



DLSI NEWSLETTER



Supporting teaching and learning at La Salle

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YOU WILL NEED AN AI USE STATEMENT IN YOUR SYLLABUS

The proliferation of AI extends far beyond ChatGPT and learning how to use one tool. In the weeks since our spring semester ended, more people have gained access to an increasingly powerful array of AI-powered technology, and students from middle school through college are regularly using these tools. [We will not be able to stop them.](#) **Instead, we have to learn how to integrate AI into our work and make adjustments to our teaching.**

[Almost everything we do will be impacted by AI.](#) My intention when creating the [Faculty Guide to AI](#) was to provide an introduction. **Please read it** so that you are prepared to participate in the conversation. Accompanying that information is a [Student Guide to AI](#), which you are welcome to use with your students.

Students are in search of guidance. This summer, I have been following numerous instances, from around the country, of students wondering if and how they can use AI. More troubling are the accusations of cheating based on reports generated by countless purported AI-generated text detectors,

including Turnitin and GTPZero. In fact, as the spring semester concluded, I received several emails from colleagues on this very topic. They went something like this: "Turnitin identified the work of a student as X% created by AI. How do I proceed?"

Academic integrity in the era of AI is an evolving and complex issue, and not simply about plagiarism detection. For starters, [none of these detectors are robust tools](#) that accurately identify AI-produced text. They flag false positives too frequently, and as students' writing improves, the false positives may actually increase. There is also evidence that they [may be biased against non-native English speakers/writers.](#)

Further, **the most basic and least helpful way to use LLMs** for writing (there are countless other uses) is to copy and paste text they produce from a single query. Much more useful scenarios include (a) feedback on an outline, (b) style guidance, (c) ideas, (d) help simplifying or adding detail, (e) help with description, and (f) adding examples, among many other creative uses, which are all undetectable.

Microsoft and Google are integrating AI into their suite of

productivity tools, (I've been able to test Google Docs and Gmail with this feature. Every new page begins with an offer of help from AI). [The writing process itself is shifting.](#) **It is now impossible to tell where AI begins and ends.**

While AI can certainly provide a robust option for cheating, (remember, there were plenty of options before AI), many of the cases I'm following this summer are of students who are being *falsely* accused, with the only evidence being a report from an AI-generated text detector. One of the challenges is in understanding that the "X%" in the Turnitin report, for example, is actually a prediction of the portion of text that **could be** created by AI. *This is far from actionable evidence.* Turnitin further states [on their company website](#), "our AI writing detection model may not always be accurate (it may misidentify both human and AI-generated text) **so it should not be used as the sole basis for adverse actions against a student.**"

Academic integrity is something we will always have to address, **but we are now well beyond looking at the use of AI solely as a plagiarism concern.** Instead, we need to learn how to ethically and effectively integrate AI into our

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work, while making it less appealing for students to cheat in our courses.

What about citing AI? Unfortunately, traditional citation is probably not appropriate for documenting AI-assisted work. We typically cite, not only to acknowledge an author, but also so that we can return to that source. However, in most cases, AI-produced text does not permanently reside anywhere. So, while the [American Psychological Association](#) (APA), for example, provides guidance on citing the use of ChatGPT, **this advice misses the undetectable uses mentioned above**, it doesn't require the version or type of AI to be noted (the tools and versions behave quite differently), and gets to the heart of a critical misunderstanding and misuse of the technology; that is, that a single query, results in a piece of information that necessitates citing.

After teaching my students about AI ([here is a helpful start](#), and the series will be [archived here](#)), I **will require that they are transparent about AI use** by requiring the inclusion of a section in papers and assignments that (a) identifies the specific AI tools used, (b) specifies the prompts entered and (b) explains how the output was integrated. I will also have students acknowledge the support of AI, much like we might acknowledge a colleague.

Here is an early draft of my own syllabus statement: *This semester you will learn about emerging AI*

tools and will be expected to make use of them to facilitate your work. I will expect you to make this use transparent by including your prompts, a description of how you used the output, and an acknowledgement of the support of AI. You are solely responsible for adhering to La Salle University's academic integrity policy. Submitting work that is not your own is a violation of that policy. If you have questions about academic integrity and your use of AI, please ask me to clarify.

