Faculty Study Guide (created by Perplexity) for
Teaching with AI: A Practical Guide to a New Era of Human Learning
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Introduction

1. How has AI already changed your teaching practices or interactions with students? What concerns or opportunities do you foresee?
2. The authors argue AI will change our relationship with thinking. Do you agree? How might this manifest in higher education?
3. What ethical considerations around AI use in education are most pressing to address at your institution?
4. How can faculty help ensure AI becomes a tool for equity rather than increasing inequity in education?
5. The authors state that 100% of students they interviewed reported using AI. Does this match your experience? How can we better understand actual student AI use?

Chapter 1: AI Basics

1. What aspects of how AI works were most surprising or enlightening to you? How might understanding the technical basics inform your approach to AI?
2. How would you explain the key differences between narrow AI, general AI, and artificial superintelligence to colleagues or students?
3. What implications do you see from AI being able to process various forms of data (music, images, code, etc.) as language?
4. How might the rapid evolution of AI capabilities impact curriculum design and learning outcomes in your field?
5. What questions or concerns about AI basics would you want to explore further to feel prepared to teach with and about AI?

Chapter 2: A New Era of Work

1. How are AI tools already being used in your academic discipline or industry? What changes do you anticipate in the next 5 years?
2. What skills should we be emphasizing to prepare students for an AI-augmented workplace? How might this vary by field?
3. How can higher education institutions adapt to train students for jobs that may not yet exist due to AI advances?
4. What ethical considerations should be part of preparing students to work alongside AI systems?
5. How might AI impact academic labor and faculty roles? What opportunities and challenges do you foresee?

Chapter 3: AI Literacy

1. What core competencies would you include in defining AI literacy for students and faculty? How might these vary by discipline?

2. How can we teach students to effectively articulate problems and create better prompts when using AI tools?
3. What strategies can help students learn to critically evaluate AI-generated content?
4. How might we incorporate AI literacy into existing curricula across disciplines?
5. What level of technical understanding of AI do you think is necessary for effective AI literacy?

Chapter 4: Reimagining Creativity

1. How might AI tools enhance or hinder human creativity in your field? Can you envision new forms of creative expression emerging?
2. What are the implications of AI's ability to generate novel ideas without social inhibitions? How might this impact brainstorming or ideation processes?
3. How can we help students leverage AI as a creative partner while maintaining their own creative voice and vision?
4. What ethical considerations arise when using AI in creative processes? How should we address issues of authorship and originality?
5. How might AI-enhanced creativity impact assessment practices in creative fields?

Chapter 5: AI-Assisted Faculty

1. What AI tools have you found most useful in your teaching or research? How have they impacted your work?
2. How might AI assist in curriculum development, lesson planning, or creating learning materials? What are the potential benefits and drawbacks?
3. What concerns do you have about relying on AI for faculty tasks? How can we ensure AI remains a tool that enhances rather than replaces human expertise?
4. How might AI-assisted grading or feedback impact student learning and faculty workload? What safeguards should be in place?
5. What professional development would be most helpful for faculty to effectively integrate AI tools into their work?

Chapter 6: Cheating and Detection

1. How has AI changed your understanding of academic integrity? What new forms of cheating have you encountered or anticipate?
2. What are the limitations of AI detection tools? How can we design assessments that make cheating less rewarding while improving learning?
3. How can we shift the conversation from punitive measures to fostering a culture of academic integrity in an AI-enabled world?
4. What policies or practices could help address the disparity between academic definitions of cheating and business views of AI-assisted work as innovation?
5. How can we teach students to use AI ethically and responsibly in their academic work?

Chapter 7: Policies

1. What key elements should be included in an institutional AI policy? How can we balance innovation with academic integrity?
2. How can policies address the rapidly evolving nature of AI technology? What mechanisms for regular review and updates should be in place?
3. What stakeholders should be involved in developing AI policies for higher education institutions?
4. How can policies address potential biases or inequities in AI use while promoting its benefits?
5. What challenges do you foresee in implementing and enforcing AI policies across diverse disciplines and course formats?

Chapter 8: Grading and (Re-)Defining Quality

1. How might AI capabilities change our definition of quality work across different disciplines?
2. What new assessment criteria or rubrics might be needed to evaluate "better than AI" work?
3. How can we design assessments that measure uniquely human skills and competencies that AI cannot replicate?
4. What role should process and iteration play in grading when students have access to AI tools?
5. How might AI impact standardized testing and other traditional forms of assessment?

Chapter 9: Feedback and Roleplaying with AI

1. How might AI-generated feedback complement or enhance human feedback in the learning process?
2. What potential benefits and drawbacks do you see in using AI for personalized learning experiences?
3. How can we ensure that AI-generated feedback is accurate, relevant, and aligned with learning objectives?
4. What creative applications of AI roleplaying can you envision for your discipline?
5. How might AI feedback and roleplaying impact student motivation and engagement?

Chapter 10: Designing Assignments and Assessments for Human Effort

1. What principles should guide the design of "AI-proof" assignments? How might these vary by discipline?
2. How can we make the process of learning and thinking more visible in assignments to discourage AI-only responses?
3. What types of higher-order thinking skills should we emphasize in assignment design to go beyond what AI can easily produce?
4. How might AI tools be intentionally incorporated into assignment design to enhance learning?

5. What challenges do you anticipate in redesigning assignments and assessments for the AI era?

Chapter 11: Writing and AI

1. How might AI writing tools change our approach to teaching writing across disciplines?
2. What aspects of the writing process should we emphasize to help students develop skills that go beyond AI capabilities?
3. How can we teach students to effectively use AI as a writing aid while developing their own voice and critical thinking skills?
4. What new forms of writing assignments might emerge that leverage AI capabilities?
5. How might AI impact scholarly writing and publishing in your field?

Chapter 12: Assignments and Assessments

1. Which of the example assignments or assessment strategies presented in this chapter do you find most promising? How might you adapt them for your courses?
2. How can we design assignments that encourage students to view AI as a collaborative tool rather than a shortcut?
3. What challenges do you anticipate in implementing some of these new assignment types? How might they be addressed?
4. How might these AI-aware assignment strategies impact student learning outcomes and engagement?
5. What types of professional development or resources would faculty need to effectively implement these new approaches to assignments and assessments?