



Official Minutes & Transcript: DEC Working Group

Working Group:	Teaching with AI		
Meeting Date:	9 September 2025	East / West:	East
Meeting Started:	08:30 SGT	Meeting Ended:	10:00 SGT
Chair:	Jennifer Sparrow, AVP Research and Instructional Technology & Chief Academic Technology Officer, New York University		

In Attendance

Dr. Yeo Wee Loon, Singapore Management University	Karyn Rastrick, University of Waikato	Juana Mendenhall, Morehouse College	Lynn Fong, Ngee Ann Polytechnic
Stephen Manitta, Victoria University	Thomas James Tiam-Lee , De La Salle University	Artemis Preeshl, Adams State University	

Apologies

Erfan Mojaddam, University of California Berkeley	Nina James, The University of Adelaide		
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Items	Action Item / Due	Person Responsible
1. Adjustments to the Agenda No adjustments to the agenda.		
2. Update since previous meeting In the previous session, the East group agreed that Problem 2 (Structured Approach to AI Integration in Teaching) is the most immediate and actionable priority. Delegates called for frameworks, step-by-step guides, and quick wins to lower barriers for faculty adoption. Problem 4 (Examine AI's Impact on Learning Outcomes) was also highlighted as a natural next step, with emphasis on generating an evidence base to support faculty engagement. Additional input stressed aligning faculty development with student progression, addressing challenges of student motivation, and strengthening faculty buy-in to ensure lasting adoption. On this basis, the group agreed to focus its work on a practical framework for structured AI integration in teaching. The framework will serve both as a quick-start resource for newcomers and as a deeper guide for those already experimenting. It will provide step-by-step guidance, reflect on how AI reshapes the role of educators and the tools they use (touching on Problems 1 and 3), and include potential measurement points to evaluate impact and inform future research.		



Accordingly, Session #002 focused on three objectives: • Clarifying the aims and intended audience of the framework • Mapping the teaching areas where AI can provide support • Identifying concrete AI applications within each area		
3. Discussion Objectives and audience The group first discussed the objectives and target audience of the proposed framework. Members agreed it should be designed primarily for faculty, offering practical guidance to help integrate AI into teaching. While some suggested a tiered approach to accommodate varying levels of AI literacy, it was agreed that the framework should balance accessibility for beginners with sufficient depth for those already experimenting. Teaching areas for AI support Delegates mapped out the main areas of teaching where AI could provide meaningful support. These included course design, assessment, personalised feedback, and administrative tasks that reduce faculty workload. The discussion highlighted that AI should be framed as an enabler rather than a replacement, ensuring its role is seen as complementary to the educator. Concrete applications The group identified specific AI applications relevant to each teaching area. Examples included automated question generation, adaptive learning systems, tools for formative feedback, and platforms that support active learning in large classes. Members noted that quick wins such as administrative aids and assessment tools could help accelerate faculty adoption. Measurement and evaluation Attention was given to the importance of evaluating the impact of AI in teaching. Delegates stressed the need for clear measurement points, including student learning outcomes, faculty workload, and student motivation. These metrics would not only help institutions track effectiveness but also build an evidence base to support future adoption and scaling. Faculty engagement and support The conversation returned to the challenge of securing faculty buy-in. Members highlighted the importance of aligning faculty development with students' progression in the use of AI, ensuring educators remain confident and capable. Ongoing training, peer learning, and institutional support structures were emphasised as critical enablers for sustained adoption.		



4. Key decisions & next steps

The group agreed to develop a framework for structured AI integration in teaching, designed both as a quick-start guide for faculty new to AI and as a deeper reference for those already experimenting. The framework will provide step-by-step guidance, map the main teaching areas where AI can add value, and include illustrative use cases.

It was confirmed that clear measurement points will be built in to evaluate impact, focusing on student outcomes, faculty workload, and student motivation. Faculty development and institutional support will also be embedded to ensure adoption is sustainable and aligned with students' progression in AI use.

As next steps, the DEC Secretariat, together with the Chair, will consolidate the input from this session into an initial draft outline of the framework, which will be shared for review ahead of the next meeting.

Secretariat Representative:	Danny Bielik, Alessandro Di Lullo, Hui Rong & María Oliver Román
Chair Approval:	Jennifer Sparrow, AVP Research and Instructional Technology & Chief Academic Technology Officer, New York University

DEC Teaching with AI Working Group #002 Transcript

Jennifer Lynn Sparrow – 03:35

Thanks for being here again.

What do you think?

Should we get started?

Okay, perfect.

So thank you everyone for being here.

So again, so glad to have folks here for round two of our Teaching with AI working group.

And I think you all received a guiding document for our session two as well as an agenda.

Jennifer Lynn Sparrow – 04:03

So what we're gonna spend our time on for the next 90 minutes or so is, we'll do a little bit of welcoming remarks as we are here today.

We'll spend a few minutes reviewing the priorities from our last meeting.

So this is the collective agreement we came to last time on what our outcomes were from those sessions.

And then we'll work on developing a framework for structured AI integration into teaching as our shared focus.

So that is our goal ultimately is what do we want to come out of this activity with at the end of the year.

We'll spend a little bit of time on the group discussion like we did last time.

I think this is a small group.



Jennifer Lynn Sparrow – 04:44

And so again, I appreciate that we can get some conversation going in this group because what I'll do for tomorrow is take some of those ideas and get thumbs up, thumbs down from this much larger group that's participating at noon tomorrow, Eastern time.

And so again, I appreciate your sort of being the first thinkers on this.

And then we'll talk about some concrete AI applications within teaching areas.

I think that's what we've come to determine what we're going to do.

And then we'll spend a few minutes wrapping up and talking about the next session.

And I'm going to assume Danny is not going to be here today.

Is that correct?

Hui – DEC – 05:22

Correct.

Okay, perfect.

Multiple speakers – 05:24

Wana, welcome.

Jennifer Lynn Sparrow – 05:25

So glad you could make it again.

Thanks for being here.

Glad to have you.

I know last time you were having some technical issues.

I think you joined from your iPad, so I hope things are going better tonight.

I was telling others that we were, I was at the office today in the middle of New York City, and we were having terrible connection issues.

It was like, how is this even possible?

Jennifer Lynn Sparrow – 05:50

So, you know, it's 2025, and we're still dealing with connection issues.

So again, thanks, everybody.

Anyone else have a... anything they want to add in terms of what we'll be covering tonight or did you understand things to be different than what we just talked about.

Okay, let's dive in then to the meat of what we want to talk about today.

So previously on, and I love this, you know, whatever TV show you like to binge watch, but previously on our teaching with AI working group.

We had both groups met, the East group met, I believe it was on a Monday evening as well.

And the West group met the following day.

Jennifer Lynn Sparrow – 06:29

Again, I love the size of this group a little bit more because we had a lot of discussion around the problem statements and what we were trying to do.

And then for the West group, we did a lot of thumbs up, thumbs down and probing based on the work that you all had done.

But when we left, I think, and the team from DEC took some notes and we reached consensus really around two



things.

Number one, problem statement number two, which was we sort of, we needed a structured approach to AI integration and teaching.

So it was the most actionable and most immediate priority and included, you know, here's a framework.

Here's what we would need as a framework, some step-by-step guides, and some quick wins to lower those barriers for faculty.

So anyone, I know this was, it's been a couple months since we've met.

Jennifer Lynn Sparrow – 07:16

Did anyone have anything they wanted to add to that or insights that they've had since we've met the last time?

Or if you're new to the group, is there something that you're doing particularly amazing to help faculty, integrate AI into their curriculum that we should make sure we just take a note of and can bring back to the top of the list of things we want to focus on coming forward.

And I used to be an elementary school teacher, so I'm going to wait.

I'm going to give everybody appropriate wait time.

Karyn Rastrick – 07:50

I can share a quick kind of initiative that we've done.

Jennifer Lynn Sparrow – 07:54

Perfect, Karen, thank you.

Karyn Rastrick – 07:56

We've started off making sure that all of our senior leadership team are well skilled in AI.

So really making sure that we've got top level support to a fairly high level.

So I think that's making a really big impact because now they're able to support and sponsor initiatives as they go through and really understand AI.

So, you know, if you're looking at a structured approach and a framework and step-by-step guides, that top level support, I think is being... critical compared to, say, our last PVC, who was amazing, but, you know, wasn't getting hands-on and didn't know how much it could improve his day-to-day life.

Jennifer Lynn Sparrow – 08:36

Yeah.

I love that.

Thank you.

Anything else folks want to say?

Steven, I love it.

There's people running behind your window.

