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1



Looking at student and faculty perceptions of AI at UCCS

It's AI, Dear Watson

The plan

- AI Basics
- Perceptions about AI at UCCS
- Pedagogical strategies
- Break out choices
- Takeaways

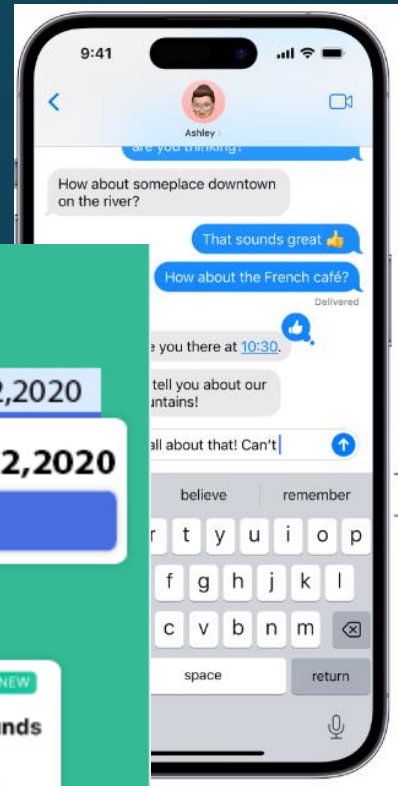
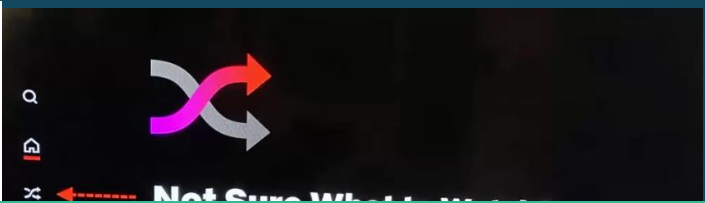
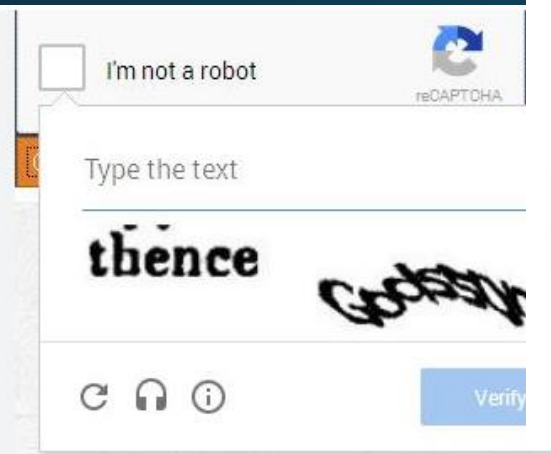




Part 1:

AI basics & why we care

What do we mean when we say "AI"?



Hi Steve,

I hope your well. Can we catch up today? I'd really appreciate you're presentation for tomorrow. I love it, if you could double check the sales numbers with me. There's a coffee in it for you?

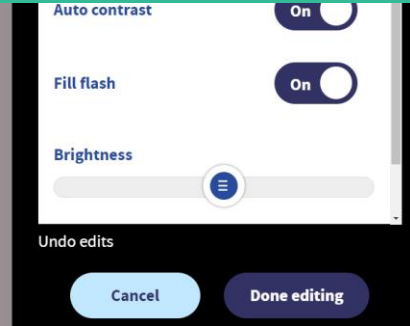
November 12, 2020

USE BOLD

GRAMMARLY TONE DETECTOR NEW

Here's how your text sounds

Confident



Hi, KACEY. I'm your new digital assistant, here to answer your questions and help you navigate your website. The more we speak, the more I'll be able to personalize your experience!

What can I help you with today? You can either select one of the options below or type in your question using a few keywords.

You

Simplify how you work into two sentences for me.

ChatGPT

I'm a language model based on the GPT-3.5 architecture, using a transformer neural network to generate human-like text. I've been pre-trained on diverse internet data up until January 2022, and I use contextual understanding to provide responses in conversations, but I don't have real-time internet access.

Definitions of AI vary widely across sources and time

- 1955: “the science and engineering of making intelligent machines” (John McCarthy, Stanford University)
- 2023: “the capacity of computers or other machines to exhibit or simulate intelligent behaviour....software used to perform tasks or produce output previously thought to require human intelligence, esp. by using machine learning to extrapolate from large collections of data (Oxford English Dictionary)



Discussions of AI are evolving in Higher Education

- **Bearman et al. 2022**
 - “...discursively slippery the concept of AI is: it operates as a concrete technology, an abstract idea, a rhetorical device, a metaphor, and a social imaginary all at once “ (p.381)
- **Imperative response:** AI is present and institutions need to address it
- **Altering authority:** AI is changing the role of instructors in the education process



Predictive: The use of analytics to identify patterns and make predictions about future events



Generative: Analyzes existing content for patterns and uses those patterns to create new, original content



Assistive: A tool that assists in improving in some way (brainstorming, editing, refining) human-created outputs (text or images).

