metacognition for instructors and students
 - o Formative assessment
 - o Ethical debate/issues
 - o Student skill development
 - o Measure
 - can students use AI tools to foster research
 - Formative through myessay writing, and whether it makes a difference
- Arguments
 - o A cost to not preparing students adequately in a broad way
 - Ryan: can research to prove the costs of not being ready
 - Existing survey and student perceptions of importance of digital skill development using AI
- Tools
 - o Midlibrary.io
- Qs
 - o Does the 75 year expiration of copyright apply to art as well?
- Grant term/Timeline
 - o Keith: 18 mos
 - o Fall/Winter: Begin implementation
 - Identify conferences
 - o Spring: IRB approval
 - for student metacognitive responses
 - o Fall 2025: Conference presentations/ speaking engagements, publications, etc.
- Publications
 - o A series on how one institution responds to AI
 - could be a series
 - similar to RIDLE publication picked up by Routeledge
- Next Steps/Action Items - Target: Tuesday next week (July 16th)
 - o Keith to clean up proposal for review next week
 - o Research ASAP and add articles for Works cited
 - include endnotes or references
 - need a bibliography
 - o proposes: categories
 - Categories
 - Need for AI preparation for the job force
 - Critical Engagement with AI by students and instructors
 - Current State of AI and AI Tools
 - Faculty Learning Communities (supported by XCITE)
 - o Possibility of speaking at AI Teachtalk series
 - Intellectual Property, Copyright, and Writing
 - Metacognitive Skill Development through Technology
 - Formative Assessment
 - Student Perceptions of AI
 - o Review proposal to see where there might be specific information from library or CS could be added productively
 - o Where might we present?
 - How could we spread this?

- o Excel spreadsheet in Drive folder
 - start fleshing out budget
 - licenses and stipends
- o Round robin approach to review/editing
 - Ryan
 - Britt
 - Keith
- o Secure letters of recommendation
 - stating this person is allowed to do this in addition to their regular duties
- o Next meeting in a few weeks
 - August 5th at 8am
 - finalize what we have in advance of this meeting

6.6.24,

- Ryan used co-Pilot to frame what we are proposing [in a report](#)
 - o Metamemory is a new concept
 - Needs: students don't seem to know how to study
- Idea to divide dimensions for each of us to investigate, and around which we can develop proficiencies

6.3.24,

- Library is currently exploring
 - o Especially around composition
- Embedded nature of research in ENGL 1A/B courses
 - o Interested in integration for writing
 - o Formative assessment
 - testing for effect
 - o Use of AI for research
- Notebook LM
 - o organizing mechanism for research in ENGL courses
 - o expanding to 3 sections of these courses
 - reviewing results and looking for hallucinations to see what they discover
 - o Inland area project teachers teaching teachers
 - Budget
 - stipends and software needs
- Grad Div
 - o focused on grad students and TAs
- Ryan: Overlap
 - o Literacy and tools
 - o CS006
- Tools
 - o GDocs plugin not enabled
 - o Vertex
 - o Notebook LLM
 - PDFs only
 - would like images and other formats that it could process
 - o GPT or Gemini?
 - Gemini
- Needs

- o Propose Playlab.ai to Matt Gunkel
- Possibilities
 - o Pool resources
 - o Build infrastructures that does these trainings
 - would benefits from hands-on trainings
 -
- CSE literacy needs vs UWP Literacy needs
- Proposals with advantage:
 - o What would make things transformational?
 - o Easy to disseminate to other schools
- Projections
 - o 5% success rate with FAST Challenges
 - o May not be a “sandbox” grant to explore edge cases
- Tech for formative assessment across disciplines
 - o Was it effective in sciences vs humanities
 - o Interdisciplinary lens
 - UWP
 - Formative assessment
 - Research
 - Info processing
 - o mining writing to use AI
- CSE Lessons
 - o creating content for webpages
 - o look for improvement of outcomes based on AI intervention
 - o Looking at outputs
 - checking references
 - o Foundational information/AI literacy
 - using primary sources in history
 - Empirical findings in sciences
 - Student need additional disciplinary knowledge
 - writing is foundational vs disciplinary specific
- Panel of AI experts
 - o What's the intervention?
 - o What do we hope for the tool to achieve
- Qs:
 - o Which part of practical research areas are we working from to get to particular use cases?
 - o Information literacy for all students
 - practical info about ai
 - research base about science of teaching or research of learning
 - what problem are we looking to solve
 - o Having a solid use case may be enough
 - o Formative assessment as a particular piece
 - coding
 - o Identify what modules might contain
 - Learning outcomes to assess to determine tenets of AI literacy (in a specific discipline?)
 - o What's the output that is substantial
- Skill development
 - o Metacognition
 - AI as a metacognitive tool
 - Zone of proximal development what they come in knowing and how AI helps approximate