There, you're, I'm loving it.

Jennifer Lynn Sparrow – 08:48

Like, I'm like, yes, kids, go make some great Lego stuff happen.

That's it.

I'm going to be right in the middle of it all happening.



Stephen Manitta – 08:55

In terms of the AI stuff that we've done.

I wasn't here for the last group, so I'm not sure exactly what it is that you did discuss in this forum.

I know that we're doing here at our university.

We're developing a AI Academy, so to speak, which we will then deliver to all of the secondary schools and tertiary providers within the Victoria area.

So that sort of is looking at, you know, how do we support our schools in terms of providing governance, ethical guidelines, policy documents, support the teachers through how to integrate AI, that kind of thing.

It's a huge piece of work, but it also is built in with that course modernization program that we're doing to try and modernize our tertiary courses as well moving forward.

Jennifer Lynn Sparrow – 09:38

Great, that's great.

Stephen Manitta – 09:39

Yeah, so we've got a lot of people on board with, as well, the certificate for higher education with DEC as well, to sort of use that as a foundation.

Great, thank you.

Jennifer Lynn Sparrow – 09:50

And again, part of what we might do coming forward is ask for a collection of those, like if you're willing to share what those pieces are.

Artemis, you came off of mute.

Did you have something you wanted to share?

Multiple speakers – 09:59

Sure, yeah.

Artemis Preeshl – 10:02

So I'm the director of the Center for Teaching Innovation and Research, and I chair the AI committee.

And so we're looking at ways to leverage AI, especially through a scaffolded approach.

So introducing AI gradually in classes so that students don't automatically jump to cognitive offloading and really hoping that by introducing it bit by bit, that they will be able to use their own critical and creative thinking as they, begin to partner with AI.

Yeah, I love that.

Jennifer Lynn Sparrow – 10:41

Thank you.

Okay, I'm going to go ahead and just move on with what we decided on last time and we'll come back to some of these things.

So the other thing that we found was on which I think makes perfect sense sort of as a natural next step from our problem statement number two, which was a structured approach to AI and integration and teaching was to examine the impact on learning outcomes.

So that assessment piece of are we.

Are we able to understand whether or not the use of AI within the curriculum is helping students with their learning outcomes or is it hurting?



Obviously, we want to do no harm, but we also want to understand sort of that impact on long-term student gains, which requires, I think, some... immediate data collection and then obviously longer term data collection and we're at a point luckily where we can start to do some of that.

So I think we're going to continue as we start to pull these ideas together around what this looks like from a structured approach, what are the playbooks, what are the different disciplines that we're looking at.

Jennifer Lynn Sparrow – 11:46

This information in terms of AI integration, are there ways that we should be measuring that across the entire curriculum and are there specific ways we should be looking at it is a different measurement in a computer science class where AI is a co-creator, right, helps us get to speed more quickly versus in a writing course or a math course, where we need sort of that critical thinking or those good communication skills.

So appreciate everybody just keeping that in the back of their mind.

When we met with the West group, we also agreed that problem statement number two was high up there. And they suggested that we merge it with problem number one, which is also about redefining the role of educators.

So we just wanted to make sure that we are framing AI as a partner with the educator, not as a replacement. I do feel in many ways that we are back to the days and I think I mentioned this the last time we met.

Jennifer Lynn Sparrow – 12:45

We're back to the days when we first started with online learning and faculty were afraid that they were going to be replaced by sort of fully online courses, right?

What we realized is that's not the case.

There's still this very important piece around the instructor interacting with students, how important that is not only in the students' cognitive growth, but also their feeling of connection to our institutions.

And so I think we are hearing a little bit of that.

I actually think I've heard less of it in the last eight weeks as we've come into the fall semester than I have sort of the previous semester.

I think folks are just getting used to the fact that AI is here and it doesn't do all the things but it's the hype is around it.

Right.

Jennifer Lynn Sparrow – 13:23

So so I think we're in an interesting place there.

So they also mentioned that problem number three, which we had, which was AI to enhance the student learning experience, got a little bit more enthusiasm, obviously, than the East session.

And I think there were concerns raised about the pace of technological change, which I think we can talk about that.

as we think about the development of these curricular materials, these playbooks that we want to frame around.

I think we want to think about how do we keep them sort generic?

So we're not saying we're using this tool.

And tomorrow that tool has been bought up by Google, for example.

Jennifer Lynn Sparrow – 14:02

And now is no longer a tool, right?

It's subsumed into a Gemini, for example.



And so I just think as we're thinking about the outcome of this, what does that look like?

And then finally, you know, they did love that problem number for what like you all was critical to generating the scientific evidence for adoption.

And again, I think we're still so early in the stages of this revolution around AI and teaching and learning.

We've got lots of people at our institution are working with it, right, but we don't have a broad way to start to assess this.

I'm going to pause there for just a minute and just ask, are any of you doing kind of clear assessment either of learning outcomes or efficacy of AI in your institutions or in a particular course or a discipline?

Jennifer Lynn Sparrow – 14:56

I think that would be an interesting piece for us to just have a little discussion

Artemis Preeshl – 15:04

My work is primarily around professional development for faculty and staff.

And so we did a survey earlier this summer about how people were using AI.

And we kind of found that actually people were using the unlicensed version of AI.

Instead of the licensed version, that was actually an important discovery.

But the other part of it is that we found that when we held focus groups previously, the We had the union employees with the exempt employees who don't get paid for overtime.

Multiple speakers – 15:43

And there was a concern that people were less willing to talk because they were in different positions.

Artemis Preeshl – 15:53

And there's a great deal of fear about AI taking over their job.

And so now I've just done another survey to assess where we're at.

And then we're going to hold separate focus groups.

So we've held focus groups for faculty.

Now we're breaking down staff into union and non-union and to see how we can understand what their needs are around professional development and AI.

Great.

Thank you.

Karyn Rastrick – 16:22

I could talk a little bit more about a couple more initiatives we have underway.

We're doing a full within the Waikato Management School.

So I have two hats.

I'm the chair of the education committee for the whole university for AI education, but I also oversee and education for the Waikato Management School.

So at the school level as opposed to the whole university level, we're doing a portfolio review, looking at all of our curriculum.

And, you know, one of the key objectives is clearly is it kind of future facing and, you know, does the interplay with all of our business topics, set graduates up for the future and understanding what they need in terms of AI and are we delivering that.

And another big project is AI and assessment.



Karyn Rastrick – 17:07

And we've kind of touched on that a little bit already today.

So looking at what are the objectives of the assessment that faculty are, um, wanting to get out of the assessment rather than assessments for assessment sake.

And something that I've talked about with colleagues at other institutions is, you know, what are the kind of recommended percentage of AI free, for lack of better words, assessment used to assure learning within a paper, but also at a program level?

you know, is there a capstone thing at program level to kind of assure learning and is there a certain percentage of assessments that kind of have oral discussion or something to kind of assure learning at the paper level as well.

So, you know, I think that's probably something that many institutions are grappling with and I see a few nods in the in the zoom room.

Multiple speakers – 18:07

And we're also looking at agents, you know, how do we improve our processes and do things smarter and utilize AI ourselves.

Karyn Rastrick – 18:16

So I saw that on the agenda today and I was pretty excited to further that discussion.

Jennifer Lynn Sparrow – 18:20

Yeah, yeah, no, I think that's one of those things where, again, I think there's a lot of promise in that space, and I would love to do a deeper dive into that if we have time on the agenda to get to that point.

So I love, Karen, that I think what I heard you say was you are, you're doing a programmatic assessment to ensure that AI is sort of infused throughout all of the courses.

Is there a?

I'm going to use this word lightly.

We don't say this much in the U.S. Is there a mandate to have AI in every course at your management school, or is it more of a, here's where we see opportunities for this?

Karyn Rastrick – 19:00

At the moment, I only submitted our kind of working document on that yesterday.

So we're probably at an early stage, but I think how I see it is we'll probably end certainly scaffolded learning within program that you will need to introduce, reinforce, and master skills related to your discipline's specific area.

It's certainly in our assurance of learning process already that we're developing graduates with the digital schools for the future.

So it was already there.

It's just now we're specifically looking at AI skills as well as part of that digital curriculum for business students.

Jennifer Lynn Sparrow – 19:39

Great.

Karyn Rastrick – 19:40

But I think the thing we probably haven't nailed down yet is the percentage of the AI free assessment on that assessment rather than program level discussion.

You know, how do we assure that?

And we've kind of been mapping, you know, the objectives and the delivery modes and assessment types and



things.

But to give staff, because I think staff feel like it's a little bit like the wild, wild west.