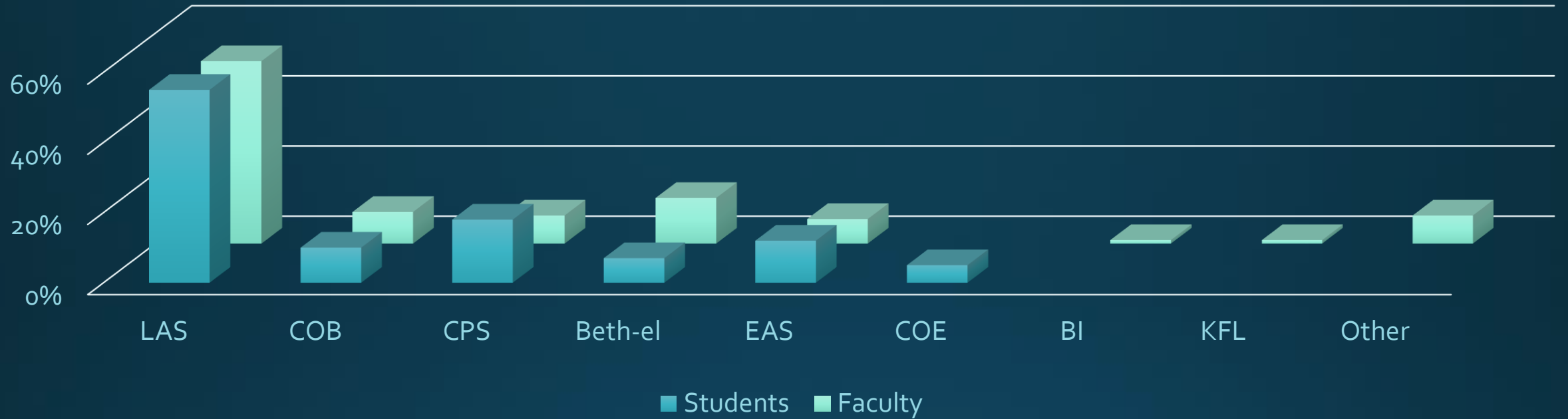
Ways to think about AI



Part 2:

perceptions of AI at UCCS

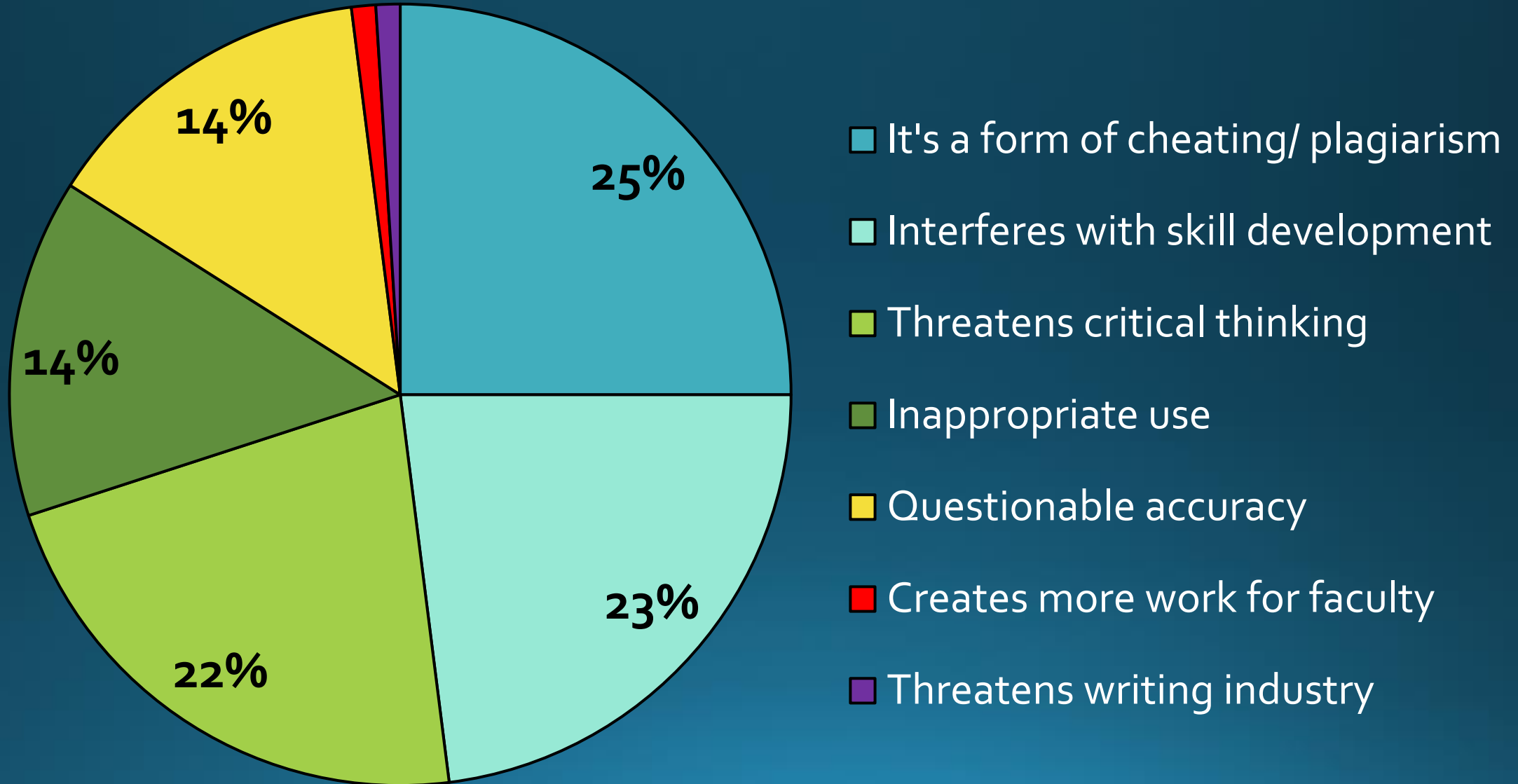
We wanted to know more about how
UCCS students and faculty view and use
AI.



