



Being an educator is like...



Approaching Assignment Design in Light of Artificial Intelligence II

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Session web page



<https://go.osu.edu/ai-assignments>

Outcomes

- For a given **series of** assignments/activities, identify the critical points of intersection between the affordances and limitations of AI and the learning goals/needs of students.
- Craft a **longitudinal** assignment/activity in their own discipline that they can use in a course design, whether current or in the future.
- **Leverage Copilot to develop** a direction or approach to the assignments/activities.



Practice Activity

Open Copilot and prompt it to write feedback for one of your typical students encouraging a growth mindset.



Common Educator Metaphors

- **gardener/plants:**
“An educator is like a gardener and students are like plants”
- **coach/athletes:**
“A teacher is like a coach and students are like athletes”
- **tour guide/tourists:**
“A teacher is like a tour guide and students are like tourists”
- **sculptor/clay:**
“A teacher is like a sculptor and students are like clay”

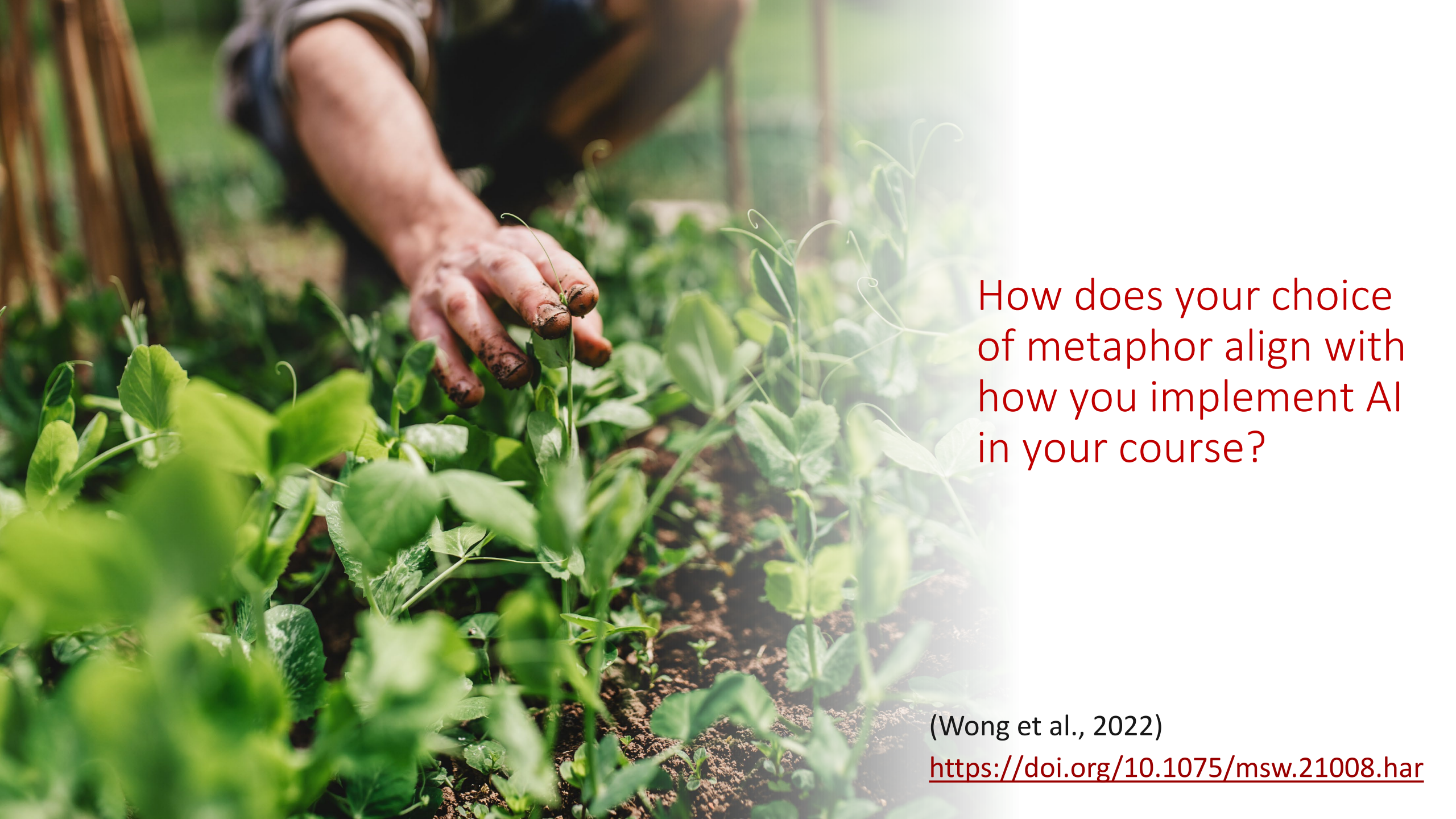
How does your
choice of
metaphor align
with how you feel
learning occurs?





