

# Interdisciplinary Learning Community on AI Literacy and AI Adaption in Learning, Teaching, Tutoring, Research, and Assessment Across the Curriculum

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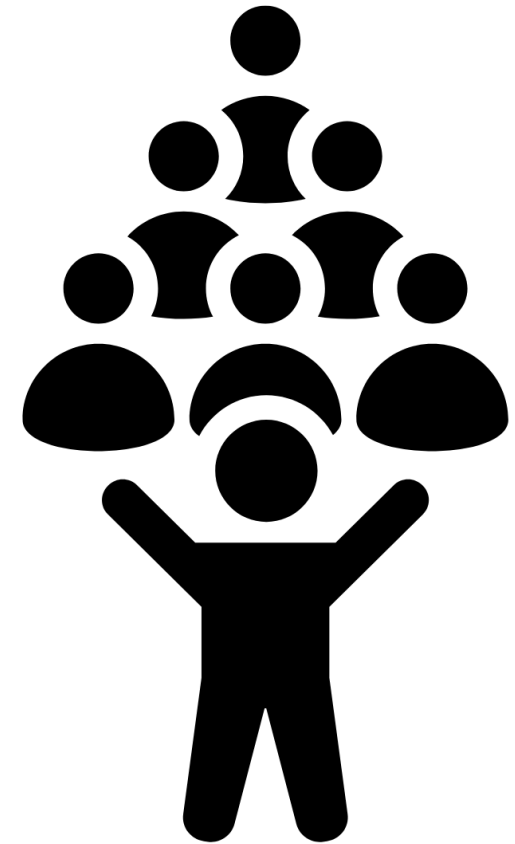


Created using DALL-E with the prompt, "create an image of the endless potential with AI" revised 5 times

# Participants

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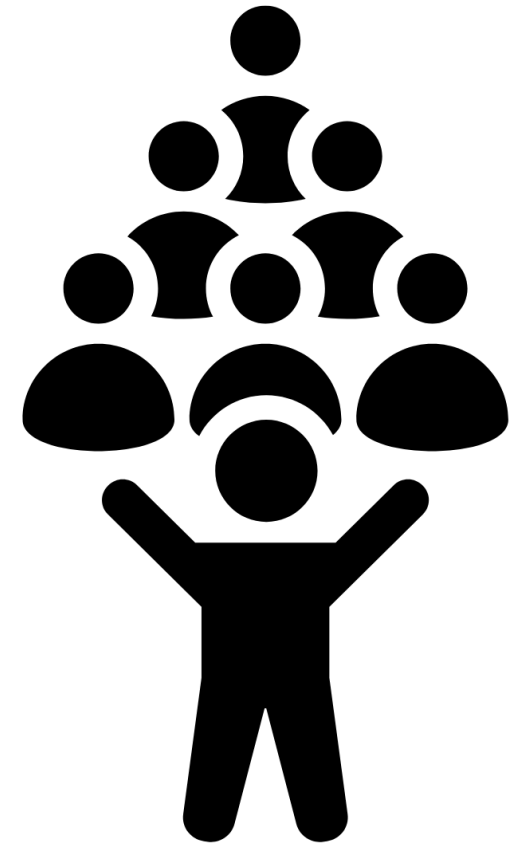
- Babette Faehmel, Professor, Liberal Arts
- Jacquie Keleher, Director of Library Services
- David Wolf, Director of Instruction Design and Online Learning
- Maura Davis, TRIO Academic Specialist
- Jenna London, Adjunct Instructor, Liberal Arts
- Alexandre Lumbala, Student
- Janice Lindemann, Adjunct Instructor, Liberal Arts
- Caroline Buff, Librarian
- Keion Clinton, Brian Lovelace, Douglas Macdonald



# Participating SUNY Collaborators

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- Kirk Winans, Instructor, Department of Computer Science & Mathematics, Hudson Valley Community College
- Rachel Elliott Rigolino, Coordinator, SWW Composition Program, English Department, SUNY New Paltz
- Robert Becker, Instructional Designer, SUNY Broome Teaching Resource Center. SUNY FACT2 Representative
- Allison Hosier, Associate Librarian with the Information Literacy Department, SUNY Albany
- Thomas Mackey, Professor, Department of Arts and Media, SUNY Empire State University
- Alessandra Buccella, Assistant Professor, Department of Philosophy, SUNY Albany.