To discourage the temptation to use AI as a shortcut, I will continue to employ a **flipped classroom approach**, where students prepare in advance for upcoming instruction and activity in class. Class time is typically active and interactive, and I am redesigning several of the independent activities that I have previously assigned so that students are less likely to be tempted by a cut-and-paste approach.

Finally, I encourage you to reflect on several significant questions ([credit to Emily Pitts Donahoe](#)):

How are we inviting students to demonstrate their knowledge, and is writing the only (or the best) way to do that?

What are our assignment goals, and how might generative AI help or hinder students in reaching those goals?

If we're asking students to do something that AI can do with equal facility, is it still worth asking students to do? And if so, why?

If we think students will use AI to circumvent learning, why would they want to do that? How can we create conditions that motivate students to learn for themselves?

What structural conditions would need to change in order for AI to empower, rather than threaten, teachers and learners? How can we create those conditions?

We all need to make significant adjustments for the fall semester. I encourage you to carefully consider how you will **create a context for AI use so that you your students can focus on learning.** Please share your concerns and successes so that we can learn how to navigate these new challenges together.

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

ATTENTION: A NECESSARY FIRST STEP FOR LEARNING

We all have limited cognitive resources at our disposal, and typically, there is a lot of competition for them. Consider some cognitive demands that might be tugging at a college freshman during your first class session: Will I be able to do this?....Will I fit in? ...Can I afford these textbooks? What's a syllabus?Where the heck is ENG 150? ...What did the professor just say?

For learning to happen most

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efficiently it is critical that our cognitive resources be focused on the task at hand. **We have to pay attention to the right things at the right time.** As educators, we can play a vital role in facilitating how our students manage their cognitive resources during instruction, [by making it difficult for our students to pay attention to anything else.](#) As the author highlights, when students are regularly engaged in this manner they (a) are more prepared for class and (b) remember more.

[Orchestrating attention](#) in a thoughtful way impacts student learning, and activities that **engage students with one another** and the concepts being taught are an effective way to help them focus. There are numerous methods for effectively grabbing the attention of our students, even [as early as when they enter the classroom.](#) “Do Now” activities are short, focused tasks that can be projected at the front of the classroom or distributed on paper, which can engage students as they arrive. Intriguing questions, problems, vignettes, and case studies are excellent for orchestrating attention (AI can even help you create these). Even if students don’t have the ability to immediately answer these questions or solve the problem being presented, there is **great cognitive value in hypothesizing**, setting the stage for learning.

We also know that both **focused attention and distraction are contagious** in group settings. Having an awareness of [attention contagion](#) reminds us to constantly monitor the group and be prepared in advance so that we can make shifts in our instruction as we respond to varying levels of attention. It is a careful balancing act, but one that results in a learning advantage for your students.

Paying attention is not the sole responsibility of our students. As you prepare for the upcoming semester, consider your plans for directing attention. Our role in helping students engage with course concepts, can be the difference between whether or not they are successful.

SCHOLARSHIP OF TEACHING AND LEARNING

Given the namesake of our university, we should value and **engage in a scholarly approach to examining and understanding teaching and learning.** [According to Nancy Chick](#), “The scholarship of teaching and learning (SoTL) is a synthesis of teaching, learning, and research in post-secondary education that brings a scholarly lens—the curiosity, the inquiry, the rigor, the disciplinary perspectives, and the attention to larger conversations—to what happens when learning happens (or doesn’t).”

The DLSI facilitates the meeting and work of faculty interested in SoTL. We meet regularly throughout the academic year to discuss SoTL research, engage in conversation about research ideas, and to encourage faculty scholarship about teaching and learning. These meetings are informal, collegial, and supportive...and **you are invited to join us!** If you are not on the SoTL group Teams page and email list, [please email me here](#) and I will add you. There is **no formal commitment.** Join us as you can.

We typically meet in the Library. Here is our schedule for the upcoming semester. **All meetings begin at 10am: September 22 – October 27 – November 17 –December 15. Please join us!**

OPEN EDUCATIONAL RESOURCES

OER are instructional materials that are **free for students**, and carry creative commons copyright that can allow for reusing, remixing, and redistributing. While initially established as a student cost-saving measure, these materials also provide tremendous pedagogical flexibility. Students have access on the first day of class. Instructors can assign only the materials that they need, ensure that underrepresented perspectives are present, and rearrange in a sequence that makes sense. Look for more information from La Salle’s OER working group, and visit our [LibGuide](#) to learn more about OER.



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