It Starts with the Product

TEACHING PROCESS IN AN AI-DRIVEN WORLD

Katy Major, Ashland University
Brad Kunz, Rhodes State College

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WHAT TO EXPECT

In this session we will:

- Discuss the impact of AI on education, humanity, and creativity.

- Create a classroom activity that emphasizes the process over the product.

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Where are you on AI adoption?

Skeptic
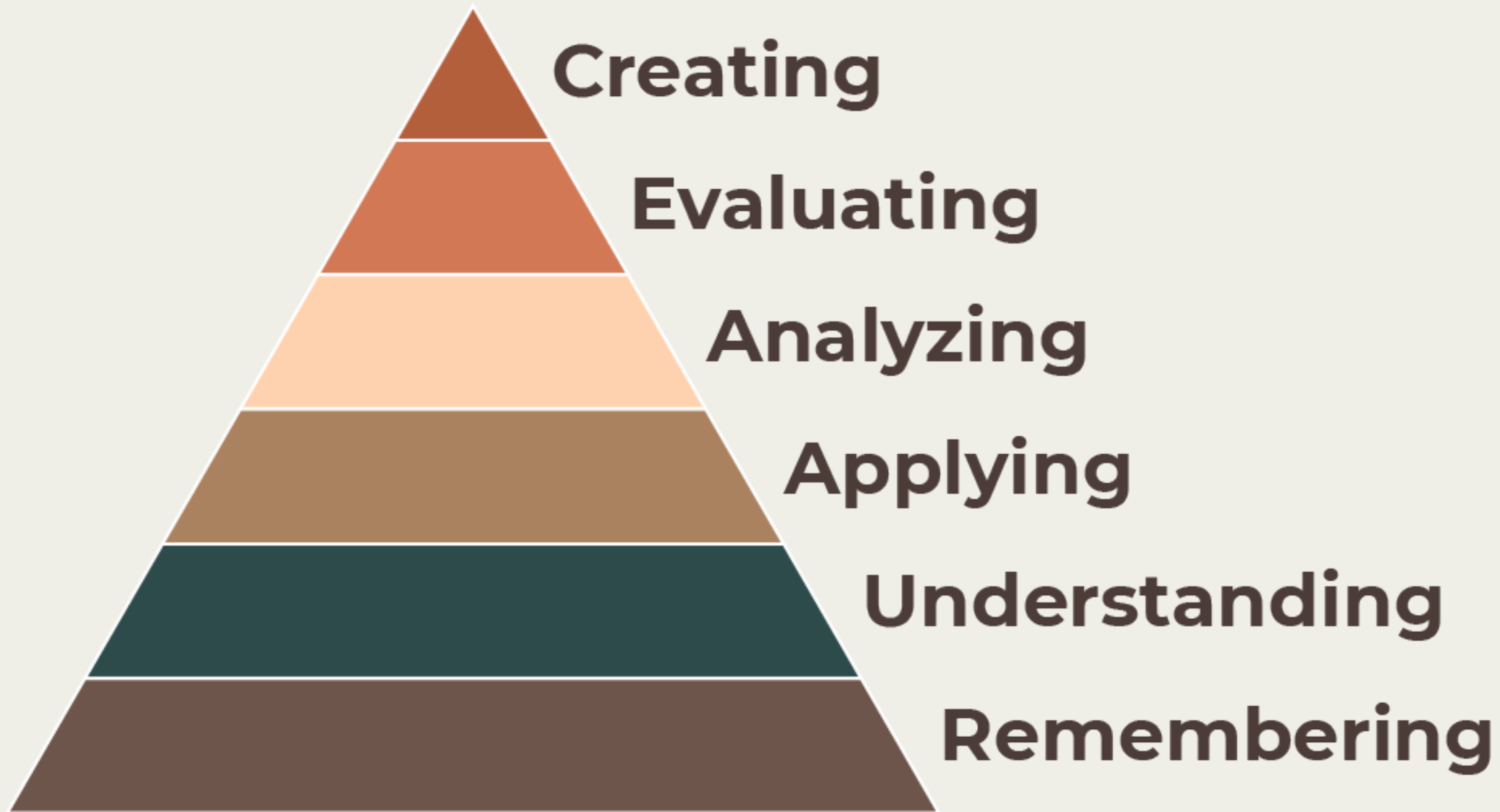*yellow*

