



Official Minutes & Transcript: DEC Working Group

Working Group:	Teaching with AI		
Meeting Date:	9 September 2025	East / West:	East
Meeting Started:	23:30 SGT	Meeting Ended:	01:00 SGT
Chair:	Jennifer Sparrow, AVP Research and Instructional Technology & Chief Academic Technology Officer, New York University		

In Attendance

Maggie Mosher, University of Kansas	Sherri Castanzo, Bowdoin College	Diego Alejandro Patiño Guevara, Morehouse College	Prof. Giuseppe Francesco Italiano, LUISS Guido Carli University
Josie Milliken, Pima County Community College District	Vincent Liardi, Pearson Education Limited	Stephanie Long, Austin Community College District	Dale Pike, Virginia Polytechnic Institute and State University
Loïc Plé, IÉSEG School of Management	Fleur Dumont, Vlerick Business School	Ariadna Padros Estivill, ESADE	Carla Barreiros, Interdisciplinary Transformation University
Michelle Di Leo, Bocconi University	Irene Talavera Fabra, Universidad Europea	Sonja Strydom, Stellenbosch University	John Rachlin, Northeastern University
Silvana Perez Läherinta, Aalto Business School	Silvana Balarezo, Universidad Peruana de Ciencias Aplicadas	Susan Benvenuti, Wits Business School	Michael Pazinas, Zayed University
Csaba Csáki, Corvinus University of Budapest	Stian Reimers, City St George's University Of London		

Apologies

Paul Gallacher, Walbrook Institute London	Rupendra Paliwal, Bryant University	Claudiu Brandas, West University of Timisoara	Simon Sheather, UK Gatton College of Business and Economics
Konstantinos Diamantaras, International Hellenic University	Martina Pasquini, IE University	Elsa Beatriz Palacios Corral, Tecnológico De Monterrey	João Couvaneiro, Egas Moniz School of Health & Science

Items	Action Item / Due	Person Responsible
1. Adjustments to the Agenda No adjustments to the agenda.		

2. Update since previous meeting The West group expressed a range of perspectives in setting priorities. Problem 2 (Structured Approach to AI Integration in Teaching) received strong support, though several delegates suggested merging it with Problem 1 (Redefining the Role of Educators) to emphasise AI as a partner rather than a replacement. Problem 3 (AI to Enhance the Student Learning Experience) attracted notable interest, though concerns were raised about the speed of technological change. Problem 4 (Examine AI's Impact on Learning Outcomes) was regarded as essential for building the evidence base needed to secure faculty adoption. Delegates also stressed the importance of aligning faculty development with student AI progression, addressing student motivation, and strengthening faculty buy-in. 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.		
3. Discussion Role of educators The group emphasised the importance of framing AI as a partner rather than a replacement in teaching. Redefining the role of educators was seen as central to ensuring faculty engagement and confidence, with AI positioned as a tool to enhance rather than diminish the human contribution to learning. Structured integration Delegates agreed that faculty need clear, practical guidance for introducing AI into their teaching. Step-by-step frameworks, illustrative use cases and pathways tailored to varying levels of experience were seen as essential to lowering barriers to adoption and ensuring that integration remains sustainable. Student experience and motivation AI's potential to enrich the student learning experience was recognised, though concerns were raised about the rapid pace of technological change. Participants noted the importance of aligning faculty development with the way students themselves progress in AI use and of addressing the challenge of sustaining student motivation in increasingly AI-enabled learning environments. Faculty development and buy-in Discussion highlighted that successful adoption depends not only on providing faculty with new tools and methods but also on securing their active buy-in. Professional development, peer learning, and mentoring were cited as mechanisms for building confidence and supporting cultural change, while institutional		



leadership was seen as important in signalling commitment and setting expectations. Evidence and evaluation The need to build a strong evidence base for the impact of AI on learning outcomes was widely acknowledged. Reliable evaluation metrics and research were considered vital to encourage faculty participation, validate innovative practices, and provide a foundation for scaling effective approaches.		
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, with particular attention to 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. Delegates further emphasised the importance of strategies to strengthen faculty buy-in and address cultural change, enabling confidence and motivation across staff. As next steps, the DEC Secretariat, together with the Chair, will consolidate the input from this session into a revised draft outline of the framework. This will be shared with Delegates for review and feedback 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–NYU – 04:44

First is to review our agendas.

So very quickly, we're going to spend a few minutes just on some opening remarks and I'll see if Maria wants to add anything.

We're not going to do round-robin introductions like we did last time.

We have big group, but I will be asking for lots of participation in the chat.

So don't just go answer your email and think that your face here is enough.



Although I love seeing your faces.
We want folks to participate.

Jennifer Lynn Sparrow-NYU – 05:10

We'll set the context for the meeting today, what we want to accomplish, then we'll spend the bulk of our time really talking about where we want to head from here and then a quick wrap-up.
So I get you through the pleasure of being here through 1 p.m. Eastern Time and glad to have the opportunity to continue this conversation.
Maria, did you want to add anything before we get started?

Multiple speakers – 05:38

No, you did an incredible job, Jennifer.

Maria Oliver – DEC – 05:40

Just thank you, everyone, for joining again on the second session.
And hopefully, I'll see quite a few of you at our summit this year in Hong Kong, and we'll finally meet in person.
But all yours, Jennifer.
Great, thank you.

Jennifer Lynn Sparrow-NYU – 05:52

So just a quick, I love this like previously on, insert your favorite television show here.
Previously on Teaching with AI by the Digital Education Council.
We met about three months ago, two and a half months ago, I believe, and we talked about sort of the problem statements and where we wanted to focus our efforts.
And just a quick recap, the East group really focused on problem number two, which is the structured approach to AI in integration and teaching.
So as sort of the most immediate and actionable priority.
And then they also settled on problem number four, and so, which was examining AI's impact on learning outcomes.
I believe those two are pretty closely tied.

Jennifer Lynn Sparrow-NYU – 06:34

So you have to actually implement AI in order to bring, evaluate whether or not it's effective in the teaching.
So, so appreciate that.
Then when this group met, which we had a bigger group and of course, I'm not surprised that we showed more divergence here, but we did think that problem two was pretty appropriate, which is that structured approach to AI, integration and teaching.
And then this group recommended we sort of include that in redefining the role of education or the redefining the role of educators, forgive me, to ensure that AI is partner rather than a replacement.
And as we went through the conversation last night, it became evident that there's probably opportunities as we think about what this framework looks like moving forward, that we continue to really think about how we empower educators in this, right.
And so the group came up with some really good ideas.

Jennifer Lynn Sparrow-NYU – 07:33

I'll be interested to see if this group comes up with a similar set of topics, or if we are, you know, wildly divergent.
It's good to have lots of various perspectives on this.
So thank you for that.
Secondly, I think what we wanted to think about was together is sort of what are our objectives for today.



And I know you've received these materials, but if you like me, you either read them.
And when you get them and then file them away.
Thank you, Maria, for sending them out in a timely fashion.

Jennifer Lynn Sparrow-NYU - 08:05

Or you're meeting them as you log into the meeting.
And I appreciate that too, we're all pretty busy.
But I just wanted to make sure that as we're thinking about what we want to do today, that we want to get a practical direction for developing this framework for structured AI integration and teaching.
So we want one that functions as both a quick start for those new to AI.
and a deeper guide for those who are already experimenting.
So I'm curious from this group, and I'm going to just ask for a thumbs up or thumbs down if this is indicative of folks on your campus, and maybe the numbers are a little different.
But particularly for us, we are seeing sort 10% give or take 5% right so 5% of our faculty that are all in right that are that are using this that have embraced it that are experimenting and trying new things so you know let's say 5 to 15% are in that bucket and then we have a small but vocal

Jennifer Lynn Sparrow-NYU - 09:05

group on the opposite end of the spectrum again let's say 5 to 15% that are a hundred percent we're never going to use AI over my dead body I want to retire first before I have to do this.
And then we sort of have this big chunk in the middle.
So it's like a 60 to 80% chunk of folks.
I think my math's right, maybe 70 to 80% chunk of folks that are... trying to figure this out with us.
And so just a thumbs up or thumbs down in the chat box.
If you are, yeah, so Sue's saying yes, that's pretty similar.
Sherry, I'm interested from your perspective.

