

# BARTON

## LIBRARY

*Dare to Know*

### Resources for Faculty/Staff

#### AI in the Classroom

##### Critical Pedagogy and AI

Purpose: To approach generative AI with a critical lens before creating course assignments.

How will AI tools inhibit learning? How will AI tools foster teaching?

Where should the College expend its resources vis-à-vis generative AI?

How should the faculty and the Library

equip students with effective AI literacy?

What role can the College play in navigating this evolving scientific field, mitigating potential harms, and enhancing potential benefits?

##### Practical Measures

###### Prompt:

“Compile a list of best practices for community college faculty regarding the use of generative artificial intelligence in the classroom.”

###### Response:

“Using generative artificial intelligence (GAI) in the community college classroom can enhance learning experiences and promote innovation. However, it's essential to use this technology thoughtfully and responsibly. Here are some best practices for community college faculty when incorporating GAI in the classroom:

1. Understand the Technology:
  - Familiarize yourself with the basics of generative artificial intelligence, including its strengths and limitations.
2. Define Clear Learning Objectives:
  - Clearly outline the educational goals you want to achieve using GAI, ensuring that its integration aligns with course objectives.
3. Select Appropriate Tools:
  - Choose GAI tools and platforms that are user-friendly, well-documented, and accessible to all students.
4. Provide Training:
  - Offer training or resources to help students and colleagues understand how to use GAI tools effectively.
5. Promote Ethical Usage:
  - Emphasize the importance of using GAI responsibly and ethically, including addressing issues like plagiarism and privacy.

6. Encourage Critical Thinking:
  - Teach students to critically assess the outputs generated by GAI and question their accuracy and relevance.
7. Offer Alternatives:
  - Ensure that GAI is not the sole method of instruction; provide alternative learning resources and assessment methods.
8. Foster Collaboration:
  - Encourage collaborative activities where students work together to develop or evaluate GAI-generated content.
9. Address Accessibility:
  - Ensure that GAI-generated materials are accessible to all students, including those with disabilities.
10. Personalize Learning:
  - Leverage GAI to create personalized learning experiences that cater to individual student needs and preferences.
11. Regularly Update Content:
  - Keep GAI-generated materials up to date and relevant to the course content.
12. Provide Feedback:
  - Offer constructive feedback to students on their use of GAI and guide them on how to improve their work.
13. Balance Automation:
  - Use GAI to enhance the learning process, not replace human interaction. Maintain a healthy balance between automation and personal engagement.
14. Respect Student Privacy:
  - Protect student data and privacy when using GAI tools, ensuring compliance with relevant laws and regulations.
15. Monitor Usage:
  - Keep track of how students are using GAI tools and be prepared to intervene if issues arise.
16. Engage in Professional Development:
  - Stay updated with the latest developments in GAI and participate in professional development opportunities related to its use in education.
17. Share Best Practices:
  - Collaborate with colleagues to share your experiences and best practices for integrating GAI into the classroom.
18. Seek Student Feedback:
  - Collect feedback from students about their experiences with GAI and use their input to make improvements.
19. Evaluate Effectiveness:
  - Continuously assess the impact of GAI on student learning outcomes and adjust your

approach accordingly.

20. Stay Informed about Ethical Considerations:

- Stay informed about the ethical implications of using GAI, such as bias and fairness issues, and address them in your teaching.

“By following these best practices, community college faculty can harness the potential of generative artificial intelligence to enhance the educational experience while maintaining a focus on responsible and effective use.”

*Response generated by ChatGPT-3.5 (2023, October 26).*

## The Ethics of AI

Review the rules of citation and treat AI-generated output as third-party material that must be cited.

Educate students on being socially responsible and to consider the ideas of legal responsibility and intellectual property.

Appeal to students’ sense of ethics on the subject of simply cheating to complete the assignment.

This could be an avenue to discuss the wider topic of integrity in academics and life.

## Sample Syllabus Language

### Barton Community College Academic Integrity Statement

Academic Integrity is scholarship based on honesty, trust, respect, responsibility, fairness, and courage. Barton Community College pledges to uphold these core values of integrity in all aspects of teaching and learning. Students are expected to be the authors of submitted coursework and shall give credit to outside sources in addition to work or ideas generated by other writers. Students should be cautious in their use of technology resources that assist them in the creation of academic work. Some resources may be unauthorized; thus, students should check with their instructor(s) before using them. Faculty members will grade, certify, and assess student submissions for authenticity and may do so with the use of electronic integrity tools without infringing on student privacy. College Procedure 2470 [Intellectual Property](#) outlines the College’s right to address coursework in this manner.

In all aspects undertaken by students, faculty, staff, and all other stakeholders of Barton Community College, the following pledge applies: On my honor, I am acting with integrity in academics. I am acting per personal and institutional values and refraining from any form of academic dishonesty, and I will not tolerate the academic dishonesty of others.

Acts of academic dishonesty, intended or unintended, are subject to Procedure 2502 [Academic Integrity](#) and may result in the grade of XF. Barton defines an XF grade as failure as a result of a violation of Academic Integrity.

