



CONSCIOUS CONVERSATIONS IN THE CLASSROOM



AGENDA

- Part 1. Tech philosophy
 - How should approach new technology?
 - Our tech philosophy
- Part 2. Building your tech philosophy
 - Teaching Philosophy
 - AI Philosophy





HOW SHOULD WE APPROACH TECHNOLOGY?

1. Curiosity



Can this technology effectively give us back our time? What is its potential for new positive discoveries?

2. Healthy Skepticism



Does this tech actually deliver what it promises? Who benefits from our use of this technology (tech monopolies, commerce models, etc.)?



TEACHING / AI PHILOSOPHY

Teaching Philosophy

Creating a teaching philosophy involves articulation of your **beliefs about teaching and learning**, and providing concrete examples of **how you apply these beliefs in practice**.



AI Philosophy

Creating a teaching philosophy about AI use in the classroom requires careful **reflection** on how artificial intelligence **enhances learning**, **supports critical thinking**, and aligns with **ethical considerations**.



Teaching Philosophy

Tech
Philosophy

AI



THESIS



Once you have your AI value framework you don't have to imagine and plan for every scenario involving AI.

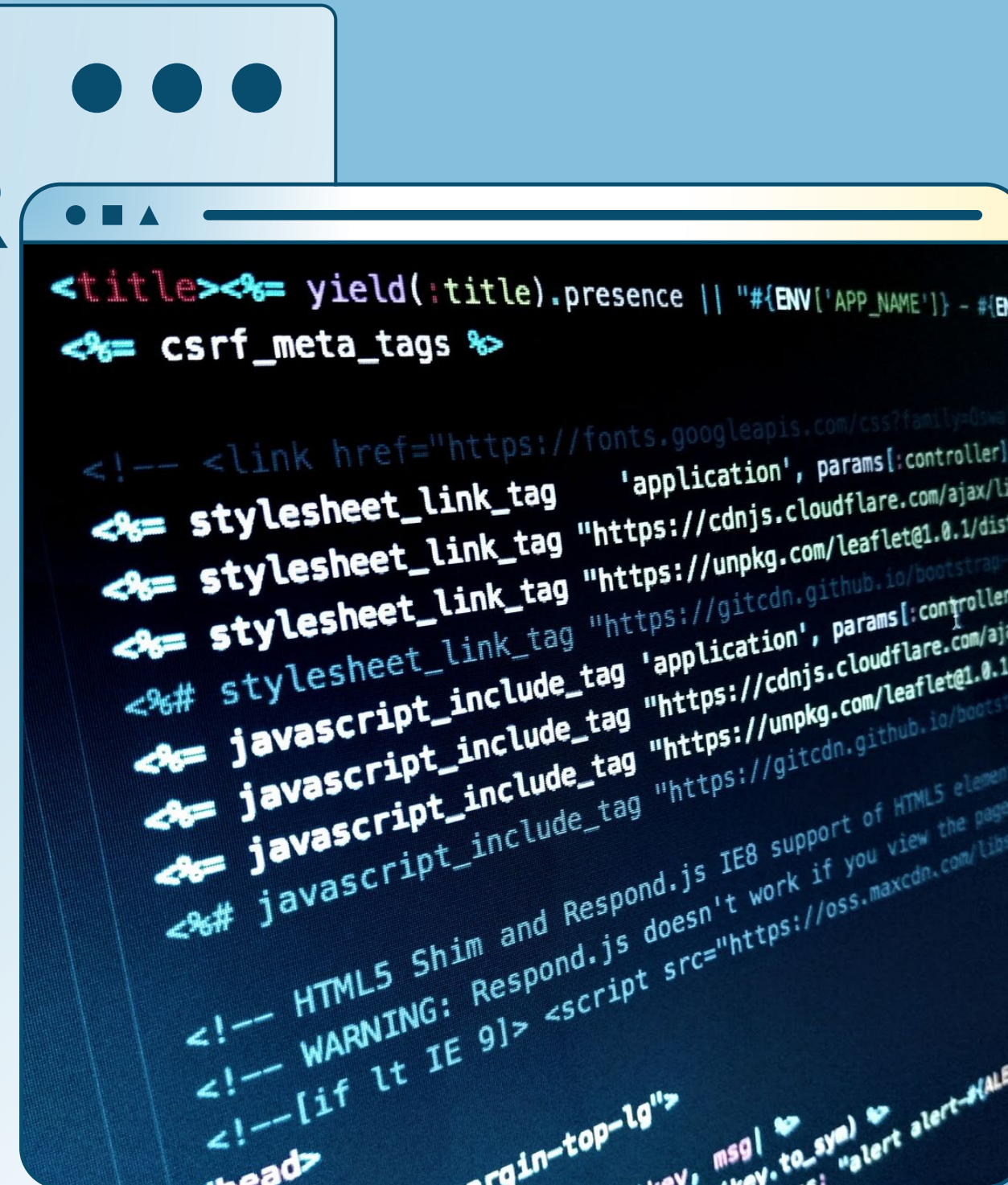
Rather you return to your framework based on your **values** and **desired student outcomes** .