Jennifer Lynn Sparrow-NYU - 09:46

Is that, yeah.
So because I know Sherry's got doing a little bit more.
Thanks, Dale.
Oh, lots of, whoever did that one was amazing.
Thank you, I need to figure out how to do that one.
Thank you.
Does anyone differ greatly from that in terms of who their folks are, where their folks are on their campus in terms of the faculty?

Dale Pike (Virginia Tech) - 10:12

Jennifer, I think you've addressed it in talking about the quick start versus the deeper dive, but it does seem like there's a very different conversation that needs to be had with those who have really not experimented with it at all.

Multiple speakers - 10:24

And so that ends up being a group, a shrinking group, but one that requires almost a completely different approach and conversation to those that have experimenting with it.

Dale Pike (Virginia Tech) - 10:29

Yeah.
But one that requires almost a completely different approach and conversation to those that have been experimenting with Yeah, I love that, Dale.



Jennifer Lynn Sparrow–NYU – 10:40

Thank you.

The group brought that up last night as well.

They said there's sort of like a fundamentals piece that needs to be prepared and a part of any kind of foundational, you know, framework that we're going to put together that, like, hey, if you haven't touched the tools, here's sort of some easy ways to get started, right, with some safe things.

And then, And then there's like syllabus statements that need to be available, right, and adaptable, or if your institution says they're going to be this way, right?

That needs to be available to faculty.

And then some ethical use, right, of the tools.

So I think that's going to be an important piece of like, what are the sort of the sort of the sort introductory pieces that need to be a part of this and then where are the correct pieces to move forward from.

Jennifer Lynn Sparrow–NYU – 11:31

So I appreciate you bringing that. Anyone else have anything that they say, gosh, like, as we're thinking about this for our faculty, we're seeing these wildly like interesting insights or something that surprised them?

I'm gonna, I wanna pause there and let folks contribute here.

I

Sonja Strydom – 11:57

think Jennifer, maybe from our side, colleagues, I'm Sanabash University in South Africa.

Okay.

The one thing that we find also is there's quite a tension.

Jennifer Lynn Sparrow–NYU – 12:17

Sonia, you are cutting out on us between those that.

Sonja Strydom – 12:26

The foundational, the basic knowledge, but also those that knowledge, the impact that it has on the way in which
Rage, actually in a sense, the basics, how to get started, that
the more conceptual.

Tanya, I think we can't really hear you.

Maria Oliver – DEC – 12:49

It might be worse typing in the chat.

Sonja Strydom – 12:51

It's about that.

And then also the more technical.

Jennifer Lynn Sparrow–NYU – 12:55

Sonia, thank you.

We were very much unable to hear you.

Apologies.

Maria suggested maybe you could type in the chat because it sounded like you had a great getting started guy, but you were, you were in and out for that.

So appreciate that.

We'll Anyone else have something that they have, you know, sort of been an insight?

You know, we've been in school all of five days today.



Jennifer Lynn Sparrow–NYU – 13:21

So we're not as far along in this semester.
It's like my daughter's been in school for like three and a half weeks.
So, but I think we're already seeing, you know, interesting use cases.
Michael, please go ahead and welcome from Zayed University.
Thank you.

Michael Pazinas, Zayed University Dubai – 13:37

Thanks very much, Jennifer.
I think a lot of people talk about academic integrity.

Jennifer Lynn Sparrow–NYU – 13:47

And I don't think there are enough people talking about learning integrity.

Michael Pazinas, Zayed University Dubai – 13:51

So I think what we've found at Zon's University is that we've had quite a warm reception to AI in general.
But I think what people concerned about and what we're concerned about and what we're concerned about in our center.
We run a teaching and learning center.

Jennifer Lynn Sparrow–NYU – 14:14

It's protecting the struggle of learning.

Michael Pazinas, Zayed University Dubai – 14:17

So for us, it's about protecting that difficult phase that people have to face, which is actually integral part of learning.
And that's what's problematic with AI, because there's that's that immediate shortcut that people are using or misusing.
So it's a case solve.
ensuring that we have systems in place that offer transparency so transparency and how it's being used and i think that's the focus is i think i don't think anybody is saying don't use it or yes use it or you know or anything in between it it's just how are you using and uh and just being transparent about how you're using And that, you know, that's to do with, you know, making sure that people are actually learning.
There's human learning going on, because at the end of the day, that's what we're here for.
We're here to make sure that, you know, learning, well, part of our jobs are to make sure that learning actually happens.

Jennifer Lynn Sparrow–NYU – 15:20

Yeah, and Michael, thank you, number one, thank you for calling it learning integrity and that talking about that struggle.
Like, that's when people learn, right, is when they have that struggle.
And so that's really, I think, a terrific piece of this.
Can I just ask for a piece of clarification from you, Michael?
You're not from the Zayed AI university, right?
You're not the Mohammed bin Zayed.
No, no.

Jennifer Lynn Sparrow–NYU – 15:44

Okay, so separate.



I just want to check because I'm curious about there.

Multiple speakers – 15:48

There's a whole set like universities that are all about AI now.

Jennifer Lynn Sparrow–NYU – 15:51

So I think that's like fascinating.

Yeah.

Yeah, we're from a federal institution.

Michael Pazinas, Zayed University Dubai – 15:56

We're a federal institution.

Muhammad bin Zain, we work with Muhammad bin Zain University for AI on different things.

But really, just give you a bit of context with Dubai and the UAE in particular, it is a headstrong country when it comes to AI.

So it's been fully adopted from the federal level.

However, there are those of us who like to take caution and who want to protect.

Multiple speakers – 16:27

Like I said, learning within that system.

Jennifer Lynn Sparrow–NYU – 16:31

Learning integrity, I love that.

Thank you.

Sherry, please share.

Sherri Castanzo, Sc D – 16:35

Yeah, hi everyone.

So one of the things we've been really focusing on with faculty is the why they need to be engaged in this conversation, regardless of where they are in the spectrum, recognizing that students that are coming to our institutions from K-12 have been using it or could have been using it pretty freely or not at all and understanding that there's a range of experience that our students are coming with now and to be engaged in this process to even if they're not gonna allow them to use AI to understand how they need to rethink their assessment strategies if that's their approach.

So, and understanding what it means to have assignments that are AI, quote-unquote, AI-proof, and what that means with respect to their course design.

So everyone, regardless of where they are on the spectrum, needs to be engaged in that conversation and giving them the why understanding so that the kind of fuels their interest in learning, regardless of where they are on the spectrum of acceptance or adoption.

Great.

Jennifer Lynn Sparrow–NYU – 17:39

Thank you so much.

I love that.

I want to just call out quickly.

So thank you, Sonia, for doing.

We have a need for basic understanding, foundational skills, but the more conceptual and deeper rooted question of course, like, how do we use this, right?

Then the creative use of this tool.

Carla added in, I think, thank you, Carla, that they're a technical university.



Jennifer Lynn Sparrow–NYU – 17:59

So they either use AI or teach about AI, but they're missing sort of common structure and strategies for their courses.

So I love that.

Dale, I love this quote.

If you go to the gym to build strength and then have AI do your push-ups for you, why are you even in the gym?

It's like when I try and game my Apple watch and get it to think that eating popcorn is an activity.

It's not.

It doesn't count for my activity circle.

Jennifer Lynn Sparrow–NYU – 18:25

So, you know, I love that analogy and the call of productive friction.

So thank you for that.

I'm curious and I want to shift this conversation just a little bit as we go forward on the sort of our key points for discussion.

We had a discussion yesterday about who the audience would be for these frameworks.

So who are the core audiences, right?

We may have a, we may have a, we may have a variety of different disciplines, a faculty, but are there folks beyond the faculty that these frameworks as we as we start recommend them would be useful at your institution.

And so help me think about if you're thinking beyond student or beyond faculty, excuse me, who should be who should be aiming these frameworks for?

Jennifer Lynn Sparrow–NYU – 19:33

I'll take any and all ideas.

Teaching and learning centers.

Yeah, thanks, Michael.

Yeah, Sue.

Sue Benvenuti (Wits Business School – South Africa) – 19:40

All your, anyone who's involved in helping to develop learning materials, your people working on your learning management systems, your instructional designers, I would imagine your tutors, all those kinds of people that normally are part of the chain in some shape or form.

Right.

Jennifer Lynn Sparrow–NYU – 20:05

other folks at your campuses that we might, vice chancellors.

Yeah, Irene, we had a lot of discussion yesterday about administrators having access to these and being able to have an understanding, quick, easy understanding of how this is being used or how it could be used.

Yes, thank you, Sherry, librarians.

