

# EvolveEd

Teaching "human" in the age of AI.

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# Who we are.

- Mandy Bonisteel (she/her/they), Professor LAS.
- Silvia Caicedo (she/her/elle), Professor/Coordinator, Pre-Health Sciences Program, SWCP.
- Jason Inniss (he/him), Professor/Coordinator, [Centre for Hospitality and Culinary Arts](#); Associate, TLX; Chair, College Council.
- Valerie Scovill (she/her), Professor CPLS (EAP).

# To start with...

- We have no judgment about using or not using AI in your specific teaching and learning contexts.
- We hope our experiences and this discussion may be of service to all of us in this period of change, challenge, and opportunity.
- In our teaching we strive to honour the humanity of our students, show them that they are valued, and challenge them to demonstrate and apply skills, knowledge, and attitudes.
- We don't have all the answers.

# Question.

"AI's ability to deliver instruction, personalize learning, and even interact with students reveals that the instructional aspect of teaching is not exclusively human after all... This realization prompts a crucial question: if machines can instruct, what then is the unique value that human educators bring to the table?" (Sidorkin, 2024).

# Comment.

- "Chatbots... have proven to be exceptional personal tutors. They can tailor information delivery to individual needs, offering a level of customization that traditional education struggles to match. But... education is not merely about transferring information. It's about fostering a unique educational relationship that optimizes learning. For all its sophistication, AI lacks the capacity to replicate this... educators must remain agile, adapting curricula to include skills that future employers will value, ensuring students are well-equipped for the evolving workforce". (Sidorkin, 2024).

# Human Skills our grads may require for the workplace.

- "[W]e need to have a workforce that is creative, adaptable and empathetic, so-called "soft" skills that can't be automated." ([Want a job in 2050? Work on your empathy and perspective skills, experts say \(CBC\)](#))

# Observations (Valerie).

- Students are using AI for all aspects of the course:
  - Reading AI-generated summaries of texts rather than the texts themselves.
  - Submitting assignments – AI-generated, and sometimes without being read, not really addressing the task.
  - Grammar and vocabulary – ie., "Thomas King" changed to "Thomas Ruler".
- Challenges faced by students:
  - Stress, responsibilities - money, work, family, bills, etc.
  - Skills – difficulties with language, lack of confidence in abilities.
  - Need to connect – with one another, with material, with skills.

# Teaching and assessment challenges (Valerie).

- Is **content** getting in the way of **skills**?
- How do I design teaching and assessment activities so that they focus on the **processes** of learning rather than the **products** of learning?
  - Relevance of the skills to the needs of the students.
  - Clear, critical thinking that arises from organizing one's thoughts.
  - Synthesizing, combining ideas, creating something new.
  - Discussing, sharing, respectfully disagreeing, supporting others in their learning, working together to create something greater.
  - Determining truth, distinguishing from fraudulence.



# Soft/Human Skills with AI: the issue (Silvia).

- **What I teach:** my role, their reaction, and AI.
- Soft Skills ==> EES + Self-Awareness + Reflection.
- **Observation** – students using new skills to circumvent the learning process and content. **Product comes easy with GenAI.**
- **Reasons: TL;DR** or partially read material. Did not read assessment task before submitting. Do not trust my writing skills.
- **Exacerbates Inequity:** English language learners cannot cover their tracks when using AI.

# Soft/Human Skills with AI: the practice (Silvia).

- **Questions:** How EES + Adaptability + AI come together? How I changed my practice to address the issues.
  - **Suspending:** judgment, blame and shame:
    - Students are not cheaters. They want to complete work – easily!
  - **Seeking authentic participation** – in writing. AI is a tool – not a replacement. Tutor.
  - **Building self-trust:** how we can do it better? Making meaning. Adapting.

# Jason

- Question received: What are your thoughts on these incredibly verbose emails that were obviously not written by the student?
- Our unique experience as faculty in living, handling controversy, and solving problems.
- On cheating: Industry will test a student's honesty and accountability.

# Mandy

AR/AOP, Indigenous LOs, EES, UDL (a.k.a. human)  
and GenA.I. (a.k.a. not)

- Context.
- GSCI 1030 pre LLMs.
- What my students told/taught me.
- My take-aways.
- What I did.

# Context

- “We cannot solve our problems with the same *thinking* we used when we created them” – Albert Einstein



[Earliest Known Image of "Don't Throw The Baby Out With The Bathwater."](#) Creative Commons

# Re-Think?

## EES (1)

Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience:

- *Cover topic, analysis, grammar, comment, (AI does this).*

## CRITICAL THINKING AND BLOOM'S (?)

"What solutions can you propose to decrease air pollution in urban areas?"  
(AI does this)



# GSCI 1030

## **a) EES (1)**

Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience:

*“incorporate affective/ positionality lens and acknowledge this in others”*

## **b) UDL / ILOs**

## **c) Kolb (as metacognition)**

## **d) BLOOM's (all three domains)**

# GSCI 1030 Padlet Surveys (2023 x 3 terms)

## **Skills:**

- I want to get a good grade and my writing is not very good.
- I use it to rewrite my words to look professional.
- I used the AI tool to help me to maintain a more academic writing.

## **Competitive advantage:**

- I get frustrated when my classmates use AI and end up getting the same/better marks as me.

## **What is AI?**

- We are using the Grammarly program to check for grammar.
- I use Papago. My hard works are showing AI detected 😞.
- I find it difficult because if the students do not use Chatgpt and it still say AI.

## **Messaging clarity**

- I did not realize at first that you did not want us to use Chatgpt.



# Metacognition

- Pending

**AI  US**

# Padlet 2024

- When I learn something new, I feel like a super person who has improved. Because knowledge is the only force that moves humanity forward.

Questions?

Comments?

Your experiences?

Your ideas?