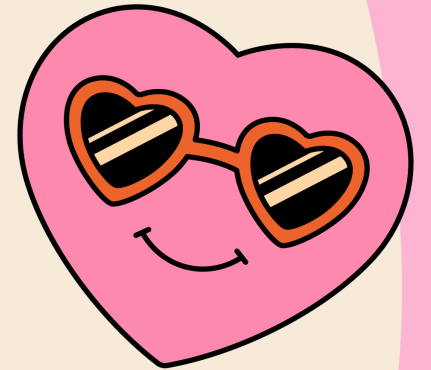
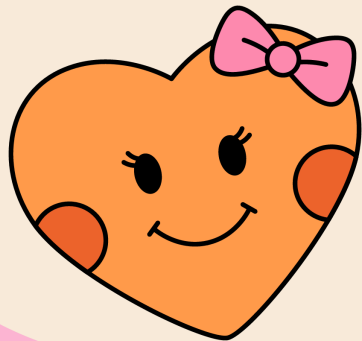
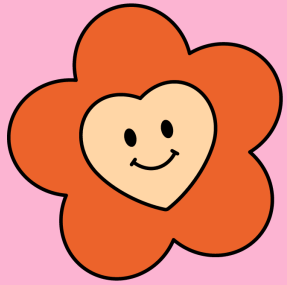


LOVE AT FIRST BYTE

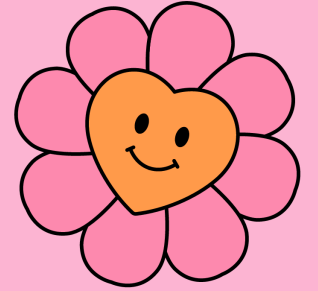


AI & OER'S DIGITAL ROMANCE





HOUR AT A GLANCE



1

DO YOU LIKE
ME? CHECK YES
OR NO

2

WHEN AI MET
OER

3

SELL THE
COOKIE NOT
THE RECIPE

4

EXPLORING
OPEN
RELATIONSHIPS

5

WE NEED TO
DTR

6

THE ETHICS
OF LOVE

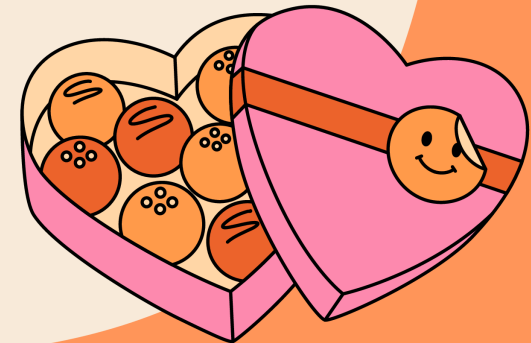
DO YOU LIKE ME?

CHECK  YES OR  NO

HOW COMFORTABLE ARE YOU WITH USING AI IN YOUR EVERYDAY LIFE?

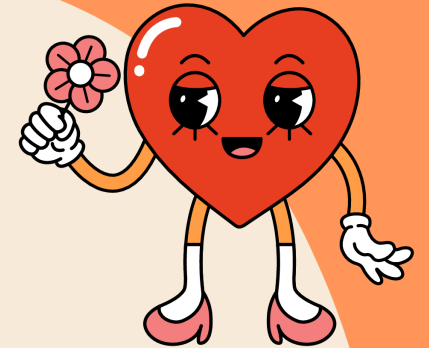
Do you use AI for:

- Productivity management
- Navigation
- Professional Support
- Customer Support
- Filtering spam emails



DO YOU LIKE ME?

CHECK  YES OR  NO



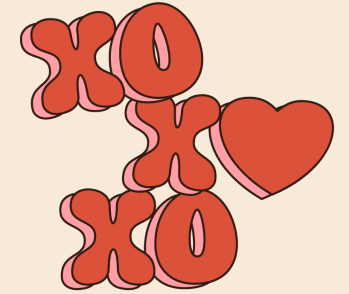
HOW COMFORTABLE ARE YOU WITH STUDENTS USING AI IN YOUR CLASS?

Engaging with these technologies firsthand allows you to:

- Gain practical experience with the functionalities, limitations, and potential applications of AI
- Enhance teaching methods, enhance student engagement, streamline administrative tasks, and personalize learning experiences.
- Stay current with technological advances, preparing you to effectively incorporate these innovations into your curriculum.