We took us a long time to get there last night.

I don't know if it was because it was late for me.

But yeah, I think that's a great part of this as well.

There was discussion about sort of administrative at the highest levels, having an opportunity, not necessarily to utilize these, the framework that we're developing, but to understand why it's there.

Jennifer Lynn Sparrow–NYU – 20:47

And to be sort of cheerleading for this in the thing, academic leaders.

Yeah, industry partners, I think.

And employers, Vincent, we definitely got there as well yesterday.



I think that's a great, you know, we are hearing from our employers of our graduates that sometimes they're not, that our students maybe aren't using the tools that they're going to be expected to utilize when they get into the into the field.

Great.

Maggie, nice, nice sort of framing of that.

Thank you.

Jennifer Lynn Sparrow–NYU – 21:26

Yeah, policy development, which is a great one.

Like, can these frameworks help inform our policy development, which I think is really an interesting piece here. So perfect.

Anything else, anyone wants to add from like who else we should be ensuring we're, including as we're thinking about the audience for these?

Okay, I was an element.

Go Dale, sorry.

Dale Pike (Virginia Tech) – 22:04

GAs and adjunct faculty, but that might be different on every campus.

But those are folks who traditionally aren't a part of the regular professional development regimen might deserve some individual attention.

Multiple speakers – 22:20

Right, yeah.

Jennifer Lynn Sparrow–NYU – 22:21

Like, again, I think the audience for that might be like a quicker, here's an easy way to include an AI assignment or an AI supplemented assignment as opposed to like, here's thinking, redesigning a full curriculum, right?

So I think that's great.

Sue, thank you for mentioning students.

You know, I think we heard yesterday that, you know, students are being included in a lot of these AI governance groups, AI advisory, right?

So you have the student voice at the table.

I wonder as we think about these use frameworks, as we think about like what does that look like to co-create assignments, to co-create materials for, with students, right, faculty and students together to be co-creators.

And I'm curious, do you all have anything in place on your campuses about that, like, where students are involved in that process in a formal way?

Jennifer Lynn Sparrow–NYU – 23:34

It was an elementary school teacher.

I know about wait time, so I'm just gonna sit here quietly.

It

was half a lifetime, though, so I can't, I'm not super patient.

So here we have, we call them learning partners.

It's a, it's a, You know, a small stipend-based approach that allows students to sit elbow to elbow with a faculty member.

And they're collaborating together on what the course design is going to look like.

Jennifer Lynn Sparrow–NYU – 24:07

And so I love this idea of like our students are a part of this.

Irene, thank you.



I think AI ethics is important.

And we definitely was brought up yesterday as sort of that baseline of what we want to make sure that we have in place.

And then, Stephanie, we have students that are members of our college-wide AI strategic planning paid membership.

Oh, I love that.

So they get a little stipend for being a part of that.

Jennifer Lynn Sparrow–NYU – 24:31

That's, oh, maybe that's little, maybe it's huge.

Thank you.

That's awesome.

Okay, I'm going to move on to what I hope is the meat of our discussion, which is really the key areas of teaching where AI can support and sort of how you're thinking about these at your campuses.

So if you have not pulled up your DEC teaching with AI, guiding document, please, I can, we can pull that up, Maria, maybe and go just to the key areas number two, and share your screen if you don't mind, Maria.

um as we think about the teaching cycle here and it's outlined in sort of six bullet points here Maria are you able to do that to share?

Maria Oliver – DEC – 25:18

Yep, just putting it up one second.

Jennifer Lynn Sparrow–NYU – 25:21

Perfect, thank Um... As we think about where AI could be most effective, or where maybe it is our easiest place to have some wins here.

Yeah, just scroll down just a little bit for it.

Yeah, perfect, go up just a little bit.

Yeah, perfect.

Thank you.

So we've got the lesson preparation, content delivery and in class engagement, assignments and assessment.

And we have a group that's fully working on this feedback, DEC does, feedback and grading, student support and professional development.

Jennifer Lynn Sparrow–NYU – 25:57

So the first question I want to ask is actually a negative question, which is, are there any of these bullets where your institution has said, We don't like this is this is a place we don't want AI to be in at all.

So I'm going to I'm going to stop there and please jump in, you know, and unmute and share with us if there's a place where you're saying we have said in this institution, we're not doing this.

We're not doing this.

Nope.

Dale Pike (Virginia Tech) – 26:39

OK. We've we've asked faculty to be careful about feedback and grading, especially using open tools that are not licensed on campus.

And from both data privacy standpoint and potentially an intellectual property standpoint on part of the students work.

Jennifer Lynn Sparrow–NYU – 27:01

No, thank you for that.

It looks like Sue's, Sue's plusing one that.



Michelle, thank you.

Yeah, I think our students have, I think students have a problem with faculty using AI to grade their work. And certainly what we're seeing and what I what I've heard both when I was at the Brightspace D2L conference in June.

And from folks on the call last night, our LMSs are definitely pushing like, hey, we've got this AI grader.

And if you put a rubric in here, it'll take the first pass on student work.

Jennifer Lynn Sparrow-NYU – 27:33

And I've seen, you know, some folks are just like, yes, that's amazing.

And others are like, we're not going to do that in any way, shape or form, because that's the part of this that is, it makes us the most human in our interaction.

So, Michael, yeah, I think this is the transparency.

So thank you.

Like, we have to let students know what is being done.

I always think like, gosh, wouldn't it be interesting to have a... an activity with your students where you grade something and you have AI grade something and then like how close are they and does the student agree with and maybe you don't tell them who's graded which one right just to like get some interesting feedback from the students as well.

Jennifer Lynn Sparrow-NYU – 28:18

Yeah, I think that this is going to be maybe a cautionary tale for us, Maria, as we pull this up.

The group last night, though, there were some that were saying we want all in, but we want a human in the loop.

So thank you, Sherry, appreciate that piece of Yes, let's talk about student support.

Is it Stan or Stain?

I'm sorry, I don't want to make sure I pronounce that correctly.

Multiple speakers – 28:43

It's Steen.

Stian Reimers – City St George's, London – 28:45

Okay, I didn't get either one right.

Jennifer Lynn Sparrow-NYU – 28:47

So thank you.

Steen, can we talk about this idea of, you know, student support and what you're thinking of and what you're thinking of that in terms you know, again, let's look at from the teaching and learning process, not like, hey, I'm a student and I'm in mental health crisis, for example, right?

Because we're going to focus on the teaching and learning piece.

So can you, can you elaborate on that a little bit, Steen?

Stian Reimers – City St George's, London – 29:13

Yeah, I mean, I think student support can mean so many different things, but the idea that, you know, there's a whole part of student support that is about forming a sort of a relationship with, you know, between, you know, kind of the learner and the teacher, the educator is a, you know, kind of mutual respect and that kind of thing.

And I think there's a slight concern in our institution, one that I share, that if we... If, you know, say we're using a chat bot that sits alongside the, you know, and they speak to the chat bot all the time, but then that means they don't have the more complex kind of interactions with the educator that the students miss out on some of the unique stuff that we as universities can offer.



Jennifer Lynn Sparrow–NYU – 29:56

Yeah, I love Other things that are, yeah, human in the loop, thank you.

I mean, it is mandatory by that, if you're making decisions about student success in a course, and then further success beyond that.

If you have a student that is an EU student, and is studying in the EU, which NYU does, we have some global presence stuff here, we just want to be cautionary about that.

So yeah, I appreciate sort of that as we think about this.

Dee, and I want to come back to something that you just said, which was, you were thinking about what makes us unique as human beings, right?

So to me, that interaction piece, that this goes back to that learning struggle, our learning integrity, productive friction, the struggle of learning.

Are there places where, You've seen or using chat bots to maybe make more of that happen, right?

Jennifer Lynn Sparrow–NYU – 31:05

So you've got a large course or, you know, you're doing a deep dive in a particular topic, and you're sort of doing a digital twin for your faculty member or course tutor.

I'm curious about that piece of it if folks are doing that at

Michael, thanks for the primary icons.

I love that.

Okay.

Let's switch gears a little bit.

I'm again, I'm going to open this up.

Jennifer Lynn Sparrow–NYU – 31:54

We have we have 59 minutes, and if no one's going to talk, we're going to it really early.

And Maria's going to be like, Jennifer, you did a terrible job getting folks to contribute.

All you think about those six bullet points right there.

What are some places where you're seeing success or you'd like to see movement?