And some of the discussion pieces coming in from staff are talking about going under cover with pen and paper exams.

Yeah, like... And so, you know, I think people want to feel like they're doing the right thing and assessing learning in the right ways and what are the appropriate ways to do this and embrace AI.

You know, I don't think people are wanting to not embrace AI.

Karyn Rastrick – 20:24

It's just we need to assure learning at certain levels and places as well.

Jennifer Lynn Sparrow – 20:29

We've been told here in the US and Wana and Artemis.

So please tell me if you're hearing this as well.

There's been a run on blue books, which are the exam books.

And nobody was printing them because no one was using them.

And now they're saying like we're going back to written paper exams.

And so I think that's a really interesting piece of this, probably not a space we're going to spend a whole lot of time in because we want to focus on how do we, How are we thinking about a framework for structured AI integration and teaching.

And so I think potentially, I think it would be interesting to understand like how, what does your evaluation look like of the courses to say, you know, sort of here's the progression of courses.

Jennifer Lynn Sparrow – 21:10

Here's where a student learn sort of the basic skills.

Here's where they're learning the advanced skills around AI.

that may be really interesting.

I want to give Lynn and Thomas, do you have anything you want to add to this discussion at this point?

If not, we'll move on, but I want to give you the floor if you have something to add.

Lynn Fong (NP, Singapore) – 21:28

I'll chime in.

Since you talk about mandate, so in our polytechnic, just for the context, we are polytechnic, so we offer diplomas, three years.

And so for our students, we have mandated that the pair framework developed by King's College be used.

So PAIR, problem, AI, and then reflection.

So every diploma has to select one module across three levels and introduce the framework to their students.

This is really to help the students recognize how they can use AI to problem solve, right?

But it's not just about using AI for AI sake, but thinking it through.

Lynn Fong (NP, Singapore) – 22:19

How does AI add value to their work?

How does it help them?

We have done some preliminary study as well on the efficacy of AI on students learning.

For both PET, PET would be pre-employment training.

And these are typically the students in our three-year program and CET, continuing education and training.



And that's for adult learners.

And I think most the learners find useful because it helps to improve their answers, providing good explanation, as well as effective.

Lynn Fong (NP, Singapore) – 23:00

But I think some of the concerns that they have, especially with the TET learners, meaning the 16 to the 19-year-olds, they are worried about plagiarism and, you know, would it cause them to be flagged out for plagiarism and they are worried and we are happy to see that they are worried that they may become too reliant on AI and it may hinder their learning and so and then the last thing they highlighted was about the difficulty to write good prompts so this is very preliminary. Interestingly, the adult learners have less of that concern about using AI. And I suppose it's because they already have prerequisite skills, right, and knowledge. Yeah.

Jennifer Lynn Sparrow – 23:46

They're busier, right?

Yes.

I love that pair, P--A-I-R. If you have a link to anything about that, Lynn, and you want to drop it on the chat.

Our sessions, it is being recorded, right.

And so we've got the recording going on here.

Artemis, I see you have your hand up.

I'll let you go ahead and then Thomas, Loon, and one, if you have anything you want to add, just I want to give you some space as well.

Jennifer Lynn Sparrow – 24:12

Thanks.

Artemis Preeshl – 24:13

Actually, I accidentally raised my hands while I'll give it over to someone else.

Jennifer Lynn Sparrow – 24:16

Okay, thank you.

Thomas, Loon, Wana, anything you want to add.

Thomas, you came off mute.

Thomas James Tiam-Lee – 24:23

Yeah, so hi, I'm Thomas.

I'm from the Philippines.

Nice to meet all of you.

So I guess to share some things that are going on in our university.

So so far what we've done is our stances, because we're a very large university, we have a lot of disciplines.

So our stance as of now has been that The integration of AI in teaching depends on the specific discipline and the learning objectives that are within each discipline.

So what we've done is we've provided like a general structure in terms of quote-unquote policy for the university, but the policy is really just to empower the individual departments to define their own rules.



Thomas James Tiam-Lee – 25:06

So we do have some mandates like we are requiring every syllabus to declare their generative AI policy use. And we're also requiring faculty members to provide a short explanation as to why the AI policy is designed to be that way.

But we remind our teachers to always make sure that the AI policy supports the attainment of the learning objectives, which also what was mentioned earlier.

There are some efforts right now to try to... measure the idea of critical thinking.

I think this is quite related to what was raised earlier about how do we measure if our students are actually learning.

So one of our colleagues have proposed using critical thinking as a core idea in this.

issue surrounding over reliance on AI because from what we noticed sometimes even students don't realize that they are over relying on AI.

Thomas James Tiam-Lee – 26:08

So even students who think that they are validating the information, they're cross-referencing it with resources. Sometimes even to that level, they are still misusing it in a way that they are not doing a critical engagement with the learning material.

So Right now, like, that's what we're trying to do, like, how do we create some kind of way to measure NSS?

But this is in very early stages, and we're planning to form some kind of group consisting of different representatives from different disciplines to be able to come up with this kind framework.

Yeah.

Jennifer Lynn Sparrow – 26:48

Yeah, no, I appreciate that.

And I think that's part of what, as we think about the goals of this group, which is to think about how do we integrate AI in meaningful ways.

I think part of what we might want to consider and continue to think about is how do we help students self- assess or assess peer-wise or with the faculty members like, how did I use AI in this and is my learning different because I did that, right?

Did I use it when I got to a point and I was stuck and I wouldn't have gotten any further?

Or is that, you know, so again, I think part of this will be around spending some time thinking about that number two, which is what's the framework for that structured AI integration, but with a reflection piece, right?

Or that self-awareness piece.

So thank you for that, Thomas.

Jennifer Lynn Sparrow – 27:35

Loon or Wana, anything you want to add?

Multiple speakers – 27:38

Yeah, sure.

Wee Loon_SMU – 27:39

Hi, good, good morning, everyone.

Or good evening.

My name is Loon, I'm from the Singapore Management University.

So I also look after faculty development, I think very similar to what Artemis does.

So for me, I think our university, I think over the past, I think since the start of term, I think we've been looking at AI



and assessment, specifically and how instructors can incorporate AI as part of assessment.

So I think what we've done is to provide certain frameworks and also some ideas for instructors to break down assessment into constituent parts.

Like for example, if assessment is a require students to write an essay, so we'll get instructors to sort of break down the task like, okay, the first stage ideation, brainstorming.

Wee Loon_SMU – 28:22

Yeah.

lip review, landscape scan, first outline and all that.

And so from there, instructors, it will have us, you know, like a little guide, a little guide to sort of map out, okay, you can use AI in this part here.

You can, no AI should be used in a certain task.

And this needs to be mapped to the learning objectives.

I mean, depending on what the LOs are for the assessment.

So we find that that's... That's quite helpful because I think we often talk about incorporating AI, but our instructors, our professors, they have some, yeah, I think they need a bit more structure in approaching that.

Wee Loon_SMU – 28:58

So we find that that's helpful.

And I think for students as well, because now instructors could use that to articulate to students the expectations on where they should use and when they should use AI and So that has been helpful.

We recently updated our website with this information, but our website, we're doing a major revamp, but I can share the information with everyone here.

Yeah, I can just provide the link in the chat and you can have a look as well.

That would be terrific.

Jennifer Lynn Sparrow – 29:24

Thank you so much.

Yeah, I know the team from DEC goes through all of that and incorporates it into our notes as we do the follow-up. So that's great.

Wee Loon_SMU – 29:31

Thank Okay, I want to remind me.

Multiple speakers – 29:34

You're in Atlanta, right?

Jennifer Lynn Sparrow – 29:36

I'm in Atlanta.

Juana Mendenhall – 29:37

Good evening, everyone.

So I'll be quick.

A lot of exciting things I've been working on and just trying to really build our AI capacity overall.

On the faculty side as far as training and upskilling with various tools.

This is... I started a pilot with the cohort of about five faculty from across our college.



So we're a small liberal arts college.
And so we're moving into Angentic AI.

Juana Mendenhall – 30:09

So where they're working with, I'm working with the EdTech company, and we've incorporated into our LMS, which is Canvas.
So we just rolled that out and having some... structured and structure-led modules, but more importantly, I'm really trying to ascertain the pedagogy, right?
So what pedagogies work well for specific disciplines, whether it's computer science, religion and ethics, business, and what LLMs essentially work best for that as well.
And also on the student side, thinking about how we engage them and train them and expose them to the ethical use of AI and the responsibilities of that.
So doing a lot of hands-on work with that as well.
And then now moving into the staff portion.
But it's a lot.

