

Key Takeaways from the The AIs Go Marching On: Finding Our Way with AI in Education Webinar

I. Introduction & Context

- **Goal:** The session aims to interactively explore finding our way with AI in education, acknowledging that the collective wisdom of the participants is crucial.
- **Speaker's Stance:** The speaker approaches AI with complexity, acknowledging both its potential and concerns, emphasizing the need to rethink teaching and learning now that AI is present.

II. Perceptions and Uses of GenAI (Icebreakers)

- **"Wrong Answers Only":** Participants shared humorous and often critical takes on GenAI, comparing it to a friend, therapist, babysitter, cheating agent, evil, the end of the world, and "the ultimate mansplainer". This highlighted the wide range of feelings and concerns about the technology.
- **Surprising/Intriguing Uses:** Participants listed numerous novel ways AI is being used by colleagues or students, including: generating research ideas, creating mock interview agents, studying aids (quizzing from notes), translation, lesson planning, writing assistance (rubrics, emails, scripts, letters of rec), data visualization, troubleshooting code, analyzing data, creating case studies/scenarios, and even personal uses like travel/meal planning or writing fan fiction.

III. Reverse Design Activity: Exploring Concerns & Mitigation

- **Process:** The core activity involved three steps using Google Forms:
 1. **Identify Worst Uses:** Participants brainstormed the worst ways GenAI could be used in teaching/learning.
 2. **Explain the "Why":** Participants selected a specific concern and explained *why* it was problematic for teaching and learning,

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acknowledging that not everyone sees the same issues as problems.

3. **Brainstorm Mitigation Strategies:** Participants proposed practical, relevant, and sustainable approaches to address or lessen the identified concerns.
- **Rationale:** This crowdsourced approach aims to build deeper understanding across faculty, articulate *why* certain uses are concerning (connecting concerns to interventions), and collectively generate solutions.

IV. Addressing AI in Teaching & Assessment

- **AI Doesn't Replace Teaching:** AI forces educators to rethink assessment, moving beyond traditional methods (like term papers) that may not reflect real-world skills and exploring what core competencies students truly need.
- **Large Online Classes:** Strategies include team-based learning (leveraging social accountability) and exploring multimedia assignments (video, audio) or structured synchronous group work to move beyond text-based assessments. Project-based and problem-based learning are also relevant.
- **Humanities/Writing-Intensive Courses:** Instead of assuming students must come to the material, build a bridge *from* the student *to* the material. Meet students where they already possess critical thinking skills (e.g., analyzing a text message) and guide them toward applying those skills to course content. A "less-is-more" approach may be necessary.
- **Addressing Misuse:** It's crucial to have ongoing conversations ("AI talks," not just one "AI talk") with students throughout the course, not just a syllabus statement. Build relationships so students feel comfortable discussing edge cases. If addressing suspected misuse, a thoughtful, exploratory process is better than immediate accusation.