So this is a two-part question.

And I would love to sort of do, you folks come off mute and speak up on these.

Like for lesson preparation, we're doing this, and it's amazing with AI or including AI.

Jennifer Lynn Sparrow–NYU – 32:32

And these are the frameworks or any of those six.

Michael Pazinas, Zayed University Dubai – 32:38

Can just talk little bit about, okay, what we're doing for us, we're faculty facing, we're not student facing.

And for us, the last point that you talk about professional development for faculty, what AI has done is actually started to shine light on... practice to do with faculty.

And so us, we've actually gained popularity beyond all recognition that we've had in the past.

We basically used to sit on or stand on our soapbox in the past preach about learning and teaching all the time.

And now we're like the rock stars.

Like, you know, we walk in and people are asking us, you know, what do I need?
to do.

Michael Pazinas, Zayed University Dubai – 33:30

Yeah.

You know, because suddenly there's a spotlight on them about, you know, but students can super navigate what I was doing.



Jennifer Lynn Sparrow–NYU – 33:36

I said, yeah, and that's why we're here.

Multiple speakers – 33:39

We're here to tell you that you don't need to do that, that you can do it a different. And so with professional development in particular.

Michael Pazinas, Zayed University Dubai – 33:45

I think, you know, it's been and the focus has been on learning design, like it's been on learning design and assessment design.

And it's the first time that we've been having real conversations so much so, and I'll finish with this, so much so that we are reducing our time standing on our soapboxes.

We've had to convert a lot of our stuff to online stuff so that we can roll our sleeves and get in there with faculty and actually do the work with them.

And that for us is, this is what we've been trying to do.

for a long time that that's been a success story for us.

So.

Jennifer Lynn Sparrow–NYU – 34:18

So I want to make sure I'm categorizing this correctly.

The AI is a, because you all know AI and are able to bring it to faculty, you're getting an open door that you wouldn't have had otherwise.

I think that's number one.

Michael Pazinas, Zayed University Dubai – 34:30

But quite the opposite, it's because we're experts in teaching and learning that people are coming to us.

Gotcha.

Not that we're experts in AI.

We're not by any means experts in AI.

Jennifer Lynn Sparrow–NYU – 34:45

I mean, you use the tool that makes you an expert, right?

No, I'm just kidding.

And then you said inside into Praxis, are you using, are there data points you're using, or are there inputs that you're using that are... helping to inform some of those insights.

Like, do you have AI doing like live feeds from classes?

Michael Pazinas, Zayed University Dubai – 35:08

Or, I mean, I'm curious about that piece.

Jennifer Lynn Sparrow–NYU – 35:10

No, it's a, it's, sorry, I said practice.

Michael Pazinas, Zayed University Dubai – 35:13

I'm talking about their practice in the classroom.

Gotcha.

And what we've got at the moment, I mean, our popularity is gained within the last year.

And so we've got some anecdotal.

We've got some anecdotal evidence that what we're doing with them is working, but we're trying to what we're now working on is developing evaluation tools as the center to see the and which is really difficult to do see the



impact that we're having.

on their teaching and learning, it's such a difficult thing to do to try and separate what you do as a center compared actually happening in the classroom, which is why we're actually going into the classroom.

That's what we're actually going into the classroom.

Michael Pazinas, Zayed University Dubai – 36:00

That's what we're figuring out that we need to actually go into the classroom with them instead of, like I standing on our soapbox.

we are working on.

And I'm happy to have discussions with people about this and, you know, perhaps collaborate on tools that we can use to actually measure and evaluate, you know, the impact of teaching in their senses in this age of AI.

Jennifer Lynn Sparrow–NYU – 36:22

Yeah.

In the business world, we call that influenced revenue, right?

You're influencing, but it might not be a direct correlation of like, we did this, and now there's this, right?

So Michael, I appreciate Steehan, could you share with us.

Stian Reimers – City St George's, London – 36:37

You've got your hand Just an area that surprised me by how popular it's been and how it's taken up is one of the ideas I think that that's further down in section three, using AI for role play.

So we're using it quite extensively for building communication skills among students.

And I think, you know, that's a particular sort of gap, I think possibly since COVID, but I'm not sure what the cause is that a lot of our students.

aren't particularly good at that sort of human interaction and ironically you know kind of being able to practice so

we you know we're quite sort of professions focused so we're working with law students who are practicing you

know kind of interactions with you know kind of members of the

public who come in with a case that they want to discuss before they actually have to do that for real because quite

often they're sort of rabbits in the headlights you know kind of they're sort of overwhelmed by it when they actually

come to it for real so by being able to build sort

AI-driven role play.

Students can practice safely in, you know, the kind of the privacy of their own home or do it as part of a group activity in class.

Stian Reimers – City St George's, London – 37:41

And both students and staff have responded to that very positively.

Jennifer Lynn Sparrow–NYU – 37:48

Yeah, I love We're seeing some of that even with virtual reality, which is so cool, right?

Like you can be sort of virtually in a clinical setting and you're getting an AI patient or an AI school, social work, right?

You're doing social work and you've got a client.

And so it provides this, like you said, a do no harm environment for people to do that.

Other folks have things they want to share on those like that might be highlights of those six areas around the that you've got good stuff happening or interesting stuff happening or failures.

I'll take failures too.

going to start calling on people.

Jennifer Lynn Sparrow–NYU – 38:41

Dale, you've got good stuff going on there.

I'm, I, Dale and I got to work together at Virginia Tech.



So I'm gonna pick on Dale.

Dale Pike (Virginia Tech) – 38:48

So I'm happy to talk.

Josie just raised her hand before I do.

Jennifer Lynn Sparrow–NYU – 38:51

perfect.

Thanks, thanks, Dale.

Josie, go ahead and then, Dale.

Thank you.

Josie Milliken – 38:57

I think one of the things that keeps coming to mind for me is, and you'd asked about students earlier, and we've had some focus groups with students at Pima Community College, in Tucson, Arizona, and we've done surveys with students and there's just like there's a significant number of faculty who are not bought in for variety of reasons that are logical.

There's also a significant percentage of students who are not bought into AI.

And they it is a declining population.

But I think just being aware of the fact that not all students are bought onto the idea that they need AI all the time and everything they do.

I don't, and so for me, in terms of what I keep coming back to is just that literacy.

And I think like, it's when we talk about how to integrate AI into these different areas, think along with that, a key piece of that, an important piece is the literacy, like the responsibility of educators and education to provide the knowledge of, Not just how to use the tool, but what the tool

Josie Milliken – 40:22

is, how it works, the inherent biases and inaccuracies that we're still dealing with.

And then like the need that we keep hearing about maintaining the human above all else in use of the tool.

So, you know, the, the That's just something that comes to mind in thinking over these six areas is where in this do we provide that digital literacy?

And it's not in either-or, but in what stage of a student's academic trajectory, do they come across some targeted, guided, AI literacy principles?

And then how do we embed and integrate that understanding into... The work that we ask them to do.

Jennifer Lynn Sparrow–NYU – 41:14

Josie, something that comes to mind from this is, yeah, and Michael just said like there's a, there's a foundation, right?

So I feel like we need sort of that, not only for students, right?

So how do we develop student literacy around a series of topics, but also how do we develop faculty literacy in this, right?

So that foundation, that background piece that becomes integral to any of these frameworks that we're developing, right, becomes here, the top 10 things you need to know about AI, right?

Like, it can hallucinate, right?

You know where your data are going, right?

Jennifer Lynn Sparrow–NYU – 41:52

It, like, what are those things that we need?

We have a set of tools at the university that pays for, that is paid for, student data, your research data, safe, whatever you're doing with this, right?



So I think there's part of that.

And then there's also for our students, like... Here's how to like use the tools and here's how to use them ethically and safely and here's how to do it in a way that doesn't undercut this learning integrity that was brought up at the beginning.

So I love that.

Sherry, does every, do all students have to take that digital agility literacy course?

Sherri Castanzo, Sc D – 42:29

I was just typing in the second, there are two things we have in Canvas.

We have a digital literacy, We call it digital agility course we just added a section in there that has AI literacy it is not required however also stood up this fall a responsible AI course and canvas that all students do have to complete in order to get access to AI gateway tool and so faculty are going to use the tool in their course that, you know, obviously have to urge students to do it.

But the entire campus has access to that responsible AI course, but students have to take it before they get access to the tool Faculty and staff get access without having to complete the course.