Juana Mendenhall – 31:04

It's exciting.
And I'm excited to see the data we gather from that.
I also completed our AI guidelines.
I have not shared that with you all yet.
But that's been exciting as well.
So we've actually rolled that out to the faculty as well, in addition to some syllabi statements for faculty can have specific autonomy over how they want it using their course.
But it's still this uphill.

Juana Mendenhall – 31:30

It's better than, I think we're at a plateau.
Last year it was really like, anti- AI.
And now it's like, you know, the conversations want to come about.
So I think, you know, that's progress, right?
We'll take it.
So yeah, that's where we are at Morehouse.
Perfect.

Jennifer Lynn Sparrow – 31:43

Thank you, Anna.
Morehouse is playing, I believe, a football game down the street from my house next weekend.
And I'm dying to know if the band is coming because I, I mean, I love the football, but the band at Morehouse is so amazing.

Multiple speakers – 31:56

So I'm... So if you know, somebody just asked me, was I coming to that.

Juana Mendenhall – 31:59

And I was like, no, I didn't know about it, but yeah.



Yeah, it's right down the street.

Jennifer Lynn Sparrow – 32:02

It's like seven miles from my house.

I was like, oh, I really should probably go because very, very cool.

So sorry, folks.

Multiple speakers – 32:07

American football, not the soccer football that the rest of the world watches, which is also fun.

Jennifer Lynn Sparrow – 32:13

But this was definitely all American football.

So, okay, thanks everybody for indulging me in that quick round robin.

I just want to make sure as we go through, we're going to focus the rest of the session, which we have about an hour left.

I'm making sure we've clarified the objectives in our intended audience.

We want to start to map the key areas of teaching where AI can provide the best support.

So we'll talk about that.

And then we'll start to identify, which we've already done a little bit, some concrete AI applications within different teaching areas.

Jennifer Lynn Sparrow – 32:44

So the first thing is, and I think sort of our key points for discussion for session number two.

First, we want to start off with, as we think about this, you know, a framework for structured AI integration and teaching, who is our audience or who are the core audiences that we're, we want to develop this framework for,

and I think the second piece is how can we ensure that it's relevant across

diverse audiences because in my mind, I think there's like probably three or four audiences, but would love to just take a quick, you know, round robin and, you know, maybe we could do this.

Maybe we'll do a raise your hands or you can do a thumbs up in the video.

Our, our, is the intention for this framework to be for faculty consumption so that a faculty could take this and apply it to their course.

Would that be helpful for you all in your current roles?

I see some thumbs Yes.

Jennifer Lynn Sparrow – 33:46

Lynn, yes.

Lynn's lots of thumbs.

Thank you.

Thanks, Stephen.

Appreciate it.

Okay.

So yes, for sure for faculty.

Jennifer Lynn Sparrow – 33:53

I think I'm hearing a little bit.

Karen, you mentioned that you're training administrators.



I love that.

Get it from the top down so they understand not only what the tools are.

So I would ask as well, is it helpful for us to think about administrators in this as they're talking about the potential.

So is that a yes or a no?

administrators I'd consider it like provost, you know, sort of senior leadership within the institution.

Jennifer Lynn Sparrow – 34:22

Stephen, I'm not seeing anything from you or Lynn, yes or no to those.

Yeah, so Artemis, thank you.

Yeah, we need buy-in to acquire the tools.

Absolutely.

So a little bit for Stephen, less important than the faculty.

And Lynn says no.

Okay, so I'll do a minus one and a maybe on that one.

Jennifer Lynn Sparrow – 34:41

Some of you are in centers for teaching and learning or focused on faculty development.

So I assume, and again, I'd like to hear, I don't want to make assumptions for everybody, but I would assume that we would want centers for teaching and learning staff or faculty development folks in our units to be a part of, you know, benefiting from this framework.

So I'm seeing some yeses.

Loon says yes.

Okay, Karen.

Yeah, okay.

No one's opposed to the faculty development folks.

Jennifer Lynn Sparrow – 35:13

No, Lynn, I'm giving you a chance to say no.

No, she's good.

Okay, good.

Okay.

Are there other audiences that I haven't thought about?

And I put on my list here.

I go my little note list with my heart on it because I love AI.

Jennifer Lynn Sparrow – 35:29

I put students and I wonder if as we're thinking about, you know, Do we include students in some of this co-creation of these?

Do we let students bring ideas to the table within a framework of like, here's a framework for developing an assignment.

Do we have students co-create those assignments?

So I didn't want to rule them out, but also, you know, I know sometimes faculty want their things.

so I'm curious to know if students are a yes, and then are there others where I'm thinking about that should be a part of the audience of this.

Karyn Rastrick – 36:05



We have students as a part of Perfect.

Thank you, Karen.

Multiple speakers – 36:08

And all of my committees, we've got student members on just to get the student voice in and make a full co-creation.

Karyn Rastrick – 36:14

And we kind of need our ITS, our tech support people on board as well, just because of the frameworks that we're implementing and the tools we need.

Jennifer Lynn Sparrow – 36:23

Silly me, I'm in IT.

How did I not think, I just assume everybody, IT's already there.

So thank you, Karen.

I've loved that.

Wana was shaking her head yes to students.

I'll add another plus one to that.

Stephen, tell me what's going on at your, you know, what you're thinking about for All right.

Stephen Manitta – 36:39

So what we, so I sort of work in a dual sector that spans across secondary school all the way through to tertiary.

Jennifer Lynn Sparrow – 36:47

Okay.

Stephen Manitta – 36:48

So for my side of things, I'm sort of looking at it from a three-tier perspective, where you look at from your directors, leaders, school leadership, university leadership, then your faculty, teaching staff and students.

So it's three tiers of access and buy-in and integration throughout systems because AI can support all of them.

There is also one other side aspect as well which we're exploring at the moment and that is the community.

So that is sort of parents of high school students as well as community members who have buy-in within or connections with industry within the university space.

Jennifer Lynn Sparrow – 37:27

Yeah, I love the idea of that community space.

We're hearing from, you know, our, the employers of our graduates, right, that either our students are fully unprepared or they're coming in and ready to use it, right?

And so I think there's a really interesting balance here.

So I appreciate that.

I appreciate IT, I appreciate the funding piece of this.

So how do we secure funding and ensure that We have the right tools, Artemis.

I think you mentioned, forgive me if I'm, if I'm misquoting this, that you had a majority of your folks were using the non-licensed tools.

Jennifer Lynn Sparrow – 38:00



So you've licensed these tools and paid for them.
And then, you know, you find folks are not using those licensed tools.
So I do think that's pretty good.
Karen, I love the academic integrity folks too.
I kind of loop those in with like administration.
So, but I think that's a good call out for us.
So Anyone else we're missing?

Wee Loon_SMU – 38:20

Sorry, Loon, go ahead.
Oh, yes.
Yeah, just as well, I mean, we talk about students.
I think, I think Lynn mentioned, I think the Singapore landscape, I mean, our institutions, I mean, it's moving into adult learning.
So we do have a good mix of younger students as well as those working adults who come who comes to our institutions, you know, to pursue studies.
And I think they bring industrial knowledge and they are also learners at the same time.
And I think those are, I mean, potential for a lot of great insights opportunities to just learn new things and what's happening on the ground.

Wee Loon_SMU – 38:49

So just to just so I might add it Yeah, I appreciate that.

Jennifer Lynn Sparrow – 38:54

Thank you.
That's great.
And I love, you know, sort of how are adult learners different from you know, sort 16 24 year olds, Lynn.
I'm going to be in a broader range than what you gave them, which was a little bit younger than, and we just keep getting older and they, they get younger every year.
I don't, I don't know how that happens.
So thank you.

Artemis Preeshl – 39:12

I would just like to add that we're in a very rural context.
We serve low-income students, many of, and we're minority majority.

Jennifer Lynn Sparrow – 39:24

And a lot of people have digital issues.

Artemis Preeshl – 39:27

And so one of our big concerns is the digital divide and how by requiring AI in class, if students go home and don't have internet, they can't do their work.
That being said, I see most of the computers that we have available, the students vacant almost all the time.
So I just want to mention that there is a concern here, A, about the digital divide and also about water use because we're in a desert.



Jennifer Lynn Sparrow – 39:59

Yeah, I mean, we've got a, so that's an interesting piece for us as well, right?

We have a sustainability office, they're interested in how we're using this, right?

We have some folks at our library, for example.

I might add librarians on here as a separate group of folks that might benefit from seeing this framework.

But I've got some folks in the library that are staunch, anti- AI, everything, right.