We are not  
here to  
promote AI!

AI is not right  
for everything!



We haven't really moved  
through all of the five  
stages of grief either!

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But we cannot ignore  
that it's "here"





# The Counter-Argument for AI

- The artist / writer / teacher of writing perspective
- Daring to Re-Think what I Thought



# **We used generative Artificial Intelligence (genAI) for parts of this presentation**

- **We acknowledge that most genAI tools use the work of authors and artists without prior consent, giving credit, or fair compensation;**
- **We acknowledge the existence of real and pressing concerns over copyright and intellectual property in the training of AI systems;**
- **We acknowledge that the system was trained in part through the exploitation of precarious workers in the global south;**
- **We acknowledge that genAI may contribute to job displacement across several industries, exacerbate resource and energy use, and increase the circulation of misinformation and bias.**

**Adapted from  
Lawrie Phipps and  
Donna Lanclos, An  
Offering (2023)**



A 2023 Survey  
Monkey poll of  
501  
undergraduate  
students found:

Half (51%) of students believe AI can outperform them, and more than one in three (35%) believe that AI can teach better than a professor

Do you think AI can teach a subject better than, worse than, or at a similar level as a professor?



Do you think AI can complete schoolwork better than, worse than, or similar to schoolwork produced by students like you?



N = 501 U.S. undergraduate college students 18-24 ; May 12, 2023

Q: Do you think AI can teach a subject better than, worse than, or at a similar level as a professor?

Q: Do you think AI can complete schoolwork better than, worse than, or similar to schoolwork produced by students like you?



# A big disconnect

Two unrelated surveys (2023) found that more than 50% of spring semester college students (51%) said AI has helped them get better grades.

Students also stated they want to learn how to do **more** with the technology:

- To walk through problems without giving answers (44 percent);
- To create study materials (43 percent);
- To brainstorm ideas (42 percent);
- To summarize class notes (41 percent).

**Lauren Coffey, “A New Digital Divide: Student AI Use Surges, Leaving Faculty Behind.” *Inside Higher Ed* (June 25, 2024)**

# A big disconnect

- 2 out of 5 faculty members are familiar with AI, but only 14% said they are confident in their ability to use AI in their teaching.
- Just 18% said they understand the teaching implications of generative AI.
- 1/3 of surveyed students said they have been warned to not use generative AI by professors, and more than half (59%) are concerned they will be accused of cheating with generative AI

**Lauren Coffey, “A New Digital Divide: Student AI Use Surges, Leaving Faculty Behind.” *Inside Higher Ed* (June 25, 2024)**





Source for Alarm!



# Our Mission and Vision Statement

Driven to empower every student in their pursuit of lifelong success.

To inspire every student's success through equitable practices, innovative education, and community engagement.

If we "do nothing" we risk widening the digital divide!

Image: Courtesy of TeachAI.org



Old digital divide: Who has access to the internet or a computer.

New digital divide: Who has access to learning how to use AI responsibly and ethically; who has access to digital tutors and AI tools.

# AI is already having a transformative impact on the global workforce

- According to a survey of the use of generative AI in corporations, 1/3 use it regularly for at least one business function (Fact2, 2nd Ed. p. 3)
- 25% of managers use it routinely for their jobs (Fact2, 2nd Ed. p. 3)
- Studies suggest AI will lead to the creation of new jobs in many sectors.
- But not everyone is well positioned to benefit
- AI will also decrease the need for human labor in many jobs and we need to make sure our students do not lose out.

