Sarah Anderegg

From: Jonathan Eldridge
Sent: Monday, March 27, 2023 9:32 AM
To: Jonathan Eldridge
Subject: Spring 2023 Faculty Information & Updates, Volume XI
Attachments: Research Revamped.pdf; Artificial Intelligence and Teaching.pdf

Dear College of Marin Faculty:

I hope you were able to get some well-deserved down time over spring break—and now we head into the final two months of the academic year! This week I have attached two articles, each touching on ChatGPT and artificial intelligence. Both offer considerations for the potential impact, good and bad, and ideas on how to think about and engage students in conversations regarding the implications. I hope you find them useful.

Also this week, I want to let you know we are moving forward with the work outlined in the *Culturally Responsive Pedagogy & Practices* grant application we submitted last month. The first step in this work is putting together a Faculty Development Team via a District-directed call:

https://as.marin.edu/sites/as/files/Faculty%20Development%20Team%20Call%20%282023-24%29_0.pdf

I encourage you to review the call and either consider applying for it or encouraging colleagues who may contribute to this cross-disciplinary team. Do let me know if you have questions.

FOUR additional items—Technology Lending Update, LRC Construction Update, the next session of *Equity is not a Phase* is coming up, and the Community in Practice opportunity from the last edition all appear below. Thank you for all you do!

Library Technology Lending Update

The Library is currently out of hotspots and has a very low supply of laptops. Please encourage students to utilize the computer labs at the college while we work to replenish supplies.

LRC Construction Update

The weather has finally let up and the following activities will take place over the next week, **March 27 – April 02**.

1. Continued removal of debris from the site
2. Grading

Noise you will expect to hear onsite:

1. Large equipment
2. Idling trucks
3. Back up alerts

In the next few weeks there will be a significant increase in the amount of trucks removing materials from the site.

Equity is Not a Phase: Turning Ideas into Action

Turn the ideas shared by Dr. Pedro Noguera during Convocation into action. Learn new strategies from your colleagues, share what empowers your students, and set actionable goals. Facilitated by the Umoja Equity Institute. FLEX eligible, register in ProLearning. All sessions hosted on Zoom. Contact cmihal@marin.edu with questions.

Session 3: Setting Clear Expectations
Wed April 5 12:40-1:30 p.m.

Session 4: Supporting Mental Health
Wed May 10 12:40-1:30 p.m.

Zoom Meeting ID: 836 0602 2676

https://marin-edu.zoom.us/j/83606022676

Community in Practice: Reflecting on Race and Engaging in Anti-Racism

This semester series brings us in community with COM faculty and staff to support and engage in collective transformations through reflection, dialogue, and practice that centers anti-racist practices rooted in Black healing and solidarity.
Using affinity spaces as a safer space for learning, we will be gathering in groups who share our racial identity (Black/African American, Non-Black People of Color, and White folks).
Are Affinity Spaces new to you? Learn more about Affinity Spaces for anti-racist learning.
Days and times are subject to change. Look out for weekly COMmunity Hour announcements from Nicole Cruz.
For accommodations please contact Human Resources.
Questions? Contact IDEA Co-Chair and Equity and Activities Program Coordinator Tea Perales.

COM's Inclusion, Diversity, Equity & Action (IDEA) Committee presents:

Spring 2023

Community in Practice:

Reflecting on Race and Engaging in Anti-Racism

This series will bring us in community with
COM faculty and staff
to support, engage, and heal with each other
in reflection, dialogue, and practice.

We cultivate brave affinity spaces
that center Black healing and solidarity
and anti-racist practices.

Non Black People of Color Dates:

Monday, February 27th
Monday, March 27th
Monday, April 17th

12:40-1:30pm

Questions? Contact Equity & Activities Coordinator
Tea Reiko Perales: tperales@marin.edu

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Research, Revamped

Among the many concerns educators have about ChatGPT, the core one seems to be that students will allow artificial intelligence to do their thinking for them. While people are still hashing out what that means for short essay prompts and other assignments for which AI seems well suited, Mark Maier has an idea for how instructors who assign research papers can help students to use these tools as study aids rather than substitutes for original ideas.

Maier, who recently retired from teaching economics at Glendale Community College in California but continues to run teaching workshops, had struggled with how best to help students write meaningful undergraduate research papers. Too often, he notes, students see the process as a continuation of what they learned in high school: Find five sources on the topic, and synthesize what they have to say. Instead, he wanted to see how students' thinking evolved based on what they were reading.

So in a team-taught course in American economic history, Maier tried out an approach called the I-Search Paper, in which the subject becomes the process of searching for information, what the student learned, and what questions arose from that.

"It really is like a dissertation proposal," he says, "on a much more informal level": This is what I learned. This is a question that stemmed from that. This is why I think it's really important and interesting. These are the kinds of sources I plan to use to find answers.

Most important, says Maier, students must explain how their research changed their thinking. While ChatGPT could be used as a research tool, the final product would be an original work.

For example, he says, a student's initial question might be: Why did the Great Depression last so long? The student might then describe in her paper how she went to the library and what research she did on the topic. She then might conclude that the more interesting questions were: Why did President Roosevelt abandon fiscal policy in 1937, and why didn't the Federal Reserve increase the money supply in 1931?

"So now suddenly the student has a whole different understanding and focus, and the paper would describe that transition," says Maier.

The student could write about how her plan would be to find a country where the central bank behaved differently than the Federal Reserve did. She wouldn't actually do the research, but lay out that next step.

Maier says the process worked well with his students, especially because he scaffolded it into the course, doing one step at a time. He intends to talk about I-Search in workshops, on writing across the curriculum, that he continues to lead on campus. Professors are definitely worried about the potential for misuse of AI, he says. But "when people raise the issue of cheating, maybe first we need to think about our assignment design."