And so this has been a really interesting and interesting piece there.

So that's a great point to bring up, which is like what are the concerns around digital divide if we're talking about this from a framework.

Jennifer Lynn Sparrow – 40:39

Maybe that is a part of the assessment of whether or not I use AI.

as a part of my coursework are my students going to have access to these tools, yeah, whether that means a subscription access, right, where the university provides it, or it could mean even essential like internet access.

So I appreciate that.

Thank Okay, I want to move on to what I think is going to be the meat of our discussion, which is sort of the next two areas.

One is the second bullet of objective number one, which is what key components does this framework need to include?

So if you're handing this to a faculty member.

And so let's start with faculty members, because we all agreed on that, you know, what things need to be in there to help a faculty member get started.

Jennifer Lynn Sparrow – 41:31

And I think, you know, we can say we've got, you know, we've got some faculty members that are going to early adopters, right, and they're going to be way ahead, 10%, right, and we've probably got 10% that are, you know, never going to use it, you know, over their dead bodies after they retire, whatever, right.

So we've got this probably, I think in most cases, it's 80%.

Karen, are you meaning to show us the, sorry.

We can't hear you.

You're muted.

I'm sorry, just trying to get me back in focus.

Karyn Rastrick – 42:02

I've lost focus.

Oh, yeah, I don't know what's going on.

Jennifer Lynn Sparrow – 42:04

But I just thought maybe I had too much to drink.

No, I'm kidding.

I'm not drinking tonight just to be clear.

So I was like, oh, she's just out of focus.

It's all good.

Yeah, I don't know what's happening there, but I was like, is she trying to tell me something?

I'm sorry.



Jennifer Lynn Sparrow – 42:16

So what would be the most beneficial thing.

I'm sorry.

So what would be the most beneficial thing?

I'm sorry.

So what beneficial as we, there you go, you're back in focus now, as like the components that need to be a part of this.

And so let's noodle on that together for a little bit.

And if you have things that you absolutely think need to be in there, drop it in the chat so we can grab some of that, you know, for historical purposes for this.

Jennifer Lynn Sparrow – 42:41

what needs to be in there for that vast majority of your folks, where they are today from a faculty perspective?

Artemis Preeshl – 42:56

At least for us, I would say faculty are pretty unclear about AI in general.

mean, we're new DEC and very few people have taken the, even the AI literacy for all course.

So I think, you know, one of the things we found is that this guidance on the syllabus was important.

And so we drafted language that was AI-centric and AI-resistant or resilient to be able to have faculty, you know, choose something and then adapted as they needed, but that was a mandate actually from our provost office to have AI use language on each syllabus this fall.

Okay.

Jennifer Lynn Sparrow – 43:44

Yeah, I think.

Juana Mendenhall – 43:47

I'll add to that because it's interesting and I think I don't know how to approach it, but I think it's the way of demystifying and democratizing AI use.

And I think it's that hurdle how do you even get them started to, and I think this is where the executive leadership comes into play.

i.e.

the provost office.

One thing that we did was we had it at our faculty-staff retreat.

We actually had like an AI workshop to help kind of engage.

And it scared the hell out of everybody, the majority of them.

Juana Mendenhall – 44:24

But, I mean, you know, so it's this... Getting started, but how do you get over that hump and to allow them to feel comfortable, right, to even maybe get to the framework.

I think that's been the bottleneck a little bit.

I think it's really going to have to, you're really going to have the senior leaders to show excitement.

There's a good book.

I think it's called the AI savvy leader that I've been reading, even though ChatGPT summed it up for me really good.

Just, But talking about really how the leadership kind of has to kind enthrall themselves in this.



And so I think with the buy-in and the late resisters or the hesitant ones.

Juana Mendenhall – 45:13

I think it's really just because they don't even know how to start.

So bigger issue, but just wanted to kind share that more broadly with everyone.

Jennifer Lynn Sparrow – 45:22

So I'm, I'm hearing a theme here and I hope we'll capture this as we go forward in the sort of the notes from this session, which is, you know, in order for us to have, again, I'm talking about... I'm sorry, I froze for a second.

Juana Mendenhall – 45:40

That's okay.

Jennifer Lynn Sparrow – 45:41

I'm thinking, like, in order for us to think about sort of wide-scale adoption within coursework, there is some institutional... excitement or buy in that needs to happen.

And so I think, you know, when we talk about this sort of broader framework, I think we need to frame.

I think we should include in our notes for this that that... that background, that, the infrastructure, right.

It's an idea infrastructure, like, it doesn't have to be the AI university, but it has to be.

We're bought into this, it's important.

We know that our students need these skills.

We know that our faculty.

Jennifer Lynn Sparrow – 46:22

are going to have to have access to these tools.

So I want to make sure that is captured.

I wanted to call it out specifically.

Stephen, I'm interested in what you dropped here in the chat, which sort of the understanding of the capabilities, limits, and biases of AI.

So can you talk a little bit about that?

So is that something that sort of, again, is there a precursor knowledge that we prepare for any faculty trying to take this like, playbook and apply it to their course that like is like, hey, before you do AI in your class, do you want this?

Is that what you're getting at there?

Stephen Manitta – 46:59

Yeah, I mean, from our experience, what we've seen is very similar to what's already been said, is that there is a mixed bag.

Everyone's all over the place in terms of whether they want to adopt it, don't want to adopt The bottom line really, though, is this fear factor around how to use it, can I trust And because people don't really understand how AI generates the responses that it does, It's not, there's no real

understanding around, well, how does it mean anything to me, right?

So it's understanding those, what it can actually do, what it's good to be used for, and then those biases.

So, you know, making sure you've always got that human in loop.

You can't just depend on AI to do everything for you.

It is tool that can be used to all come into your practice.



Stephen Manitta – 47:44

So sort of saying this is what it's capable of doing, beware of these biases.

that come around it and also establishing this really clear sort of governance guidelines around how we as an institution organization will actually AI.

I think that's a good starting point.

I also find that structured play works really, really well Just getting your faculty in there and just saying, here let's do some fun activities and just play to see what the outcomes are.

I find that works really to breaking down the barriers.

Jennifer Lynn Sparrow – 48:18

Yeah, no, I love And I'm trying to read, Lynn, thank you, your institution.

I'm gonna scroll up just a minute here.

So you have guidelines for faculty, which I love.

And it sounds like, I would sort of loop that in with this background knowledge.

Here's when you should use it.

Here's when you shouldn't use.

You know, here are ways that you could use it.

Jennifer Lynn Sparrow – 48:42

But also we heard sort of institutional syllabus language.

It doesn't have to be required, but that recommended piece.

I think, Karen, you mentioned that.

Wana, you mentioned that a little bit.

Um, but, but then Lynn, um, beyond the components of framework must be easily understood.

Yeah.

So what, what kinds of things would be, would make a framework for implementation easier to understand for your, your faculty.

Jennifer Lynn Sparrow – 49:10

Okay.

Lynn Fong (NP, Singapore) – 49:11

So my department looks at faculty training as well.

So many times we get feedback that you guys are too academic.

You know, tell us in simple terms what exactly you would like us to do or what you're recommending for us to do and not get too technical about certain terms and... I think when we lower that barrier to entry and we use, you know, things that are easily understood.

We use real cases.

I think that gets buy-in a little bit more.

So I'm always reminded by a colleague who shared with me that it's that... people do not want to use, you know, or people do not want to try.

Sometimes it's because it's difficult or it's not easy, and that's why they don't want to try.

Lynn Fong (NP, Singapore) – 50:13

But when... A framework is shared it's easily understood.



People would get on board.

So we see a lot of traction with pair because it's easy to understand, easy to implement.

And in fact, remember I said earlier one module per level, but we see across the different diplomas.

more than one module, you know, taking on the pair framework because it's so easy and it's so intuitive and they can see how it's helping students to reflect on their learning.

Multiple speakers – 50:51

So that's where I'm coming I love that, thank you.

Jennifer Lynn Sparrow – 50:55

I sort of group that in with like the data trust background piece of this, like there's sort a, that's common language, common knowledge that we have to have before we use it.

That includes leadership buy in, the background knowledge around what AI should and shouldn't be used for.

Here's what biases there are.

Here's human in the loop.

How can we know whether or not to trust this?

Thank you.

Some institutional syllabus language, at least recommended.

Jennifer Lynn Sparrow – 51:25

And then Lee, Loon, I loved what you said here, which is, Karen, I looked your data stuff into the background knowledge of like trust, so thank you for that.

And then Loon, I love what you said here, which was like getting faculty sort their hands on it on the tool by aligning it to their work processes, right?

