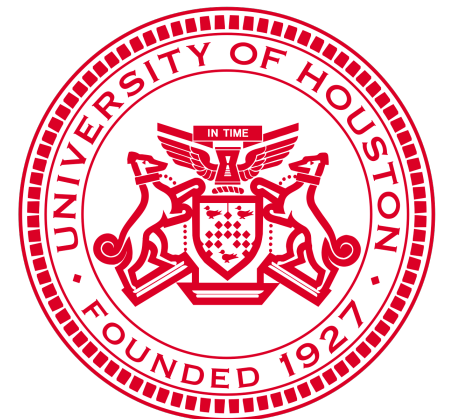


Teaching Intentionally with AI: Transparency, Authenticity, and Student Self-Generation


Janet M. Lawler, PhD

Instructional Assistant Professor

The Honors College | University of Houston




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Motivating Questions

- What are consistent principles we can use to build AI into our courses to meet its potential?
- How do we articulate the difference between self-generation and artificial generation in alignment with our learning goals?
- Should we reasonably compare students who self-generate versus students who use artificial generation?
- How do we model for our students the value of choosing what to generate themselves versus what not to outsource to artificial generation?

Pedagogical Principles

- Backwards-Integrated Design¹
- Begin at the end – what’s the change (learning) you want to see in your student?
- Distill into observable (measurable) and actionable objectives²
- Span the categories of significant learning:
 - Foundational Knowledge, Application, Integration, Metacognition, **Caring**, and **Human Dimension**³
- Activities, assignments, and assessments are intentionally designed to align to student learning objectives.

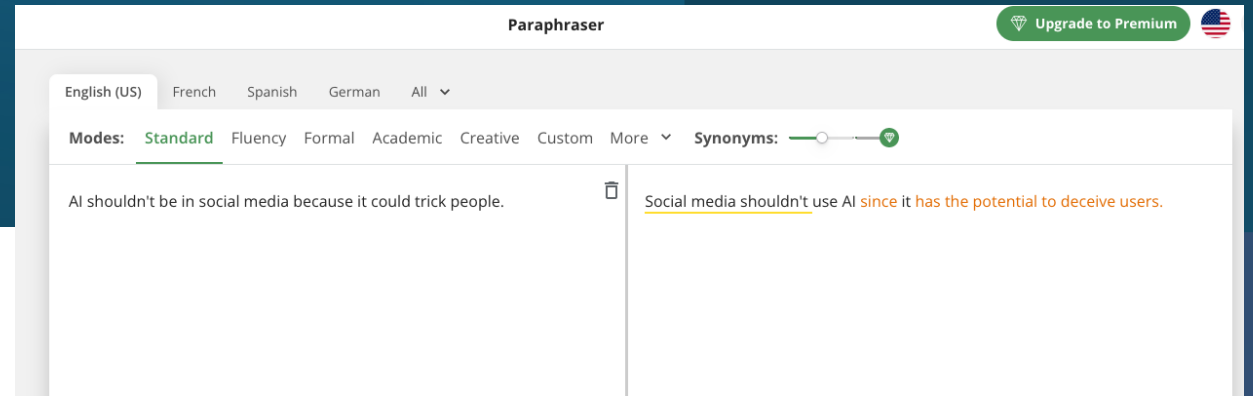
J You

Write an argument for limiting AI use in social media.

 ChatGPT

Limiting AI use in social media is essential for several reasons, primarily focusing on preserving user autonomy, privacy, and mitigating the spread of misinformation:

1. **Preserving User Autonomy:** AI algorithms are designed to optimize user engagement and maximize the time spent on social media platforms. However, this often leads to addictive behavior as algorithms tailor content to each user's preferences, creating echo chambers and filter bubbles. Limiting AI use can help mitigate this by allowing users more control over their social media experience and reducing the manipulation of their behavior.
2. **Protecting Privacy:** AI-powered algorithms often collect vast amounts of user data to personalize content and targeted advertising. This data collection raises significant privacy concerns as users may not be fully aware of how their data is being used or shared. Limiting AI use can help minimize the collection and exploitation of personal information, thus safeguarding user privacy on social media platforms.
3. **Combating Misinformation:** AI algorithms play a significant role in the dissemination of misinformation and fake news on social media platforms. These algorithms prioritize content



NOT: What are the corresponding learning outcomes when already using these tools?