Respondents by College

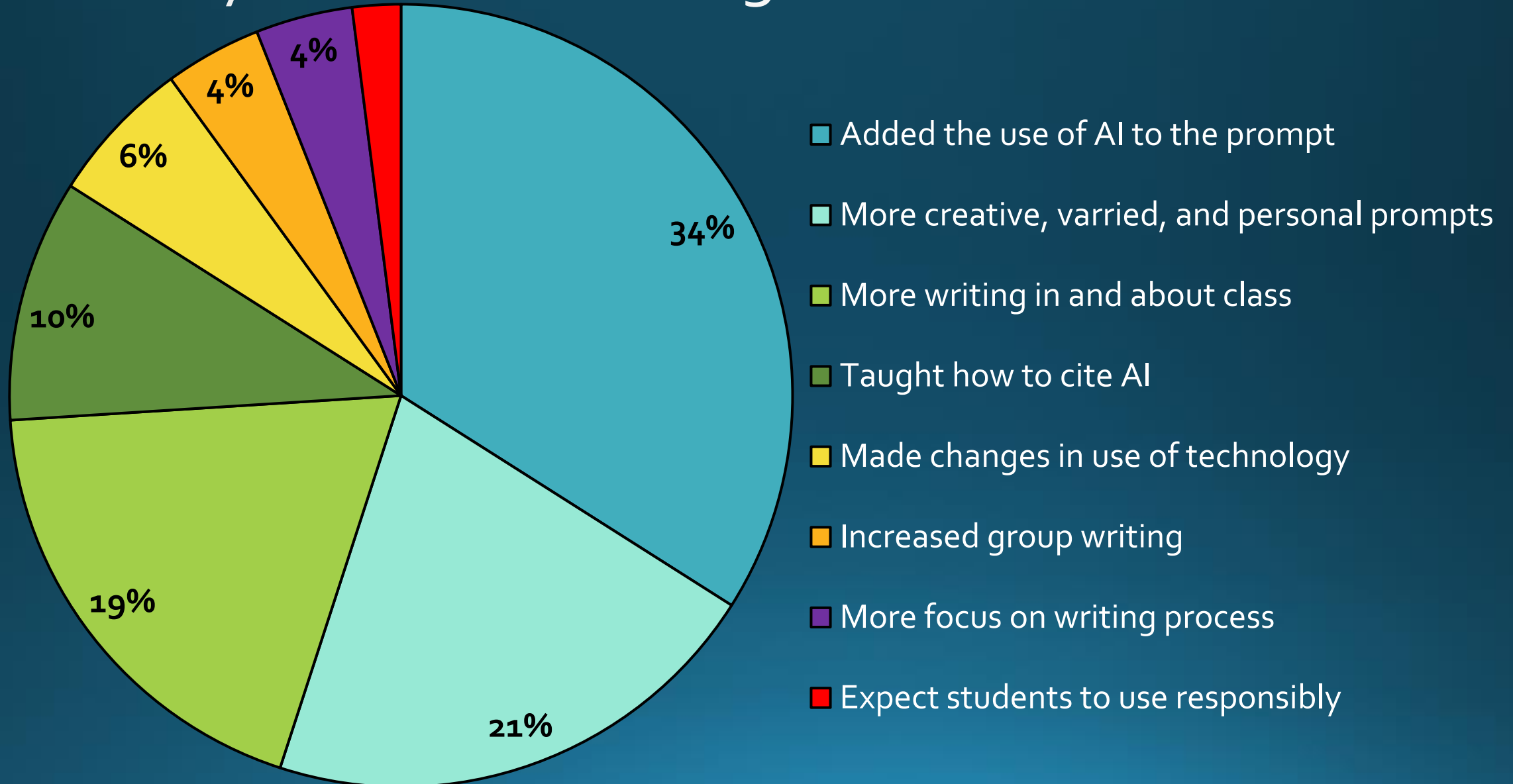
Faculty:

What concerns you most about AI in academic writing?



Faculty:

How have you reworked assignments because of AI?



Faculty: What other kinds of support would you like to see around acceptable use of AI in academic writing?