How does your choice of metaphor align with your assessment choices?

- (Wong et al., 2022) <https://doi.org/10.1075/msw.21008.har>



How does your choice of metaphor align with how you implement AI in your course?

(Wong et al., 2022)

<https://doi.org/10.1075/msw.21008.har>

Experiential Learning



Reflection, critical analysis and synthesis.



Opportunities for students to take initiative, make decisions, and be accountable for the results.



Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.

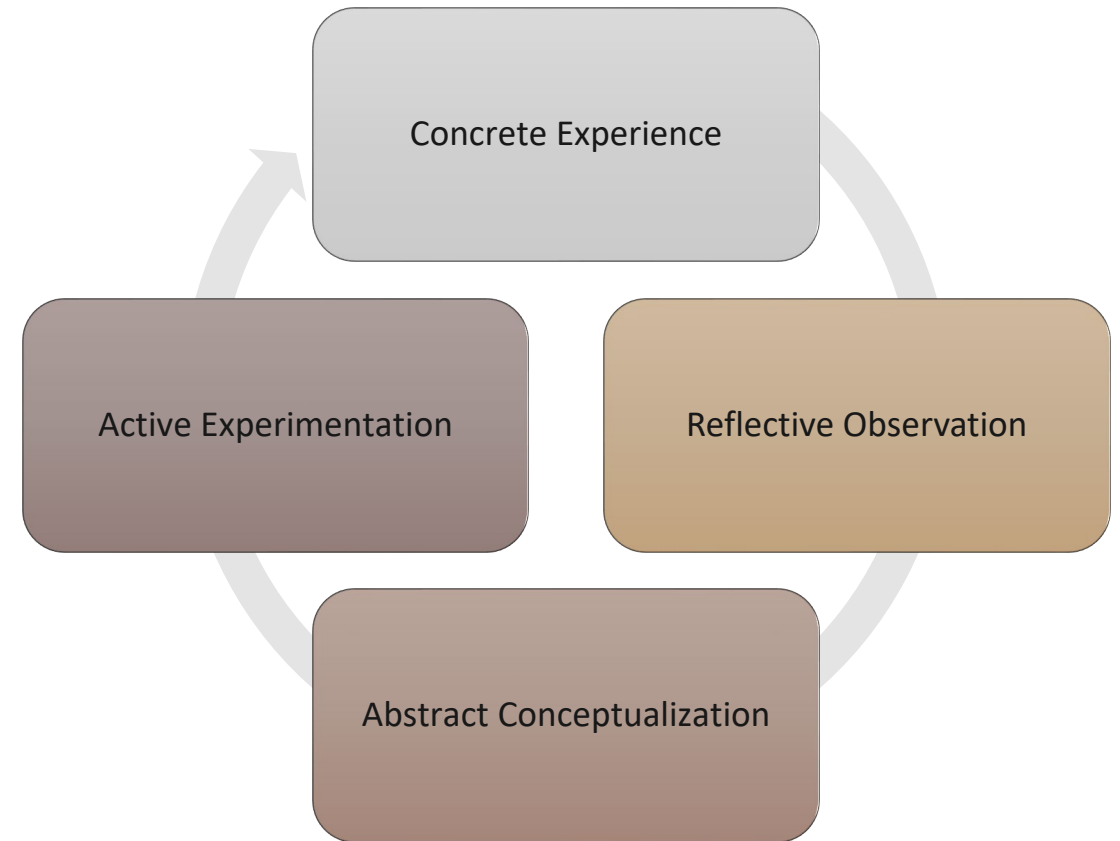


A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.

