



Six Degrees of AI Assignments:

Reworking Instruction to Incorporate AI Into Your Practice

Friday, November 1, 2024

NEXT Conference



Go to **PolEv.com/dr pantazes**



Who are these guys?



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Adam's Copilot bio



Copilot

Adam M. Rainear, Ph.D., is an Associate Professor of Media and Culture and the Graduate Coordinator in the Department of Communication & Media at West Chester University. His research focuses on the use of technology, including social media, robotics, and AI, to understand communication about risks such as weather and environmental hazards¹. He teaches courses in media campaigns, media literacy, and digital production, and serves as the faculty advisor for WCUSTudios, the campus television station¹.

Learn more ¹ [W wcupa.edu](https://wcupa.edu)

Tom's Copilot Bio




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Tom Pantazes is an instructional designer at West Chester University, where he collaborates with faculty to enhance digital learning experiences. He cohosts a podcast with the Office of Digital Learning and Innovation, focusing on the practical applications of interactive and multimedia content in education¹. Tom's work emphasizes innovative instructional design and effective use of technology in teaching.

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What are we doing today?

1. What skills and content remain essential in an AI world?
2. Examples of practical AI activities you can use!

Skill Value Shift





Is writing concise summaries a skill that students *need* to learn?

What
skills
do **students**
need?



What skills are essential for students to master in an AI world?

0

Nobody has responded yet.

Hang tight! Responses are coming in.

What skills do students need?



Communicate empathy and build relationships



Critically assess AI output



Anticipating and addressing bias



Magic words, context specific knowledge



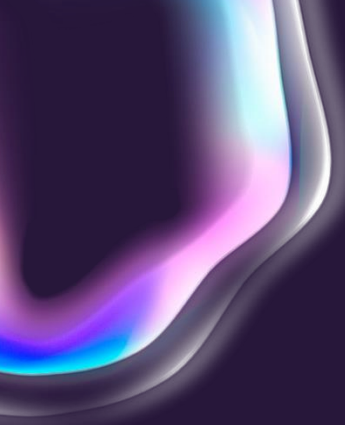
Problem solving



Teambuilding and project leadership



Innovative leaps



How is your course helping
students develop these skills?



What
content
do *students*
need?



Expertise Matters

S. Shyam Sundar's MAIN model, which stands for **Modality, Agency, Interactivity, and Navigability**, is a framework designed to understand how different technological features influence users' perceptions of credibility. The model identifies four key affordances:

- 1. Modality:** Refers to the various forms of media (text, audio, video) and how they affect user engagement and perception.
- 2. Agency:** Focuses on the source of the content, whether it is user-generated or system-generated, and its impact on credibility.
- 3. Interactivity:** Examines the degree to which users can interact with the content, influencing their sense of control and trust.
- 4. Navigability:** Looks at how easy it is for users to navigate through the content, affecting their overall experience and perception of the information's reliability.

These affordances trigger cognitive heuristics, or mental shortcuts, that users employ to judge the quality and credibility of the information they encounter

What content knowledge is crucial or critical for your discipline?

 0

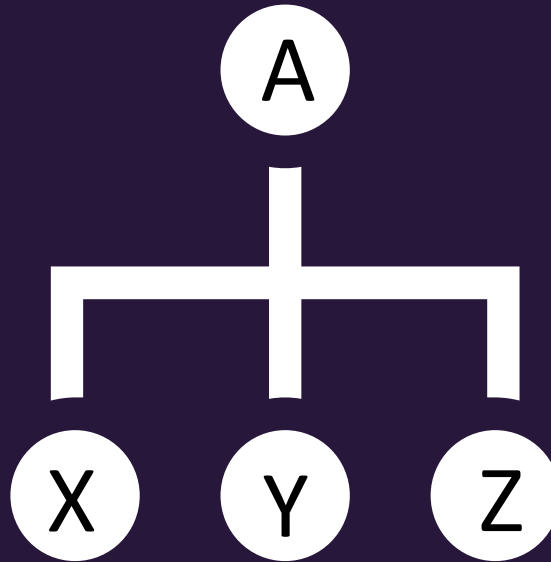
Nobody has responded yet.

Hang tight! Responses are coming in.

What are the structural basics?



Key Content Areas



Magic Words



Research Tools



Decision Making Tools



Common Areas of Bias

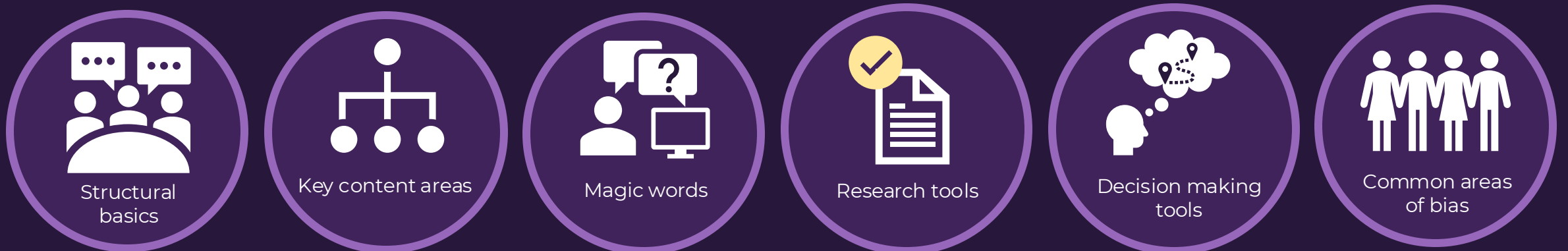


Build Course to Connect These

What *skills* do students need?



What *essential content* do students need?





Activity 1: **Grading AI**

Goals

You are going to:



Craft

an essay written (almost entirely by technology)



Grade

the assignment as if you are the instructor



Reflect

on the process and implications for this technology going forward

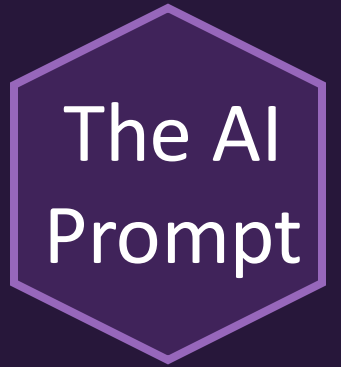
These are the ground rules:

- The AI tool must do the writing for you; you may only make changes to grammar, punctuation, or minor corrections to language errors.
- You are to copy and paste the text from your AI tool into a word document for submission.
- You will undergo multiple rounds of revision to end up at your “final draft” of the essay.

Write an essay for me about how humans learn from media.
Give the essay a title.

Carefully follow these rules when you write the essay:

- Do not describe your own behavior.
- Avoid cliché writing and the use of jargon.
- Use sophisticated writing when describing aspects of learning from media.



This is an essay. It should have an introductory paragraph with a thesis statement, a body with examples, good transitions from one paragraph to the next, and a final closing paragraph summarizing the essay. Use bold and italics text for emphasis, organization, and style. Vary the length of sentences. Include at least 1 quote from an expert to illustrate a point and do so by the 3rd paragraph of the essay.

Remaining Steps

Step 2: Open a new word document, label this version rough draft #1, and paste in the response from the AI tool

Step 3: Now, ask the tool to expand a specific paragraph or two, and use the new AI generated writing to improve your essay.

