Incorporating Generative AI into Learning Experiences Showcase

April 26, 2024 | Virtual

FEATURED SPEAKER

James M. Lang
Professor of Practice at the Kaneb Center for Teaching Excellence Excellence at the University of Notre Dame; Emeritus Professor of English at Assumption University in Worcester, MA

James M. Lang is Professor of Practice at the Kaneb Center for Teaching Excellence Excellence at the University of Notre Dame, and an Emeritus Professor of English at Assumption University in Worcester, MA. He is the author of six books, the most recent of which are *Distracted: Why Students Can't Focus and What You Can Do About It*, *Small Teaching: Everyday Lessons from the Science of Learning,* and *Cheating Lessons: Learning from Academic Dishonesty*. A sought-after speaker, he has given talks and workshops on teaching for faculty at more than three hundred colleges, universities, and schools in the U.S. and abroad, focused on topics such as the science of learning, distraction in the classroom, academic integrity, and navigating AI/ChatGPT.

Lang has consulted for the United Nations on the development of teaching materials in ethics and integrity for college faculty and is the recipient of a 2016 Fulbright Specialist Grant (Colombia). He has a BA in English and Philosophy from the University of Notre Dame, an MA in English from St. Louis University, and a Ph.D. in English from Northwestern University.

The Kirwan Center would like to thank the planning committee for their contributions in framing the program structure and content.

Wendy Gilbert, MarylandOnline; Julie Porosky Hamlin, Maryland Online; Michael Mills, Montgomery College; Mary Crowley-Farrell, University of Maryland Global Campus and USM Council of University System Faculty; and Nancy O'Neill, University System of Maryland.

We also wish to thank edBridge Partners, LLC, for their help with organizing this event.

10:00 a.m. – 11:00 a.m.

WELCOME

Nancy O'Neill, *Executive Director, William E. Kirwan Center for Academic Innovation, University System of Maryland*

KEYNOTE ADDRESS
From Academic Integrity to Assessments: Principles for Artificial Intelligence in Higher Education
Our thinking about new technological tools often starts with making decisions about policies. Our early engagement with generative artificial intelligence focused on academic integrity policies, and that issue continues to deserve our attention. But the design of academic integrity policies also should spur reflection about our deeper goals both as teachers and learners. Moving from policy to assessment design, this session will also present a set of principles that can guide the use of artificial intelligence in college assessments.

James Lang, Professor of Practice, Kaneb Center for Teaching Excellence, University of Notre Dame & Emeritus Professor of English, Assumption University

---

11:00 a.m. – 11:10 a.m.

TRANSITION
Participants will transition into breakout rooms according to their session of choice

---

11:10 a.m.– 11:30 a.m.

SHOWCASE 1

Room A: How to Teach Students to Use Generative Artificial Intelligence Responsibly: Lessons from Clinical Psychology
Core concepts in clinical psychology can inform how educators can facilitate ethical use of artificial intelligence among students. The session will focus on how principles from Motivational Interviewing encouraged students in a Psychological Distress and Disorders class to explore their own internal motivations for using generative AI as well as what is and is not considered ethical use.

Amanda Draheim (she/they), Assistant Professor, Psychology, Goucher College

Room B: Beat the Bot: Showing Students they can Outperform LLMs
First-year students have more access to Generative AI than they understand how it works and its deficiencies. To that end, the presenter designed a "Beat the Bot" theme for an ENGL 101 course so students could interact with and work together to do better than AI-generated responses to course assignment prompts. Participants will learn about this course theme and how it helped students to understand Generative AI, build their writing confidence, and practice writing skills.

Naomi Gades, Assistant Professor of English, Frostburg State University

Room C: Navigating the AI Wave: Empowering Higher Education Through Generative AI
Amidst growing concerns over AI's implications in higher education, research conducted at the University of Baltimore reveals a more nuanced reality. This presentation unpacks "From Chalkboards to Chatbots," an Elkins SoTL Fellowship project focusing on the development of asynchronous courses to demystify AI for both faculty and students. These courses served as crucial platforms for understanding, embracing, and ethically integrating AI tools into academic practices. Initial analyses reveal AI's vast educational potential and set the stage for ongoing exploration. Learn more about our journey, insights, and future pathways for integrating AI into teaching and learning, demonstrating a commitment to informed and ethical application.