## Women jobs threatened by AI

The jobs that are most likely replaced by AI are generally held by women



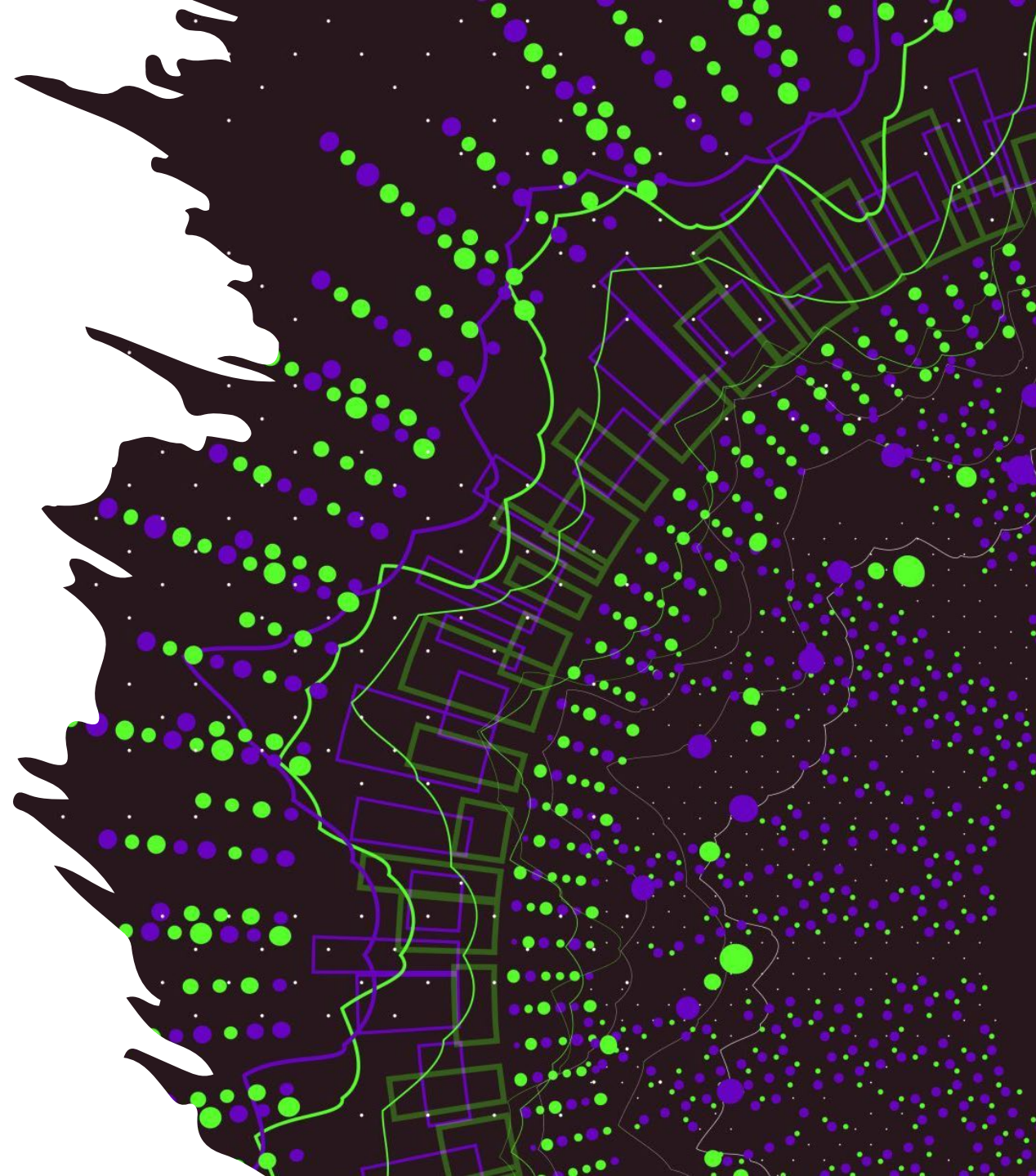
Source: Revelio Labs

Bloomberg



*Of course* there are  
risks!