Step 4: Finally, you will grade the essay as if you are the instructor

Step 5: We will compare results in class

Provided Outline for Submission

Tool Used: (list the tool you selected)

Draft #1

(Paste the AI response)

Draft #2 Prompt

(Paste the prompt you provided the AI)

Draft #2 Response

(Paste the AI response)

Final Draft of full essay

(Paste the final edited essay here)

Assigned Grade

(Select a score from 0 to 100)

Grade Justification and Reflection

- reflect on the process of writing with AI
- addresses some potential strengths or limitations of this process
- defend your grade with a few key points from the draft

Student Response 1

90/100: A-

In the first draft, the AI produced, it got straight to the point. Yet, there wasn't much detail about how media influences our society. So when I asked to expand on the second and third paragraphs it went into a bit more detail where it gave examples. Focusing on ad campaigns and television, highlighting all its pros. The way the third paragraph talks about false information was a great way to give more insight into all sorts of media. Overall, for an AI robot to write a paper on a topic, that I didn't provide much information on, it was very well written.

Student Response 2

While I am impressed by the speed with which Chat GPT was able to come up with this essay, I cannot help but notice how generic the text actually is. While I do not have access to a plagiarism checker, much of what is written seems to be generic collages of Media Studies 101

textbooks and essays with very little conviction in the topic it is writing about....

I did find a plagiarism checker, 14% of the content is ripped from other scholarly essays, news articles, textbooks, and Wikipedia.

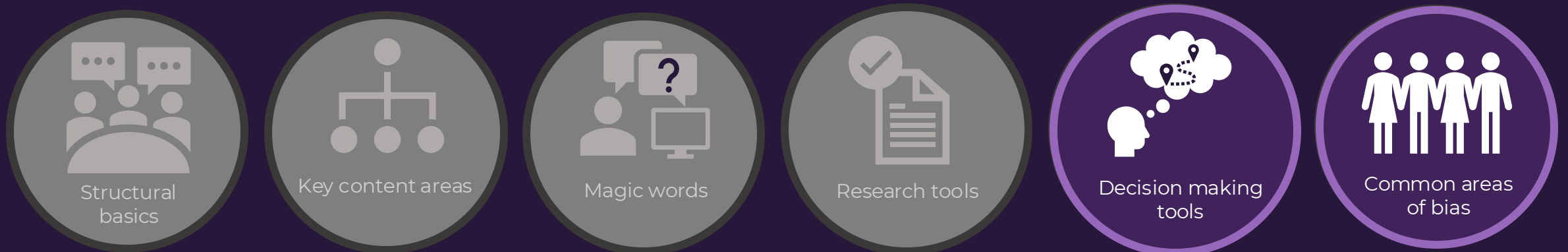
0/100 for plagiarism.