Amr Kadry, Coordinator of Tutoring & Coaching Services, Academic Success; Jessica A. Stansbury, Director of Teaching & Learning Excellence, Center for Excellence in Learning, Teaching, and Technology (CELTT); and Julia Goffredi, Emerging Learning Technology Lead, CELTT, all of the University of Baltimore; and Sarah Lausch, Educational Development Specialist, Center for Teaching and Learning, Boise State University

Room D: Impact of GenAI on Machine Learning Education: Empowering New Programmers
This session delves into the role of generative AI (Gen AI) in scientific programming and machine learning (ML) education, focusing on the use of retrieval augmented generation (RAG) in enhancing learning and student engagement. Gen AI supports new programmers with regard to understanding and adapting complex code and syntax, instantly addressing questions that students would typically save for 1:1 instructor sessions. The instructor will share lessons learned from integrating Gen AI into ML coursework and invite participants to consider it to create inclusive, personalized learning experiences.

Prahlad Menon Gopalakrishna, Associate Professor, Data Analytics, University of Maryland Global Campus

---

11:30 a.m.– 11:40 a.m.	**TRANSITION** Participants will transition into breakout rooms according to their session of choice

11:40 am – 12:00 pm	**SHOWCASE 2**

Room A: Generative AI: A New Frontier for Community College Pedagogy

A team of six people from four Maryland community colleges collaborated to create a comprehensive AI toolkit to help faculty integrate generative AI into their teaching practices in an ethical and effective manner. Showcase participants will learn about the toolkit, which includes core vocabulary and AI tool comparison guides, resources related to responsible and ethical AI use, and guidance for tackling concerns around bias, privacy, misinformation, and other problems.

Shawn Crosby, Senior Instructional Designer, Community College of Baltimore County; Christina Gentile, Interim Chair, General Studies Program, Montgomery College; and Dana Gullo, Associate Dean for Teaching, Learning, and Technology, Cecil College

Room B: "Someone's Got to Do Something": Negotiating Institutional Responses to ChatGPT by Engaging Generative AI

This session will highlight an intentional, collaborative generative AI leadership process, including the establishment of a university-wide task force, that took place at Towson University. The approach has led to some early success and can serve as a model for others seeking a constructive way to navigate the new reality that generative AI affords. Participants will engage attendees in a dynamic, interactive process that will provide them with ideas that will generate fruitful discussions and outcomes in their own contexts.

Samuel Collins, Professor of Anthropology, and Patricia Westerman, Assistant Provost, Faculty Academic Center of Excellence at Towson (FACET), both of Towson University

Room C: Defining Feedback within an AI Context

This session will highlight the use of an AI feedback tool in college composition courses, where AI-generated feedback was provided to students in response to their draft writing and instructor feedback was provided after students submitted their final writing. Students were encouraged to discuss their interaction with the feedback tool in journal reflections. Insights from students' experience with the tool will be discussed.

David Buck, Professor of English, Howard Community College

Room D: AI As Ally: Using Design and AI to Craft Original Content

This session will highlight the incorporation of generative AI into a graduate-level Brand Development course. The aim was for graduate students in graphic design to view generative AI as a potential tool to aid in their work rather than something to be afraid might replace them and the field they are currently studying. The presenter will share how the use of AI as a tool introduced students to a new method of critical thinking and creative brainstorming that pushed their ideas in ways they had not previously explored through traditional exercises and methods.

Megan Rhee, Assistant Professor, Klein Family School of Communications Design, University of Baltimore

12:00 p.m.– 12:10 p.m.	**TRANSITION** Participants will transition into breakout rooms according to their session of choice

12:10 p.m.– **12:30 p.m.**	**SHOWCASE 3**

Room A: AI from Theory to Practice

At Montgomery College, faculty are enhancing student learning and course development through the use of Generative AI. A signature program has cohorts of faculty conducting participatory action-research, where they learn about AI and experiment with it in their classes. Through iterative testing and group reflections, faculty have evolved their use of AI, making it a dynamic tool for educational transformation. This session will highlight the program and share examples of faculty results from across different disciplines.

Paul Miller, Director of Professional Development, Montgomery College

Room B: Harnessing AI for Student Success: Creating AI-Infused Course Assignments in the Arts and Sciences

Generative AI can play different roles in support of learning: sounding board, tutor, information summarizer. After researching how AI can be used to support learning, the presenters took existing reflection, content, writing, and problem-solving assignments and added AI interactions at appropriate steps and stages. They will share their experiences and discuss issues that emerged, including whether AI prompts should be created by the instructor or the students, the need to iteratively test AI prompts to generate helpful responses, and more.