**Pedagogy for
AI use**

**How to teach
ethical use**

**Inclusive
detection
strategies**

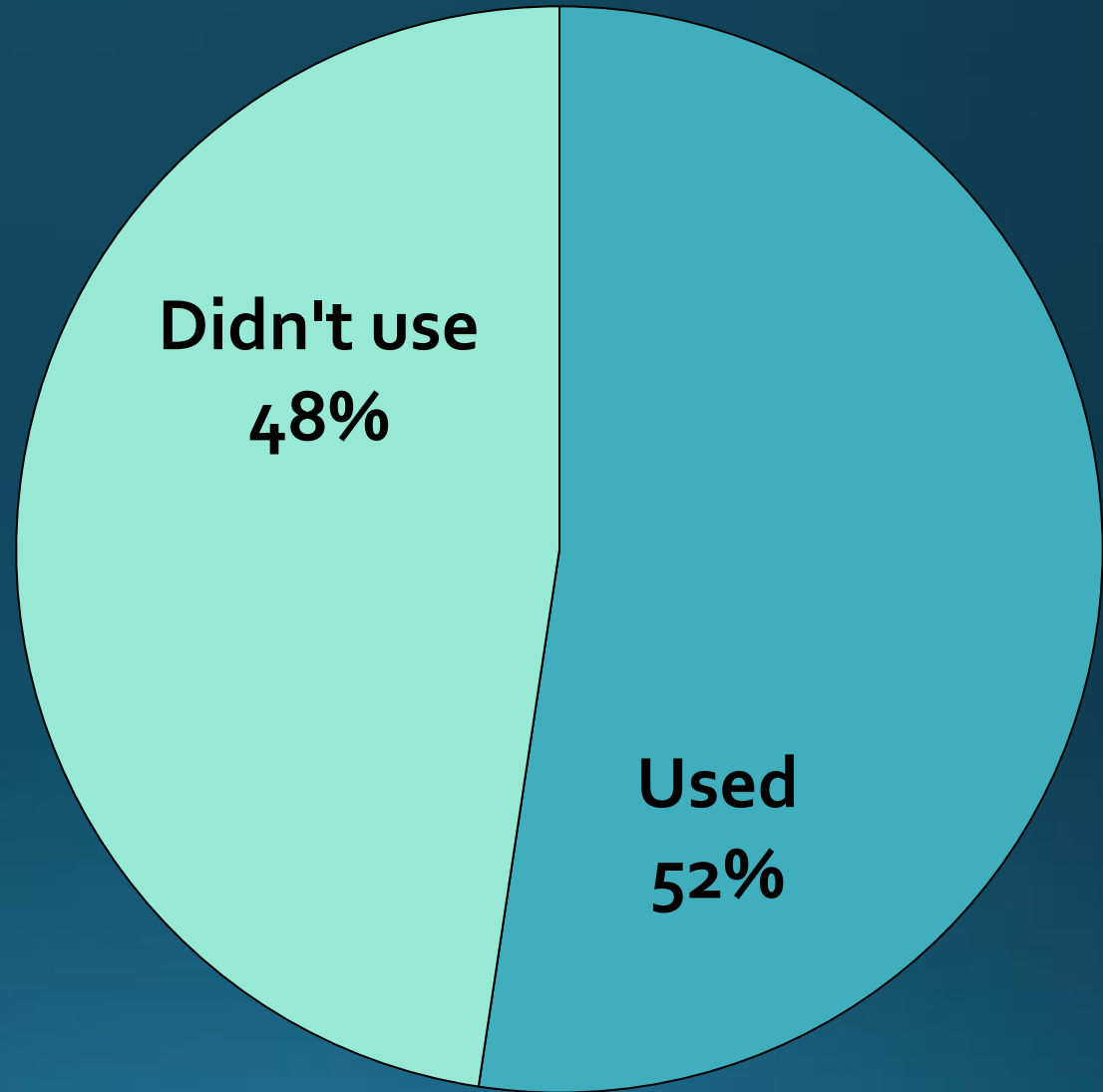
**Campus access
to AI tools**

**Handling
unacceptable
use**

**Protecting
positions
vulnerable to AI**

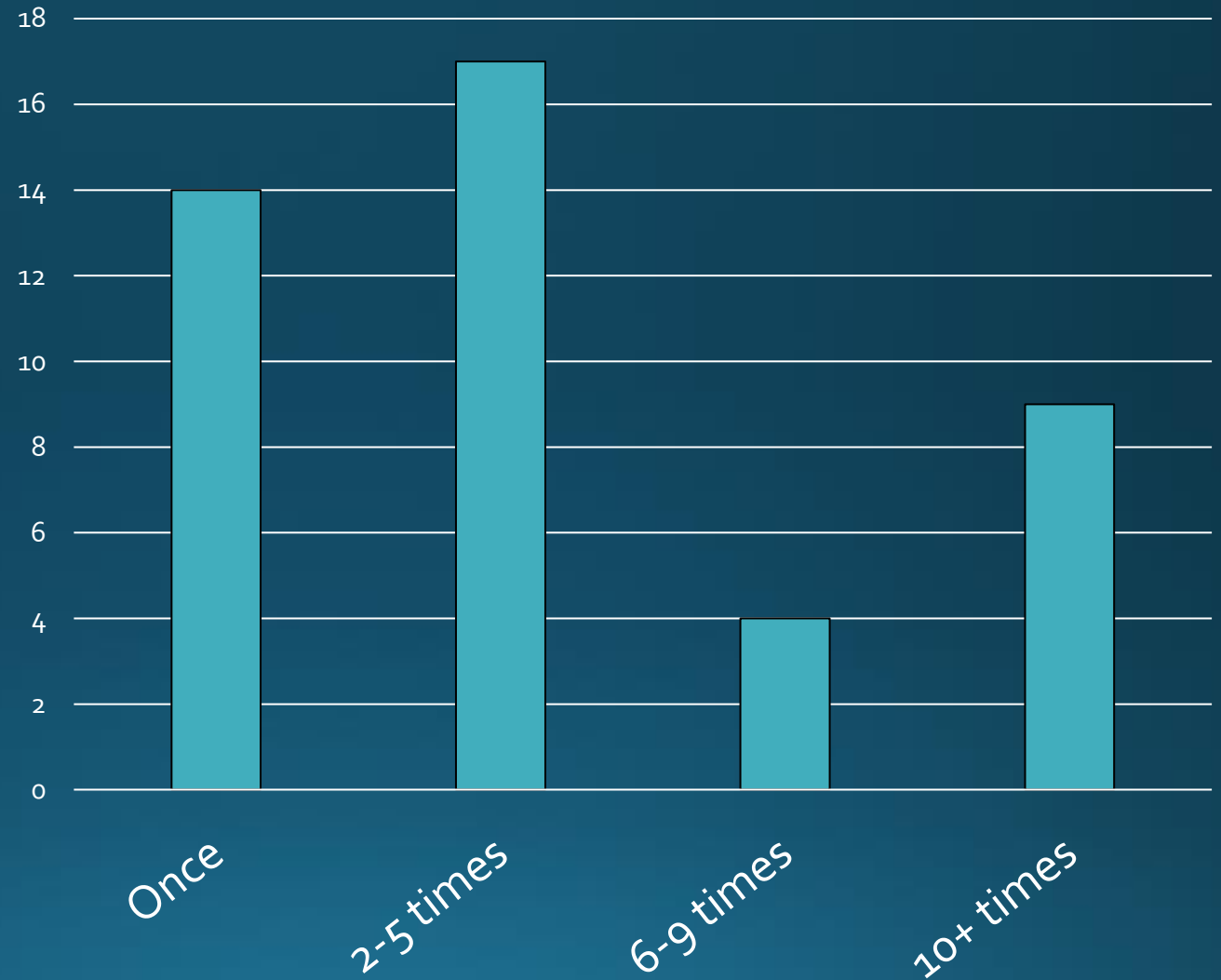
Students:

Did you use an AI writing tool during Fall 2023?



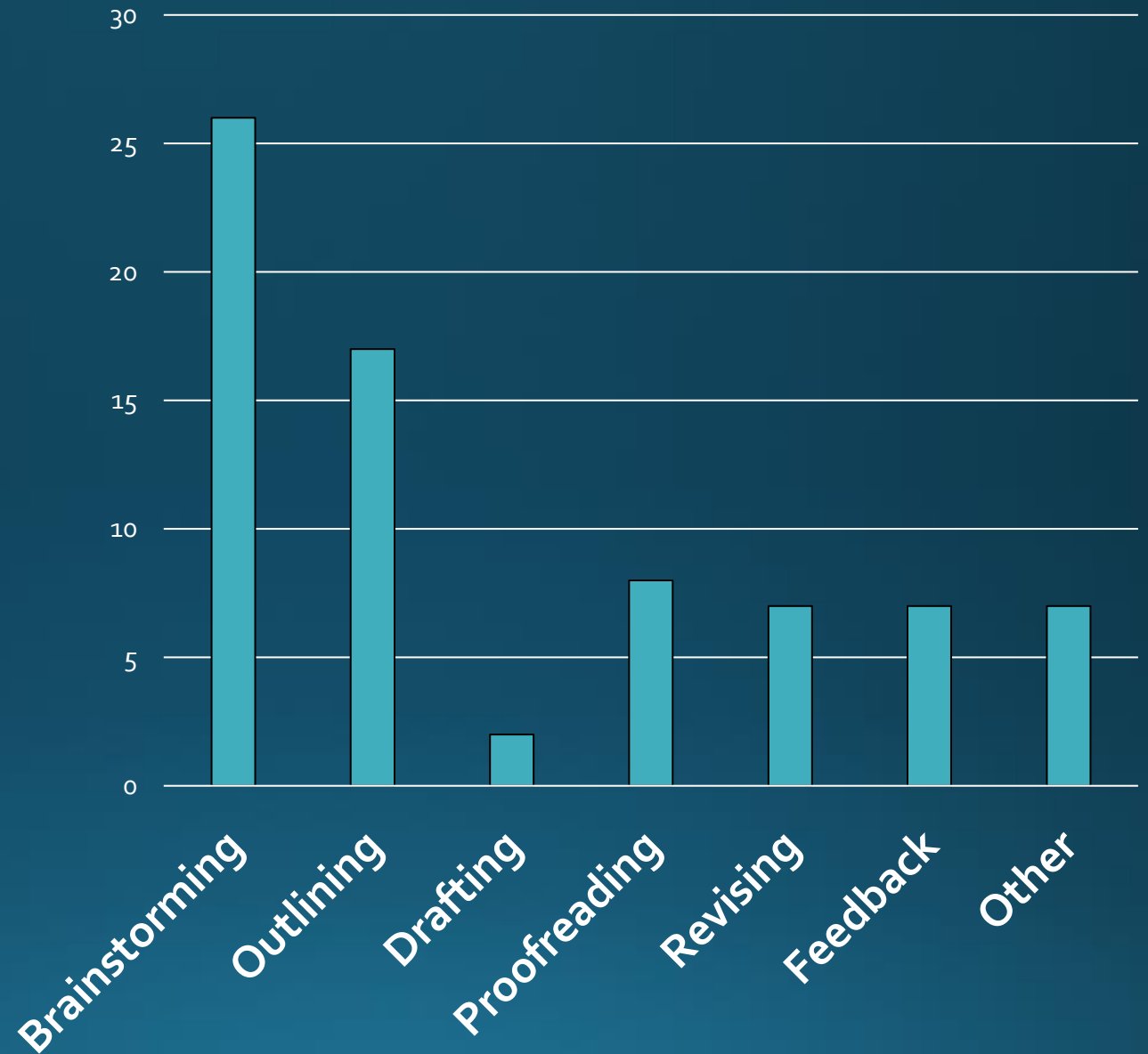
Students who used AI for writing projects in 2023:

How often did you use an AI writing tool for a writing project in Fall 2023?