INSTEAD: What learning outcome is best achieved through the use of these tools?

Transparency of Purpose

- Winklemas (2009) TILT Framework
 - Transparency in all elements of course design
 - **Purpose (*why* are students engaging with the course in this way)**
 - Task (*what* are students explicitly meant and expected to do)
 - Criteria (*how* will students be evaluated and assessed)
- Unveiling the “hidden curriculum” results in more successful student outcomes, especially in traditionally underserved populations.⁴
- Involves explaining to students the unspoken plans and expectations instructors carry already as experts.⁵

(4) Winklemas 2022, Fuchs 2018, Winklemas 2023

(5) Ambrose et al. 2023

Transparency of Purpose

- Using new technologies intentionally requires transparency of purpose.
- Explicitly connecting for students the *what* with the *why* of their learning goals
 - Both using AI & prohibiting AI
 - Possible in *every* discipline
- Purpose statements
 - Short explanations in the syllabus or assignment brief
 - Moderated group discussions helping students help themselves understand
 - Connects the use (or non-use) of AI to their own learning goals and your goals for them

Authenticity

- Some learning dimensions necessitate human interaction
 - Caring – the emotional-cognition involved in empathy, advocacy, sharing, and solidarity, which can augment critical thinking and integrating knowledge with application
 - Human Dimension – the definitional skills of interacting in society, culture, friendships, co-working teams, and effective communication
 - **Both require knowledge of and learning about the self**
- Artificial generation removes an aspect of this authentic learning, by outsourcing a generative task outside of the self.
 - This could make way for a different kind of learning to happen, but it needs to be intentionally designed to not lose that authentic quality.

A Spectrum of Generation

- Student as Self
- Entirely self-generated process and product
- Labor is genuine and self-controlled

- Self takes no part in generating either process or product
- Labor is technologically outsourced rather than mediated.



Authentic

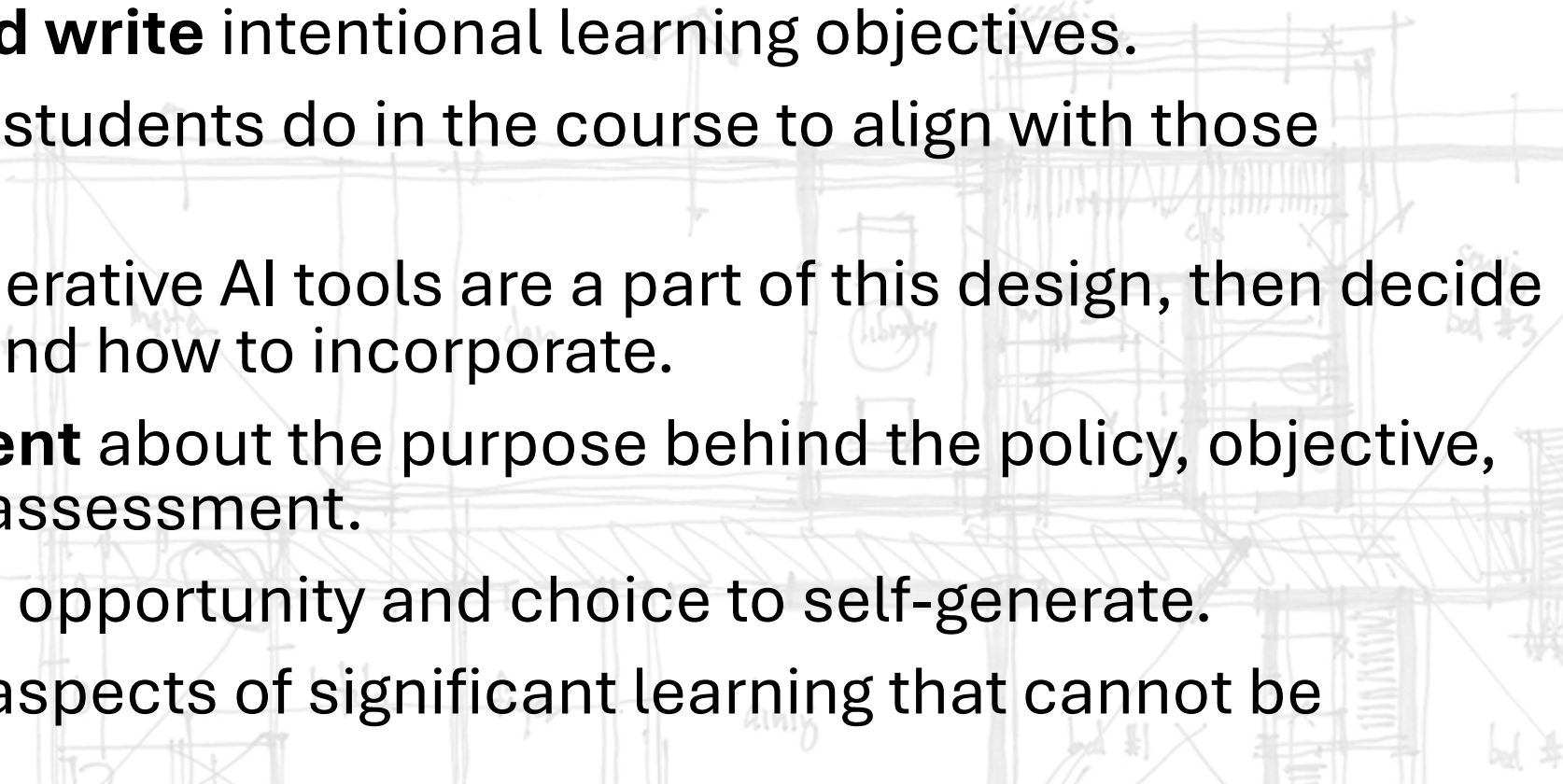
All modes of generation have equivalent opportunities for significant learning.