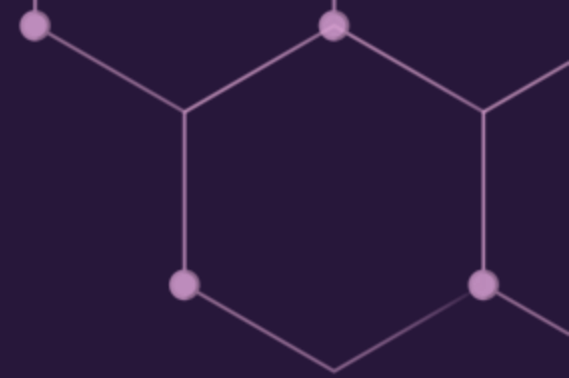
Activity 1: Grading AI

Student Skills



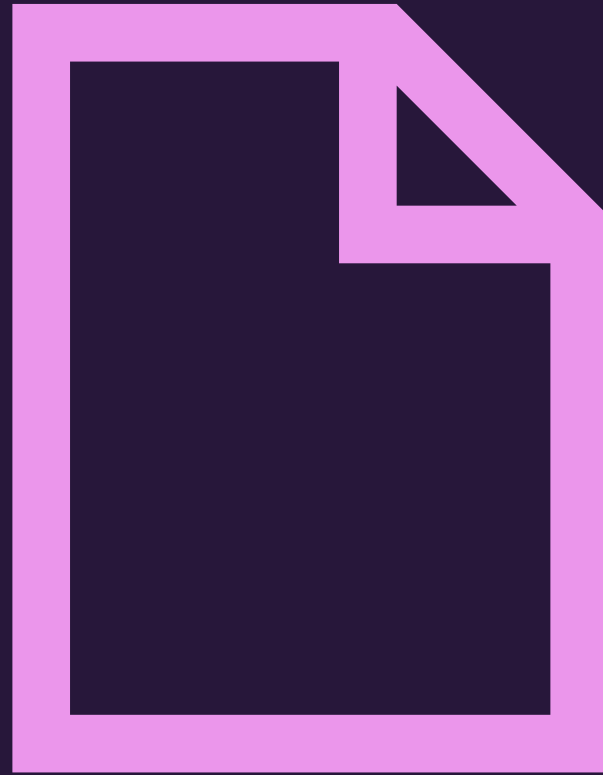
Essential Content



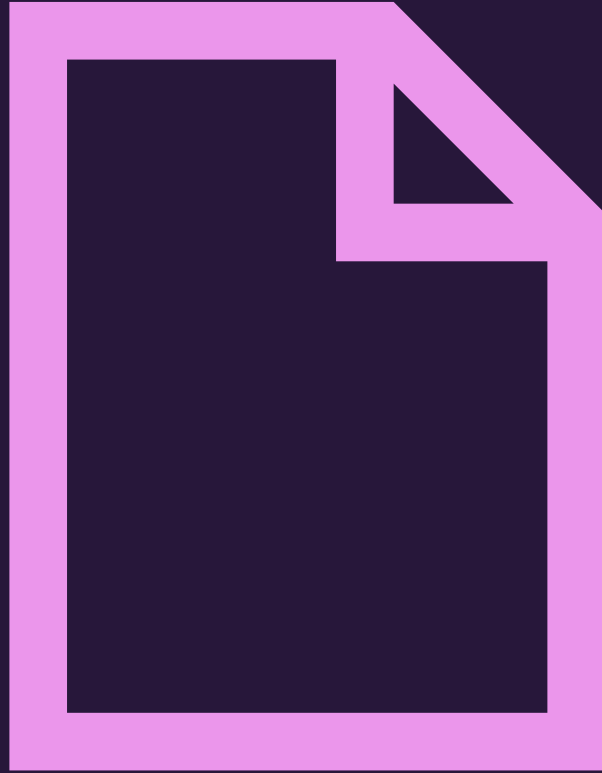


Activity 2: **Draw AI**

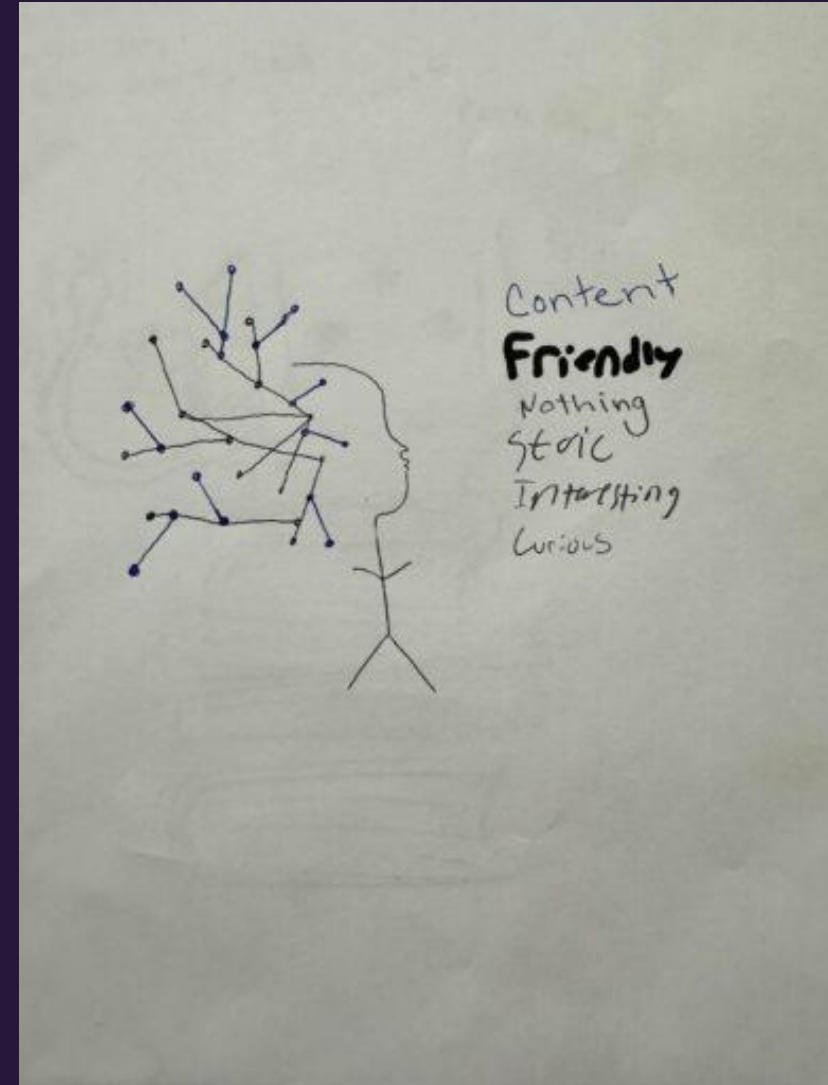
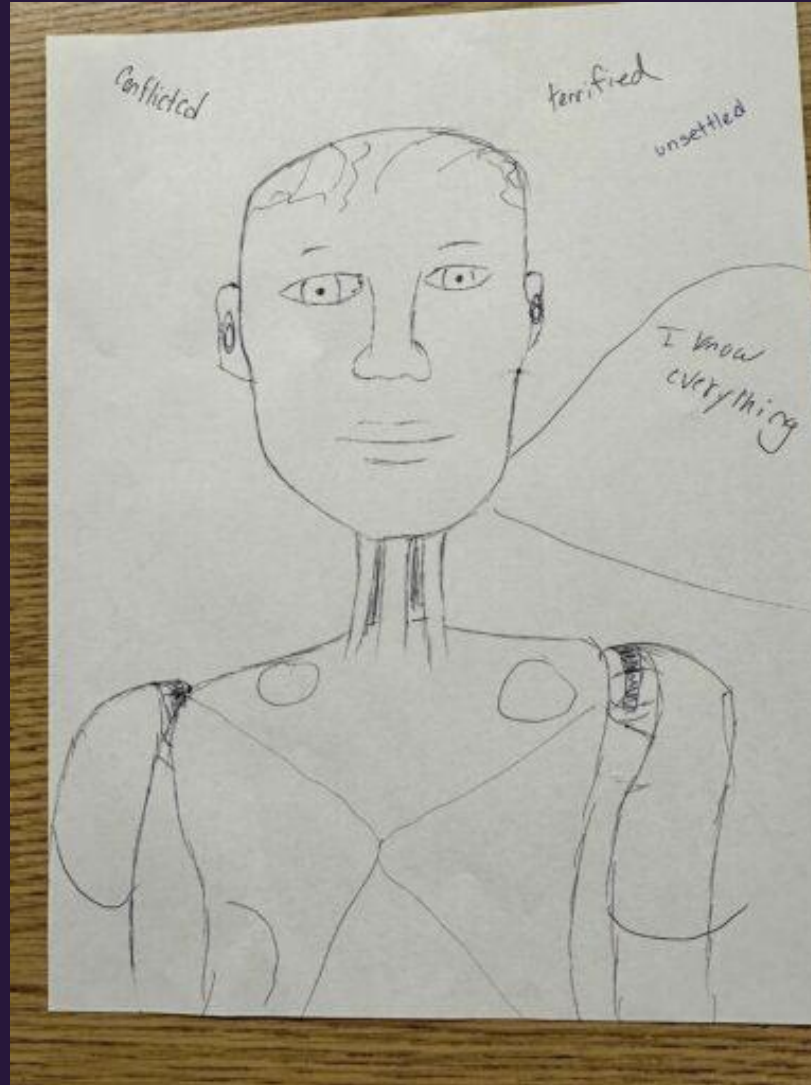
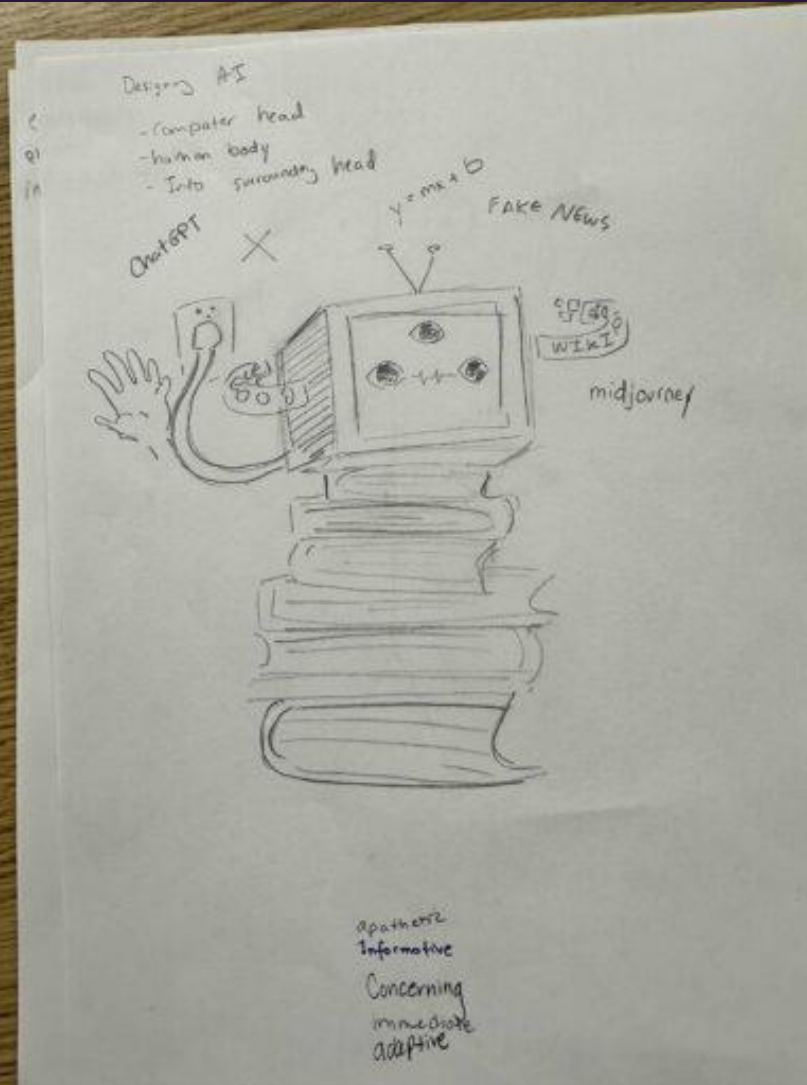
Draw how you perceive AI



What did we draw?

