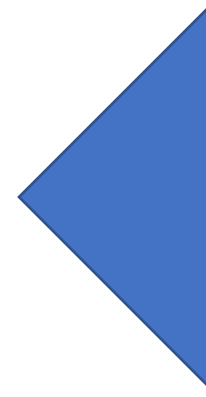# AI & Teaching

Topics

- Difference Between Assistive & Generative AI

- Addressing Ethical Issues

- Use of AI to Support Challenging Assignments

- Use of AI for Class Tasks & Materials

- Course & Assignment Policies

Students are particularly concerned about 'generative' AI.

Generative: Creates new content

Assistive: Supports human work without creating original content

Agentic: Performs tasks independently, making decisions and taking actions.

Framing your AI use: Ethics & Options

- Provide evidence that you are approaching AI from an ethical and critical standpoint
- What that might look like:

Concern for energy consumption and carbon footprint:

- Suggest carbon-neutral AI tools and/or small-scale AI models that require less computational power
- Choose limited applications of AI to reduce unnecessary use. This could be done by suggested targeted use by individuals, or by use in groups. You can also batch AI tasks rather than running them repeatedly.
- Ask students if they have other concerns or suggestions to address these specific issues

ChatGPT was used to help in identifying, ranking, and addressing these concerns. Prompts are listed in the notes.

Framing your AI use: Ethics & Options

- Provide evidence that you are approaching AI from an ethical and critical standpoint

- What that might look like:

Concern for ethical issues specific to artists:

- Acknowledge the major concerns of AI use in the arts:
  - Use of artists' work without consent
  - Copyright & intellectual property rights are not protected
  - Devaluation of artistic labor
  - Loss of artistic authenticity and creative integrity
  - Bias and potential for harm in output

  Next, explain why you are still planning to use AI, and how you are addressing these concerns.

ChatGPT was used to help in identifying, ranking, and addressing these concerns. Prompts are listed in the notes.

Addressing the major concerns of AI use in the arts:

- Use of artists' work without consent → Support AI tools that obtain consent from artists for training data, such as Adobe Firefly

- Copyright & intellectual property rights are not currently protected → Educate students about emerging legal battles over AI and copyright and advocate for organizations fighting for AI-related copyright protections

- Devaluation of artistic labor
- Loss of artistic authenticity and creative integrity → Explain why you are using this, and how it supports their learning, creativity, and authentic voice. Engage students in discussions about these topics. **Allow students to opt out and do alternative projects.**

- Bias and potential for harm in output → Educate students about potential biases, stereotypes, and misrepresentation of cultures as well as the potential for incorrect output from AI. Help craft/utilize prompts that address these potential issues. Use guides for critical analysis of output.

Class Discussion/Reflection Questions

Advancements in AI are changing how people work. This includes industry/profession-specific skills, knowledge, and attitudes.

At CIA, students earn a BFA, which is a professional degree. This is a degree that prepares students for careers in the arts. It is different from a vocational degree; vocational degrees prepare students for specific occupations, and professional degrees offer a broader range of knowledge and skills, including liberal arts areas of humanities & sciences.

- What responsibility does CIA have in providing education about AI? What are potential harms in not teaching about AI?

- What kind of educational approach to AI will prepare you for careers in the arts?

- What approach to teaching & learning about AI would align with CIA's mission, which is "to cultivate creative leaders who inspire people, strengthen communities and contribute to a thriving and sustainable economy through an innovative education in art and design"?

- What kind of future do you want for your major/professional area? What does that tell us about our approach to learning about AI?

- What kind of future do you want to create for our society? What does that tell us about our approach to learning about AI?

- What kind of future do we want for artists and designers? What does that tell us about our approach to learning about AI?

Session: Advice to faculty that doesn't suck

- Teaching use:
  - AI-based assignments
  - Increasing impact
  - Help with teaching tasks and materials

- Where to start: Difficult, frequently failed objectives/materials
  - Could upload a copy of the assignment and ask questions together or individually

CHALLENGES	PROMPTS

Executive Functions: time management, organization, task initiation, flexibility, emotional control.

→ I am a college student who struggles with executive function skills, specifically time management, organization, task initiation, flexibility, and emotional control. I have a big assignment for this class. Can you advise me on how to approach this assignment and suggest proactive steps that address my struggles?

Anxiety: worried about public speaking, worried about being judged by others, perfectionism.

→ I am very worried about this assignment. I struggle with anxiety. I am scared about speaking in front of my peers and teacher. I'm scared they will judge me harshly. I want everything to be perfect. What suggestions do you have?

Common challenge (from past courses).

→ My faculty member told us that students tend to struggle with creating presentation slides that introduce theories with "clarity and brevity". What does that mean? How can I achieve that?

More prompts

Prompt to identify undesirable difficulties:

"You are an experienced [GRADE LEVEL / CONTENT AREA] teacher, skilled at designing assessments that give insight into students' true understanding of a topic. Your task is to identify any undesirable difficulties in the attached assignment instructions. Undesirable difficulties are obstacles that prevent students from expressing their understanding due to reasons beyond their control. Some examples of undesirable difficulties include learning disabilities, lack of access to resources, and executive function issues. Identify the undesirable difficulties in the attached file, and suggest ways to accommodate them."

From the GenAI Chatbot Prompt Library for Educators

More prompts

Prompt to ensure that student act on feedback they receive:

"I am a faculty member at an undergraduate college of art and design. I am teaching an elective printmaking course. The learning outcomes for this class are [insert learning outcomes]. I have attached a file describing the first assignment in this class. Each student got feedback both during a critique discussion and in writing. Create a set of questions or tasks that students can use to reflect on and apply the feedback they received on their assignment."

"Please create a worksheet students can use to organize the spoken feedback they receive in the critique, focusing on the assignment description and course learning outcomes."

