

Zoom Chat Transcript: Using Generative AI to Enhance Student Engagement with Course Content

- 00:45:50 Nels Henderson: These are great. I'm using it for discussion forums without grades as AI Explorations.
- 00:49:37 Morgan Buchs: Reacted to "These are great. I'm..." with 👍
- 00:53:01 Mike Palmquist (he, him): <https://bing.com>
- 00:53:32 Patricia K: Reacted to "These are great. I'm..." with 👍
- 00:53:36 Michelle Clark | she, her, hers: Examples of an introductory cue?
- 00:53:43 Thomas Girshin: Can you please put Tim's example link in the chat?
- 00:54:05 Mike Palmquist (he, him): <https://chat.openai.com/share/c607da53-48ba-4812-a45d-c6f3963b76b5>
- 00:54:11 Thomas Girshin: Thanks!
- 00:55:18 Michelle Clark | she, her, hers: Ah, thank you
- 00:56:30 Patricia K: What is the importance of a conclusion in your research paper? (We are working on conclusions because so many students expressed struggles with two areas: not knowing what to say and not wanting to be repetitive). So I wanted them to discuss the value of it to generate ideas about why we wrote conclusions in the first place. (Btw, I am from University of New Haven and I learned about this from our WAC Director, Diane. Thank you for hosting! I was teaching during the prior sessions this week).
- 00:57:30 Tim Amidon (he/him): Those are great ideas and examples, Patricia!
- 00:57:57 Mike Palmquist (he, him): Patricia, did you ask the students to ask the ChatBot that question? I can imagine that it might have been interesting to see the responses.
- 00:58:06 Nels Henderson: I often work with roles, with AI and instruction, coach, mentor, etc. and even making simulations which is fun.
- 00:58:54 Mike Palmquist (he, him): I've tried some of that as well, Nels. It's been interesting seeing the output.
- 00:59:21 Tim Amidon (he/him): Folx are beginning to developing personas with these tools which allow students to prototype and test various designs for feedback based on those personas. It's really great for UX type work.
- 01:00:06 Nels Henderson: Yes...agreed on UX. Hadn't thought of that. I teach marketing and could use that as an exercise!
- 01:00:27 Mike Palmquist (he, him): yes. I saw something the other day in which the person talking about using GenAI used prompts such as "You are an experienced writer who has published widely" That led the chatbot to focus on a different set of sources than it might have first looked at.
- 01:00:30 Dawn An: What is UX?
- 01:00:36 Tim Amidon (he/him): User experience

- 01:00:37 Mike Palmquist (he, him): User experience
- 01:01:17 Patricia K: Sorry, write to just Mike but here was what I said: I have not used this in the classroom. I am not a "techie" so naturally, I want to figure out my own practice before doing this with students, hence why I am here! :)
- 01:03:56 Patricia K: I started reading some of the examples before trying out my questions. However, that was pretty helpful just now to see the interaction with question and response.
- 01:04:13 Dawn An: Yes, great for summary and synthesis
- 01:04:47 Tim Amidon (he/him): Reacted to "Yes, great for summa..." with 👍
- 01:05:13 Tim Amidon (he/him): Reacted to "Sorry, write to just..." with 👍
- 01:12:55 Tim Amidon (he/him): Places/Opportunity for learning more: Abram Anders' website: <https://abramanders.com/> Sid Dobrin: <https://broadviewpress.com/product/ai-and-writing/#tab-description> Bill Hart-Davidson: AI to support writing and student learning. <https://msutoday.msu.edu/news/2023/ask-the-expert-how-can-ai-support-writing-and-student-learning> <https://billhd.medium.com/have-we-ever-done-a-good-job-teaching-writing-1d4e87e138b5>
- 01:15:37 Patricia K: Thank you for these resources!
- 01:16:07 Sarah Johnson: Does anyone have syllabus statements for acceptable and unacceptable AI usage that you've found helpful?
- 01:17:25 Mike Palmquist (he, him): Great questions, Sarah. You can find some work on this in the TextGenEd collection in the WAC Clearinghouse. Go to <https://wac.colostate.edu/repository>
- 01:17:36 Sarah Johnson: Thanks!
- 01:18:21 Tim Amidon (he/him): Mike Trice at MIT, I believe has been on a team that has developed a statement for their institution.
- 01:19:06 Paul Mascarenas: https://www.csn.edu/_data/assets/pdf_file/0022/183433/Syllabi-Statements-Spring-2023.pdf
- 01:19:13 Nels Henderson: This is a little different use but I add this at the end of assignments: When interacting with AI, remember: AI can "hallucinate" or make things up. Evaluate the response you get, AI might be on something. Privacy matters. Don't share anything you wouldn't want someone else to know. You're the boss. If you want more from AI or something different, ask for it. For example: 'I'm ready to move on. What's next?' is a valid response in a chat line. Be careful about anthropomorphizing AI. As meaning making humans, it's easy to pretend AI is human or give it human qualities.
- 01:19:41 Tim Amidon (he/him): Great points, Nels!
- 01:20:44 Gisele Secco: Reacted to "This is a little dif..." with 👍
- 01:21:01 Patricia K: Thank you all so much! Have to go!