WHAT IS YOUR TEACHING PHILOSOPHY?

1. Beliefs about teaching and learning
2. Teaching methods
3. Learning outcomes





TEACHING PHILOSOPHY: FOSTERING CARE, CONNECTION, AND COMMUNITY IN EDUCATION



Care is the catalyst that generates intrinsic motivation. Once students believe their instructor cares, they are willing to connect. Once a connection has been established, a learning community can develop and spread, exponentially increasing the reach of knowledge shared.

In addition to transparency we believe in the transformative power of care, connection, and community. This teaching philosophy is built upon the idea that when we prioritize the emotional well-being and engagement of our students, we create an environment where learning flourishes naturally. As educators, our mission is to nurture these elements, serving as the catalyst for personal and intellectual growth.

1. **Care:** Care is the cornerstone of effective teaching. It is through genuine care that students feel valued, respected, and supported in their learning journey. Care means understanding the unique needs and circumstances of each student, providing a safe and inclusive space where they can express themselves without fear of judgment. It involves active listening, empathy, and a commitment to their holistic development.
 - In practice, care means taking the time to get to know your students as individuals, acknowledging their strengths and challenges, and offering guidance and encouragement tailored to their specific circumstances. When students sense that their instructor genuinely cares about their success and well-being, they are more likely to become intrinsically motivated learners.
2. **Connection:** Once care is established, it forms the foundation upon which connections are built. Connection in education is a two-way street; it involves not only the instructor's connection with each student but also fostering connections among students themselves. In a connected classroom, dialogue flows freely, and trust is nurtured.
 - To create these connections, we strive to be approachable and accessible to our students. We encourage open communication, active participation, and collaboration. We value diverse perspectives and foster an environment where students feel comfortable sharing their thoughts and ideas. In doing so, we aim to bridge the gap between the instructor and students and among the students themselves, facilitating a deeper and more meaningful learning experience.
3. **Community:** From these individual connections emerges the concept of a learning community. A learning community is a dynamic and inclusive space where knowledge is not just transferred but co-created. It is a space where students feel a sense of belonging and ownership, where their voices are heard, and their contributions are valued.
 - To build a learning community, We promote a culture of mutual respect, cooperation, and shared responsibility. We encourage peer learning, group discussions, and collaborative projects. In such an environment, students become active participants in their own education, and knowledge spreads organically as they learn from each other. This sense of community not only enhances the educational experience but also empowers students to become lifelong learners.

Our goal in this course is for you to feel cared for, connected, and capable of plugging into your learning community. We're glad you're here!



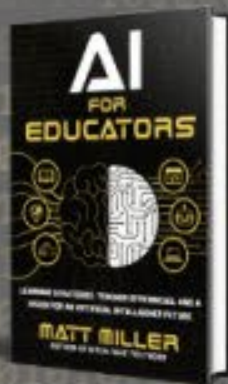
WHAT IS YOUR AI PHILOSOPHY?

How do you believe AI
does or does not:

1. Enhance learning
2. Supports critical
thinking
3. Aligns with ethical
considerations



CLASSROOM AI USE: WHAT'S CHEATING? WHAT'S OK?



Questions to ask:

What's OK? What's not? For whom?

For what work? Under what circumstances?

What work best prepares students for THEIR future?

Where do you draw the line for your students?

At what point is it student's work and no longer AI?

AI does student work for them with no thought by the student

AI writes content but student edits it based on learning from class

Student re-writes AI-generated content with own improvement ideas

AI generates multiple drafts; student chooses best parts of AI drafts

Student writes bullet points to include but AI writes the draft

AI guides student through writing process as a "writing coach"

Student creates content until stuck; asks AI for help to get "unstuck"

Student writes a draft; AI writes a draft; student adds best AI ideas

Student gathers stats/research via AI but creates all content on own

Student consults internet/AI for writing ideas but creates content on own

Student writes all content but asks AI for feedback to improve

Student does all work without any assistance from AI, the internet, etc.