Pedagogical risks; Learning Loss  
Risks for institutions, faculty, staff







# Challenges + Risks

- For students, huge incentive to "outsource" cognitive challenges leading to learning loss
- Possible negative effects on creativity/developing one's own voice
- Eroding the quality of information
  - "LLMs and GAI do not offer new insights, but kludged together extrusions of what has come before" (Digital is People)
  - LLMs' false authoritativeness
- Increased risk for (accidental\*?) academic integrity violations
  - We never before asked them to cite a "tool"
- Risk of self-inflicted de-skilling for faculty and staff too!



# Challenges + Risks cont.

- Bias in training data; lack of transparency (algorithms as black box)
- Privacy and Security Risks
- Potential to further marginalize knowledge-producers from historically underrepresented communities
- Potential to narrow opportunities for new and emergent creators/artists and scholars
- Compromises value of higher education
  - AI conceals labor of learning
  - Further deteriorates engagement level
  - Turns focus on "answers" and away from "questions"



**"Just Say No"**

Prohibition Approach Problematic for many reasons

Hammond, K., Lucas, P., Hassouna, A., & Brown, S. (2023). "A Wolf in Sheep's Clothing? Critical Discourse Analysis of Five Online Automated Paraphrasing Sites." *Journal of University Teaching & Learning Practice*, 20(7).

# Let's ban it!?

## Prohibition approach problematic

- Preventing students from using AI is unrealistic
- AI marketing pitches are a pervasive feature on social media; many of these pitches suggest that the labor of learning is an unnecessary and useless hardship
  - "complete your homework in five minutes flat, forget about ever attending another lecture, let AI take up the pen for you." (Mark Watkins, "The AI Influencers Selling Students Learning Shortcuts")



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AI ASSISTANT



# Never write alone

Get suggestions whenever you are stuck or expand your notes into full paragraphs

[Start writing – it's free](#)

Anna Schwartz



Understanding the Causes and Impacts of Greenhouse Gases



>> Library



Weixin Liang, Mert Yuksekgonul, Yining Mao, Eric Wu, James Zou (2023), "GPT detectors are biased against non-native English writers," *Patterns* 4 (7)

GPT detectors frequently misclassify non-native English writing as AI generated, raising concerns about fairness and robustness. Addressing the biases in these detectors is crucial to prevent the marginalization of non-native English speakers in evaluative and educational settings and to create a more equitable digital landscape.

- AI Detectors: detecting AI with AI not reliable
  - AI detectors can be circumvented;
  - There is a problem with false positives + false negatives;
  - There is bias against non-native speakers of English
- Human "detectors"?
  - Studies found that humans are way less capable of spotting AI content than they think
  - Might suggest another kind of bias
- Prohibition might also be unethical in itself:
  - Students have the right to a comprehensive education delivered by competent teachers in a safe environment

The background of the entire image is a light blue sky with soft, white clouds. Numerous pink condoms are depicted floating in the air, scattered across the frame. The condoms are shown in various orientations and positions, some appearing larger and more detailed than others, creating a sense of depth and movement. The text is centered over this background.

# Instead of "Just Say No": Educate for Safe Use

Image created with GPT Image Generator in response to prompt "Generate an image of 10 pink condoms floating through the air." One revision



AI is not just a  
problem. It is  
also an  
opportunity

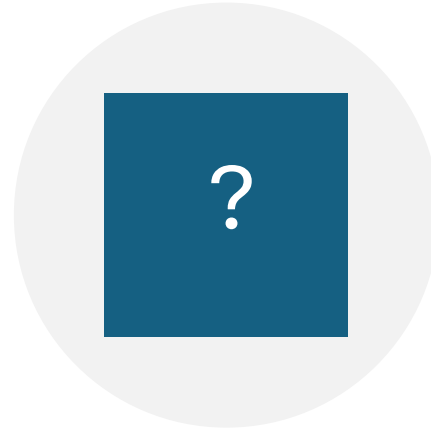
- "In a 2023-24 Digital Learning Pulse survey from Cengage and Bay View Analytics, 77 percent of responding administrators at four-year colleges and 89 percent at two-year colleges felt their institutions were not 'prepared for AI-related changes.'" Chronicle of Higher Education, "Adapting to AI," (2024) p.4
  - => We have an opportunity to get ahead of the curve and to establish ourselves as a regional vanguard in educating for AI Literacy
- 