Cody Sandifer, Professor of Science Education, Luis Engelke, Professor of Music, and Kelly Elkins, Professor of Chemistry, all of Towson University

Room C: Preparing Instructors to Teach Responsible Use of AI Tools: A Cross-Campus Approach

How can institutions help instructors teach their students how to responsibly use ChatGPT and similar tools? The presenters collaborated to create an online module on AI and Information Literacy that faculty could easily incorporate into their courses, to teach students informed and responsible uses of AI. This session will highlight the development process as well as module content focused on how AI-based tools work, how to assess AI-based tools for accuracy, how to cite AI-generated work, and how to use AI effectively and creatively.

Mona Thompson, Senior Education Development Specialist, Teaching and Learning Transformation Center; Benjamin Shaw, Teaching and Learning Librarian; and Daria Yocco, Coordinator for Artificial Intelligence Teaching and Learning, University Libraries; all of the University of Maryland, College Park

Room D: Incorporating and Reflecting on Generative AI in a Writing-Intensive Seminar

Students in a writing-intensive senior Cognitive Psychology Seminar submitted iterative writing assignments throughout the semester, culminating in a final paper and presentation on a topic in Cognitive Psychology and a "writing about the writing process" metacognitive assessment. With the advent of generative AI, students were prompted to reflect on any use of AI tools, both benefits and pitfalls. Additionally, two student session leaders facilitated a discussion on generative AI. The presenter will share insights gleaned around the use of generative AI in a writing-in-the-disciplines course.

Diane Alonso, Principal Lecturer and Program Director - Psychology at the Universities at Shady Grove, University of Maryland, Baltimore County

12:30 p.m.– **12:40 p.m.**	**TRANSITION** Participants will transition into breakout rooms according to their session of choice

12:40 p.m.– **1:00 p.m.**	**SHOWCASE** 4

Room A: Streamlining Assessment Creation for Videos with ChatGPT

Generative AI can help instructors more quickly design assessments that measure student recall and understanding of instructor-authored or open-source video content. Presenters in this session will discuss their collaborative use of ChatGPT to develop quiz questions that would accompany an instructor video. This process underscores how Generative AI serves as a useful entry point for content creation – while it can neither replace nor circumvent content expertise, it can expedite assessment design.

David M. Sheads, *Canvas Learning Management System Administrator and Instructional Technologist, and* ***Hannah Katzen-Cramer,*** *Instructional Technologist and Lecturer, both of Mount Saint Mary's University*

Room B: Crafting a Cohesive Generative AI Learning Strategy for a Graduate Program

Motivated by recent research on the importance of generative AI (Gen AI) skills in the workforce, the Directors of the UMBC GIS graduate program developed a comprehensive plan to support faculty in incorporating Gen AI into the program. The presenter will share (i) their plan to implement Gen AI across the courses in the program, (ii) a briefing paper developed for faculty in relation to Gen AI and the workforce, (iii) examples of redesigned assignments that incorporate Gen AI, and (iv) examples of student technical and analytical assignments that demonstrate the successful integration of Gen AI into their work.

Ron Wilson, *Assistant Graduate Program Director of the Geographic Information Systems (GIS) Program**, University of Maryland, Baltimore County*

Room C: Evaluating AI's Ability to Perform Journalism Tasks

The presenter developed an assignment whereby journalism students evaluated the benefits and risks of integrating generative AI into reporting, writing, editing, and publishing stories. Three teams of students were given the same journalistic task. One team only used generative AI to produce a desired result. A second team used a hybrid approach, and a third team did not use generative AI at all. All three teams documented their processes and results and presented them to the class, leading to discussion about when and how AI can make a useful contribution and when it can't.

Derek Willis, *Lecturer, Data and Computational Journalism, University of Maryland, College Park*

Room D: Garbage In, Garbage Out: Generative AI and Race and Gender Stereotypes

Generative AI provides students with boundless opportunities to critically examine taken-for-granted assumptions in everyday life. The presenters will highlight a sociology assignment whereby students evaluate output from a generative AI image generator against demographic data about national Supplemental Nutrition Assistance Program (SNAP) benefit recipients, examining whether and how generative AI contributes to racialized gender stereotypes. The presenters will share lessons learned, including how to approach the use of generative AI with students around sensitive topics.

Lari Warren-Jeanpiere, *Collegiate Professor, Social Science and* ***Marni Finkelstein,*** *Collegiate Professor, Social Science, both of University of Maryland Global Campus*