BUT this is a potential not a promise – the instructor must intentionally design these opportunities.



Artificial

Intentional Design

- **Consider and write** intentional learning objectives.
 - **Design** what students do in the course to align with those objectives.
 - **Decide** *if* generative AI tools are a part of this design, then decide which tools and how to incorporate.
 - **Be Transparent** about the purpose behind the policy, objective, activity, and assessment.
 - **Prioritize** the opportunity and choice to self-generate.
 - **Require** the aspects of significant learning that cannot be outsourced.
- 
- A faint, light-colored architectural sketch or floor plan is visible in the background of the slide. It shows various rooms, corridors, and structural lines, with some handwritten annotations like 'bed #2' and 'bed #3'.

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3. **Combating Misinformation:** AI algorithms play a significant role in the dissemination of misinformation and fake news on social media platforms. These algorithms prioritize content based on engagement metrics rather than accuracy, leading to the amplification of sensationalized or false information. By limiting AI use, platforms can implement stricter content moderation policies and human oversight to curb the spread of misinformation and promote fact-based discourse.
4. **Fostering Diversity of Content:** AI algorithms tend to prioritize popular or trending content, often overshadowing lesser-known creators and diverse perspectives. This homogenization of content can stifle creativity and limit the diversity of voices represented on social media platforms. Limiting AI use can encourage platforms to promote a broader range of content and support emerging creators, fostering a more inclusive and vibrant online community.
5. **Protecting Mental Health:** Research has shown a correlation between excessive social media use and negative mental health outcomes such as depression, anxiety, and low self-esteem. AI-powered algorithms that prioritize engagement can exacerbate these issues by promoting addictive behaviors and fostering unrealistic comparisons. Limiting AI use can help mitigate these adverse effects by promoting healthier online interactions and reducing the pressure to constantly engage with social media content.

In conclusion, limiting AI use in social media is necessary to protect user autonomy, privacy, and mental well-being, while also combating the spread of misinformation and fostering a more diverse and inclusive online environment. By implementing stricter regulations and promoting human oversight, social media platforms can prioritize the needs and interests of their users, ultimately creating a safer and more responsible online space.



Message ChatGPT...



Aligns well with learning objectives teaching critique, close-readings, and content analysis.

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The student generates what is still off of the screen, the cognitive processes, and potential for the human necessitated learning dimensions.

