

A.I. is a Game-Changer. Let's Write New Rules.

Our program invites us to discuss how generative A.I. is changing how we teach and how students learn. Although there's so much to talk about, we are asking you to join only two of the tables below to allow for deeper conversations on key issues..

Program

12:30 -- Lunch provided by Hawk Owl Cafe

12:40 -- Table discussion #1

Break

1:25 -- Table discussion #2

Discussion topics and facilitators

Table 1: AI Literacy for Students (Nicco Pandolfi, Melissa Sprenkle)

- **Resources:** [MLA Student Guide to AI Literacy](#); cases/approaches highlighting various levels of course emphasis/engagement w/ AI
- What AI is and isn't + how it works
- Limits of AI (hallucinations, bias, privacy)
- Appropriate use of AI, contextual considerations
- Disclosing use of AI when greenlit by instructor (why citation may not be best fit here)
- Tips for prompting AI

Table 2: Authorship, Plagiarism, and Policies (Michael Anderson, Tony Jenkins)

- Why students should do original work.
- How AI changes our understanding of plagiarism.
- What is authorship vs. accountability.
- When is AI OK and not OK; AI "rules" for each assignment
- How to intersect with college and departmental policies
- [Murky Guidelines on Using AI Recording Devices in Classrooms](#)
- Reconsider efficacy of AI detectors.
- Questions to guide syllabus policy:

1. *When is AI use permitted or forbidden? Why?*
2. *Must students share/disclose their AI prompts?*

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3. *How should AI use be credited?*
4. *A warning about the limits of AI.*
5. *Transparency regarding your planned usage of AI*
6. *Detection tools and how that information will be used.*
7. *Statement about students' ultimate accountability for work.*

SOURCE: [Teaching in the Age of AI: Rethinking Pedagogy and Curriculum in Service to Student Learning](#)

Table 3: Equity and Ethics (Ali Thornton)

- How does AI enhance or challenge equity?
- How do we protect student and staff privacy?
- What is our role -- teaching students how to use AI? Helping students develop content expertise? Both?
- Who should teach AI to students? Do all instructors need to become AI experts?
- Will AI really make us better thinkers? Is AI really an ally? [Memo to faculty: AI is not your friend \(opinion\)](#)

Table 4: Adjusting Expectations and Assignments (Brandon Everest, Kristy McDonald, and Hollianne McHugh)

- Reconsider assignments that are easily completed with AI, such as chapter summaries.
- Consider more non-writing forms of assessment.
- Distinguish between formal and informal writing on assignments.
- Emphasize critical thinking and reflection.
- Include experiential learning.
- Include assignments that ask students to use AI for research, brainstorming, feedback, etc.

Table 5: Establishing Norms for Instructor Use of AI (Mark DeLonge, Terri Gustafson)

- How transparent should we be with students about our own use of AI?
- Is it appropriate to use AI for grading and feedback?
- Do we need departmental or college norms for instructor use of AI?
- What are appropriate ways for instructors to use AI?

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