Jennifer Lynn Sparrow–NYU – 43:18

So I love this idea, right?

So they're sort of a carrot to get folks to take this.

Does that responsible AI, because it was Scott brought up last night?

Does that include like sustainability as well?

Yes.

Sherri Castanzo, Sc D – 43:35

Okay.

Yeah.

It's got seven different modules within it and they have to do reflective exercise at the end of each one.

They complete the whole thing.

They get the badge.

It does expire at the end of the year.

So the next fall, they'll have to retake the course.

Sherri Castanzo, Sc D – 43:50

I'm sure we'll make updates as we go.

Don't leave that in the summer to the tools and have to go back and do that again for the next term.

Perfect.

Jennifer Lynn Sparrow–NYU – 44:00

I love this.

I'm looking at sort of the ways that folks are classifying this, and I'm seeing sort literacy, agility, fluency, somebody called it a digital knower.

Maybe that's your literacy.

Maybe that's an agility.

I'm not sure.

I like all of those tools.

I was thinking last night we need like a Bloom's taxonomy for AI that, you know, gets folks like here's sort of the basics.

Jennifer Lynn Sparrow–NYU – 44:26

And here's how you move up the taxonomy.



Because when we had the discussion last night, we were talking about... We were talking about this idea that, you know, they were, some folks were looking at full curricular redesign where AI was a part of some portion of a degree program.

And the idea was that the community, you know, the faculty community was going to start to build some of these assignments that could be shared through the LMS, through the learning objects repository that could be used across various... horses.

I'm curious, and I want to come back to you, Dale.

I'm not letting you off the hook yet.

But I'm curious if anyone else is doing sort of a full curricular evaluation, even in like one or two programs to look at where AI is being integrated.

I'm saying no nodding heads.

Jennifer Lynn Sparrow-NYU - 45:29

Oh, John, okay, I'm going to call on you, John.

Come on, tell us about that a little bit.

Multiple speakers - 45:33

Hi, everyone.

John Rachlin (Northeastern University) - 45:34

So at Northeastern, so we have eight colleges plus the school of law.

So in terms of faculty response to AI, it's incredibly diverse across the board.

I'm actually chairing a working group that is charged with thinking about how to infuse AI throughout the curriculum with the idea that all students, regardless of their programmer study, are going to be impacted by AI when they actually go search for jobs and join the ranks of industry.

And we tend to frame under the umbrella term of AI readiness and break it into AI literacy, which is more of those conceptual foundational skills around critical thinking, ethics, creative use, and working with data, similar to what the DEC AI literacy framework came up with.

Multiple speakers - 46:25

And level two would be more about the domain specific aspects that are particular to particular programs.

John Rachlin (Northeastern University) - 46:34

How architects use AI will be likely different than how computer scientists or computer programmers use AI.

And so we're developing a wide range of broad sort of AI literacy foundational courses, particularly in the Cori College of Computer Sciences.

And then at the same time, tasking program managers to be looking at their individual programs and how currently at least AI is being used in those industries so that they can develop targeted materials for particular more advanced classes that can ensure that our students are competitive and ready.

It's really well aligned, I think, with Northeastern's broad philosophy of experience.

controlled learning.

We want students experiencing and practicing and using AI so that they can understand and learn how to use it effectively and responsibly.

Jennifer Lynn Sparrow-NYU - 47:29

Yeah, I love that.

And I love that.

And I love that you're working with the sort of that your industry partners to say this is what our this is what our graduates are going to need to know.

Josie got a hand raised.



Right.
Yeah.
I love that.

Josie Milliken – 47:41

Yeah, keep coming back to the idea, like, there's all these, like, the big AI giants are all pushing out their own AI literacy courses, educators and students.

I know the DEC has some AI literacy courses, and then many here have shared that they have these digital or AI literacy learning for students in some various form in like the LMS.

And that's what we've started working on too at Pima.

But I keep coming back to what are the, what is that list of student literacies that we're all working towards?

Like what have we defined We've all, we kind of assume this common definition of literacy and certainly anthropic has their version and Google has their version of AI literacy and open AI and the DEC, but there's no standardized template for what we're talking about when we're talking about AI literacy.

And so wonder if it would be helpful, particularly when we're talking about the integration of AI and teaching, and learning is the outcome, like a backwards design is what are the skills that we're wanting to, what would be success?

Josie Milliken – 49:15

Like what are the skills that we're wanting our students to emerge from so that they can create a nice transition into the workforce or whatever they're pursuing on a personal level.

So without those it's just a sort of grasping the wind.
so to speak.

Jennifer Lynn Sparrow–NYU – 49:38

No, no, I, and I think you're right.

I think we're sort of seeing this very broad definition.

And I'm not sure, even if we were talking about information literacy, right?

There's, there are some, there are places you would go that you would say, okay, information literacy is defined by the ALA or the, you know, is it whatever, whatever organization you look to in your country for those, you know, sort of the, for that guidance.

Yeah.

I think we're sort of more, everybody's trying to tackle this at once.

So I appreciate all of the stuff that Dale, thank you for dropping in the AI literacy framework in there.

Jennifer Lynn Sparrow–NYU – 50:12

Sherry, thank you for sharing the responsible AI course outline.

I think that's terrific.

And then sort of, I love this, the universality of, of it in space, learning and teaching strategies, right?

So what is AI literacy?

That might be something, Maria, that we want to call out in this is like there has to be some foundational stuff that we want to put in around AI literacy that ties back to.

the DEC framework, maybe points to some other respected AI literacy frameworks.

Again, Josie, I'm not sure if we should be taking our AI literacy guidance from our vendor partners.

Jennifer Lynn Sparrow–NYU – 50:50

I mean, I know they're there for a reason, but they can help inform, but maybe isn't the, isn't the be all and end all.

Michael, please jump in.

You've got your hand raised.



Michael Pazinas, Zayed University Dubai – 51:01

Just one, just to just to reiterate what I was trying to say in the chat is if we're in a teaching and learning, you know, but talking about teaching and learning in this group, then we need to think about what AI literacy means in teaching and learning to differentiate it from.

You know, what are the skills, what are the core skills that you need as a teacher in order to teach with AI?

What are the core skills that you need as a learner to learn with AI?

And because those things are quite universal across, you know, teaching and learning you know, there is lots of research, there's lots of evidence-based.

evidence-based practices that people have that can help them along with that.

And if we take those as a base and then we see how we can apply or how AI can help us achieve those goals within that becomes the kind of a foundation for a framework.

But it does need separating out.

Michael Pazinas, Zayed University Dubai – 51:59

It's one thing talking about AI literacy in a particular discipline.

It's another thing talking about AI literacy and teaching and learning, which has that universality.

Yeah.

Jennifer Lynn Sparrow–NYU – 52:12

And I think that ties nicely into our sort of professional development for faculty piece, right?

This is this idea that we need, what are those core skills?

That might be a piece of this.

I'm trying to keep up and listen and keep up with the... with the chat here.

So, Sherry, it looks like there's some interest in that, but maybe there's a way for if, even if we don't have sign in access, you could share that list.

And if there's learning outcomes for each one, I don't want to add more work to your plate.

But I would have, you know, I'm asking nicely, please, if you wouldn't mind sharing that.

Jennifer Lynn Sparrow–NYU – 52:47

I think that's really interesting.

I think interesting.

Yeah.

Yeah, so if I'm if I'm, thank you, Michael, go swap to your phone.

We're all good.

We won't call on you while you're gone.

If what I'm hearing here is is, I think there's sort of a division here of the, here's the core skills you need to teach with AI, this is the basic, right?

Jennifer Lynn Sparrow–NYU – 53:07

If you haven't ever used a chat, you know, a chat.

Yeah.

So, this is the core skills you need to teach with AI, right?

So this is the basic, right.

If you haven't ever chat, with AI, you should do that before you trial your students to do it or not do it, right?

Like, and I think we have folks who probably haven't tried it, right?

There's a lot of fear, uncertainty, and doubt with these things that I think is driving because people aren't given a safe space to try this.

Jennifer Lynn Sparrow–NYU – 53:30



So let's figure out what that looks like, right?
They haven't had their handheld, they haven't had whatever they need in order.
as the faculty member to scaffold on these things, right?
And this isn't new.
We've seen this with other technologies, right?
If you've made an LMS change, you know how this goes, right?
Some faculty are jumping in and some faculty need more handholding.

