Faculty Study Guide (created by NotebookLM) for
Teaching with AI: A Practical Guide to a New Era of Human Learning
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Chapter 1: AI Basics
- What are the potential benefits and drawbacks of using AI in higher education, both in terms of teaching and research?
- How might AI exacerbate or mitigate existing inequities in education?
- How can we balance the use of AI with the development of essential human skills, such as critical thinking, creativity, and ethical reasoning?
- What are the ethical implications of using AI to automate tasks traditionally performed by humans, such as grading or providing feedback?

Chapter 2: A New Era of Work
- How is AI already transforming various industries and professions?
- What skills and knowledge will be most valuable in an AI-driven job market?
- How can higher education institutions prepare students for the future of work, given the uncertainties, the rapid pace of technological change and a diminishing number of internships and junior-level jobs?
- What are the potential societal impacts of widespread AI adoption, such as job displacement or changes in the nature of work?
- How can we ensure that the benefits of AI are shared equitably and that it is used ethically in the workplace?

Chapter 3: AI Literacy
- What are the key components of AI literacy, and how can they be integrated into various disciplines?
- What are some effective strategies for crafting clear and specific prompts to elicit desired outcomes from AI tools?
- How can we help students develop a critical understanding of AI's capabilities and limitations, including the potential for bias and "hallucinations"?
- How can we encourage students to view AI as a tool for augmenting human intelligence rather than replacing it?
- What role should iteration and experimentation play in developing AI literacy and using AI effectively?

Chapter 4: Reimagining Creativity
- How is AI challenging traditional notions of creativity?
- What are some examples of how AI can be used as a tool for enhancing human creativity in various fields, such as art, music, writing, or scientific research?
- How can we help students develop their own unique creative voices and perspectives in an AI-driven world?
- What are the ethical considerations surrounding AI-generated content, such as issues of ownership, authenticity, or the potential for misuse?

- How can we foster a culture of creative exploration and risk-taking in the classroom that embraces the possibilities and challenges of AI?

Chapter 5: AI-Assisted Faculty
- What are some practical ways that faculty can use AI to enhance their teaching, research, and administrative tasks?
- How can AI tools be used to support personalized learning experiences, differentiated instruction, and customized feedback for students?
- How might the use of AI assistants change the role of faculty and the nature of academic work?
- What are the potential benefits and challenges of using AI to analyze large datasets of student work or other educational data?
- How can faculty balance the use of AI tools with the need to maintain their own expertise and professional judgment?

Chapter 6: Cheating and Detection
- How has the availability of AI tools like ChatGPT changed the landscape of academic integrity?
- What are the limitations of existing AI detection tools, and what are the ethical implications of using them?
- How can we move beyond a focus on policing cheating towards fostering a culture of academic integrity that emphasizes learning and ethical behavior?
- What role should student agency and responsibility play in navigating the challenges of AI-assisted cheating?
- How can we redesign assignments and assessments to make them more resistant to AI-assisted cheating while still promoting deep learning and critical thinking?

Chapter 7: Policies
- What are the key considerations for developing effective institutional policies regarding the use of AI in education?
- How can we balance the need for clear guidelines and expectations with the need for flexibility and adaptability in a rapidly evolving technological landscape?
- How can we involve students in the process of developing and implementing AI policies to foster a sense of shared responsibility and ownership?
- What are the potential legal or ethical implications of different policy approaches, such as those that are overly permissive or restrictive?
- How can we ensure that AI policies are equitable and do not disproportionately impact certain student populations?

Chapter 8: Grading and (Re-)Defining Quality
- How can we redefine standards of quality and rigor in student work in the age of AI?
- How can we develop grading rubrics and assessment practices that accurately measure and reward the skills and knowledge that are most valuable in an AI-driven world?

- What are the potential benefits and drawbacks of using AI to automate or assist with grading tasks?
- How can we ensure that grading practices are fair, transparent, and aligned with our learning goals in an era of AI-assisted learning?
- How can we help students develop their own internal compasses for evaluating the quality of their own work and the work of others, even when AI is involved?

Chapter 9: Feedback and Roleplaying with AI
- How can AI be used to provide more frequent, personalized, and effective feedback to students?
- What are the benefits and challenges of using AI for roleplaying exercises in the classroom?
- How can faculty ensure that AI-generated feedback is accurate, appropriate, and aligned with their teaching goals?
- What are the ethical considerations surrounding the use of student data in AI feedback systems?
- How can we help students develop the skills to critically evaluate and use AI-generated feedback effectively?

Chapter 10: Designing Assignments and Assessments for Human Effort
- Why is it important to design assignments that require "human effort" in the age of AI?
- What are some practical strategies for designing assignments that are more resistant to AI-assisted completion while still promoting meaningful learning?
- How can faculty effectively communicate the value and purpose of assignments to students in a way that motivates them to engage in deep learning, even when AI assistance is available?
- How can we incorporate AI feedback into the assignment design process to support student learning and agency?
- What are the implications of the statement, "All assignments are now AI assignments"?

Chapter 11: Writing and AI
- How can faculty help students understand the evolving role of writing in an era of AI-assisted composition?
- What are some effective strategies for teaching writing as a process of critical thinking, reflection, and communication, even when AI tools are used?
- How can we adapt existing writing assignments and develop new ones that leverage the capabilities of AI while still emphasizing the importance of human voice, originality, and critical analysis?
- How can we address the ethical challenges of plagiarism and attribution when students are using AI writing tools?
- What role should AI feedback play in helping students develop their writing skills?

Chapter 12: AI Assignments and Assessments
- What are some examples of AI-enhanced assignments and assessments that can promote deeper learning and critical thinking?
- How can faculty balance the use of AI tools in assessments with the need to ensure fairness, accuracy, and academic integrity?
- What are the potential benefits and challenges of using AI to personalize assessments and provide tailored learning experiences?
- How can faculty stay informed about emerging AI technologies and their potential applications in assessment?
- What are the broader implications of AI assignments and assessments for the future of higher education?

Additional Discussion Prompts
- The sources frequently use ChatGPT as an example of AI capabilities. What are the implications of focusing on one specific AI tool?
- The sources focus primarily on AI in the context of teaching and learning. How might AI impact other aspects of higher education, such as research, administration, or student support services?
- How can faculty balance the potential benefits of AI with the need to preserve the human element of education, such as fostering relationships, building community, and cultivating a love of learning?
- What are the implications of the sources' claim that "all assignments are now AI assignments"?
- How do the sources address the issue of equity in access to AI tools and resources?