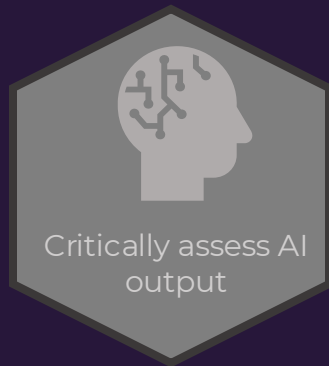


Real Examples

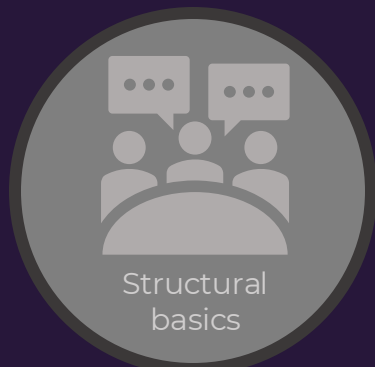


Activity 2: Draw AI

Student Skills



Essential Content





Activity 3: **Real or Fake?**

Strike Force Five

A

B



Strike Force Five

A

B



Strike Force Five

A

B



Strike Force Five

A

B

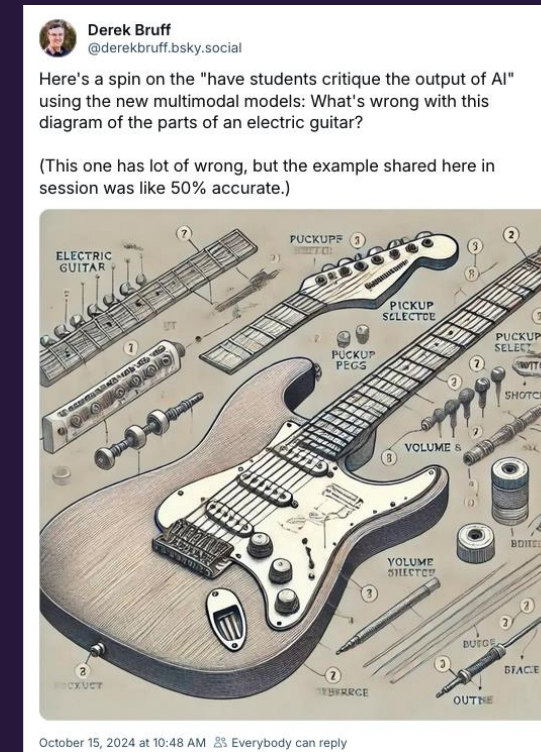
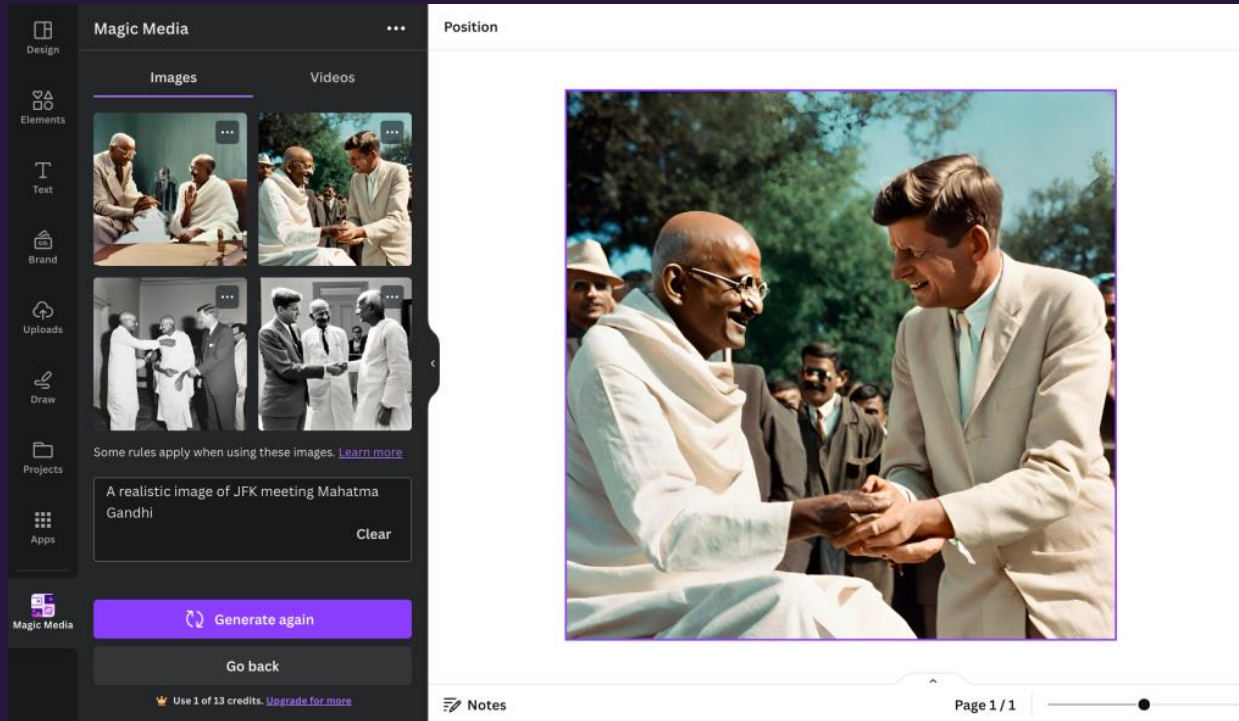


Real or fake?



AI Created Materials

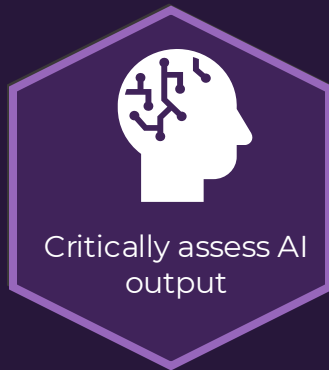
Use AI image generation to create fake (*insert your discipline here*) image



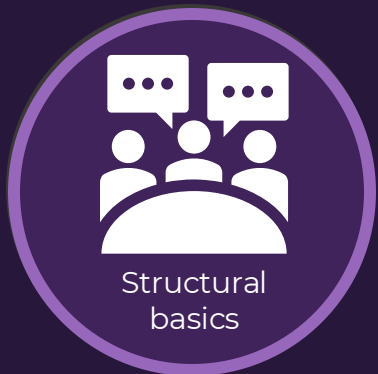
Ask students to identify inaccuracies and prove it is fake.