Jennifer Lynn Sparrow-NYU - 53:49

So I think that's an interesting piece.
I think as we're thinking about the pieces that we have here in our sort of teaching cycle pieces is there is there is a core set of skills that needs you need to have it if you're going to learn with AI students might be co-creators in those list of skills at our institutions.
We haven't talked about that too much, but we could come back to that.
But as we think about sort of the levels of things we're talking about for content delivery, assignments, students support kinds of things like there may be like I'm a novice user so I'm gonna do these things or this is an introductory level course in this program or university.
So we're going to start with the basics, right?
And I almost think of this as a new part of general education.
That may not be a universal term, but here in the US, most of our institutions have a general education requirement.

Jennifer Lynn Sparrow-NYU - 54:48

And maybe this is a part of that.
But as we think about how we develop this framework, I want to sort of come back to a couple of things here, just keeping an eye on our time together.
So as you think about, know, And we're having some discussion here.
We talked a little bit about, you know, sort of feedback and grading, maybe remaining AI-free or AI light at some of our institutions.
Are there other places where your faculty or your institutions are thinking about either a light or a deep touch with AI in this list?
They're saying, gosh, we want to go all in you in-class engagement, or we want to go all in lesson preparation for faculty.

Maggie Mosher, University of Kansas - 55:39

Maggie, please Yeah, we have at the university, they've actually created a chatbot with an avatar that talks to students.
It's a J-Hawk.
And it's all AI based.
And so they can ask it questions about enrollment, anything that's basically any of the questions that if you want to ask someone, but don't really want to say, who's the best teachers or who are the most liked or who, you know, the things you don't want to ask an actual person, but they feel more confident asking an AI bot, we actually created a bot for that, an admissions bot, essentially.

Jennifer Lynn Sparrow-NYU - 56:08

I love that.
Thank you.
Yeah.
And I'm curious, as we think about those bots within our teaching, you know, I, we see lots of application of these sort here are the questions we get asked a million times, right?
And we have good data on what those questions are and we have, you know, good knowledge base for, oh, at



which to point those Yeah, I'm going to point those chat bots.

But as you're thinking about faculty creating chat bots for, you know, like a digital twin or a, you know, a, a backup professor.

We had a term for it at the last one.

Jennifer Lynn Sparrow–NYU – 56:43

Somebody said they had like a, I don't know what they call the Michael bot.

I don't remember what the name was.

And unfortunately, Tanya is not here to share that with us this time.

But as you're thinking about that, what are, what, how do you help faculty think about... you know, what point do you check the answers?

You know, we've seen even with the most, you know, professional of these tools, they can go sideways, right?

They can hallucinate, they can provide bad information.

I don't know if you saw there was a lawsuit filed about a student or a young man who committed suicide because of his, you know, as part of the thinking was that this, his ongoing chats with the chat bot were... on were influencing him in ways we didn't want to so tell me a little bit if faculty

Jennifer Lynn Sparrow–NYU – 57:33

are using chatbots that way are they not to you know to help supplement what's going on in the class and What are university policies or best practices for ensuring that the students are getting a good product and not getting a crap product?

Dale, I'm going to come back to when we tried to do back in 2010, I'm dating myself.

She's, we tried to do a Virginia Tech mobile app, right?

And this was this, it took us forever to get to a point where we got to, yes, because of the university policies around what we could do in this space.

And You know, I think about what are the, you know, what are the, you know, what's the requirement for a bot that, Maggie, you know, obviously, if you've got, and you call it the J-Hawk, the J-Hawk bot, right?

I love that.

What are the criteria?

Jennifer Lynn Sparrow–NYU – 58:25

Are we saying if you're going to use a bot in your classroom, it must do A, B, C, and Are we, are we putting in requirements for checking output?

Dale Pike (Virginia Tech) – 58:38

Yeah, I think that this is an area that really tricky to manage from, especially from an administrative level, because the most interesting work is happening at a grassroots level with individual faculty.

This is not uncommon with early adopters of emerging technologies.

But I think the implications those technologies are potentially more dramatic than they have been in the past.

And we're facing a situation where if you ask for permission, you're going to be told Because we don't have the legal or policy guidelines to allow for the flexibility.

But if you're not asking for permission, at what point do you sink up with an institutional policy?

I think we're really wrestling this.

And if you're in the middle, and you're trying to encourage creative projects, How do you do that without violating university policy?

Dale Pike (Virginia Tech) – 59:48

I think that there are some critical issues here around institutional responsibility to provide safe and reliable and performant tools.



Jennifer Lynn Sparrow–NYU – 59:59

It's an expensive endeavor.

Dale Pike (Virginia Tech) – 01:00:00

And however you choose to try and deliver those tools, the cost will be more than you want to pay.

But I think without that, We're faced with, we run into these issues.

As soon as we start having practices that are worth replicating, it becomes impossible to replicate them because we don't have the infrastructure or licensing agreements whatever's necessary.

So it ends up being an infrastructure issue in terms of enabling these kinds of scalable behaviors.

Jennifer Lynn Sparrow–NYU – 01:00:34

Yeah, I loved how you stated that.

Thank you so much.

Safe, reliable and performant tools provided by the university.

So I love that.

Beatrice, please jump in.

And then I'm going to take us in a little bit different direction as we get to the last half hour of our time together.

Beatriz Palacios Tecnológico de Monterrey México – 01:00:49

Yeah, well, at the first time when we start with a DAA strategy two years ago, we let our teachers create their own chatbots and everything they could find in the market for the solutions for their own course.

They could that.

But we have been working the last 12 months.

in order to create the institutional guideline, but also the solution and the infrastructure to have all the things that we are doing together and support it and with the right things to the students.

So right now, are.

integrating all the chatbots that the professor has in our institutional chatbots.

So they can give us which is the solution they need for their specific course and we are integrating.

Beatriz Palacios Tecnológico de Monterrey México – 01:01:39

Why?

Because we have to protect data, content, and also the experience that the students will have, having many different chatbots.

Jennifer Lynn Sparrow–NYU – 01:01:50

So it's what we are doing right now for yeah uh cn if you could if you don't mind sharing that guardrails document i love that would be i think that would help us as we do this beatrice did you have something else to add i saw your hand was still up or are just That's a remnant.

Okay, thank you.

Good stuff.

I appreciate that.

Yeah.

Thank you.

Learning integrity.

Jennifer Lynn Sparrow–NYU – 01:02:14

I love it.

I'm going to use that word today like four times, Michael.

So you've influenced me already today just with that conversation.

And I've only got like three hours left in my work day.



So I appreciate that.

Let's scroll down to the bottom.

I want to take a little bit of time to make sure we focus on, and we've touched on some of this, which I think we really touched the second bullet a little bit, which is AI applications in each of these areas, right?

Jennifer Lynn Sparrow–NYU – 01:02:40

So one of the things we're going to do post this activity is there's going to be a survey that comes out from DEC that helps us organize and rank some of the insights that we've had here.

And one of the things that I wanted us to just spend a little bit of time thinking about is and we'll follow up again with this survey because we have a large group here would be as you think about these AI application examples in each of those six areas.

We've got sort of two bullet points.

Are there other bullets we should be adding to this?

So if you have something that you say, gosh, we should add X or we should, we're doing Y. I want to hear about those things.

And then what I would love to see happen in our survey is a rank ordering of these.

You know, what would be the most bang for the buck at your institution or what would be the most helpful at your institution?

Jennifer Lynn Sparrow–NYU – 01:03:39

Is it around lesson preparation?

Is it really around student support.

Is it around professional development?

Like we, we want to have a rank ordering of that.

But I think having examples of these would be very helpful as we go through here.

So I'm trying to read through the chat while I'm here.

So if folks have examples that they know folks are doing successfully, even if it's a one person pilot, I'd welcome it right now.

Jennifer Lynn Sparrow–NYU – 01:04:08

And I'm going to say, Giuseppe, you have been very quiet today.

Add some talk in here.

Tell us what you're doing there in Italy.

Multiple speakers – 01:04:15

Yeah, sorry.

Giuseppe F Italiano (Luiss) – 01:04:17

I put something on the chat, actually.

Jennifer Lynn Sparrow–NYU – 01:04:20

Okay.

Giuseppe F Italiano (Luiss) – 01:04:22

Here So basically AI for, we try, we are doing some with some selected, I'm going to say, I'm going to say, I'm going to say, I'm I mean, we have this compulsory AI literacy that we did last semester, which was very nice and work well, very well.