## Language about AI Tools

Consider adding a statement that clarifies whether the use of AI tools will be allowed in class.

## Assignment Considerations

### Designing Writing Assignments

Identify specific tools for explicit purposes in the writing process: invention, revision, and locating sources.	Prepare students to consider the benefits and disadvantages of these tools in the context of specific writing purposes.
Model generating and critiquing outputs, then assign to similar activities for students.	Emphasize AI failings while highlighting students' own reading, writing, and thinking capacities.
Train students to recognize the capabilities and limitations of AI language models as well as the consequences of using them (both good and ill).	Draw attention to human-generated prose and poetry and encourage students to reflect on how their own cognitive processes surpass AI.
Allow students to explore generative AI language models and discover for themselves the inherent limitations.	Help students to be prepared to fact-check AI-generated outputs.
Assess students' abilities to identify AI failings in logic, consistency, accuracy, and bias and to detect fabrications, fallacies, and misrepresentations.	Assign reflections to help students understand their own thought processes and motivations for using these tools, as well as the impact AI has on their learning and writing.

### Authentic Assessments: Create assignments students will want to write.

Assignments are given a meaningful purpose that has been clearly communicated to students	<ul style="list-style-type: none"> <li>Writing offers an opportunity to process and refine an author's knowledge and comprehension of a subject.</li> </ul>
Establish a personal connection between the student and the learning outcome.	
<p>Writing is thinking. It is both the expression and the exploration of the subject of the writing.</p> <ul style="list-style-type: none"> <li>Writing requires thinking about the choices made in presenting the material to the intended audience.</li> </ul>	A potential middle ground approach is to embrace the technology and create assignments that require a human brain and critical thinking.

### Authentic Assessments: Create assignments instructors will want to grade.

Input prompts into ChatGPT and generate

a paper. What grade would it receive?

Ask, would I want to write this paper as a student in this course? Can I get students to buy into the assignment?

Ask, will I want to grade this paper? Will every submission be more or less the same?

**Authentic Assessments: Utilize assessments generative AI cannot grasp.**

**Assignments with high levels of specificity in either assignment instructions or topic**

- If appropriate, these should allow for vast personal anecdotes, opinions, and/or reflections.
- Can require either research, field experience, or data collection on which to reflect.

**Research papers with required sources**

- Request students to incorporate outside sources when possible, and work them directly into their text with in-text citations.
- Generative AIs struggle with context and research.
- ChatGPT will often provide fake sources if prompted to cite a source (“reference hallucinations”).

**Push students to formulate a “Point of View”**

- Generative AI is the opposite of novel. If instructors assign students to write a paper on a popular text or film, require them to develop deep opinions supported by evidence.
- Require depth, then watch for repetition. Generative AI will choose repetitive text over deep thought to fulfill a length requirement.

**Critical thinking**

- Replace summaries with critiques of articles’ arguments or a critical reflection on points that were not understood (with subsequent research).
- The sharing of a real-life example of how the student has personally lived the concept. (Source: Jadrian Wooten, Virginia Tech)

**Focus on the process**

- Rather than submitting only a final product, consider requesting students document their workflow and explain the choices made throughout their essay.

**Unique course experiences**

- Have students complete assignments that require engagement with the lecture, a guest speaker, or recorded videos.
- Generative AI cannot attend unique course experiences.

**Reverse research paper**

- Provide students with the conclusion to an argument without any supporting research, references, or defense.
- Assign them to build the reference support.
- Build references list and add in-text citations to the submission.

### Authentic Assessments: Create assessments that use generative AI as part of the assignment.

#### Short essays with four parts

- A detailed prompt input
- The generated text written in response to the prompt.
- An essay that builds on the AI's foundation, supplemented with additional research that must be cited in a bibliography.
- A list of the corrections, revisions, and additions that the student made while revising the essay.

#### Find the right question

- Create an assignment that asks students to create the most effective query (or series of queries) to get to an effective output from the AI
- Ask them to document their process; why did they make each revision to their prompt that they did?
- What did they observe about initial outputs, and what did they correct?
  - The "output" is the query; the evidence is the output from the AI and process documentation.
- Focus on the process rather than the product.

#### Be the reviewer

- Assign students to use ChatGPT to complete an essay and review the output.
- Identify, document, and correct inaccuracies.
- Mistakes and inaccuracies can be purposefully added for the purpose of the assignment.
- Acting similar to a peer editor for a journal, the student can review this submission and provide feedback.

#### Outline building

- Assign students to create an outline, then use ChatGPT to generate each paragraph based on that outline.
- Have students share the outline they used, and the ChatGPT output.
- Have students edit the paragraph and add specific content and ideas with provided resources (i.e., chapters from a book, an article, a journal, or any form of media).

### Authentic Assessments: Self-Determination Theory

#### Intrinsic Motivation

- Purpose: Relatedness
- Autonomy: Agency
- Mastery: Competency
- Must be in alignment which leads to self-driven, engaged, and effective learning.

#### Extrinsic Motivation

- External rewards: Money, prizes, acclaim, etc.