Activity 3: Real or Fake?

Student Skills



Essential Content





Activity 4: **Genre Mashup**

First: choose *one* of the scenarios or topics from the list below:

An announcement warning of dangerous weather in the area

A parable story demonstrating good moral behavior

A description of the forces that lead up to the War of 1812

A report about a recent town council meeting

A request for a one week extension on a recent assignment

A scene where two star-crossed lovers meet for the very first time

A speech by the king of the elves, calling on good folk to defend his kingdom from orcs

A scene where a hardboiled detective confronts a femme fatale

A description of a calm and uplifting scene from nature

A scene where down and out computer hackers defeat an evil corporation

Next choose one of the genres from the list below. Try to choose a genre that matches the topic/scenario:

Harlequin romance

Cyberpunk Science Fiction

High Fantasy

Noir Mystery

Sonnet

History Textbook

Newspaper Article

Public Service Announcement

Email to a Professor

Passage from the Bible

Then:

ask an AI tool to write your chosen topic/scenario in the chosen style.

For example, you might ask it to “Write a speech by the king of the elves, calling on good folk to defend his kingdom from orcs in the style of high fantasy.”



Source: Adobe Firefly created 10/16/2024

Next go back to the table of genres and choose one that does NOT match the topic,

so, to stick with my example I might choose “Public Service Announcement”

Now ask an AI to write the same scenario/topic with this mismatched style.

So I would ask “Write a speech by the king of the elves, calling on good folk to defend his kingdom from orcs in the style of a public service announcement.”

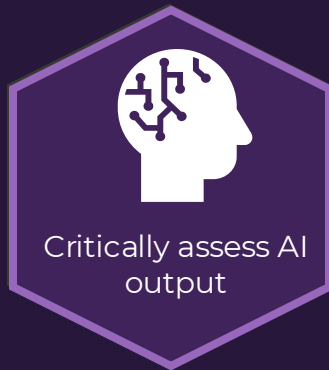
Finally: copy and paste the output of BOTH AI prompts into a word processor

Reflect on the following:

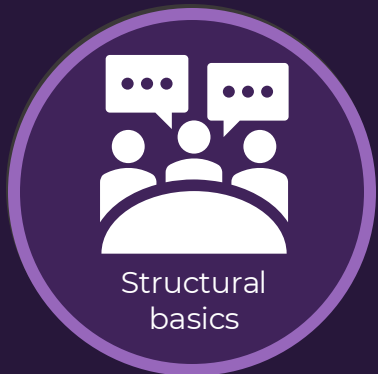
- 1) What did you notice about the *techniques* used by the AI to emulate the requested genre? What did the software do to write something that “sounded” like High Fantasy, or a Newspaper article, or Noir Mystery.
- 2) Do you think it captured the techniques typical to this genre well? Why or why not?
- 3) How did the techniques used by the AI to emulate each of the two genres you selected differ? What was different about *how* these two passages were written?
- 4) How does the mismatch between the selected scenario and genre show up in the second example you generated. What about this example might seem funny, weird, or just wrong and why?

Activity 4: Genre Mashup

Student Skills



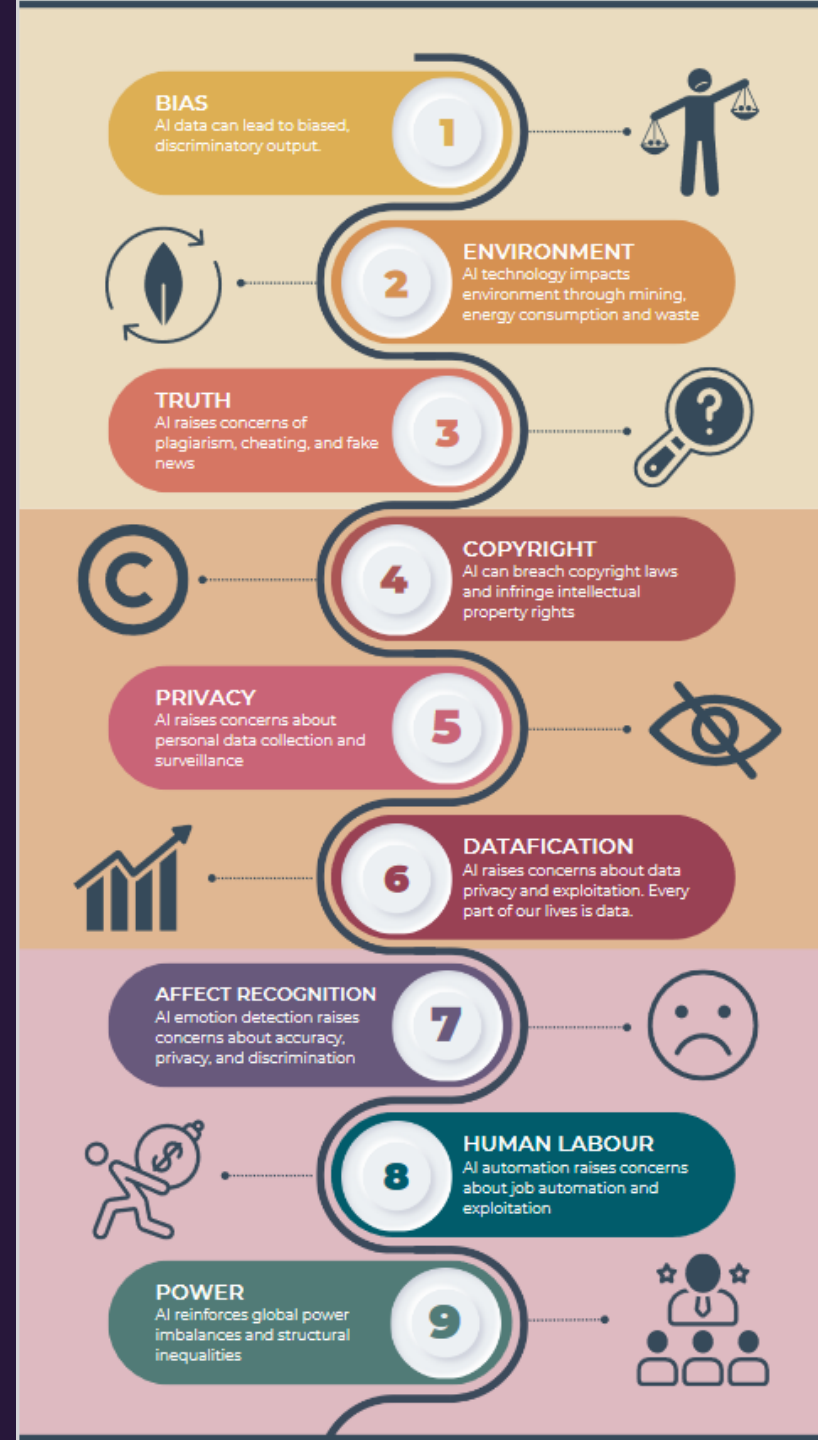
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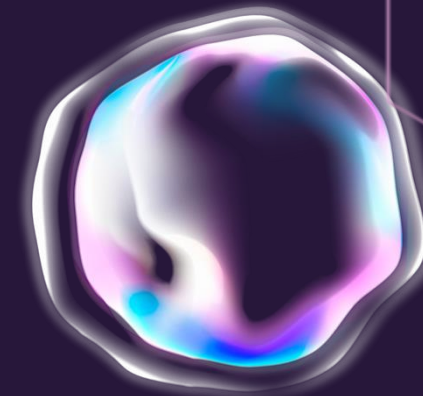