Adapted from [A Teacher's Prompt Guide to ChatGPT aligned with 'What Works Best](#)'

Types of prompts for Class Tasks & Materials

- **Role play scenarios:** allows students to encounter challenging scenarios without concern of failure.
  - "Use these lecture notes/outline to create 10 suggestions for role-playing or active learning activities that I could use in a class about topic X with students Y from the University of Z during A season."
  - "You represent the Office of Patient Experience at Cleveland Clinic. I am graphic designer seeking funding to create a patient interface platform that helps autistic individuals with high support needs, including those who are non-verbal, to understand diagnoses and treatment plans. Ask me to pitch my idea and ask me follow up questions. Include questions about the problem I want to solve, how my solution is unique, the size of the population, how much funding I am seeking, and how I would utilize the funds. Be kind, but interrogate me. Do not prompt me with suggestions for better answers."

Types of prompts for Class Tasks & Materials

- **Improving learning goals and course design**
  - "Here is my plan for a class on X that hopes to accomplish Y. Suggest a time plan that includes estimated time for each segment of class and helps me prioritize both how long for each item and what sequence I should do them in."
    - **Could substitute terms: Here is my plan for a lesson on X… Here is my plan for an assignment on X….**
  - "You are an educational assessment expert. I'm going to give you some learning objectives that I am working on but could use your help to ensure that they are specific, measurable, and learner-centers so that students know what is expected and so I can best align my content, activities, and assessments to these objectives. Here are some learning outcomes I would like you to improve: **{LearningOutcomes}**. Remember, "understand" is not a learning outcome. Also, remind me that these outcomes statements should be prominently placed, such as near the beginning of the course syllabus and on the course Home Page in the learning management system." (from Alchemy's [Chat GPT Prompts for Higher Education](#))

Types of prompts for Class Tasks & Materials

- **Enhancing learning**
  - "I am a novice at **{desired topic or skill}**. Create a four-week development plan that will help beginners like me learn and improve at **{topic or skill}**." (from Alchemy's [Chat GPT Prompts for Higher Education](#))

  - "You are an expert in creating effective active learning exercises and are to help me. The activity that we will create has the goal to serve as a **{Goal}**. This activity will take place in an **{Setting}** setting and is to be based on the topic **{Topic}**. It needs to be designed to enable students to: **{Objective}**. The following content is designed to inform students' efforts in this activity: **{Content}**. While they are completing the activity, students will have on hand: **{Materials}**. In terms of student grouping for this exercise it is to be: **{Grouping}**. The activity is to last **{Duration}**. Upon completion of the activity students are to make the following submission: **{Submission}**. Now that you have all this information create a set of instructions that will tell me what I need to do to prepare students and myself for this activity. Next, create instructions and any necessary materials (e.g. worksheets or related questions) that you can for students to use in the activity as it has been described. Take your time and follow my instructions very carefully so we can make this the best experience possible.

Prompts for Class Tasks & Materials

- What are 10 innovative ways other faculty have taught this subject/class?

- Read these student summaries (link or doc) of today's content and note key areas where students are confused or still making mistakes.

- Suggest/assemble real documents and data for students to …

- You are a patient writing coach. Ask me with 10 questions to think about important experiences, inspire me to juxtapose novel ideas, recall meaningful moments and stimulate my creativity as I prepare to X. Ask me one question at a time and then another one or two follow-up questions. disparate concepts or settings to create novel ideas.

- You are a kind but sensitive average reader/student/parent/administrator from culture/group/background Y. You often get confused. Read X and help me simplify things to make everything in this writing clear.

- Help me clarify/brainstorm/evaluate these learning outcomes. Respond as a first-generation student looking at my syllabus/assignment and give me feedback about what might appear unclear, confusing or less relevant.

- Reimagine this course for students who have not had life drawing/3D modeling/intro to graphic design.

From José Antonio Bowen's "Teaching Naked" page on AI Literacy & Prompting

Course & Assignment Policies

- **Describe**: is it allowed? Restricted? Prohibited? Why?

- **Citation practices**: AI use must be cited, but this can vary. Explain how and why.
  - Resource: [APA AI Citation Guidelines](#)

- **Evaluation practices**: Provide guidance on how to critically assess output. Consider including this as a requirement for all AI use.

What Students Need from Us

- ☐ Clear **policies** on when and how to use generative AI
- ☐ Clear **guidance** on how to use generative AI
- ☐ Clear **examples** of acceptable/unacceptable uses of AI
- ☐ **Agency**: opportunities to express their ideas
- ☐ **Voice**: opportunities for their personalities to show in their writing
- ☐ **Tone**: opportunities for their attitudes to show through
- ☐ **Creativity**: Opportunities to think on their own

From Sherry Rankins-Roberts' session "A conversation to elevating digital and AI literacies."

The AI Assessment Scale

1	**NO AI**	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	**AI PLANNING**	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	**AI COLLABORATION**	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	**FULL AI**	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	**AI EXPLORATION**	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Exploring Generative AI at CIA: Workshops & Webinars

References & Resources

- CIA's mission & values

- Using AI to implement effective teaching strategies in classrooms; Five strategies, including prompts (Mollick & Mollick, 2023)

- Identify undesirable difficulties with a chatbot from the GenAI Chatbot Prompt Library for Educators

- A Teacher's Prompt Guide to ChatGPT aligned with 'What Works Best

- A Framework for AI literacy (Hibbert et al., 2024)

- AI Literacy & Prompting (Bowen)

- How to use AI to create role-play scenarios for your students (Mollick & Mollick, 2024)

- The AI Assessment Scale (Perkins et al., 2024)

- 101 creative ideas to use AI in education, A crowdsourced collection (Nerantzi et al., 2023)