



# DLSI NEWSLETTER



Supporting teaching and learning at La Salle

MAY 2023

Vol. 2 Issue 5

## RETHINKING TEACHING AND LEARNING IN LIGHT OF AI

If one thing has become clear in the six months that we have had access to ChatGPT and generative AI, it is that **our pedagogy must change**. As we end the spring semester, and prepare for future courses, now is the time to plan for revisions to your teaching.

The most obvious concern is the ability of generative AI to quickly and easily produce human sounding, sophisticated text. First, **don't be convinced that you can continue business as usual** because technology-based detectors like Turnitin accurately detect AI generated text. At least currently, [they are not reliable](#). Yes, obviously AI-generated text is identifiable because it is created with no effort. You probably don't even need technology to identify it. However, it takes minimal work to produce undetectable text. While, Google just announced that it is building watermarks and metadata into its AI outputs, it is difficult to say whether or not other companies will follow suit. Regardless, it is a **good time to reconsider what we are asking our students to produce** and why, and how generative AI intersects with those goals.

Related, is an observation I've recently made. **Many are failing to recognize the impact these tools are having on society today**. With the technology being build into countless apps, integration with the Microsoft Office Suite, connection to the internet via Bing Chat, with Google's recent announcement about the integration of generative AI into its constellation of tools, and with OpenAI introducing plugins that allow ChatGPT access to other technologies (like Wolfram's Alpha, among others), users now have some incredible power at their fingertips, and each week, more of these tools become available to more people. If you still have doubts about the need to revise your classroom practices read [through this tweet](#).

Tools for efficiency, creativity, problem-solving, and learning have improved by orders of magnitude in less than 6 months. **We have some work to do to catch up**.

If you are feeling uncomfortable, see the [previous issues of this newsletter](#), [this collection of resources](#), and **spend some time exploring these technologies**, especially as they might relate to your area of expertise. I highly recommend [OpenAI's technical report on GPT-4](#), and everyone now has free, instant access to

Microsoft Bing and Google Bard. [This presentation](#) will also be of value as you consider these tools. Investing at least 10 hours is necessary. Try to apply it to everything you do. **It is imperative that you learn about these tools**.

**I strongly recommend all of our courses begin with an acknowledgement of generative AI** and some time devoted to helping our students understand how to use these technologies, while highlighting the ethical issues they present. I like [Mollick's AI syllabus policy](#). I think the third bullet, in which he explains how to document the use of AI is helpful. This also presents an opportunity to discuss academic integrity and the ways that you will allow the use of these products in your courses.

**I ask that we be open to both the opportunities and challenges** that these new technologies present, and discuss these with our students. Can we leverage the opportunities for increased engagement, motivation, creativity, and achievement in our classrooms? Can we help students understand the ethical implications for our disciplines?

By the time the new semester begins, it is likely that our students  
*(Continued on P. 2)*

will have access to more and better AI-driven tools. Should we raise expectations for student produced work given their access to these powerful tools (i.e., papers without errors, more depth, more comprehensive analyses, better solutions to more complex problems, novel approaches)? Departments should discuss the challenges and opportunities.

**I ask that we be creative and flexible** in designing assignments and activities, and that we pay particular attention to looking for ways that students can **demonstrate understanding and application of knowledge**, rather than reproducing information or simply sharing opinions and perspectives from sources.

**I ask that we educate our students about [the ethical issues](#)** that generative AI presents. This includes how to check for bias and inaccuracies, as well as how to cite and document their use, among other important issues.

Finally, **I ask that we all be open to sharing** what we are learning and doing with generative AI. Our curiosity and collaboration will help us make sense of these tools, while raising important practical and ethical questions.

I would like to collect and share examples of how we are using AI in our work. Clearly, I've been paying a lot of attention to this. I am happy to respond to questions. [Click here to email me.](#)

**There is no doubt this will impact all of us**, and all of our fields. We all need to rethink teaching and learning in light of AI...today!

The AI landscape is changing daily. [Bookmark and visit this link often.](#) New articles are added regularly.

### ENGAGING PRACTICES ON CAMPUS

**Kathy Bagnell Finnegan, M.A.**  
**Adjunct Instructor, Management & Leadership; Director, Business Leadership Fellows Program**

I remember seeing the table at our Wellness Fair offering students the opportunity to write personalized notes and thinking to myself "how very Lasallian" this is. I was later humbled to receive one from a student I taught that simply noted, **"thank you for pushing me in everything I do at La Salle."**

My initial approach upon meeting this student last fall was to "meet her where she is" with encouragement, motivation, and challenge, combined with hope and care. I never thought of it as push-pull teaching and learning, but just a combination of St. John Baptist de La Salle's virtues of a good teacher and some aspects of Bloom's Taxonomy with respect to shared dialogue and communication – most of which I learned from my personal mentors here at La Salle.