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Message ChatGPT...



Paraphraser

 Upgrade to Premium



English (US) French Spanish German All ▾

Modes: **Standard** Fluency Formal Academic Creative Custom More ▾

Synonyms: 

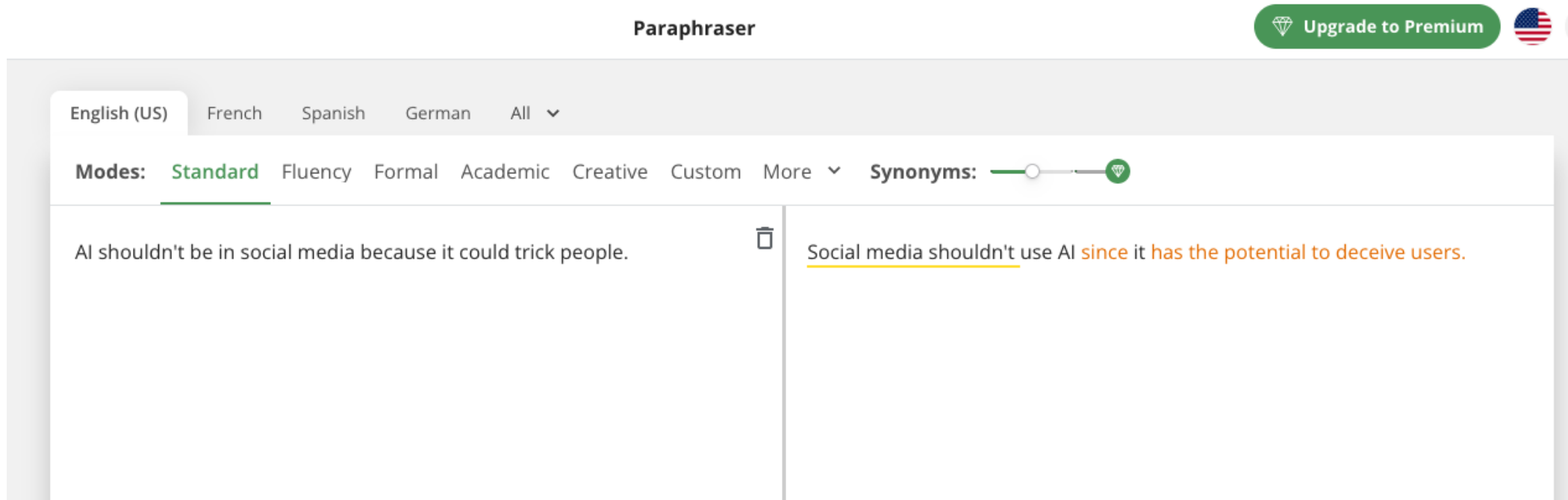
AI shouldn't be in social media because it could trick people.



Social media shouldn't use AI since it has the potential to deceive users.

Aligns well with learning objectives teaching argument development, caring, analytical thinking, and foundational knowledge.

Assignment: Write an essay, then analyze how Quillbot changes the tone.



Aligns well with learning objectives teaching argument development, caring, analytical thinking, and foundational knowledge.

The student needs to generate a knowledge of their own meaning, before comparing the artificially generated output. Still a potential for the human necessitated learning dimensions.

Assignment: Write an essay, then analyze how Quillbot changes the tone.

Motivating Questions, Returned

- What are consistent principles we can use to build AI into our courses to meet its potential?
 - Intentional course design, prioritizing transparency in purpose (why are we using this AI tool?), valuing student authenticity as significant learning
- How do we articulate the difference between self-generation and artificial generation in alignment with our learning goals?
 - By first articulating what students will learn from self-generation vs artificial generation, and deciding if those are your goals for them.
- Should we reasonably compare students who self-generate versus students who use artificial generation?
 - Only if both students have reasonable opportunity to show proficiency in comparable learning dimensions by using two different generation methods.
- How do we model for our students the value of choosing what to generate themselves versus what not to outsource to artificial generation?
 - Be transparent about our own reasoning behind the course design - what will be critical to generate authentically and what won't?

Questions

Email:

jmlawler@uh.edu