So how do, what's a way that I could use AI for course design or assessment design?

Again, so there's a comfort level here of getting people over the fear factor, which I think we heard And then, Karen, I thank you for taking us to this very logical next step, which is the thing that we are probably really thinking about here, which what are some use cases, right?

So how could I take a use case if I'm a faculty member in chemistry.

How might I look at a, is a use case.

Does it have to come from chemistry?

Jennifer Lynn Sparrow – 52:20

Does it, should it come from, you know, could it come from a writing course?

And will I figure out how to make it make sense in chemistry?

And so I think that's sort of on our next bullet point, which Thinking about the full teaching and learning process, what parts do you think can most effectively be supported from AI?

And so are there different places where we should be thinking about these things or, you know, I'm not sure it makes sense for us to pull together a sort of limitless list of here are examples of AI use cases, but that might be a good starting point to say, hey, here are, here's sort of an introductory way, here's sort of a deeper way, and then, you know, here's an advanced way to use AI.

I'm not sure, so that's why we're all here together.

So thank you for that.

Jennifer Lynn Sparrow – 53:12

But, you Like, again, what, where, where in the teaching and learning process, do you think that things are most



effectively supported by AI and, um, Loon, I think you're saying, like, if we get faculty to think about it from a perspective of, I'm using it for course creation, content creation, assessment creation, note taking, right, and summarization, videos, right, all of those things. I think that's sort of a use case for the faculty member, but not necessarily a teaching and learning piece, but gets us into the framework of using the tools. Did you mean something else by that statement? I'm No, no, you're right.

Wee Loon_SMU – 53:50

You hit the nail on the head. I think at least our faculty members, they're not very fond of admin processes, you know, drafting course documents and, know, rubrics and marking schemes. So I think this just definitely helps them in least generating your first cards, you know, for which they can have a foundation to build Yeah. I love that.

Jennifer Lynn Sparrow – 54:09

I saw some, I met a woman who had developed an AI bot of herself, and it was all about faculty development for developing coursework, online modules, right? And so she had just taken all of her like written work and some speeches she had done and put it into a bot. And she was helping faculty rapidly create course content, which I thought was a really interesting use case. And she was able to scale in a way she hadn't. It was helpful for her because she was able to help more faculty and it was helpful for the faculty to utilize those tools. sort of thinking about the whole scope of things. Where does it make sense for us to be focusing our efforts in this space?

Jennifer Lynn Sparrow – 54:54

Is it the development of some generic use cases? Is it the development of, use cases around specific disciplines. You know, Stephen, you're dealing with high schoolers, right, all the way through. Lynn, you've got some, Lynn, I think, Loon, you said you have folks from sort traditional undergrads through continuing ed students, right, so adult learners. So I'm not sure that, don't know, like, help me think through this piece And that's a very weird. It's not a question, really.

Artemis Preeshl – 55:27

I just, I need some help defining I think scaffolding AI is really key, you know, finding ways of incorporating you know, allowing for discipline-specific input. So, because different fields require different uses of AI. But I think faculty just need some guidance about how they can apply their classes. And I just came from a day of Blackboard Ultra. So, you know, I know how the tools are there, but truth be told, I was one of several people the workshop all Okay. And that's You know, so where were the faculty?

Jennifer Lynn Sparrow – 56:12



You know.
I'm worried about that.

Artemis Preeshl – 56:16

So yeah, I think, you know, I think use cases are great.
I think scaffolding AI really a good approach.
And also, I'm curious about other syllabus language.

Jennifer Lynn Sparrow – 56:27

I'm wondering what other people have come I think I may have shared this with the other group last time, the best language I've seen so far This is where it's okay to use AI in my class.
This is where it's absolutely not okay.
And if I haven't defined it, come see me.
Right.
Like, like it was opening up the, it was opening up a conversation for the learners to say, oh, I don't know if this doesn't fall in either one of these categories.
So I'm going to ask, right.
And it helped because the students would often bring use cases that the faculty member hadn't even considered could be a possibility.

Jennifer Lynn Sparrow – 57:01

And so I mean, just so personally, I loved it because it opened up the, you know, it opened up the communication channel.
So that might be something.
We think about like sort of the yeses and no's of that syllabus language or the come see

Stephen Manitta – 57:21

I would think, in my opinion at least, I reckon we have a very sort accessible approach to all of this where we look at, okay, so if we're looking at lesson preparation, for example, every single course can benefit from using AI to assist with differentiation, making connections to real world applications, using it to do things like, to help train that critical thinking.
So if you're doing a writing piece, for example, I'll talk from like year 12, or sorry, a senior English class.
And you need to write an introduction to a comparative essay.
get AI to write it for you, critically analyze it, look for the pros, the cons, how you improve, that kind of thing.
So if you provide those real sort generalized tools that then can be applied, because you can apply that for it to a scientific report, you can apply that to capstone project, all that of thing.
And even training chatbox at chatbox.

Stephen Manitta – 58:17

I was doing this with one of my other year 10 teachers that I was working with.
And they were doing genetics.
And we trained the AI to behave as Charles Darwin.
And then the students interviewed Charles Darwin as the AI program to like, instead of doing a a, like a, you know, like a bio on him, they did this It worked, actually worked really, really well.
A bit scary, but really good.



Jennifer Lynn Sparrow – 58:46

Well, I love that too because I feel like that, that really plays nicely into the scaffolding.
So the first part of scaffolding is I use the tool to... help me summarize, evaluate, give feedback, right?
Like there's sort of this initial phase of this, and then, you know, it could build up to, like, okay, I'm gonna train the chat bot, and I'm gonna, I know what, I can talk to the chat bot now as, you know, whomever, right, Charles Arway and Albert Einstein, whomever, right, we could put their work in there, and then I could be a creator.
So there's sort of like use case sort of lowest, if we think of this is Bloom's taxonomy even, right, like what, What does this look like on Bloom's taxonomy for AI?
wow, thank you for that.
Like, this is great.

Jennifer Lynn Sparrow – 59:35

It's two minutes to my bedtime.
I'm still up for another 30 minutes.
So just to be clear, I won't go to bed.
So we're done here.
But like these ideas don't come to me.
That's usually this late in my day.
But I think that could be a cool thing for us to say, okay, like, basic gen AI is, hey, I can do this.

Jennifer Lynn Sparrow – 59:52

These next level things would go up here.
So that might be some sort of like we think about what a blooms for AI would look like.
Thank you for that.
Oh, thank you, Lynn's got a roadmap.
Thank you.
We'll just, thank you, Lynn, for dropping it in there.
We'll make sure that's saved for this, for our notes here when we write this up.

Jennifer Lynn Sparrow – 01:00:29

Other things that you can think about that are, you know, what would help your faculty the most?
So, so, We heard that they need to use the tools.
So that's a good sort of first step.
Let's actually have them do something with the things we're asking them to teach Thank you, Artemis.
Oh, appreciate that.
Thank you.
It's already been invented.

Jennifer Lynn Sparrow – 01:00:52

Of course it has.
Probably generated by AI, right?
Like... So we know that we could provide is, as Karen's been doing some, you know like here's how we look here's how we look at programmatically where AI is being utilized.
And then, you know, this sort of idea of like, you know, use cases that would be again think Thomas you mentioned the making sure that the folks get a know have a I see a need for using this so that they can use that so I appreciate



that piece and then sort of this differentiated approach accessible other things that we should be like make sure that we include in this And they gave examples of the teaching cycle, lesson preparation, right? Content delivery and class engagement assignments, feedback and grading. Let's talk about feedback and grading for just a minute.

Jennifer Lynn Sparrow – 01:02:01

How, what are your all stance feedback and grading using AI?

Juana Mendenhall – 01:02:12

Well, I think it would be, What I would like to see is we could, if students are using a specific LLM in their coursework, if instructors could leverage some of those queries or those promptings.

Multiple speakers – 01:02:41

I'm freezing up No, we can hear Okay.

Juana Mendenhall – 01:02:44

I'm going to keep my camera off and use as an assessment to determine how to, you know, pivot instruction or, you know, deliver the content more, you know, kind of closed the loop.

I think that, I don't know how to dress that up pedagogically or didactically, but I think it would be nice to really figure out a way to measure and assess, not from Chegg per se, right, but from the specific modules in a course, right, where the instructor is leading... Then it's from their modules and they can loop back to student prompting or queries about different problem sets they're having, right?

And then they can apply that to the assessment via quizzes or exams, if that makes sense.

Jennifer Lynn Sparrow – 01:03:39

Yep.

What would that look like, right?