WHEN AI MET OER



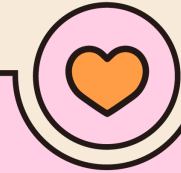
MUTUAL ENHANCEMENT

- Providing real-time feedback on self-paced learning
- Auto-tagging resources and generating metadata
- Empowering learners to become OER creators themselves
- Providing supplemental instruction support for equitable learning outcomes.



CURATION AND CREATION

- The ethos of OER- Collaboration, Revision, and Sharing - amplify these practices by enabling faster revisions and broader dissemination of open resources.
- Improving accessibility of materials and platforms through alternative input methods



ADAPTABLE

- Tailoring materials according to individual learner needs and strengths
- Depending on the content, context, assessment, and goal, different prompt engineering will provide different outcomes that allow for various outputs and options.
- GenAI tools can represent an ideal means to foster learner autonomy by enabling personalized learning experiences.

WHEN AI MET OER

AI PROMPT ENGINEERING

Anatomy of an Assessment Brainstorm Prompt

Who am I?

What's the context?

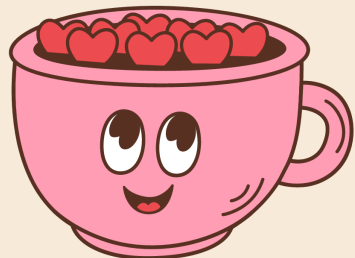
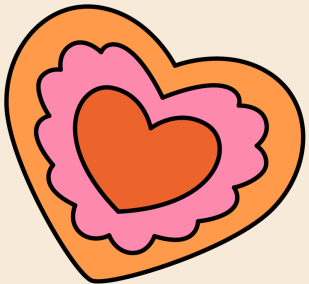
I am a technical college instructor who is teaching a course for a Criminal Justice program. Right now, we are focusing on Evidence-Based Practices, and I want to facilitate some authentic formative assessments that challenge my learners to think critically about relevant real-world situations that require them to apply their understanding of this concept. I want to ensure the assessments are interactive and hold my students' interest. They need to understand the importance behind this concept and have it feel relevant and impactful so that they internalize its significance. Please brainstorm 3 assessment ideas. Limit your descriptions of each of them to a paragraph, but make sure you give me a clear description of what the assessment is, what makes it engaging, relevant, and authentic. Make sure each assessment is unique from the others so that we have some diverse ideas to consider.

What's my goal?

What do I want the AI to do?

SELL THE COOKIE

- Lower student AI literacy predicts higher propensity to use AI on assignments
- Integrity extends beyond academia but needs to be explicit.
- Open communication about AI capabilities and limitations can help students understand its appropriate use and reduce misuse



NOT THE RECIPE

SELL THE COOKIE...



START WITH THE



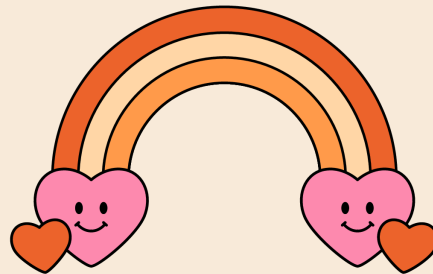
As Communication Experts, we have a chance to view AI as a collaborative partner that enhances strategic thinking, emphasizing the importance of digital literacy and authentic engagement rather than a replacement for human creativity and connection

EXPLORING OPEN RELATIONSHIPS

HOW CAN WE DESIGN AI ASSESSMENTS THAT SERVE AS CATALYSTS FOR CONNECTION?

IN CANVAS

1. Assignment
 - a. Instructions/Rubric
 - b. Use AI to brainstorm topics
 - c. Submit process documentation
2. Discussion
 - a. submit product
 - b. student-student interaction
3. Assignment
 - a. Review, analyze, reflect in writing/voice/video



INTERACTIONS

With significant others

1. Hands-on projects
2. Interviews
3. Conversations
4. Surveys

(with permission to share)

EXPLORING OPEN RELATIONSHIPS

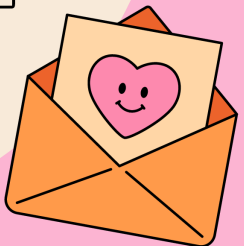
HOW CAN WE DESIGN AI ASSESSMENTS THAT SERVE AS CATALYSTS FOR CONNECTION?

Interactive Digital Projects

- Using AI for tasks like transcription, editing, or suggesting improvements, students can develop podcasts, video assignments, games or simulations that explore communication concepts and theories such as cognitive dissonance theory or media literacy.