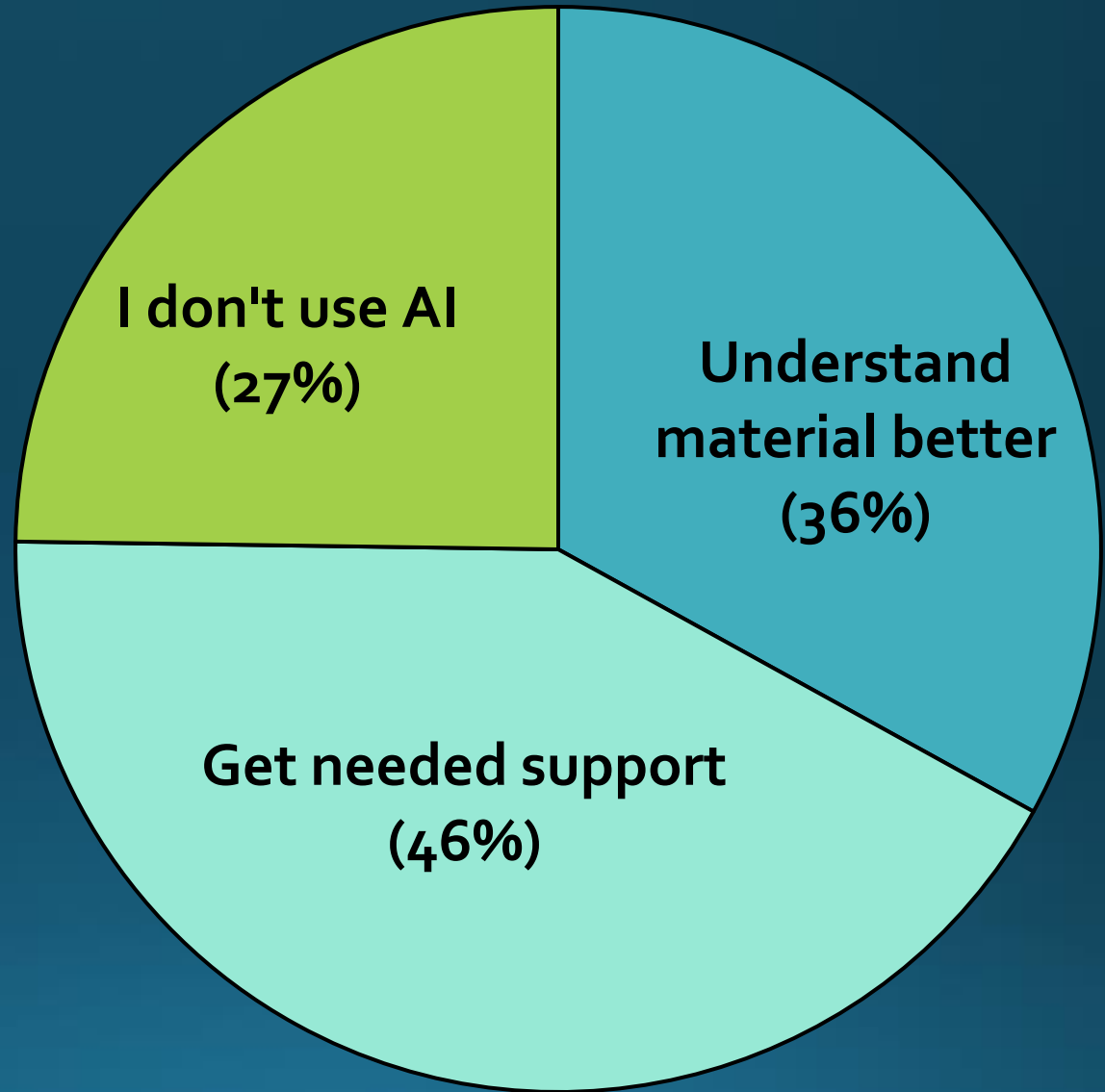
Students:

When you use an AI writing tool, what do you use it for?