Juana Mendenhall – 01:03:42

And if there's a way we can close the loop on that pedagogically.

Jennifer Lynn Sparrow – 01:03:46

Yeah, no, I love that.

Are other institutions talking about using AI for assessment of student work?

AI feedback can be useful.

Yeah, I think, Stephen, that's good.

Like, so, yeah, I could have AI do first pass at a draft that I've done, right.

Thomas, yeah, we are pretty against anything that has, it says AI with assessment of student work.

So I think that's a great... sort of take on this.

Jennifer Lynn Sparrow – 01:04:26

So never have final say, yeah.

And I think there's some EU guidelines around where, when and where you can't use AI for, you know, assessment of grades, which would impact sort can I get into medical school, right?



Can I get into the next thing that I'm doing?
So yeah, I appreciate Shadow AI tools.
Yeah.
Thanks, Karen.
Sorry, I'm reading through your comments here.

Jennifer Lynn Sparrow – 01:04:49

I love it.
I think there's some graphic that we could have AI create that's like a big, you know, like Halloweeny over the top, you know, carrying a sickle in a and full, you know, full cape on these shadow AI tools.
Yeah.
And a sickle and a and a and a full, you know, full cape on these shadow AI tools.
helping everyone in the journey, right, importance of human in the loop.
Yeah, I put human in the loop up in our background knowledge of like why that's important.
So I think that's a sort of critical piece there.

Jennifer Lynn Sparrow – 01:05:21

Hold on one second here.
want to come back over to our notes from this.
Okay, let me ask this sort of controversial question.
I think it's controversial.
Um, if we, if we think about the process of those of the, of the teaching and learning process, are there specific areas that should remain AI free entirely.
So I think we kind of touched on that, right, which maybe assessment final assessment has to be human driven, but are there other places where AI, you should have AI free I think this is great.
Karen, thank you.

Jennifer Lynn Sparrow – 01:06:02

Yeah, AI tutor is allowed and utilized and developed by checked by.
Yeah.
So yeah, how do you know when your bot, it starts to spew garbage.
Right?
Like there's a question And if you're, you know, you've got 140 students or let's say you have 700 students in a class and you're using a tutor bot.
How do you know when it starts to spit incorrect information?

Karyn Rastrick – 01:06:27

And I wonder if anyone else is like once faculty have more and more knowledge, they start doing more and more things for themselves.
So therefore are you know, off creating their own bots and, you know, do people have a safety net that, you know, that needs to be peer reviewed before it's released on students you know, is there different levels of acceptability AI bots used in teaching and Yeah.

Jennifer Lynn Sparrow – 01:06:50

How do we keep them from going, not just out in the wild west, but like off and, you know, spewing garbage.
So I'm going to put spewing garbage in my notes here.



I know that's not the full final thing.

Karyn Rastrick – 01:07:03

Maybe principles of good design of boss.

Multiple speakers – 01:07:06

Thank you.

Jennifer Lynn Sparrow – 01:07:06

Thank you.

Thank you.

Yes, I love that.

Principles of good design.

Okay.

I'm doing a quick time check.

We've got about 44 minutes, or sorry, 44 minutes.

Jennifer Lynn Sparrow – 01:07:19

No, we don't have to 44 minutes.

We have about 24 minutes left.

And I want to pop back over to our notes here.

So, um, Okay, so as we think about this, if you look on the sort of the page three of your notes, we've sort of covered some of these things, sort of as you think about AI applications and course design.

I think we agree that that's a yes.

curating the latest data and research.

I think we've sort of like brushed over that, but I think we can agree that that's a yes.

Jennifer Lynn Sparrow – 01:07:51

Hold on, I'm trying to... I'm on my tiny little laptop, and can't view you all and my notes at the same time.

So I'm back and forth.

Apologies.

Um... So content delivery and in class engagement, simulated debates on role play or role play.

So would you be okay with AI having a spot in role play?

Or is that a no-no in your book?

Artemis Preeshl – 01:08:19

I think it's a great idea to go along with Socratic questioning.

Role play is actually one of the tools in the AI platform of Blackboard Ultra.

Multiple speakers – 01:08:30

Okay, good.

Jennifer Lynn Sparrow – 01:08:31

I'm excited to see that in action.

Loon, you came off Yeah, I agree.



Wee Loon_SMU – 01:08:36

I think it's very useful.

I mean, one of our profs, he's teaching management communications.

So I think allows students to practice this, know, how they respond to customers, you know, and all these and, you know, and the nuances involved, you know, in that communication.

Jennifer Lynn Sparrow – 01:08:52

So it's certainly very useful in that Yeah, the next piece we had in that content delivery and in class engagement was AI live feedback to instructors.

So, you know, are you as an instructor getting live feedback on, you know, if you're doing a Zoom... session.

Are people, you know, sort of raising their hands?

Are they, you know, I'm not sure, I'm not sure the use case of this.

I guess maybe I haven't seen that.

Stephen Manitta – 01:09:23

I'm not dreaming big enough to understand where that would be a piece, but maybe others a idea about Are we sort of looking at this in terms of using sort of like progressive assessments or pre and post testing to assess sort of the prior knowledge of students to sort of generate a foundation as to where their learning at so we then build our courses from that.

Is that sort of what that is referring to?

Jennifer Lynn Sparrow – 01:09:51

I think there's sort of two interpretations we could talk about this.

I think one is, right, yes, you know, how do I, how do I get the feedback from a particular course or from a particular session that I've delivered and then adjust right for the next session.

It could also be I'm getting live feedback, right, I'm conducting a quiz in class and I'm getting immediate feedback on here's the things you need to Here are the things students are missing out on.

They're missing this question.

They're missing this question, right.

So there's an interesting, maybe there's an interesting piece here where, you know, I think I've seen this done a couple of different ways.

As I'm sort of ideating on this is, you know, you can have like a three questions at the beginning of class or what's one thing that you, you know, after last class that you were confused about and sort of bringing that up immediately and letting AI look through those results and give you some

Jennifer Lynn Sparrow – 01:10:43

output of that.

That's kind of an interesting.

I hadn't thought about that till you brought that up, Stephen.

So thank you.

That could also be really interesting.

Okay, moving on assessments and assessment design.

Thomas, we've, you brought this up.

Jennifer Lynn Sparrow – 01:10:57

So thank you.



So AI assisting in assessment generation.

think that's critical.

We can talk about sort of taking off the administration that faculty have to do help with this.

I've seen this be so wildly successful that the AI is so smart.

is.

generates detractor questions for multiple choice questions that are so hard, even the faculty member can't answer them.

Jennifer Lynn Sparrow – 01:11:23

So they're like, you know, they're just enough wrong.

You have to tune that model down a little bit to be a little less precise.

But there was also AI integrated assessment.

And I think we can come back to what we just talked about is like, what are the real-time things that you can get insights you can get out of whatever students are responding to.

And think, you know, even the blue book idea that we're having students come in and write these exams, there's an opportunity to feed those into.

you know, character recognition and have them be, you know, assessed by AI for themes, right?

Where are folks missing?

Jennifer Lynn Sparrow – 01:11:59

Where are they not?

I was at the Brightspace D2L conference in July, Artemis, and they were touting this... You know, they have, if you put in your rubric and you have enough detail in your rubric that the AI tool that they have, it's not called ultra.

I don't, I don't remember what the name is.

Lumi, which is a terrible name.

Lumi, L-U-M-I.

You know, it's, it will, it can assess, it can take the first pass at the assessment for you.

And, you know, I thought our associate provost for AI and all things ed tech was going to fall out of his chair.

Jennifer Lynn Sparrow – 01:12:33

You know, so it wouldn't let the faculty member just hit submit.

The faculty member had to go through and like actually look at But boy, I think there's going to be some real questions on that as we move forward.

So I think that.

We talked about feedback and grading.

I think there's going to be some real questions.

On that as we move forward.

So I think we'll have to do that.

Jennifer Lynn Sparrow – 01:12:51

We talked about feedback grading.

just now.

Student support, we talked about the AI tutor and sort of keeping an eye on that piece The second thing we had in student support was an AI study planner.

And so Stephen, I think this is a really interesting sort of meld with your, with the idea of creating this chat bot, right?

Like your own chat bot.



Oh, Thomas, please share those use cases.

But this, you know, if you have a link, this would be, oh, you think having a collection, yes.

Jennifer Lynn Sparrow – 01:13:24

Thank you.

I thought you had a collection.

I'm like, Stephen's got all the answers.

We can go home.

Sorry, yes.

I think a collection would be great.

Yeah.