# Our Conclusion: AI Literacy Matters! Not just for workforce preparation. It is an Equity Issue



THE NEED FOR AI LITERACY IS URGENT



“A SET OF KNOWLEDGE, SKILLS, AND ATTITUDES  
THAT ARE NECESSARY TO UNDERSTAND, ACCESS,  
AND EFFECTIVELY APPLY WHAT WE KNOW ABOUT  
ARTIFICIAL INTELLIGENCE TECHNOLOGIES. ”



ALSO URGENT IS THE NEED FOR US TO KEEP UP WITH  
THIS RAPIDLY EVOLVING AREA

# Our Recommendations



## Guidance

We need a “policy” that is not a “Dikat” but gives everyone a sense of direction on what is permissible and pedagogically wise



## Training

Institutions must provide training on AI Tools, AI Use, and AI Literacy; on Privacy and Security Concerns

Faculty must gain the competency to understand and to address the very real hazards of genAI to prevent learning loss and cognitive dependence



## Transparency

We need to be open about our own use of genAI in our work and institutional practice



## Engagement

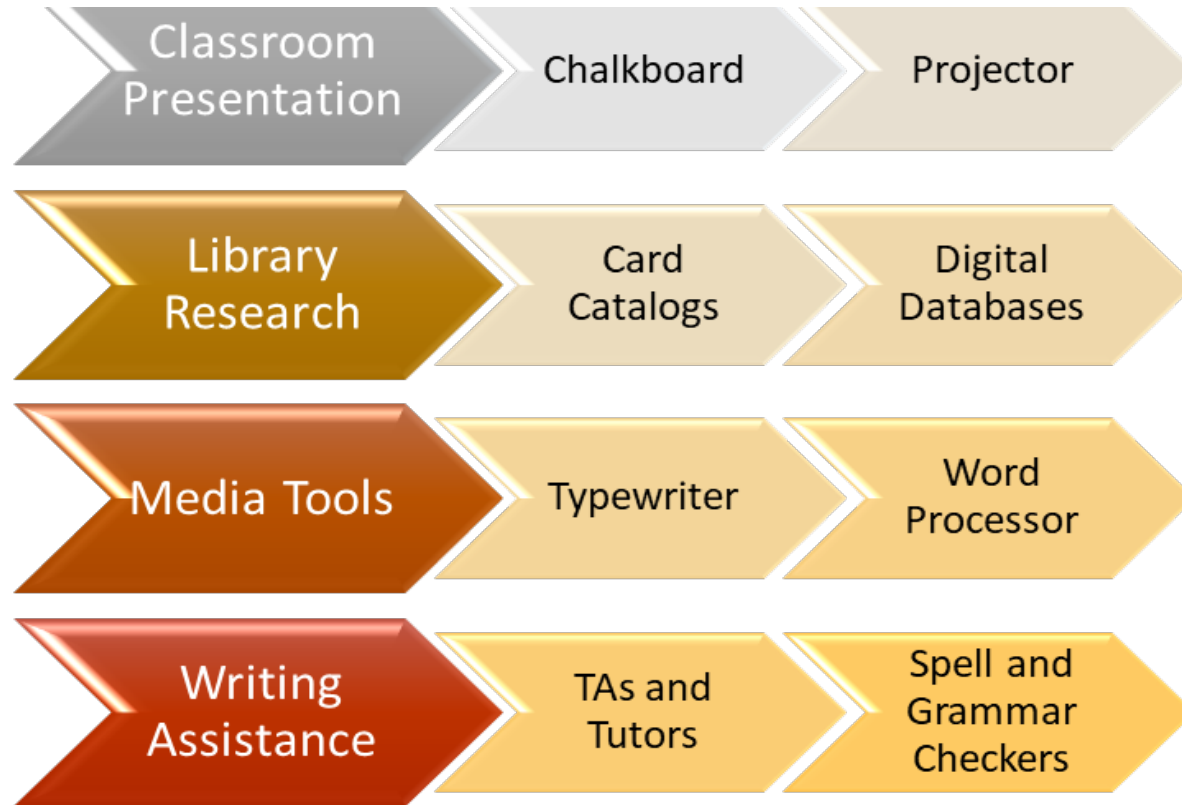
We need to have open dialogue about the ethics, the environmental impact, and the equity and cognitive hazards that come with AI use