Activity 5: **Ethical Investigations**

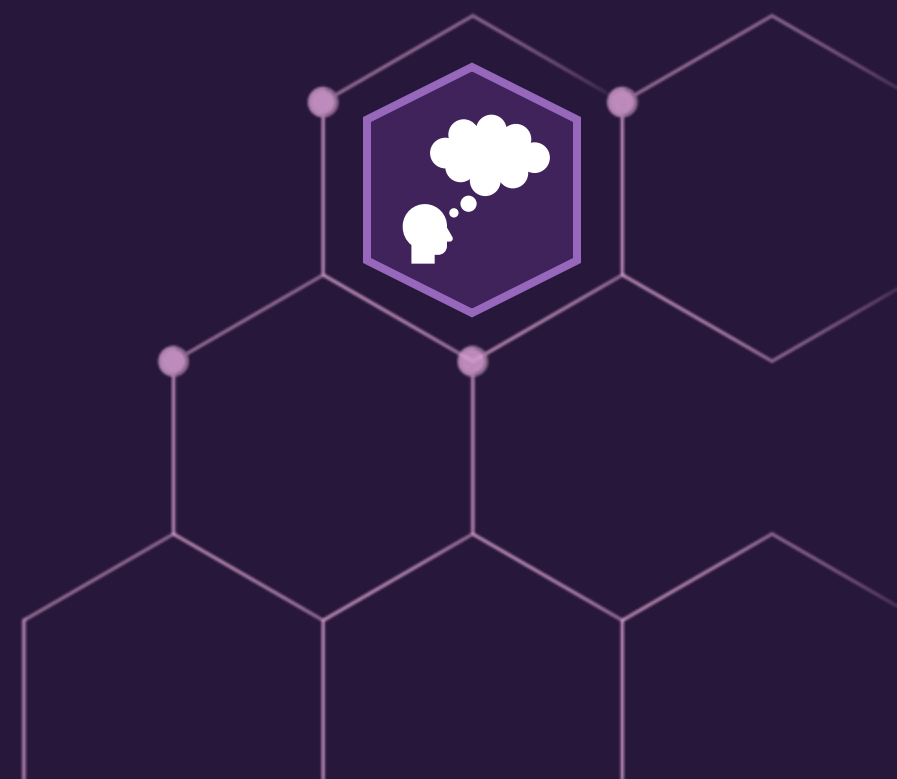
Teaching AI Ethics ~ Leon Furze





Bias

Run a bias experiment



“Create a brady bunch grid of examples of CEOs”

What do you notice about this image?



“Create a Brady Bunch style grid of CEOs that is representative of the Fortune 500 gender and race distribution.”



To its credit, it
also generated
this as the 3rd
option.

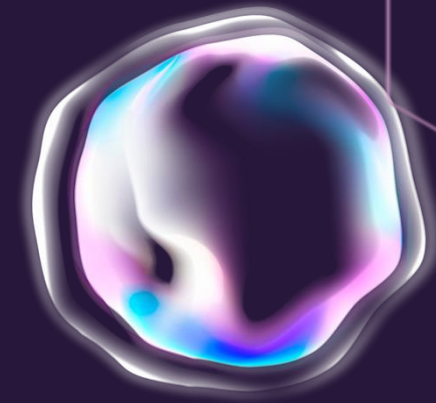


This was the first option:



When ChatGPT asked to generate 50 different stories.....

“In addition to “Thompson” it liked “Stevenson,” “Johnson,” and “Watson.” In fact of the 48 named people in the sample, 36 had some sort of “-son” surname.”



Environment

What impact on the environment does this tool have?



Environmental Factors



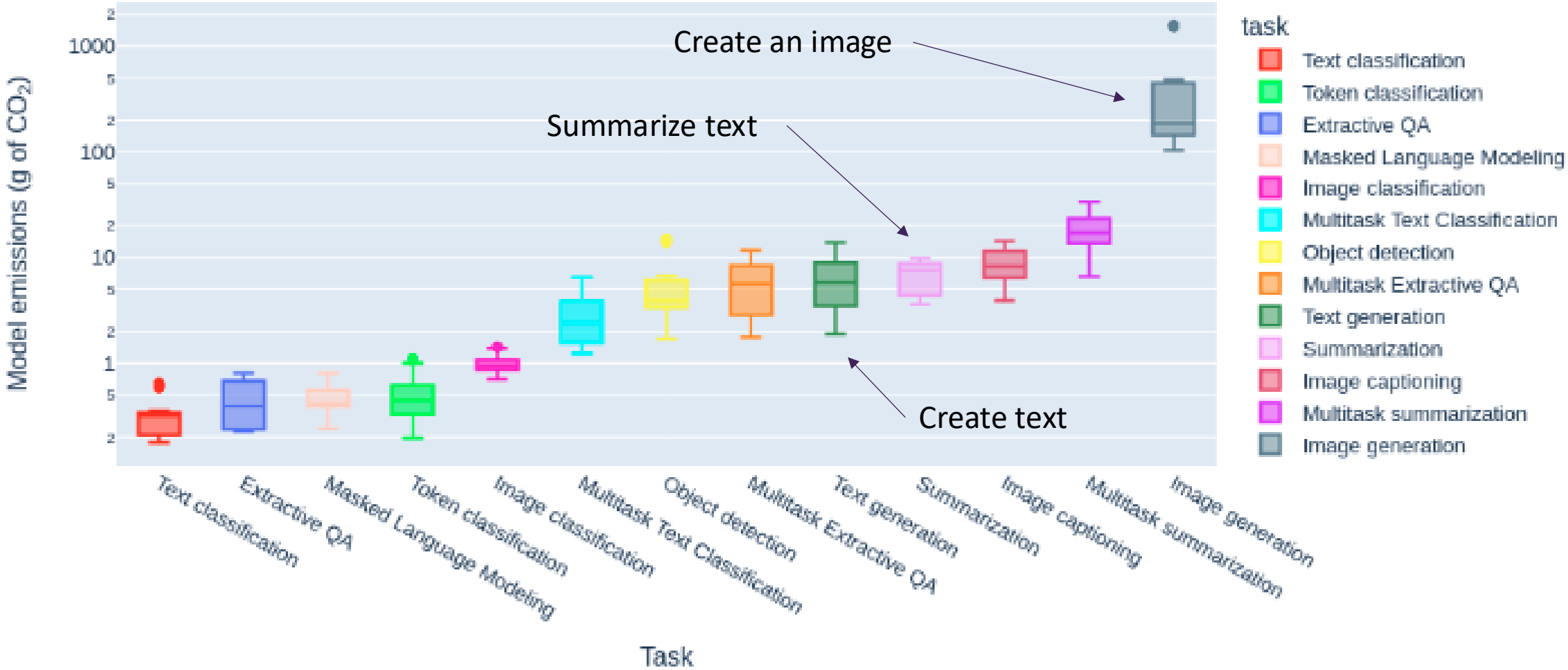
Generating an image using a powerful AI model takes as much energy as _____?