And also we faculty gained some experience out of And now we you know, selecting some pilot courses and want to use AI in those courses with selected faculties.

And then we want to push this all the faculties, because, you know, as you said, there is, 10, 15% of the faculty,



which, you don't want adopt AI in their classes.

And, you know, the big bulk is undecided, but need to be convinced with, you know, practical. So far, we have been very successful in making sure you can use AI for debating, you know, for role playing, for somehow gamification during the classes.

Somehow this can be also taken offline so the instructor, the teacher focus on, you know, other things.

And so, you know, I would stress the content delivery and in-class engagement, which is very, I think, good approach.

I mean, especially convincing, you know, faculty which are not so excited about.

Giuseppe F Italiano (Luiss) – 01:05:59

Yeah.

Jennifer Lynn Sparrow–NYU – 01:06:00

Yeah, I love that.

Thank you, Giuseppe.

And thanks for letting me call you I think Loic, I apologize if I mashed your name up.

Again, apologies, but you've got the same thing.

I think similar to Giuseppe how can we also add alternative learning formats, podcast videos?

Yeah, we are using notebook LM here and you can drop your, you know, your faculty's PowerPoint into notebook LM or lecture notes.

And it'll give you a podcast or a video.

Jennifer Lynn Sparrow–NYU – 01:06:28

And, you know, for students who need a secondary way to learn, this is an easy AI tool that can help, I think, provide.

And we think our learners who are, you know, needing accommodations.

What does this allow us to do in really interesting ways?

So I appreciate that.

Diego, you're also joining us from Italy, right?

Or Spain, I can't remember.

Diego Patiño – Pontificia Universidad Javeriana – 01:06:52

Colombia, I'm sorry.

Oh, I'm sorry.

Multiple speakers – 01:06:54

Thank you.

Jennifer Lynn Sparrow–NYU – 01:06:55

Please, please share with us what you're doing.

Diego Patiño – Pontificia Universidad Javeriana – 01:06:57

No, thank you very much for this meeting.

I think everything has been very interesting here.

about this example of AI application.

For example, one of the things that we are doing the curriculum on learning analytics.

So we are using AI for doing. So what we do is to try to identify learning gaps or, I mean, content, misalignment, using AI driving analytics.

So that's one of the things that we are doing right now.

And also, another thing is to track student engagement and performance over the So we try to use AI to that.



Diego Patiño – Pontificia Universidad Javeriana – 01:07:38

So we track how the students are engaged to some specific and how we can help them identify Yeah, I love that.

Jennifer Lynn Sparrow–NYU – 01:07:53

Thank you.

Stephanie, I love that you made a podcast and video overview or syllabi.

What an easy way for us to introduce faculty to AI.

I just adore this idea like, hey, you can take your syllabus, which a lot of faculty are, you know, say, students never read my syllabus.

drop it into a notebook LM or similar tool and get a podcast or a video overview of it and provide that to your students.

I'll be curious.

Stephanie, if you have fewer issues at the end of the semester when a student says, you never told me this.

Jennifer Lynn Sparrow–NYU – 01:08:27

It was in the syllabus.

So I'll be curious to know that.

So please share that with us in December or November when we meet again, if you've had fewer issues on that.

So I appreciate that.

Vincent, I would love to hear what you have to say.

Thank you.

Vincent Liardi – Pearson / CSU Fullerton – 01:08:42

Sure, and I love the idea of the podcast syllabus.

It makes it a lot more fun for students to go through as well.

Couple things, and I don't know if they're their own teaching area, and they very much piggyback on what's already been said, but the accessibility component.

I love the alternative formats we've talked about, but the other one is language translation, using AI to be able to get to students who's I, you know, I taught at California State University and many of my students, you know, their first generation and their family to go to school and their first language might not be English.

So, you know, helping students kind of accessible with the content, with the language translation, it's really important.

So, you know, That's great.

Vincent Liardi – Pearson / CSU Fullerton – 01:09:24

And obviously just, you know, on Pearson's perspective, because that's where my, I teach and I also work for Pearson, we have, you know, instant translation for the e-text that goes into 148 different languages.

So that's one thing we power AI with.

And similar, Diego, you didn't, you almost stole my point, but I was going to say, you mentioned like learning analytics.

I was going to say like predictive analytics for early intervention, right?

like... This is very similar to what you said, but using AI to kind of thoughtfully detect students who may be struggling before, you know, we get the, we have them, you know, bomb an exam and then it's too late.

And then it's they're spiraling down.

So, and it's not just the predictive analytics for intervention, but then it's the predictive analytics and the learning analytics that can help us target what that remediation is and where within the learning path they're struggling specifically.

Vincent Liardi – Pearson / CSU Fullerton – 01:10:16



And I think AI, you know, playing a really valuable role in that.

Multiple speakers – 01:10:20

So those are two things I'm kind of excited Yeah, I love that idea of this early intervention piece.

Jennifer Lynn Sparrow–NYU – 01:10:29

And we don't necessarily talk about that specifically these AI applications, right?

Maybe feedback and grading, but it's not about you doing, using AI to do the feedback and grading, but it's about getting that feedback.

And part of the feedback loop for the faculty members, am I covering the right materials?

Do I need to spend more time on something?

Is there... Is there a deeper dive I need to do on a particular topic because I've got that real-time analytics piece of this?

Multiple speakers – 01:10:57

So that might be something we add is like, this would be a great future Yeah, it really gets to that personalization of the student learning experience, right?

Vincent Liardi – Pearson / CSU Fullerton – 01:11:06

Like I have 161 students in my class right now and I can't personalize everyone as much as I would like to.

So AI can definitely help with that individualization and personalization of the learning path.

Jennifer Lynn Sparrow–NYU – 01:11:17

Yeah, I love that, Carla.

Yeah, I think Carla is talking about that as a hackathon for learning analytics, which is, you know, like an open everyone.

If you can anonymize that data, what a great way to get some insights and get your students to provide insights.

I think it's kind of fascinating what we think students want versus... what they actually want.

I've had a couple really interesting discussions in recent months around our students saying, you have our data already, why aren't you providing us a Netflix-like recommendation or an inter-here, it looks like you're struggling in this course or this module.

Why aren't you taking this advantage of this tutoring session, for example?

It ranges everywhere to, why wouldn't you do that to, oh, that's creepy.

Jennifer Lynn Sparrow–NYU – 01:12:00

So that's good stuff.

Silvana, please jump in.

Yeah, I don't think we've heard from you today.

Hi.

Silvana Balarezo – UPC – 01:12:09

my institution, we are using AI in different areas, since lesson preparation and another.

But I talk, comment about the risk.

In this moment, we are testing the solution that we try to grade and feedback and feedback for the assessments, for the evaluations.

Multiple speakers – 01:12:38

And in this moment, the test is good.

Silvana Balarezo – UPC – 01:12:43



But our risk, I consider is the professor maybe don't check or don't review, because I consider the answer pre-qualification or pre-grading, but it's not the last evaluation, the last grade.

But in some cases the professor and not necessarily consider this option.

Only, okay, the AI is put a grade or feedback is okay.

It's, I consider is the risk.

What is the limit that we try to, in these cases, when I try to help the professor, but the professor don't understand, is not replace you.

I don't try to replace, I try to help.

Jennifer Lynn Sparrow-NYU – 01:13:36

Yeah, it's Yeah, I think that we certainly heard that at last night's session.

I think we've heard it this morning or today's session.

This is like, how do we make AI like the best TA you've never had, right?

like how do we frame it in that way is like it can help you in many of these ways i'm keeping an eye on the chat

michael i love this idea if maybe and maria maybe we consider this as like a seventh category as like inclusion and accessibility it might that might fall in sort of content

delivery and in and engagement or less in preparation i'm not sure right this is this is an additional piece to that.

I think that's worthwhile for us having a discussion.

John wants to add something.

John Rachlin (Northeastern University) – 01:14:27

Go ahead, I couldn't figure out how to raise my hand.

I'm not Zoom literate, I guess.

I just wanted to give a shout out this as a possible area, teaching area that maybe it's under content delivery, but I want to give a particular shout out to project-based learning and undergraduate research.

Because the modality for learning, it really kind of forces a very sort of hands-on of critical thinking.

And there are a lot of opportunities for AI with project brainstorming, with data analysis.

and other aspects to carry through with a completed project, whether it's a senior thesis or just an undergraduate project that ends up being a poster or maybe even a publication.