01:23:10 Lisa Arnold: In the Spring I taught an undergrad Intro to Writing Studies class and we experimented with ChatGPT. In general students were not impressed. I used that as an opportunity to emphasize how valuable their own/human writing skills are and that seemed to resonate.

01:23:51 Michelle Clark | she, her, hers: 🙌

01:24:12 Leasa Burton: As students go out and apply for jobs, I think it's helpful for them to have a way of explaining their AI learning journey. It's all about the curiosity and approach. Perhaps an AI literacy statement.

01:24:13 Morgan Buchs: Switching to labor based contract grading has really support this mentality in my own courses - learning over products, always

01:24:39 Mike Palmquist (he, him): I'

01:25:01 Mike Palmquist (he, him): I've been using labor based grading as well, Morgan. I think it works very well in shifting the focus to learning and away from grading.

01:25:13 Morgan Buchs: Reacted to "I've been using labo..." with 🙌

01:25:19 Lora Anderson: Reacted to "As students go out a..." with 🙌

01:26:15 Dawn An: The problem is with colonialism and Standard White English.

01:26:44 Mike Palmquist (he, him): Asao Inoue has been doing some good work addressing that, Dawn. He has a couple of good books on it on the Clearinghouse.

01:27:14 Dawn An: Thank you. I downloaded his book.

01:27:21 Gisele Secco: I teach Philosophy, I do not believe GenAI will improve someone as a philosopher if they do not have philosophical skills yet. But I am open to experiment and see where things will head.

01:27:21 Mike Palmquist (he, him): Reacted to "I teach Philosophy, ..." with 🙌

01:27:46 Tim Amidon (he/him): Reacted to "I teach Philosophy, ..." with 🙌

01:27:56 Tim Amidon (he/him): Reacted to "The problem is with ..." with 🙌

01:28:02 Tim Amidon (he/him): Reacted to "Switching to labor b..." with 🙌

01:29:21 Paul Gibbons (he/him): Thank you. This was great.

01:29:24 Thomas Girshin: Thank you!

01:29:25 Madi Hedges: Thanks!

01:29:26 Katie Frankel: Thank you! Very helpful.

01:29:26 Kirsten Benson: Thank you!

01:29:27 Morgan Buchs: Thank you! Today was excellent.

01:29:29 Paul Mascarenas: Thank you

01:29:30 Jessica Parker: Thank you!

01:29:30 Nels Henderson: Thanks!
01:29:30 Farah Marklevits (she/her): Thank you!
01:29:34 Lesley Broder: Thank you!!!!
01:29:35 Kim Pennesi (she/her): Thank you!