While it would be hard to make an assignment ChatGPT-proof, Maier says, I-Search helps by focusing on the process of research. "Yes, students could [take a] shortcut and have ChatGPT generate new questions, or evaluate new resources it suggests," he says. "But, at least in principle, student writing will explain how they used AI and how it affected their thinking."

For others interested in this approach, Maier recommends two books, including one by John Bean, who he says has shaped his thinking on good writing and on writing across the curriculum:

The I-Search Paper: Revised Edition of Searching Writing, by Kevin Macrorie

Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom, by John C. Bean and Dan Melzer

Beth McMurtrie is a senior writer for *The Chronicle of Higher Education*, where she writes about the future of learning and technology's influence on teaching.

What's Next for AI in Teaching?

Last week more than 1,600 people showed up for our virtual forum on how ChatGPT and other cutting-edge technology will shape teaching and learning. If you missed it, you can watch the video here. If you're short on time, though, here are some key takeaways:

Communicate with your students. You're probably still figuring out what you think of generative AI. That's expected, said Betsy Barre, executive director of the Center for the Advancement of Teaching at Wake Forest University. But don't hold off on talking to your students about it. "That's just always a useful strategy of explaining what it is to you and how you expect them to use it or not," she said. "You have the right to change your mind about that. But early on just make sure you're in communication."

That's important because different professors have different expectations. Some might ban it entirely; others might encourage its use in limited ways. And you don't want to trip students up unintentionally if you don't make your views clear. (For a list of classroom policies you can check out this Google doc, created by Lance Eaton.)

Be cautious about detection tools. Despite claims you may have seen, tools that have been created to detect the use of ChatGPT are not very accurate, says Anna Mills, a writing instructor at the College of Marin who has been compiling resources on AI text generators. "All have been shown to have false positives that could lead to a false accusation of cheating," she said. Instructors should also be aware of privacy concerns, she noted, such as: How are these tools using the writing that you put into them?

There are other ways to bolster academic integrity. This is a big one, of course, as it ties into the desire to cheat-proof assignments and assessments. It's likely impossible to outmaneuver technology, the panelists said. But tapping into what is already known about good pedagogy can help. Talk to your students about why writing is important. Design assessments that seem valuable to students, not like make-work. Spend more time in class having students demonstrate their learning. Some of these things are easier said than done, of course, but their point is that you don't have to reinvent the wheel to reinforce academic integrity.

These tools can be an educational aid. Barre talked about several ways in which generative AI can be a positive force. If a student doesn't understand a concept, it can ask ChatGPT to explain it like it was talking to a ninth grader, for example.

Steve Weber, vice provost for undergraduate curriculum and education at Drexel University, said it may help to think about how STEM disciplines invoke layering and abstraction. Computer-engineering students need to learn chemistry and physics in order to understand electronic devices and circuits, and eventually understand microprocessors. But once you get to that level of learning, you don't need to think about the underlying science because, he says, that has been "abstracted away." Similarly, students studying calculus don't need to continually show that they understand long multiplication. Are there analogous examples in the humanities or social sciences, where generative AI can perform that foundational work — after students have demonstrated mastery — to free up time to spend on more complex topics?

Digital literacy is more important than ever. Artificial-intelligence tools, and generative AI in particular, raise a host of ethical, political, economic, and social questions. Plus, this tech is soon going to be everywhere, including students' future professions. (The technology behind ChatGPT, in fact, just got an upgrade this week.) Colleges need to figure out how to graduate digitally savvy students in all disciplines. "The integration of technology into our lives is so pervasive that the restriction of education about AI to the computer scientists and the computer engineers makes no more sense than the restriction of taking English classes by English majors," said Weber.

Start a conversation on your campus, or in your discipline. All of the panelists stressed the importance of holding wide-ranging, nuanced conversations about the impact and value of generative AI. Weber is leading a 19-person committee at Drexel, including faculty members from a variety of disciplines, to talk about these issues. Barre encouraged teaching-and-learning centers to bring faculty together to learn from one another and tap into the expertise of computer scientists and others on campus. Mills, who provided feedback to OpenAI, which developed ChatGPT, on its guidance for educators, encouraged academics to make their voices heard in how these technologies evolve.

AI and Disability

As instructors think about redesigning elements of their courses to address ChatGPT and other text generators, the question of how this will affect students with disabilities often comes up. In-class assessments, including oral assessments, may present problems for some students, for example. But AI tools could also be a helpful study aid. As one viewer in our webinar last week wrote: "My son has dyslexia. He uses AI as a tool to help organize his thoughts and research into cohesive writing. He says it has changed his life."

College Guidance on ChatGPT

Looking for more guidance on generative AI? Here is what some universities have put together:

Practical Responses to ChatGPT and Other Generative AI — Montclair State University Office for Faculty Excellence

ChatGPT — University of California at Irvine Division of Teaching Excellence and Innovation

AI-Generated Content in the Classroom: Considerations for Course Design — Illinois State University Center for Integrated Professional Development

Resource Sheet: Teaching and Learning With Artificial-Intelligence Apps — University of Calgary Taylor Institute for Teaching and Learning

ChatGPT: A Brief Introduction and Considerations for Academic Integrity — the Johns Hopkins University Center for Teaching Excellence & Innovation

ChatGPT and AI Composition Tools — Washington University in St. Louis Center for Teaching and Learning. The syllabus template has been updated to mention ChatGPT.

FAQ: ChatGPT in the Classroom — by Andrew Maynard for Arizona State University

ChatGPT Resources for Faculty — University of Pittsburgh Center for Teaching and Learning

Beth McMurtrie is a senior writer for *The Chronicle of Higher Education*, where she writes about the future of learning and technology's influence on teaching.