Jennifer Lynn Sparrow-NYU – 01:15:16

I think it's worth calling out as a unique modality for Yeah, I love this idea of, you know, giving students and faculty, right, but giving students an opportunity for a range of use cases across a project, right?

So, and the group last night definitely talked about similar types of things, John.

So I appreciate that you're sort of thinking about this in the same vein.

And when we get the notes back, we'll be able to synthesize some of this.

But enabling critical thinking, right, or enhancing critical thinking, the insights that you can get by dropping your data into AI and asking for some insights maybe comes faster or maybe you get different insights than you would have gotten if you had looked at that if you're a novice in data analysis or even, know, you.

sort of not an expert, but somewhere below expert in data analysis.

Jennifer Lynn Sparrow-NYU – 01:16:22

So how does that open this up?

So I love that framework of Michael, I want to come back to the inclusion and accessibility for just a minute.

Would you be good if we included that assignments and assessment?

Or do we think that's a worthwhile enough piece to call out and say, This is another way you could use AI in your class for accessibility and inclusion.

Michael Pazinas – 01:16:49



I think there's a danger with inclusion and equity.

When we put it under another category that it's left as a secondary consideration, when you've got inclusion and equity as a category on its own, it's something that people purposely have to have to address.

And in the UAE, just to give you an example, in the UAE, we're now mandated by the government to ensure that all our digital materials are built from the ground up for accessibility and inclusion.

So I think having a separate category, I mean, I'd like to argue for a separate category and not put it under something like student support or anything like this, because I think it's really important.

I mean, if you think know, but I think it's like one in five people have a need for this.

And I think it's, you know, that's 20% that's increasing as time goes on.

So.

Michael Pazinas – 01:17:42

Yeah.

I think it warrants his own category, and obviously that's just my opinion, but think it, you know, I think it's really, because then you think about designing from the ground rather than thinking about it as a bolt on or secondary. Yeah, I actually, I'm going to, I'm going to second that.

Jennifer Lynn Sparrow–NYU – 01:18:06

It looks like Sonia says as well.

Like, I think, Maria, we could probably include that as a seventh category and give some examples.

And I think for in terms of thinking about the opening the doors for faculty that aren't using AI in their curriculum today, this might be an easy on-ramp for folks, right?

I've got a, I've got notes from a lecture, I've got a video.

I've got something.

content that I've already used and created, but now I can do things to make it accessible, right, or available to more learners, so those principles of universal design.

I think that's sort of a great way for us to put a little bit emphasis on that.

Jennifer Lynn Sparrow–NYU – 01:18:47

So we can have that discussion post, Maria, but that might be worthwhile for us to just say, this is an extra piece of this.

Just, I wanna pay attention to time.

So, Dale, I wanna come back to, on the support questions piece.

And this like, you, I think what you're saying here, please correct me if I'm wrong, is you, how do we support these tools when they're proliferating on campus in ways that, you know, sort of those units that help faculty do these things that support from an IT perspective, do that.

Is that what you were getting here?

Dale Pike (Virginia Tech) – 01:19:24

Yeah, I think so.

And as I think through the example AI applications in the document, and literally my mind goes to which tools are we likely to be listing as being supportive of each of these teaching areas.

And you could do a version of it where you're just referring to a general assistant, where you're saying chat GPT prompts for all of these different example applications.

Or you could be selecting individual custom AI workflow applications that are much more narrowly focused on building rubrics, for example.

And I don't think there's an either-or conversation, but when people are first starting to think about these things, we don't have a framework to differentiate.

And so you often get one person, talking all about chat GPT prompts and another person thinking about the library of additional applications they're using.



I don't know that it's dramatically different in approach, but I think it helps with our own framing and AI literacy when we're able to differentiate between the types of applications we're talking Yeah, excellent.

Jennifer Lynn Sparrow-NYU – 01:20:43

Okay, it is 10 minutes to the end of our session.

I can't believe how quickly it's gone, Maria.

Thank you.

Thank you.

You don't need it.

You can stop sharing now if you'd like.

Just a couple of things that I want to say are our next step.

Jennifer Lynn Sparrow-NYU – 01:20:57

So again, we'll have a, we're going to try and keep the survey short, but I think we want to make sure that we give you an opportunity to rank order these AI examples where you might have.

the easiest wins, what might be most effective, what would be most helpful for your faculty, right?

I think there's some different ways we can word that.

And Dale, I loved your sort of idea that we would include some potential tools.

Like for this tool, just use a general AI, you know, chatbot, if otherwise you might look at these tools to do this, right?

So I think there probably is some space for that maybe we can get to in our next our next meeting.

What we're going to be talking about coming up.

Jennifer Lynn Sparrow-NYU – 01:21:46

We have two more meetings as a part of this.

So thanks everybody for sticking around, for those who have been here for the first two meetings.

For our newcomers, thank you for being here.

We appreciate it.

We will, the DEC team is going to take what we've done today, what we did last night, the survey responses, and map to those key areas, which I think we've agreed is probably going to include accessibility and inclusion, maybe universal principles of design and we'll figure out how to how to how to word that so it doesn't offend any of our.

administration, federal administrations here in the U.S. We're negotiating some interesting politics here.

Jennifer Lynn Sparrow-NYU – 01:22:26

And then we're to spend the next two sessions really talking about the structured pathway for adoption.

So when we're planning adoption, what criteria do we need to use around these practices and to implement first.

And then how are we measuring impact?

So those are sort of the two things we're going to be thinking about.

So I hope that this... This conversation didn't feel a little bit, you know, it was kind of a winding discussion, but we got a lot of really good information from you all on this.

And I think you'll see as we get to the third session, we're going to be able to really pinpoint on to how do we develop the, how do develop the... with DEC, this framework that folks can take and use as a playbook at their institutions, particularly, I think, in their centers for teaching and

learning, which I think we're already hearing are having, according to Michael, are having great success already.

Jennifer Lynn Sparrow-NYU – 01:23:24

So, We have about eight minutes left.

Is there anything that people want to make sure we add before the end of this that like we didn't touch on, that we should, or there's something, you know, like, aha that came out of this meeting that you want to make sure we Diego gave a thumbs up.



Maggie Mosher, University of Kansas – 01:23:44

Thanks, Only last thing I would add is think people are so concerned about AI taking away from communication. I think it's important to put in there somewhere that it's actually bringing more diverse thoughts and communication pieces Yeah.

Jennifer Lynn Sparrow–NYU – 01:24:01

And I love this.

We're talking about this at our campus in Abu Dhabi.

It's like we have lot of English.

It's not a first language.

And so like being able to translate on the fly, right, and being able to do that in your own language, I think is such a critical piece and have those conversations with the AI bot is And even Boodlebox will let all the students at one time talk to the same bot and ask it questions.

Maggie Mosher, University of Kansas – 01:24:24

And they all get the answers all at the same time.

So that collaboration.

Jennifer Lynn Sparrow–NYU – 01:24:28

I love that.

Dale Pike (Virginia Tech) – 01:24:32

yeah we haven't spent enough time talking about what do we get extra right that's a good one that what do we you know just there may be also be some value to talking about what we want to protect and not in a defensive way but it sort of just with the uh productive

friction kind of idea but also amplifying the human experience.

What those interactions that we would suggest should be reserved?

And you know, we talk a lot about this, about human in the loop, but that's a very IT technical kind of way of talking about What do the humanities have to say about how we interact with each other?

And how can our use of AI amplify our humanity?

Jennifer Lynn Sparrow–NYU – 01:25:32

Hmm.

I love that.

I think that's a great way to end, Like, it's what do we gain?

What do we want to protect?

And how do we amplify that human experience?

Others.

Those great words of wisdom.

Jennifer Lynn Sparrow–NYU – 01:25:49

Thanks.

All right, everybody, I'm going to give you five minutes back in your day.

Everybody can run and use the restroom, do what you need to do.

John, thank you for adding that.

Appreciate it.

If you think of anything else, post this, please reach out to myself or Maria.

You've got our email addresses.



Jennifer Lynn Sparrow-NYU - 01:26:07

We are happy to include, you know, aha moments that come to you after this hour and a half together.

Again, from the bottom of my heart.

This has been just a wonderful way to spend 90 minutes.

I have so enjoyed the conversation, the insights.

I love hearing what everyone has done, is doing what you're thinking about and all of those things.

So thank you, thank you.

Thank you.

Jennifer Lynn Sparrow-NYU - 01:26:30

Thank you.

Have a great rest of your day, everybody.