Experiential Learning

Includes the integration of:

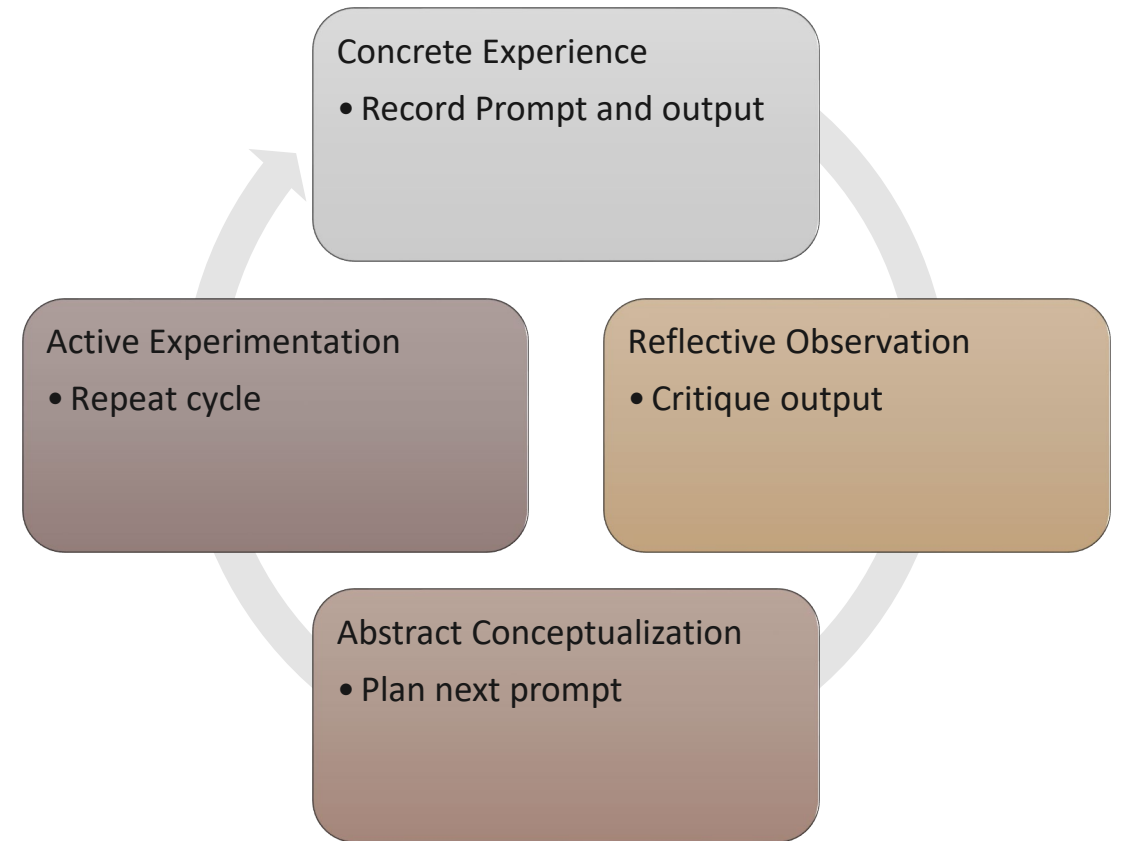
- Knowledge: Concepts, facts, and information acquired through formal learning and experience
- Activity: Application of knowledge to a “real world” setting
- Reflection: Analysis and synthesis of knowledge and activity to create new knowledge



(Kolb, 1984; Sandars, 2009)



Experiential Learning and an AI Audit Trail



[AI Teaching Strategies: Transparent Assignment Design | Teaching and Learning Resource Center \(osu.edu\)](#)

Prompt:
 You are an expert educator, design a series of assignments for an introductory college STEM course that scaffold according to the Anderson-Krathwohl Blooms model and build students' ability to make an effective argument from evidence.