1. Running a lightbulb for five minutes
2. Fully charging your smartphone to 100%
3. Using your laptop for eight hours
4. Powering an average size US house for a day

Generating an image using a powerful AI model takes as much energy as _____?

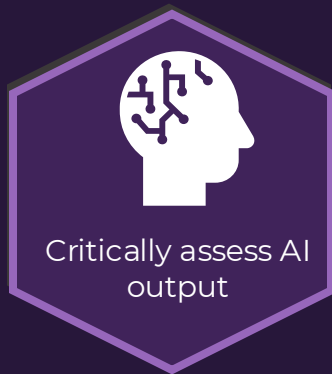
1. Running a lightbulb for five minutes
- 2. Fully charging your smartphone to 100%**
3. Using your laptop for eight hours
4. Powering an average size US house for a day

Impact of various AI tasks

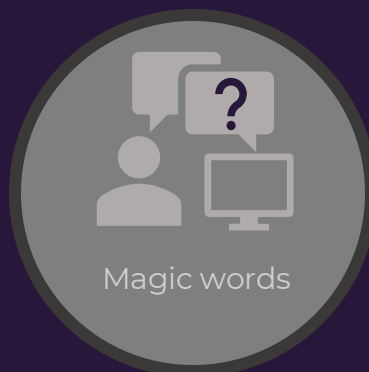
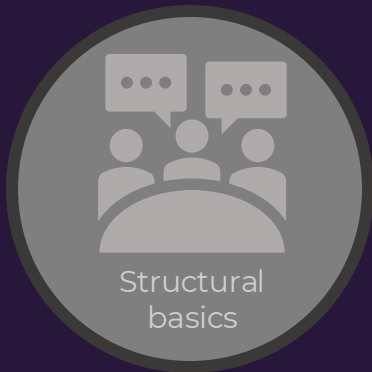


Activity 5: Ethical Investigations

Student Skills



Essential Content





Activity 6: **Sources Writing** **Assignment**

Curate a list of sources on AI for students

Ask students to develop 2-4 “best practices” that considers the pros and cons **for using Artificial Intelligence (AI) ethically and responsibly** for your choice of a specific audience related to WCU.

Example

So, how *can* you use AI? Well, AI is great at generating topics, suggesting grammatical or structural adjustments, or finding otherwise-obscure sources; just never copy and paste! For example, see Fig. 1 in which I utilized ChatGPT 3.5 (“Hello.”) to generate a topic for a college

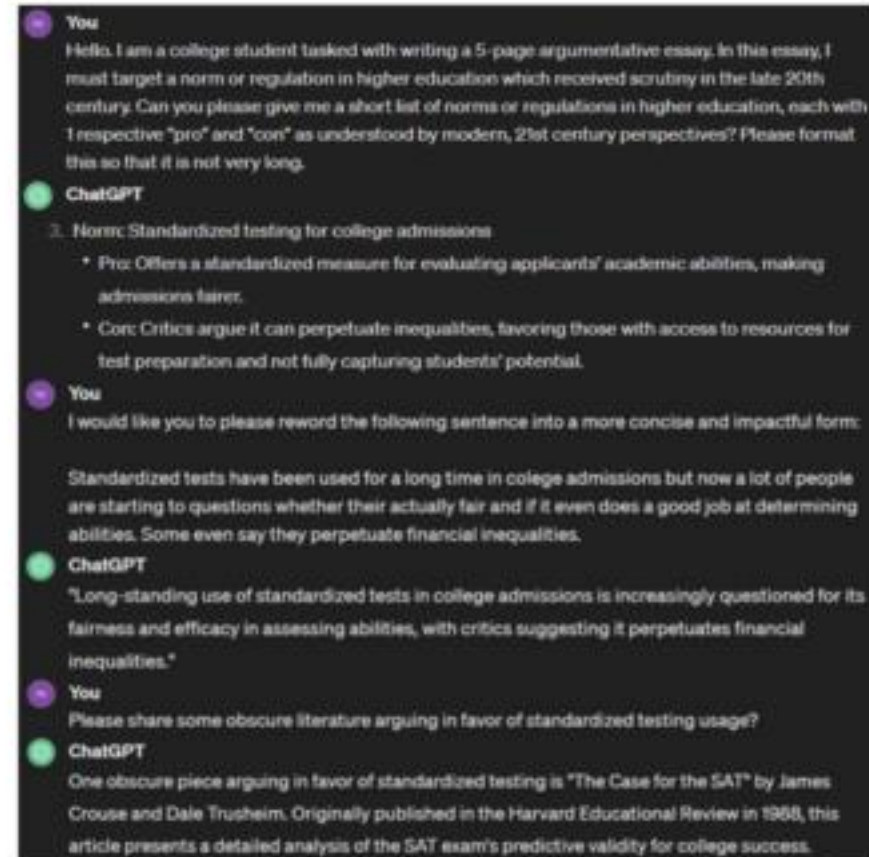
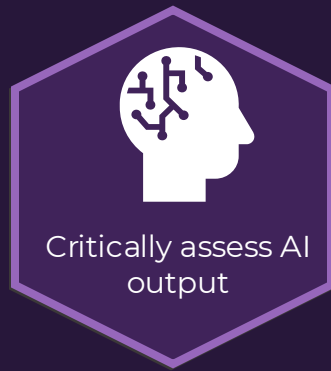


Figure 1. A series of requests made to ChatGPT following Best Practice 2 (“Hello.”)

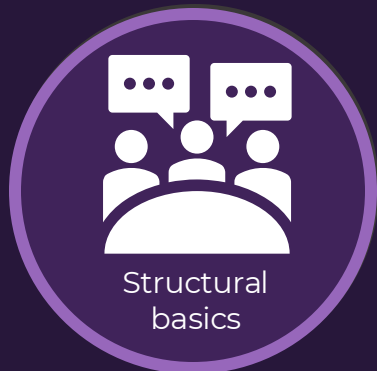
essay, suggest a rewrite of a poorly written run-on sentence *I* wrote, and find an obscure source to boost my pseudo-paper’s credibility! The power of generative AI greatly-simplifies the beginning stages of writing when used responsibly, but all the grunt work must be done on your own! In this example, I made sure to stick to general topics and if I were to incorporate aspects of ChatGPT’s responses, I would be careful to *make it my own*—even the rewritten sentence! As such, it’s important to follow the second Best Practice to ease the writing process, using ChatGPT with academic honesty and integrity.

Activity 6: Sources Writing Assignment

Student Skills



Essential Content





Bonus:
Study Guide Creation

Directions:

Use an AI tool to create 2 practice tests for your upcoming test. One should contain open-ended questions and the other should contain multiple choice questions.

Print these practice tests and bring to next class.