More AI
Creation

More Human
Work

Graphic created by Matt Miller of Ditch That Textbook.
For more, visit DitchThatTextbook.com/ai-cheating

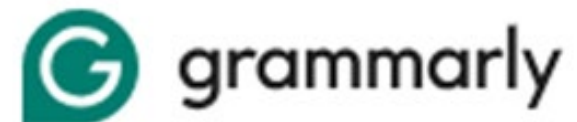


**DITCH THAT
TEXTBOOK**

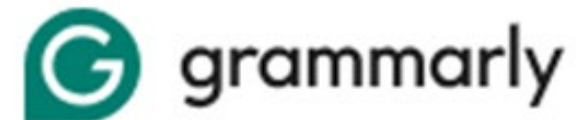


CONSIDERATIONS

AI Grammar Tools



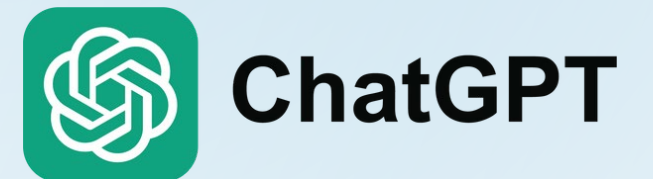
AI Paraphasers



AI Humanizers



AI Text Generators



HOMEWORK

You will create an AI philosophy that addresses your beliefs on how AI does or does not:

- 1.Enhance learning
- 2.Support critical thinking
- 3.Align with ethical considerations

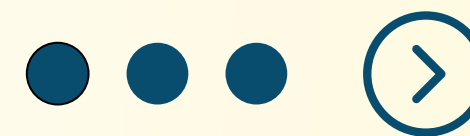
The philosophy must also include:

- Clarification on what is considered cheating
- Acceptable AI tool use in the classroom



EXAMPLES OF AI PHILOSOPHY STATEMENTS





QUESTIONS?