Jennifer Lynn Sparrow – 01:13:35

So if we spent our time, if you're looking at the table at the bottom of page three of our guiding documents, does it make sense that we could give you examples in these areas?

Or maybe we say, no, we're not going to do anything with like personalized feedback from rubrics.

I don't know.

Like, is there an absolute no on any of that list?

Let's focus our efforts there.

And you guys have that sheet, right?

okay, thank you, Karen.

Jennifer Lynn Sparrow – 01:14:08

I'm going to share mine really quickly.

So you can see, maybe I'm going to share mine.

I'm not going to share Are you seeing my screen?

Multiple speakers – 01:14:18

Okay, perfect.

Artemis Preeshl – 01:14:19

So I'm going to get here.

Jennifer Lynn Sparrow – 01:14:20

Apologies.

I got stuff going on all over the place.

There we Is there anything in this that is, you know, we don't want, we sort of a third rail.

We don't want to

Karyn Rastrick – 01:14:49

I mean one of the things we're doing is starting to look what's the most value like what are the quick wins and are the quick wins that kind of get us moving and learning but also what are the kind of high value high return things so I'm not sure all of them will high value I mean academics have

been pretty skilled reading the room in terms of teaching and learning for a while and if it was feedback to educators.

But it was into what I was talking about watching your eye contact and engagement and things.



So, you know, some would be probably lower down my list than others.
you know, how do you evaluate, I guess is another interesting question.
You have all these use cases, but how do you understand where you should start and what your journey should be giving them all questions and answers.

Jennifer Lynn Sparrow – 01:15:33

No, no, that's great.
So if so again, we have, I love this group because we get to talk, so I appreciate that.
Like, I love the dialogue here, but tomorrow we have a much larger group.
And so what I may have that group do is take this list of, 2, 4, 6, 8, 10, 12 items and say what, if, Karen, what I think, I'm hearing you say is like, what are the highest value or what could the easiest buy-in from faculty?
So maybe there's a rank order that we could do in the in the session tomorrow that would help us organize some of this.
that, would you think that would get to what you're thinking about
Okay, let me ask this question.

Jennifer Lynn Sparrow – 01:16:30

Sorry, we're doing this all on the So if you could only two of these to focus on, like type in the chat your top two, and then everybody should do this.
So that way we can capture this, and that might help us crowdsource some of this so that I can, like, so Karen, what's the most bang for your buck of
And I'm going to leave my screen up and see if I can still see the chat at the same time.
I'm not like there's a lot going on my screen here right now.
So there we go.
Is two not enough?
Do you need a top three?

Jennifer Lynn Sparrow – 01:17:29

No one's typing anything.
You got to give me some feedback here.

Karyn Rastrick – 01:17:34

I think one of the issue is when you start looking through, some are really student focused, like improving the student's journey, and some are really staff focused in terms of, you know, improving their lesson preparation or getting ready for delivering curriculum.
there are some different focuses, and some more like the student journey in terms of enrollment.
So we've got really different areas to

Jennifer Lynn Sparrow – 01:18:04

Yeah, Thank you, Stephen.
Thank you, Loon.
Thank you, Artemis.
I'm going to stop sharing my screen.
Keep thinking about that one, and I will ask it if you haven't.
Thank you.
Lynn, Stephen, thank you very much.



Jennifer Lynn Sparrow – 01:18:41

Wana, thank you.

I appreciate all that input.

Okay, so, What are our next steps?

Thank you, Karen, I appreciate that.

Okay, I think we're in good shape, so thanks everybody.

So here's what our next steps are gonna be.

So we're gonna have a, there'll be a, the DEC team's gonna distribute a survey where we're gonna ask for additional AI practices and teaching.

Jennifer Lynn Sparrow – 01:19:10

So we'll get that distributed out.

I don't know the timeline of that.

The team is gonna take notes from our discussion and the survey responses and map those to the key teaching areas, which we've already done there.

I think I love this idea of us having, you know, sort of this, Thomas, again, I was gonna give you all credit, for solving all the world's problems, this repository of innovative AI use cases, right, so.

I think this is really an important piece in what the outcome, sort of the intended outcome of that piece would be.

So will give everybody just a moment to sort of leave any parting thoughts that they have.

But, you know, the DEC team will pull all of that together.

Jennifer Lynn Sparrow – 01:19:54

And we'll have some concrete examples of the practices and that will be provided to you ahead of our next session, which I don't think we have on the calendars yet, but I think the team will schedule that as sort of as soon as we get done here.

So it's on everybody's calendar.

I anticipate that being before the end of the calendar year.

And I can't believe we're already talking about 2026. But somebody sent me a meeting invite for like January 3rd of 20 to 6 and I like, it's like, seriously, I'm not, I'm just not ready for that.

We just started school last Tuesday.

So I am happy to think about that.

As you think about an AI policy and guidelines, thank you, Wana.

Jennifer Lynn Sparrow – 01:20:33

Yeah, we'll see if we can add that piece on as well.

as well as the notes that we took from sort of this background information that we want to have for, you know, like syllabus language and leadership buy-in.

Like here are some sort of broader things you can do as an organization, so I'll add policy and guidelines.

I want to thank everybody for your time.

I know this 90 minutes on anybody's calendar, that particularly, at least for us, what is the start of the school year. is difficult to get, for those of us on the East Coast, Juan and I, you know, again, it's not alcohol.

It's just water in my cup tonight.

Jennifer Lynn Sparrow – 01:21:12

But I do thank everybody for being here.



Anything anybody thinks, like, do we miss out on anything?
Are there pressing issues that you're like, gosh, I wish we would have talked about this.
I'm going to pause and give you a good wait time

Artemis Preeshl – 01:21:36

I would just like to add that I did Brightspace detail private session and I thought Lumi was really interesting and it actually encouraged me to like personally.

Jennifer Lynn Sparrow – 01:21:50

good.

Artemis Preeshl – 01:21:51

And so I think that I would be loath to shy away from assessment with because I think it's happening and we might as well deal with Okay, good to know.

Juana Mendenhall – 01:22:16

Could ask, is everyone or people on the call going to Hong for Yeah, who's going?

Jennifer Lynn Sparrow – 01:22:25

Artemis is trying.
Stephen's going.

Juana Mendenhall – 01:22:29

Okay.
I'll be there.
So I'll make sure.
Oh good.

Jennifer Lynn Sparrow – 01:22:33

I am.
I am not able to go this year.
We've got a lot of stuff going on with busy lives with kids.
So I'm hoping I can get there next year.
So thank you.
I hope one of you represent us well in all of this.
I am, just as we're thinking about the next steps.

Jennifer Lynn Sparrow – 01:22:53

If you think of anything else you are, you know, pressing things that come to you, if you have an aha moment, you know, at 9.52 p.m. your time tomorrow and want to send me a note or send the DEC team a note.
You've got our contact information in those emails.
I am, again, just so tickled to have had the opportunity to chat with all of you.
makes me smarter, or at least I feel smarter.
And for those of you who, I mentioned this when we first got on the call, for those of you who it's already Tuesday, like, wish us a good day tomorrow, or make it a good day for us tomorrow here in the U.S., where it's still Monday night.



And, you know, at any time it's a Monday, we're anxious to get to Tuesday.
And so... You all are living it and breathing it.

Jennifer Lynn Sparrow – 01:23:37

So I appreciate that.

Wei, anything from the DEC team that you want to share before we're done No, great.

Hui – DEC – 01:23:45

This is really a great session.

So I personally got a lot of insights from all of you.

So next steps, as you said, we will prepare a survey incorporating all the interesting points that you have just mentioned.

And I particularly like the ranking idea of all the case studies based on the impact.

And I think we will try to incorporate that part into the survey as well.

We try to not.

Jennifer Lynn Sparrow – 01:24:05

Even better, like a rank order on that survey.

That's smart.

Thank you.

Thank you.

Hui – DEC – 01:24:12

I'm making people choose two.

Jennifer Lynn Sparrow – 01:24:14

You get you get 30 seconds to choose two.

Like, thank you.

Hui – DEC – 01:24:18

So we try to not make the survey too long.

So we try to keep the homework short and sweet and we will try to also incorporate the all the results from the survey and to prepare another document for the next guide for the next thank you again.

Jennifer Lynn Sparrow – 01:24:33

Everybody that's going to meet in Singapore.

Please raise a drink, a glass of whatever your favorite drink is to this group because you guys are doing fantastic work.

And I am excited about session number three.

So stay tuned.

Have a great day, evening, night, wherever you are.

And I'll see you in a couple of Great.

Thanks, Thank you.

Juana Mendenhall – 01:24:55



Thank you.