Hello, this is Copilot, an AI companion. I can help you with designing assignments for your STEM course. 😊

- Assignment 1: **Remember and Understand**. Ask students to write a summary of a scientific article or report related to the course topic, using their own words. The summary should include ...
- Assignment 2: **Apply and Analyze**. Ask students to design and conduct a simple experiment or investigation related to the course topic, using the scientific method. The experiment or investigation should have ...
- Assignment 3: **Evaluate and Create**. Ask students to write an argumentative essay on a controversial issue or problem related to the course topic, using evidence from their own experiment or investigation and other sources. The essay should have ...



Please develop a rubric for the third assignment with 4-5 characteristics of an effective argument from evidence and 3 levels of performance for each characteristic.

Characteristic	Level 1	Level 2	Level 3
Thesis/Claim	Contains an arguable claim that is somewhat original. Thesis and purpose are fairly clear.	Contains an arguable claim that develops fresh insight and challenges the reader's thinking. Thesis and purpose are clear and focused.	Contains an arguable claim that develops original and sophisticated insight and challenges the reader's thinking. Thesis and purpose are clear, focused, and compelling.
Evidence	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations and paraphrases may be too long and/or inconsistently referenced.	Uses sources to support, extend, and inform, but not substitute writer's own development of ideas. Source material is announced by a signal phrase and ended with in-text citations.	Uses sources to support, extend, and inform, but not substitute writer's own development of ideas. Skillfully combines source material with writer's own analysis and synthesis. Source material is smoothly integrated and consistently referenced.
Explanation	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Details are relevant, but may lack originality or convincing interpretation.	Offers sound and original reasoning. Assumptions are made explicit. Details are relevant, original, and convincingly interpreted.	Offers sound, original, and insightful reasoning. Assumptions are critically examined and justified. Details are relevant, original, and persuasively interpreted.
Counterargument	Author acknowledges the opposing view, but does not present sound counterpoint.	Author acknowledges the opposing view and argues it logically.	Author acknowledges the opposing view and refutes it effectively.
Organization	Progression of ideas in essay makes sense and moves the reader easily through the text. Strong transitions exist throughout and add to the essay's coherence.	Progression of ideas in essay is logical and compelling. Transitions are smooth and enhance the flow of the essay.	Progression of ideas in essay is logical, compelling, and sophisticated. Transitions are seamless and create a coherent and elegant essay.





Using Copilot to
describe images

Using Copilot for Creating Assessments

In your prompt:

- Identify the subject, course content, audience, and and specific learning objective to be assessed.
- Specify the type of assessment items (e.g., multiple-choice, fill-in, short-answer, and essay)
- Consider the cognitive goals, depth of knowledge, and purpose of the assessment (e.g., diagnostic, formative, summative)

Tip:

- Remember than Copilot can hold a “conversation”: give feedback to iterate to refine results (you can think of AI as a peer or partner)



Using Copilot for Assignment Feedback

Copilot can:

- Identify areas for feedback given an assignment description
- Suggest a variety of comments (both positive and constructive) based on individual elements of the assignment.
- Adjust the tone of comments (formal, conversational, etc.)

Instructors can:

- Analyze and select areas to prioritize feedback.
- Personalize and individualize comments.
- Select the tone that best represents their teaching style and/or purpose of feedback (comments to student, formal report etc.)



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Wrap Up

- What AI uses are you considering in your course(s)
 - Take 2 minutes and write down the next 3 things your going to do
- Resources and support
- Next sessions
 - March R&I
 - April Student support



Thank You

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Questions?



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- We'd love your feedback!
 - <https://go.osu.edu/ai-assignment-survey2>