Authentic Audience Engagement

- Students can create blogs or social media posts on communication topics, with AI assisting in brainstorming ideas for content or analyzing engagement metrics.
- These outputs allow students to engage with real-world audiences while practicing digital communication skills.



EXPLORING OPEN RELATIONSHIPS

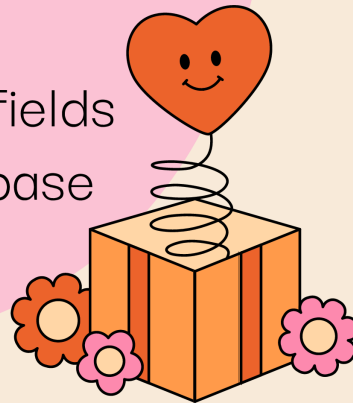
HOW CAN WE DESIGN AI ASSESSMENTS THAT SERVE AS CATALYSTS FOR CONNECTION?

Experiential Learning Activities

- AI-powered chatbots can simulate real-world communication scenarios (e.g., conflict negotiation, debate) for students to practice and analyze their responses. These simulations can be shared as OER for other students to learn from.

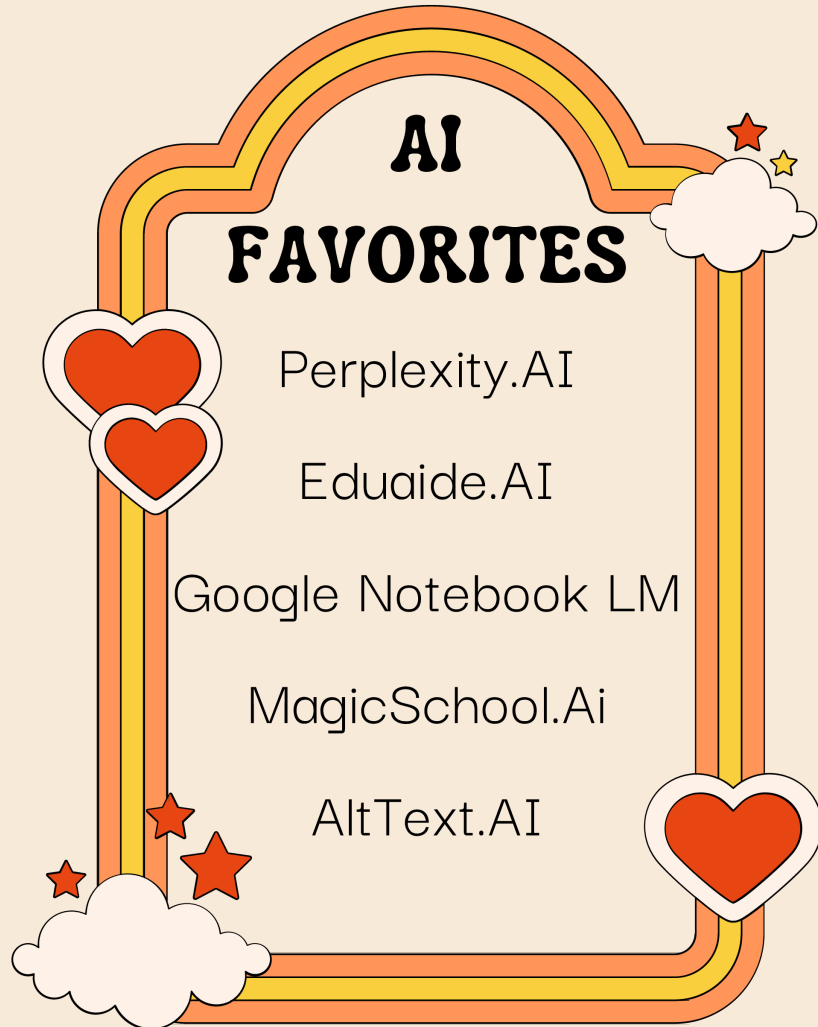
Ethical and Critical Engagement

- Students can critique and critically analyze AI-generated content (e.g., speeches, essays, arguments, persuasive appeals, etc.) for biases, ethical concerns, or rhetorical effectiveness. This encourages deeper understanding of both AI's role in communication and its limitations.
- Facilitating class-wide discussions about the ethical implications of AI in their fields of interest allows students to contribute their insights to a shared knowledge base



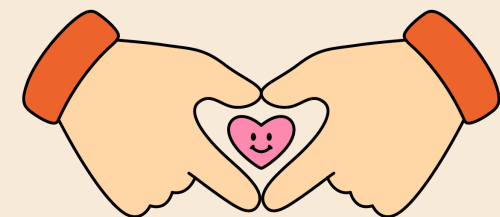
WE NEED TO DTR

SETTING ASSIGNMENTS THAT CAN BE EASILY ANSWERED BY AI TOOLS WITHOUT SELF-AWARENESS WILL NOT BE EFFECTIVE IN HELPING STUDENTS LEARN.