- Students need critical distance from the tool
 - Using AI as a reflective practice
 - CSE and input/output methodology
 - Critical thinking and thinking about how AI thinks
- o Reasoning
- Research bases
 - o how student think about AI
- Sol
 - o Start with problem definition and what we intend to investigate
 - based on time to understand how metacognition works in the age of AI
 - as a unique collaboration will plan to look at it from 3-4 lenses
 - What do these disciplines have in common in the age of AI?
 - we are each of us going to face challenges inn how students think about LLMs
 - the problem to teach AI at UE level through the framework of metacognitive research to create a stronger way in terms of learning theory of using AI in STEM, Humanities disciplines (or Social Sciences) with Alejandra and Information literacy component
 - Worst case
 - adopted in higher ed in an unreflective, transactional way that will hurt student learning
 - We at UCR would like to emphasize metacognition and critical reasoning
- Next steps
 - o Keith will draft Sol
 - Track 2
 - o Britt: a good evaluation tool for metacognition?

5.25.24, Mtg. w Ryan

FAST Challenge

Sol target – next week (due June 7th)

- AI Literacy for Students
 - o How to use tools
 - o Ethical considerations and how to use it ethically
 - o Prompt engineering
- Define terms like
 - o Hallucinations
- Course for instructors but with resources for students
- Ideas:
 - o Measure what student workflows already are
 - o Ryan experimenting with having AI generate code
 - It produces codes with bugs
 - Go back to AI to refine it
 - Have instructors designate what is correct
 - o Goal
 - Have students produce mostly correct answers
 - Have students produce scholarly work
- Training for first-year students
 - o Incorporate a general set of prompts
 - o The best 20
- Work on workflow with library

- o
-
- Shifting to using the bot as a search tool
 - o Getting structured information and context back
 - o Breadcrumbs
- Budget
 - o Time buyouts or stipends for us
 - o Stipends to recruit instructors from other disciplines
- Survey
 - o What tools have you used before?
 - o Have you used it to do assignments?
 - o Other surveys
 - <https://cee.ucdavis.edu/GenAISurvey>
 - <https://it.sdsu.edu/projects-innovation/ai/student-survey>). For further information about SDSU's survey deployment and results, you'll find the peer-reviewed article describing their initial findings [linked here](#), and a few more publications describing the process here: <https://it.sdsu.edu/projects-innovation/ai/publications>
- Campus guidance
 - o <https://insideucr.ucr.edu/announcements/2023/11/03/update-artificial-intelligence-use-students>
- Courses to use as resources
 - o [Generative AI for Educators](#) (Google Course)
- Intro course
 - o Independent of discipline
 - o For instructors and students
 - o Primer class that any instructor can use
 - Based on what tools UCR supports
 - General principals could be applied to any bot
 - o Tie it into library
- Misc.
 - o Yann LeCun
 - o Hard Fork Podcast about Character AI
- Next steps:
 - o Samantha to reach out to Britt
 - o Ryan to draft a statement of intent

5.21.24, Grants with Ryan Rusich

- Tools
 - o Need to pick good ones
- Arguments
 - o Diverse student body
- Audience
 - o HMNSS
- How to use the tools
 - o Students are already using the tools
 - o What tools do what in a particular way and accuracy
- Idea to pilot
 - o Academic freedom
- Keith and Library Collab

- o Ask him and let him know Ryan is interested
- Can we improve proctored assessment by 10% using AI
 - o Use AI tools to help them study
 - Encryption, Privacy, Tor Network
 - Need to close the loop
 - Struggle with in-person quizzes
- Create a corpus of what's taught in the class
 - o Generates questions
 - o To help them study
 - To reach eventual mastery
- Adaptive Learning
- Structure questions after the chatbot
- LLM
 - o Previous Quizzes
- Check answers based on corpus
- Canvas Mastery paths
- Question banks
- Q's for Notebook LM:
 - o "What is TCPIP?"
 - o "Private vs Public IP Address?"
- Immediately gives examples
 - o i.e., home network vs private networks at UCR
- Internet Literacy
 - o CS 006 "Effective Use of the WWW"
 - o Net neutrality □ economics of big tech
 - o What's a packet
 - How to stay anonymous in a NOR network?
- VSCode
 - o An IDE
- CS 007 "Effective use of AI"
 - o Have an enclosed Adaptive Learning
 - Could be independent of grant
 - o AI Art
 - o How a chatbot works
 - o Could be multiple disciplines
 - Crosslisted
- VSCode
 - o Python lesson
- OTUS Mastery Learning
- <https://www.linkedin.com/in/markbranom/>