Still Deciding
blue

Champion
red

NEXT

Process v. Product

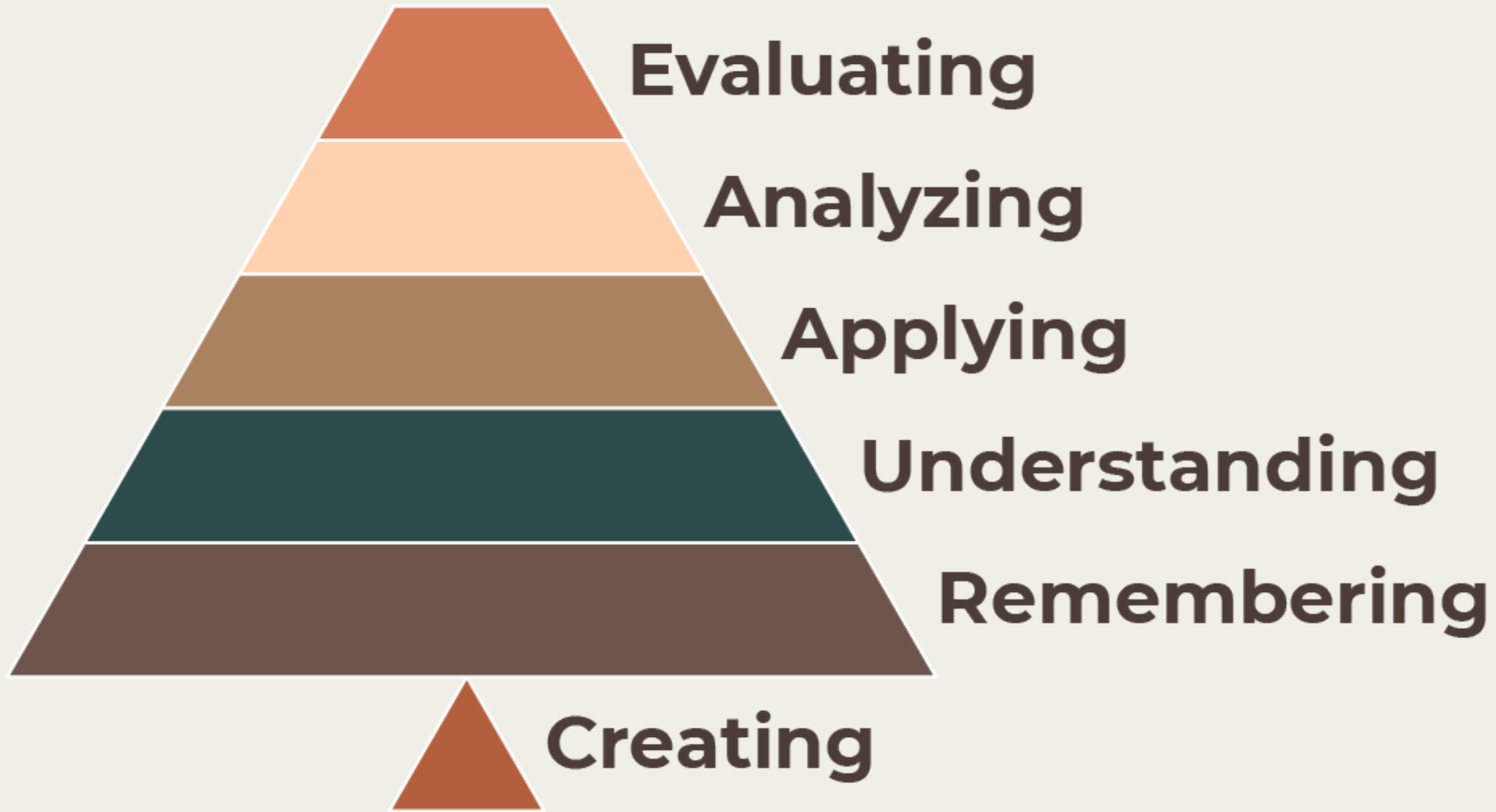If the product is easily obtainable, does this make the process **more** or **less** valuable?

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OH, THE TAXONOMY!

OH, THE TAXONOMY!

Does AI have the potential to **change** our **cognitive processes**?

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OH, THE HUMANITY!

298,000 BCE

49,000 BCE

NEXT

OH, THE HUMANITY!

49,000 BCE

3400 BCE

NEXT

OH, THE HUMANITY!