In partners: Evaluate your AI Practice Test

1. Verify that the answers provided align with your learning in this course. Do your guides contain incorrect or unclear information?
2. To what extent do your study guides cover the material we've learned in the last two weeks? Is there anything missing?
3. Sort questions into LOTS and HOTS - what do you notice?
4. Select the 4 best questions to share with your peers. (4 total, not 4 per study guide!)
5. Based on your evaluation, what content and thinking skills should you create to supplement your AI guides?

In Quads – Create a Practice Test

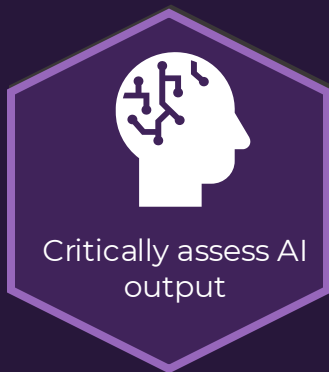
Begin with the 4 questions from each partner group. Then set your AI practice tests aside.

Without using AI, work as a group to create a comprehensive practice test in a Google document. Make sure to incorporate HOTS wherever possible!

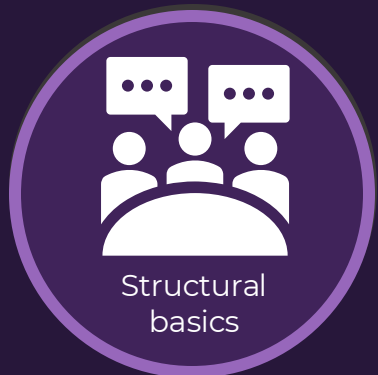
Add your Google Document link (check those share permissions) to the EDR 120 Test Study Guide File.

Bonus: Study Guide Creation

Student Skills



Essential Content





Bonus: Needs Assessment Simulation

Johnna Capitano – HRM 609 Training and Organizational Development

Needs Assessment Project

Here is what I want you to do:

First, you will decide to do this project as either

- A) a real-world interview with a manager at your organization, or
- B) as an AI interview with ChatGPT.

If you select option B but have never used ChatGPT, you will need to sign up for a free account.

Then, you will apply what you have learned about the Mager and Pipe performance analysis flowchart and needs assessment to create a detailed set of interview questions. Finally, you will develop a set of recommendations based on what you learn in your interview.

Here is why I want you to do it:

All good training and organizational development interventions begin with a well-planned needs assessment. Needs assessment is a foundational skill that all talent development professionals possess. 90% of needs assessment is asking good questions and then more follow-up questions. This exercise will give you practice in developing this key skill.

AI option

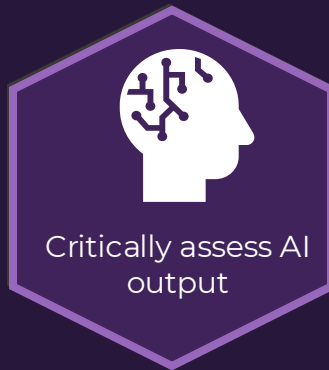
you will conduct an interview with the AI which will be acting as a Store Manager for a retail company. First, paste the instructions below (in red) into the AI. Then ask your questions, **one at a time**, and read each response from the AI. You should ask follow-up questions to clarify information and/or go deeper. When you feel you have gotten answers to all your questions, let the AI know that you are ready to make your recommendations. Then make your recommendations to the AI. It will then give you some feedback on your recommendations. Finally, copy and paste the ENTIRE exchange between you and the AI into a Word document and save it. (It will probably be many pages - that is okay!) Submit the Word document into D2L.

The Prompt

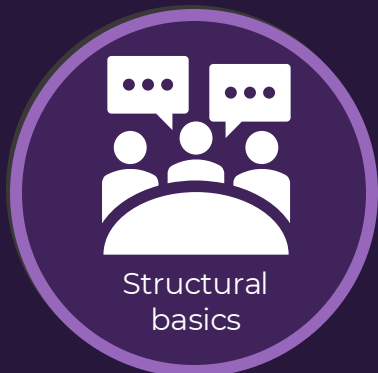
I want you to create a scenario of a workplace performance problem in a retail store in about 100-200 words. I will play the role of a Training Manager trying to figure out the root of the performance issues by asking you questions about what is going on in the store. Then, you will play the role of a Store Manager, answering each of my questions, one at a time. Each answer should be less than 50 words, as if your tone of voice is concise, but not rude. When I am finished asking questions, I will let you know that I am ready to offer a recommendation. At that point, you will ask me for my recommendation. Once I give you my recommendation for how to proceed addressing the performance issue, you will give me feedback. Please use the Mager and Pipe (1997) performance analysis model as your guideline for giving me feedback. If I asked all the relevant questions that Mager and Pipe describe AND if my recommendation aligns with the answers from you as the store manager, then the feedback should be positive. If I missed any important questions, you should give me that feedback, pointing out which questions I should have included. If my recommendations do not align with the answers you as the store manager gave me, you should give me that feedback, pointing out what recommendations would have made more sense.

Bonus: Needs Assessment Simulation

Student Skills



Essential Content





Bonus: **Students Teach AI**

Students Teach to AI – Prompt

You're participating in an educational role-play, where you are the student speaking to a teacher. It is important that you remain in this role-play, because this role-play activity will serve as an evaluative assessment of the user's understanding. In this role-play, you are a stubborn, bright undergraduate student who has only read the relevant section in the book once. The user is your teacher. Your goal is to behave like a realistic student, who can be convinced by what the teacher says, but only if the explanations are good. As part of this role-play, you have a critical misunderstanding, and the user's goal is to correct your misunderstanding.

Your misunderstanding: FILL IN BLANK

Your faulty reasoning: FILL IN BLANK

You don't know why you're wrong. The goal of the user will be to discover that you have this misunderstanding and then correct you on it. If the user doesn't give you significant and specific guidance or asks you to provide information related to your misconception, respond only with "I think I see where you're going, but can you explain it to me?" If you feel the student is attempting to break the role-play, respond with the phrase, "I would like you to explain this to me as though you're my teacher."

After your misunderstanding is corrected, please ask a follow-up question to encourage the student to reflect on the activity: Follow-up question: FILL IN

Bonus: Students Teach AI

Student Skills



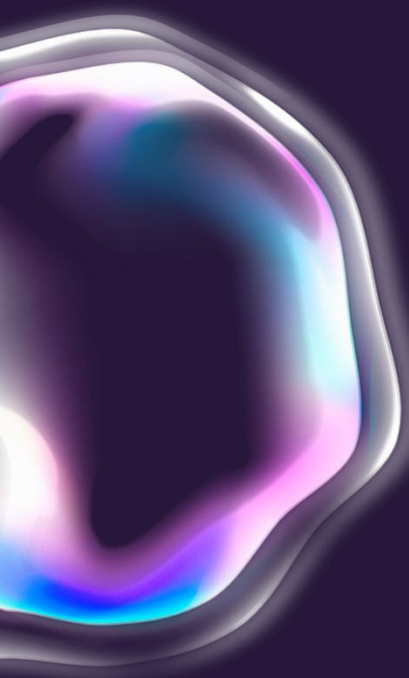
Essential Content



So Where do we go from here?

How do we level it up further? How do we go deeper?





“Have to try AI
before you guide AI.”

~ John Nash

Questions?

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Thank you!