To truly help students learn, assignments should:

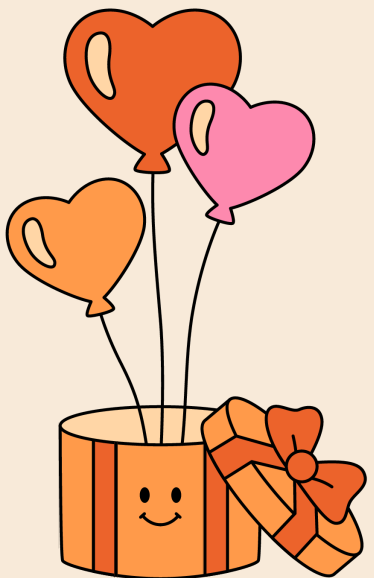
- Encourage self-reflection and critical thinking
- Require application of knowledge to novel situations
- Involve creative problem-solving that goes beyond simple fact retrieval
- Incorporate elements that cannot be easily replicated by AI, such as personal experiences or original research

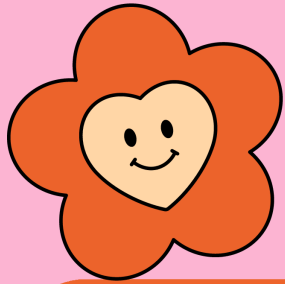


WE NEED TO DTR

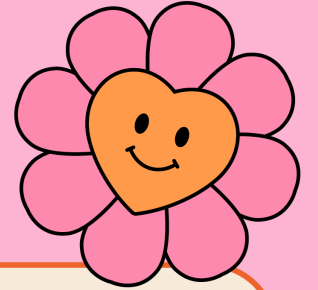
CONSIDER THE FOLLOWING WHEN DEVELOPING YOUR AI COURSE POLICY:

- What is the policy and what tools does it apply to specifically?
- When is AI use permitted or forbidden? Why? Is brainstorming with AI cheating? How might AI enhance or inhibit learning in this class?
- What processes and consequences result from non-compliance?
- Transparency regarding your planned usage of AI detection tools and how that information will be used.
- If AI is allowed, must students share their AI prompts with you as part of assignment submission?
- How should AI use be credited?
- Clear statement about students' ultimate accountability for work.
- What rationale and reasoning guide this policy?
- How do you provide support to students in relation to this policy?
- How does the policy show support for student well-being?





THE ETHICS OF LOVE



- **Attribution**

- May cite a real piece of writing, but the cited content may be inaccurate.

- **Loss of Personalization**

- Even though AI can increase the speed of communication and improve interpersonal perceptions, the prevailing anti-social connotations of AI undermine these potential benefits if used overtly.

- **Access Inequality**

- In the largest deployment of ChatGPT to date, California State University is rolling out ChatGPT Edu, "...elevate our students' educational experience across all fields of study...and help provide the highly educated workforce that will drive California's future AI-driven economy."

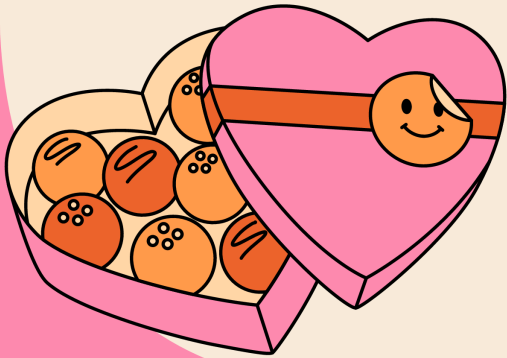
- **Cultural and Linguistic Barriers**

- Cultural values embedded in AI models may bias people's authentic expression and contribute to the dominance of certain cultures

- **AI "Hallucinations"**

- Based on biases and limitations in the data
- Can more rapidly spread misinformation

THAT WAS SWEET!



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