1500

1967

NEXT

Is AI the next step in our **cognitive evolution**?

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Literature Review

PARAMETERS

- Key Words: creat* AND AI OR artificial intelligence AND higher ed* OR college AND student*
- Ashland University Academic Search Complete and Google Scholar
- Published from 2022 on
- Explicitly discuss creativity in the context of higher education

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SUMMARY OF FINDINGS

- Per surveys, students and faculty express concern about AI over-reliance and skepticism of its abilities (Zhang et al., 2024; Aljuaid, 2024; Šedlbauer et al., 2024; Habib et al., 2024, Cox et al., 2024).
- Interestingly, in some cases, students were asked to engage with AI after sharing initial reactions, and they felt more positive about AI after collaborating with ChatGPT (Belkbir, 2024; Šedlbauer et al., 2024).
- **Most sources, by and large, arrived at the conclusion that AI can enhance human creativity and is more creative in partnership with humans as a co-creator** (Šedlbauer et al., 2024; Dzogovic et al., 2024; Urmenta & Romero, 2024; Romero et al., 2024; Cox et al., 2024; Wang et al., 2023; Habib, et al., 2024; Stevenson et al., 2022; Weiland et al, 2023).
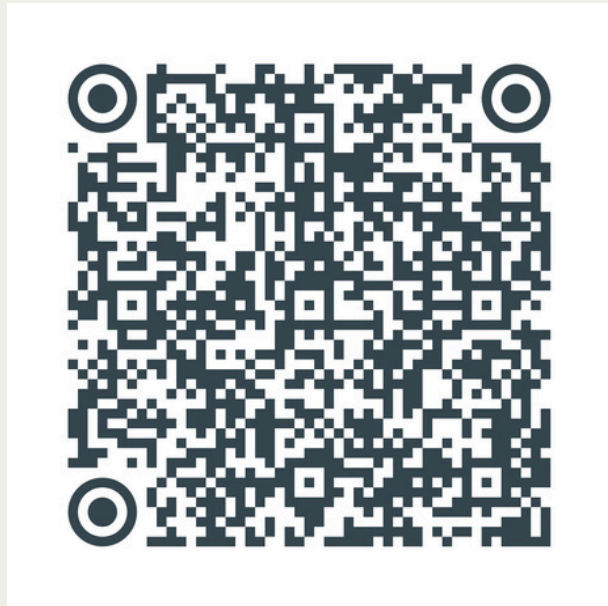
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LIMITATIONS OF CURRENT RESEARCH

- Many, if not most, studies have small sample sizes, with authors entreating others to replicate their studies (Alhulail & Singh, 2023; Zhang et al., 2024; Šedlbauer et al., 2024; Cox et al., 2024).
- Currently published research is largely dominated by questionnaires, which reflect **perceptions**. There is very little data-driven research that **measures** creativity in any way, presenting ample opportunities for further research.
  - Predominantly literature reviews, case studies, and questionnaire-driven studies.

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BIBLIOGRAPHY

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Romero, et al. (2024) briefly touches on the valuation of effort and innate talent that devalues products of AI collaboration.

How might this impact our future?

Romero, M., Frosig, T., Taylor-Beswick, A. M. L., Laru, J., Bernasco, B., Urmeneta, A., Strutynska, O., & Girard, M. Manifesto in Defence of Human-Centred Education in the Age of Artificial Intelligence. In A. Urmeneta & M. Romero (Eds.), *Creative Applications of Artificial Intelligence in Education*. Springer Nature. https://doi-org.proxy.ashland.edu:2648/10.1007/978-3-031-55272-4

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Begin with the Product

BEGIN WITH THE PRODUCT

Use generative text AI to find your voice:

- Bring original style to Generative AI's polished/generic output.

- Focus on writing style, rather than pure composition.

- Analyze, critique, and edit generated work: focusing on higher order cognitive skills.

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BEGIN WITH THE PRODUCT

Use generative image AI to convey ideas:

- Illustrate concepts that are difficult to explain.

- Create mood/vision boards for projects/clients.

- Create product mock-ups for business proposals.

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BEGIN WITH THE PRODUCT

Use of generative text AI to brainstorm:

- Topics for a paper.

- Annotated bibliography.

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Work in a group to create a classroom activity that emphasizes the **process** over the **product**.

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Final Thoughts

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Thanks for Joining

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