Engagement must include students



## Curriculum

Integrate AI **Literacy** across the curriculum



# Technology in Education Evolves

AI is just another change in  
how we work

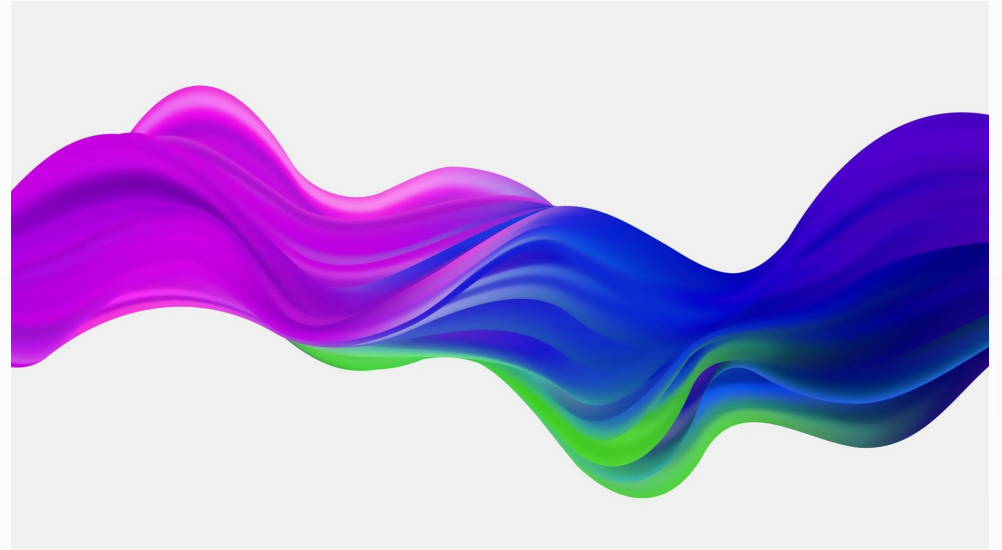


Open Forum



Join our Learning  
Community for a  
session on AI tools and  
their applications in T&L

**Date: Wednesday 9/11/2024**  
**@ 1pm in BLC 208**





# Teachable moments?

- Openly use AI in an activity or assignment requiring analysis of the information AI generates
  - Students think of something they consider themselves experts at;
  - Plan how they would teach / explain this "something";
  - Students ask AI to generate a presentation about that topic;
  - Students then critically evaluate the product.



# Teachable moments?

- Gen AI can help students get started with research on a topic by recommending research strategies
  - I am an undergraduate student doing research on social media and privacy. I need to write a 3-5 page paper and cite up to 5 sources, 3 of which have to be scholarly sources. What search strategies should I use when searching a library database for information on social media and privacy?
  - <https://chatgpt.com/share/162112b5-038b-4adf-a7f3-33463643a2a4>



# Teachable moments?

- Gen AI can help students brainstorm about research topics
  - I am an undergraduate student assigned a paper on social media for a 100-level communications class. Suggest 10 topics of extreme relevance for the present day.
  - <https://chatgpt.com/share/441296fd-8e7b-4cbc-910c-f4eae34985d6>