Our semester together ended successfully and now, just about every day, I get a visit, a hug, or an update on how she's doing; yet another unexpected gift. I have always known that **Lasallian teachers have superpowers.** I also know that appreciation for our energy, enthusiasm, and engagement can sometimes be delayed until our students graduate and reflect back on their

time with us, as they remember those engaging, motivating, and caring teachers. This early expression of gratitude I received moved me.

Push-Pull?... I don't profess to know more than my interpretation of what a push vs pull classroom looks like, but I hope my students would say I try to create a combined dynamic. Did I push her? How did I push her? Why and how do I continue to push her? If my smiles, words of encouragement, advisement, and check-ins are what pushes her now, well then so be it. In three years from now, on her graduation day, I will return the kind gesture and hand write a note thanking her for pulling me.

---

### THE INVITATION

**Br. Don Alger, Instructor,**  
**Department of Chemistry and Biochemistry**

De La Salle himself did not foresee his involvement in the founding or the daily management of what would become the Institute of the Brothers of the Christian Schools. Over time, however, De La Salle accepted the *signs of the times* as convincing promptings and persistent invitations of the Holy Spirit.

That De La Salle was an educational innovator is our standard refrain to this day. St. La Salle's firm yet tender care of the pupils before him were the fruits of attentive listening to the providential guidance of the Spirit and the courage mustered over time that is often required by acts of faith. We know well that De La Salle went beyond conventional

(Continued on P. 3)

instruction, and those efforts were met with fierce opposition from many sides. What faith he must have had to stand his ground!

**What might De La Salle be asking of us who carry the mission to this day?** In what ways must we see afresh the work before us and to do them with faith and zeal?

Indeed, each of us commits a good number of work-life years to educating an ever-new generation of students. Truth be told, the work is often rewarding and thankless. It takes patience, ardent zeal, an informed understanding of how people learn, and an unwavering commitment to *light and guard, to rule and guide* our pupils. The Spirit's invitation still comes to us as it did, once upon a time, to de La Salle. How might we innovate within our realms of influence? How might we demonstrate the characteristic zeal of a Lasallian educator? How do we, as *sisters* and *brothers* who know better, light the paths of those entrusted to us? The Spirit's invitation still goes out.

---

### INFORMATION LITERACY RESOURCE

Credo InfoLit–Core is a set of 60+ online videos, tutorials, and assessments covering information literacy. Connelly Library has subscribed to InfoLit and it is free for faculty and students to use, on campus or off. The material in Credo InfoLit–Core **can be added via LTI links to Canvas courses**, where students can access the material directly, with no need for extra log-in information. When they take a test or quiz in the course, their grade will sync to the Canvas grade book.

InfoLit is an easy way to incorporate information literacy instruction into your classes and can be used to supplement library instruction, scaffolded throughout a course, or as a way to refresh students on important skills. The content includes basics like **searching, analyzing, and citing**, as well as more advanced concepts such as **academic integrity, primary vs. secondary sources, and how to read scholarly materials**. Modules can be easily mixed and matched to address specific learning outcomes.

To learn more, and to view the content available,

please see [this guide](#) on the Connelly Library website. For information on adding Credo InfoLit to your Canvas course, see [these instructions](#) in the Canvas Training Hub. Email [amilkavich@lasalle.edu](mailto:amilkavich@lasalle.edu) to discuss how it may be used in your classes, for access to LTI links, or with any other questions.

---

### REVISE FOR TRANSPARENCY

While you are considering how to revise your courses for AI, it is also a good time to consider a small, fairly straight-forward adjustment that pays big dividends for our students. It turns out that a simple three-part approach to communicating about your assignments leads to **increased academic confidence, a greater sense of belonging, and a better understanding of the skills** students are developing. [Known as transparency in teaching and learning \(TILT\)](#), it requires that we consistently and clearly communicate about the purpose of our teaching methods or activities (why are we doing this?), the intended outcomes (what result are we seeking?), and how learning will be measured (how are we going to assess?).

The more explicit we are, the better. When students are clear about the purpose of our instruction, and why we've chosen specific instructional methods, they are better able to understand concepts and how they are related. They feel more confident. They begin to feel a stronger sense of belonging to the class. When they have rubrics or models of excellence that clearly articulate what we are looking for, their work improves, is more complete, and they have better tools for asking clarifying questions and meeting our requirements.

**Even if you only revise one or two assignments** in this manner, as a place to begin, you will be serving our students well. As you consider your next courses, please take some time to to revise for transparency.

The DLSI Newsletter is written, edited, and curated by

[Frank J. Mosca, Director, DLSI](#)

Find past issues of the [DLSI Newsletter here](#).