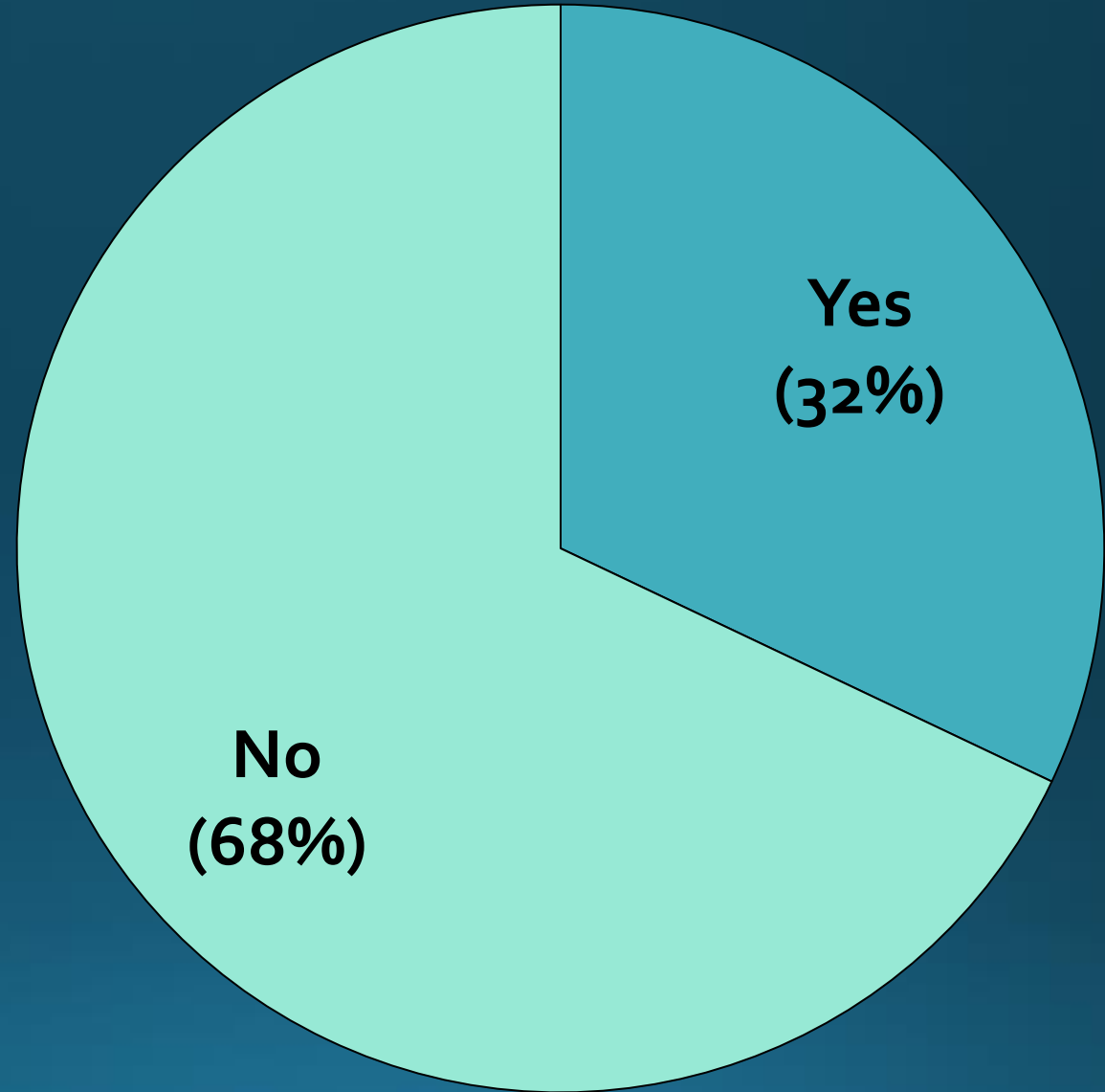
Students:

What are the greatest benefits from using AI writing tools?



Students:

Is using an AI writing tool a form of cheating on writing projects?



Takeaways & Remaining Questions

Faculty

- What acceptable AI use policies are being developed across campus for writing?
- How can writing skills be developed with the use of AI?
- How can AI be incorporated into academic writing in a way that prepares students' for the future?

Students

- Are you satisfied with the output from AI?
- How do you decide what to ask AI to do?
- What kinds of learning would you like to see around AI in your courses?

Faculty & Students

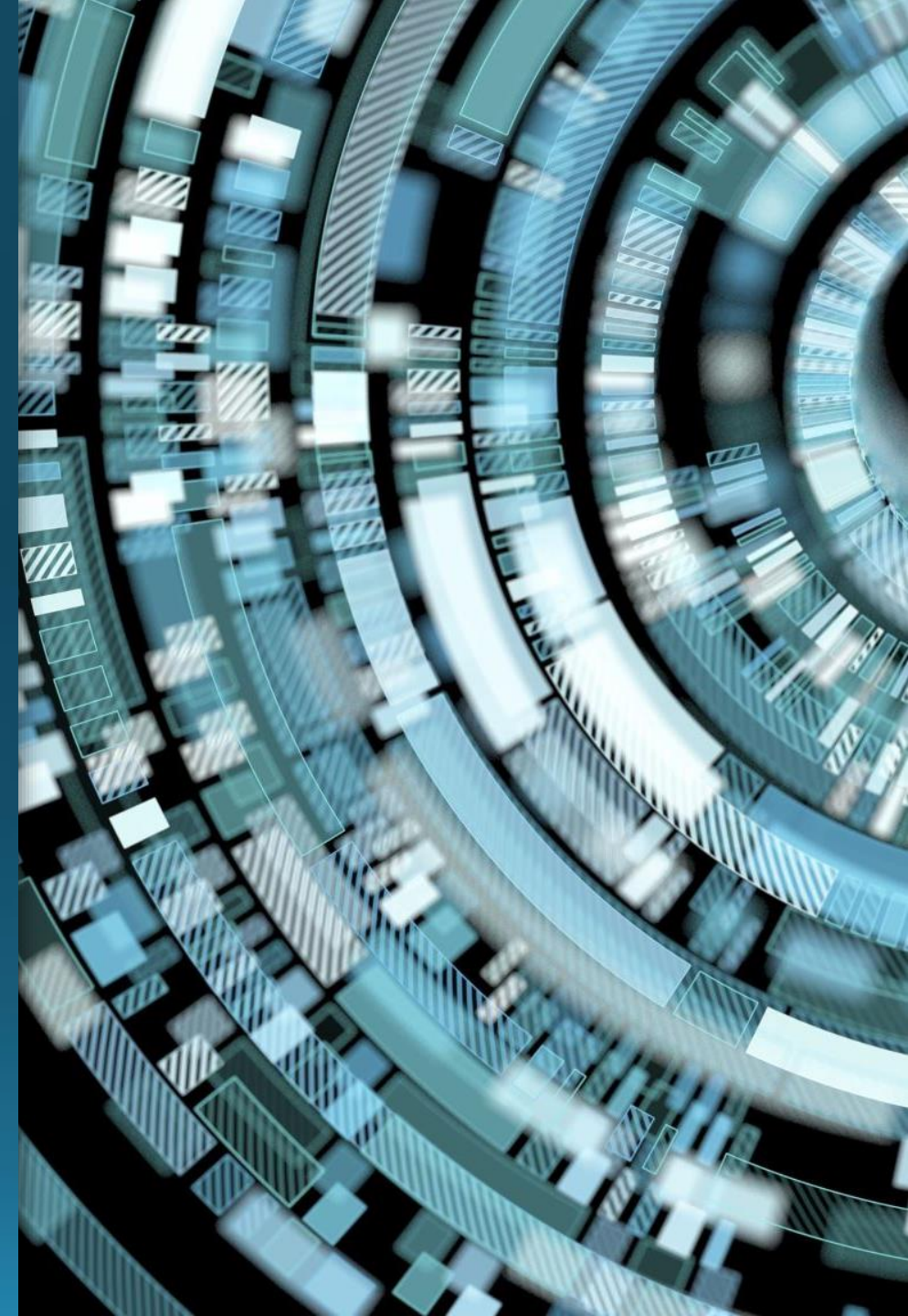
- **Defining acceptable use in writing is necessary**
- **Accuracy of AI writing outputs a concern**
- **Knowledge of, experiences with, and concerns about AI use are similar**