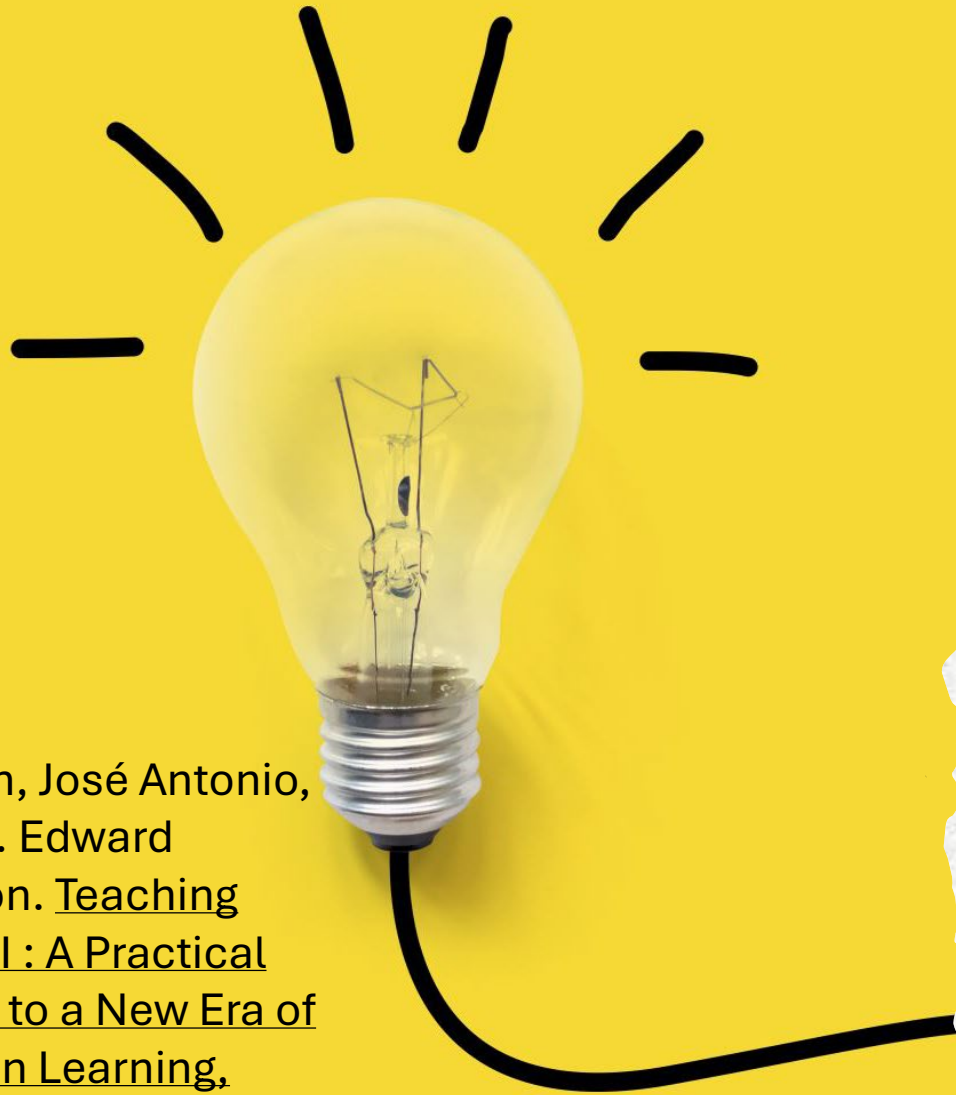
# Teachable moments?

- Gen AI could serve as an embedded Course Tutor
- <https://chatgpt.com/share/f4287202-7a53-49dc-a5c4-34e1e7bfbd5>

- What core competencies in your field are essential for students to develop, regardless of AI's capabilities?
- In what ways could an overreliance on AI potentially hinder students' deeper understanding of your subject matter?

## Questions to Ask !

- Could the use of AI in this context bypass important cognitive processes that students need to develop?
- Might AI tools provide shortcuts that could hinder the development of fundamental skills or understanding?
- Are there aspects of the learning process that are crucial for students to experience without AI assistance?



Bowen, José Antonio,  
and C. Edward  
Watson. Teaching  
with AI : A Practical  
Guide to a New Era of  
Human Learning.  
Johns Hopkins  
University Press, 2024

# Beware!

- "If the goal is just an organized and mistake-free essay, then AI writing could be the great equalizer: helping first-generation students compete with students who grew up with parents proofreading papers. If the process of writing itself is valuable, however, we could end up (like so many other well-intentioned collegiate practices) making things worse."