REFERENCES

- A, A. (2019, January 13). First neural network for beginners explained (with code). Medium; Towards Data Science. <https://towardsdatascience.com/first-neural-network-for-beginners-explained-with-code-4cfd37e06eaf>
- A. Goldstein, J., Sastry, G., Musser, M., DiResta, R., Gentzel, M., & Sedova, K. (2023). Generative Language Models and Automated Influence Operations: Emerging Threats and Potential Mitigations. Georgetown University’s Center for Security and Emerging Technology, OpenAI, Stanford Internet Observatory. <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://cdn.openai.com/papers/forecasting-misuse.pdf>
- Al Sullivan, G. (2000). Artistic Thinking as Transcognitive Practice: A Reconciliation of the Process-Product Dichotomy. Visual Arts Research, 27(1), 2-12. <https://doi.org/20716019>
- Alto, V. (2019, July 6). Neural Networks: parameters, hyperparameters and optimization strategies. Medium. <https://towardsdatascience.com/neural-networks-parameters-hyperparameters-and-optimization-strategies-3f0842fac0a5#:~:text=Parameters%3A%20these%20are%20the%20coefficients>
- Angwin (ProPublica), J. (2015, March 19). Practitioners’ Guide to COMPAS Core. www.documentcloud.org. <https://www.documentcloud.org/documents/2840784-Practitioner-s-Guide-to-COMPAS-Core.html#document/p30/a296482>
- Angwin, J., Larson, J., Mattu, S., & Kirchner, L. (2016, May 23). Machine Bias. ProPublica. <https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>
- Bakker, M. A., Chadwick, M. J., Sheahan, H. R., Tessler, M. H., Campbell-Gillingham, L., Balaguer, J., McAleese, N., Glaese, A., Aslanides, J., Botvinick, M. M., & Summerfield, C. (2022). Fine-tuning language models to find agreement among humans with diverse preferences. ArXiv:2211.15006 [Cs], 1. <https://arxiv.org/abs/2211.15006>
- Brown, T. B., Mann, B., Ryder, N., Subbiah, M., Kaplan, J., Dhariwal, P., Neelakantan, A., Shyam, P., Sastry, G., Askell, A., Agarwal, S., Herbert-Voss, A., Krueger, G., Henighan, T., Child, R., Ramesh, A., Ziegler, D. M., Wu, J., Winter, C., & Hesse, C. (2020). Language Models are Few-Shot Learners. Arxiv.org, abs/2005.14165. <https://arxiv.org/abs/2005.14165>
- Douglas, L. (2017, December 5). AI is not just learning our biases; it is amplifying them. Medium; Medium. <https://medium.com/@laurahelendouglas/ai-is-not-just-learning-our-biases-it-is-amplifying-them-4d0dee75931d>
- Feathers, T. (2019, August 20). Flawed Algorithms Are Grading Millions of Students’ Essays. www.vice.com. <https://www.vice.com/en/article/pa7dj9/flawed-algorithms-are-grading-millions-of-students-essays>
- Fowler, G. A. (2023, April 3). Analysis | We tested a new ChatGPT-detector for teachers. It flagged an innocent student. Washington Post. <https://www.washingtonpost.com/technology/2023/04/01/chatgpt-cheating-detection-turnitin/>
- Glaser, A. (2017, October 24). Who Trained Your A.I.? Slate. <https://slate.com/technology/2017/10/what-happens-when-the-data-used-to-train-a-i-is-biased-and-old.html>
- Hao, K. (2019, April 17). AI’s white guy problem isn’t going away. MIT Technology Review. <https://www.technologyreview.com/2019/04/17/136072/ais-white-guy-problem-isnt-going-away/>
- Isbell, A. H. and C. (2020, September 21). Diversity in AI: The Invisible Men and Women. MIT Sloan Management Review. <https://sloanreview.mit.edu/article/diversity-in-ai-the-invisible-men-and-women/>
- Kamath, B. (2022, October 28). Generative AI Is Biased. But Researchers Are Trying to Fix It. Analytics India Magazine. <https://analyticsindiamag.com/generative-ai-is-biased-but-researchers-are-trying-to-fix-it/>
- Larson, J., Mattu, S., Kirchner, L., & Angwin, J. (2016, May 23). How We Analyzed the COMPAS Recidivism Algorithm. ProPublica; ProPublica. <https://www.propublica.org/article/how-we-analyzed-the-compas-recidivism-algorithm>
- Leber, J. (2013, July 2). The Immortal Life of the Enron E-mails. MIT Technology Review. <https://www.technologyreview.com/2013/07/02/177506/the-immortal-life-of-the-enron-e-mails/>
- Ramponi, M. (2022, December 23). How ChatGPT actually works. News, Tutorials, AI Research. <https://www.assemblyai.com/blog/how-chatgpt-actually-works/>
- Romero, A. (2021, June 21). Understanding GPT-3 In 5 Minutes. Medium. <https://towardsdatascience.com/understanding-gpt-3-in-5-minutes-7fe35c3a1e52>
- Ryder, C. (2017, October 18). Professor Brain Discusses Machine Learning and Bias: The Story of the Enron Email Archive | NYU Tandon School of Engineering. <http://www.nyu.engineering/news/professor-brain-discusses-machine-learning-and-bias-story-enron-email-archive>
- Sadasivan, Vinu Sankar, Kumar, A., Balasubramanian, S., Wang, W., & Feizi, S. (2023). Can AI-Generated Text be Reliably Detected? <https://doi.org/10.48550/arxiv.2303.11156>
- SIMONITE, T. (2020, July 10). Meet the Secret Algorithm That’s Keeping Students Out of College. Wired. <https://www.wired.com/story/algorithm-set-students-grades-altered-futures/>
- Spielkamp, M. (2017, June 15). Inspecting Algorithms for Bias. MIT Technology Review. <https://www.technologyreview.com/2017/06/12/105804/inspecting-algorithms-for-bias/>



30,000 FOOT VIEW

The question isn't whether AI works well or not, but how can students get the best education and learn to provide the most value to future employers, society, and themselves, especially compared to a person without that education.

Assessments not meeting the pace of technological advancement

Once we have machines that can do a job for us, perhaps we need to be teaching people how to use those machines, or how to do the jobs those machines can't do, or how best to integrate those machines into their work.

Banning tools has never been the solution to advancement

We can't be giving a degree to people for accomplishing something that anyone without the degree could do equally well. Universities are playing catch up on this one, probably because when the educators got their education, these tools weren't available yet, but they need to figure out how to make themselves relevant again if the issue is just that a computer can do the current assignments just as well as an independently thinking student.