5.17.24, CLL Q&A

- Learning science is important
- Leveraging tech tools for T&L and also to scale impact
 - o AI is at the intersection of learning and tech
 - Reveal
 - Accelerate
 - Support
- Grand vs FAST

- o Grand selected by committee
 - After eligibility screening
 - o Emphasis to support public education
- Milestones
 - o No proposals will be accepted w/o Statement of Intent
- See resources and tips:
 - o <https://clearninglab.org/grant/ai-fast-challenge/#tpw-0-6-t>
- Qs
 - o Staff can apply if full time and if working with students and with faculty
 - i.e., a Dir. of CTL
 - o Institutions can apply for multiple grants
 - Encourage collaboration
 - o Can be involved in more than one proposal as support staff but not a PI on more than one
 - Possible exceptions for Grand and FAST depending on role
 - o As much as possible of what we use should be OER
 - o IRB doesn't need to be done in advance but build in sufficient time
- Q: What guidance do you have about engaging a technology build partner to help develop an AI-powered tool that could be used by online teachers to increase equity in their courses?
- A: We have vendor selection considerations on our resources page for both AI Grand and AI FAST.

<https://clearninglab.org/grant/ai-grand-challenge/>

We may also invite vendors to speak at webinars.

- Statements of Intent
 - o 2 different forms for each kind of grant
 - o The individual that submits this will receive confirmations and invitations to future stages of the grant
 - To proposal forms, and will submit these applications
 - o Include institutions that will be involved but no budget details are necessary
 - o Needs to be in 3 wks prior to proposal and no later than June 7th
 - o The Statement of Intent will open for FAST on June 7th and can be submitted anytime before 10/10. Proposals can be submitted as soon as June 28th but no sooner than 3 weeks after Statement of Intent submission. Deadline for proposals is 10/31.
- Budgets
 - o Grand
 - Tabs – cells in yellow require a response
 - Others are locked with formulas
 - “A” – composite of what we enter in B-E
 - o B-E – justifications tabs
 - Provide details – look at example
 - Disregard cell size
 - Use Excel not GSheets
 - If we have more personnel or awardees reach out to them to make accommodations for us using a custom budget template
 - o Stipends
 - Q: If you are training faculty to use AI for particular classes, can you offer stipends to the participating faculty?
 - A: Yes! As I mentioned during the budget template demo, include those expenses in the Other Direct Costs (ODC) category.
 - o Allowable expenses may be personnel, pre-approved travel, equipment and materials with additional parameters. Our budget resources and FAQ through the RFP websites have a lot of detail about this.
- There will be no invite to submit proposal after letter of intent

- o They will just let us know it was received
 - o Statements of intents are for their internal screening, but assume we are OK if we don't hear from them
- OER
 - o <https://asccc-oeri.org/>
- If doing research with faculty or students we will need IRB approvals
 - o May need separate applications at each campus
- Letters of Rec
 - o Different requirements for different kinds of grants
 - o Q: Does each institution in a two intersegmental partnership collaboration project need to submit two letter of recommendations?
 - o A: No, just two total for the project are required. (AI FAST). If you're referring to the cover letters for AI Grand, we require one cover letter from the host that is also signed by partner institutions or the partner institution may submit a separate letter.
- Up to 25 AI FAST grants will be awarded
- PIs
 - o Q: Do collaborating institutions need to be co-pis or can they just be referred to in the proposal and used for their expertise?
 - A: We expect that team members from partner institutions would be engaged as co-PIs/key personnel. If you have individual people who's expertise you're interested in, you may consider bringing them on as a consultant as opposed to having their institution be a formal partner.
 - A2: This really depends on the nature of the partnership and relationships. If the scope of work of partners requires personnel and a budget, it would be best to have subawards and co-PIs for the project.
- Co-PIs
 - o Q: So, one person can NOT be PI for a few projects ? Could one individual be CoPI for multiple projects?
 - A: No strict limitation but in the event that both get awarded, only commit to grant applications that you fully intend to serve on if it gets awarded
- Tracks
 - o A wildcard is best if a project fits in multiple tracks
- Winning awards will be announced In November 2024 for Grand and on a rolling basis for AI FAST.
- Are there things you can create – syllabi, course materials, a larger working group
 - o Think about the bigger picture outside th classroom
 - o But literacy among students is relevant to this grant
 - Be aware of what's out there already and build on it as opposed to working from scratch
 - What are we trying to learn by funding this project?
 - What data are you trying to collect, and hwat is your theory of change and the imoact on your students? What OER can we turn out to community with results of your project?
 - @Ryan Rusich I'm interested in exactly the same thing! I teach computer applications and CIS. That's exactly what I'm starting to do right now with our librarian that teaches the how-to-use-technology class. I'd be up for collaborating. Mark.Branom@sjcc.edu