Part 3:

pedagogical strategies

Should
our pedagogies adapt
to support student
learning and their
readiness to participate
in a world where AI is a
growing reality?



Strategy: highlight the writing process



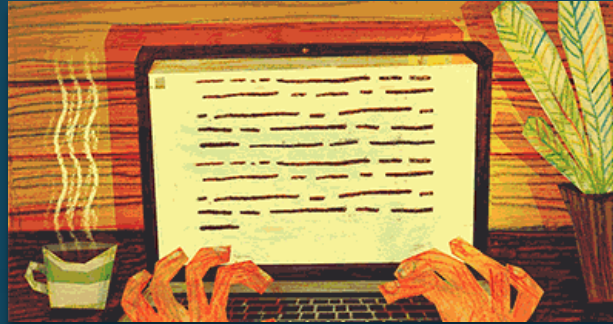
Have students submit planning work

Provide options: an audio file, an outline, a visual web, photos of handwritten notes, etc.

Set parameters: provide a list of generative questions for students who need help getting started

Give space for questions about or gaps in their plan

Consider feedback: will it come from you, from peers, from the student? Is it required or optional?



Assign a draft & ask questions about it

Help students manage their time by giving them a target date for a full or partial draft.

Clarify the goal of the draft and the work they'll do after the draft.

Frame the draft as exploratory space to work out their ideas and try different writing strategies

Have them ask you 1 or 2 questions when they submit the draft.



Incorporate reflection

Have students submit a writer's memo or answer reflective questions when they submit their final draft.

Encourage them to look back at their planning and drafting work to think about how their thinking and writing evolved.

Create space for them to share about difficulties.

Strategy: talk with students



Talk as they start working

Check in with students about their ideas and questions early on in a project.

Provide a safe place to play with ideas and strategies for their work

- Individually or in small groups
- Inside or outside of class
- Online or face to face



Touch base as they're in the thick of it

Talk to your students during the project. Ask how it's going, what they're enjoying, and where they're struggling.

- Conversation
- Canvas journal
- Conference
- During class work sessions



Review their work collaboratively

Have students evaluate their own work through a writer's memo, a rubric, or a conference.

Discuss your feedback, especially if they are expected to use that feedback for the next assignment.

Be sure to discuss both strengths and areas for growth.

Strategy: discuss AI in the classroom



Learn about student familiarity and ideas

Talk with your students about what AI is.

Ask them about their experiences with it in and out of school.

Discuss how they might use it in this class, if at all.

Provide clear guidelines for what's okay and what isn't.



Model responsible use

Show students how to use AI for different aspects of the work they'll do in the course.

Demonstrate how to attribute to, cite, and reference AI.

Provide resources students can access outside of class when they choose to use AI so they can do so in ethical ways.



Respond to student use of AI

Define unacceptable use of AI clearly.

Articulate the consequences for unacceptable use.

Have a plan for how to engage with students who use AI in ways that are outside of established norms for the course.

Consider meeting with them, hearing about their process, and coaching them toward better choices.

Strategy: use AI in the classroom



Give AI the prompt

Use class time to have AI draft in response to the prompt.

Have students analyze the output.

Discuss the strengths and weaknesses of the output.

Share how student work should differ from the AI output.

Have students do their own initial planning, including how to do better than AI did.



Model review with AI

Have students write an intro, paragraph or section before class.

Have students input their writing into AI and ask for feedback.

Share the feedback.

Discuss strategies to make peer review feedback more specific, contextual, and helpful than AI feedback



Use AI for revision

Have students write an intro, paragraph or section before class.

Have students input their writing into AI and ask specific questions like:

Where could my reasoning be stronger?

What kinds of evidence would be useful in this paragraph?

How can I improve my vocabulary in this paragraph?

Model when and how to attribute credit to AI in our writing.

Part 4:

break out tables

breakout tables

- 1 **Intersection of ethics and AI use**
- 2 **Building AI into pedagogy**
- 3 **Exploring campus AI policies**
- 4 **Recognizing and responding to AI use**

Part 5:

takeaways