



**Inside
Higher
Ed**

Owning the Unknown: Teaching and Learning With AI

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Webcast| Owning the Unknown: Teaching and Learning With AI

Hosts:

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Chris Hess,
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Panelists:

Kathleen Landy,
Associate Director, Center for
Teaching Innovation at Cornell
University

Muhsinah Lateefah Morris,
Director of Metaverse Programs
and Senior Assistant Professor of
Education at Morehouse College

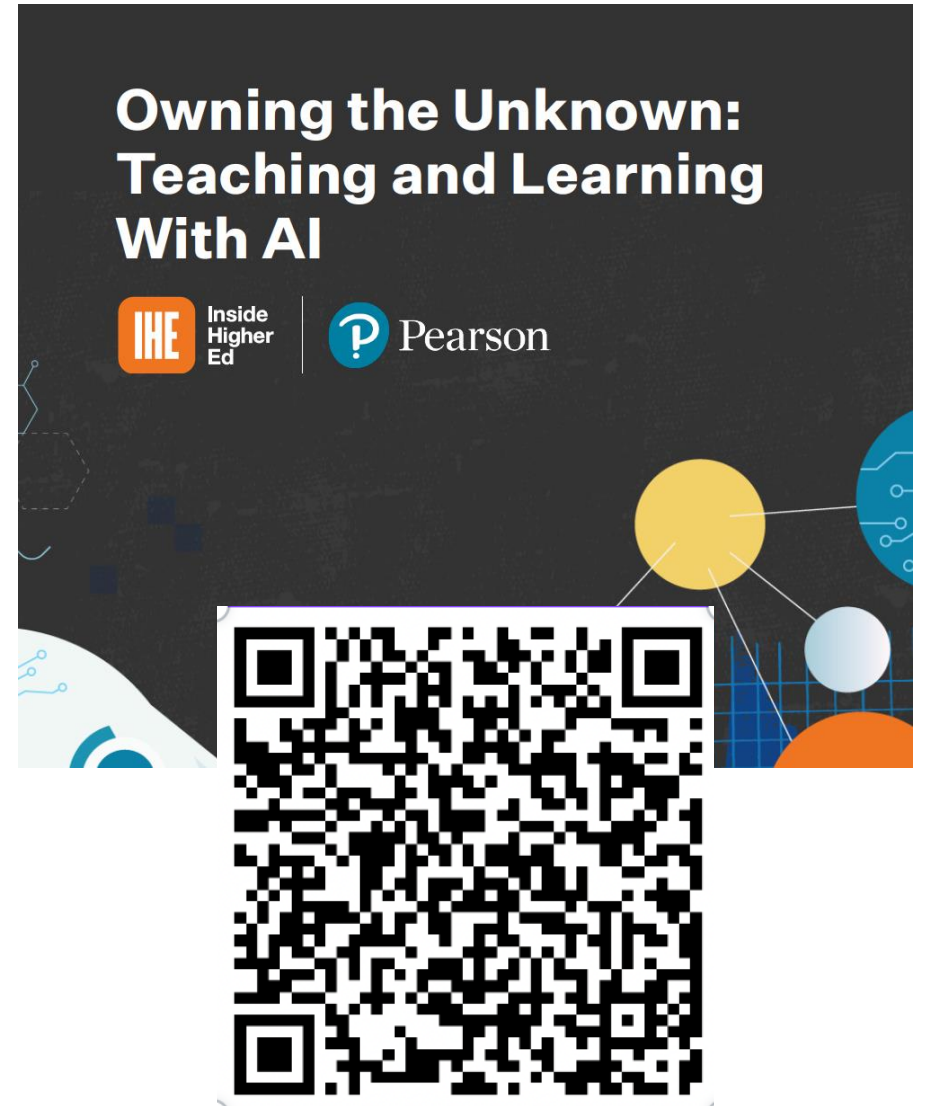
About the Booklet

4 Aims:

1. Share bold examples of faculty members/institutions experimenting with AI in teaching and learning
2. Shed light on how (and how much) students are adopting AI relative to their professors
3. Contextualize case studies and data with suggested frameworks for building AI literacy and using GenAI for academic research
4. Help inform critical conversations about AI adoption within academic programs and with respect to equity

Sponsor:

Pearson



Students vs. GenAI

● May 15, 2024

NEWS

TECH & INNOVATION

Students Pitted Against ChatGPT to Improve Writing

New University of Nevada online courses aim to teach future educators about AI limitations through competition.

By [Lauren Coffey](#)



The University of Nevada at Reno has launched two courses that put students head-to-head with ChatGPT, comparing their writing with AI answers.

University of Nevada, Reno

“The result between the first paper they wrote and the second they wrote was quite striking. It’s a much higher level of critical thinking, of engagement in terms of their lives as future teachers. ChatGPT acted as a conduit to spur on deeper levels of critical thinking.”

Rod Case, associate professor of educational study at the University of Nevada at Reno

24/7 Tutors

● July 09, 2024

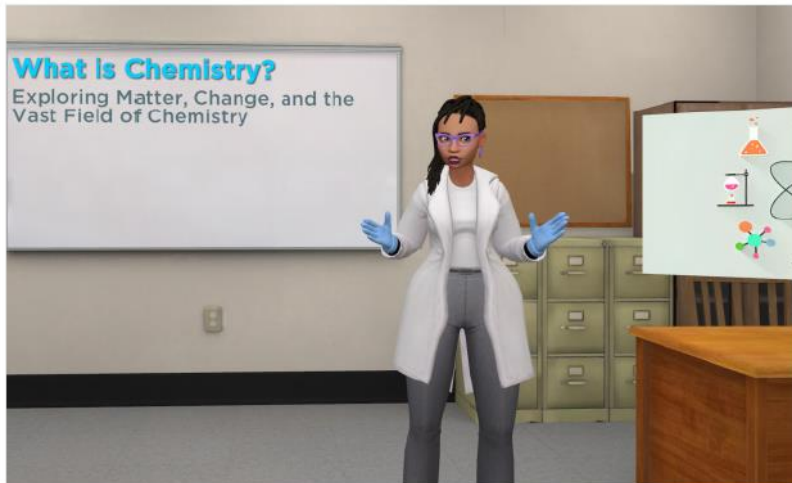
NEWS

TECH & INNOVATION

Animated AI TAs Coming to Morehouse

The AI avatars—which can look like students' professors—are intended to answer course questions 24-7.

By [Lauren Coffey](#)



Morehouse College is launching animated, AI-powered bots that students can ask questions any time, anywhere.

Morehouse College/VictoryXR

“Sometimes you want to have the conversation; you want it to be warm, you want it to be like your instructor. The conversational piece is really important for [students] to feel comfortable and seen regardless of the modality.”

Muhsinah Lateefah Morris, director of Metaversity and senior assistant professor of education at Morehouse College

'An Opportunity to Adapt and Model Responsiveness'

Critical questions for engaging program faculty:

- What do we want students to know and be able to do with (or without) GenAI?
- At what point/in which courses will students learn these skills?
- Does the program need a discipline-specific, program-level learning outcome about GenAI?

A 4-step approach to curriculum mapping re:GenAI:

1. Identify goals and approximate timeline
2. Affirm existing program-level learning outcomes
3. Map/identify when and where GenAI-related outcome(s) will be introduced, reinforced and mastered/assessed
4. Develop a plan for designing any new courses/course materials needed

February 28, 2024

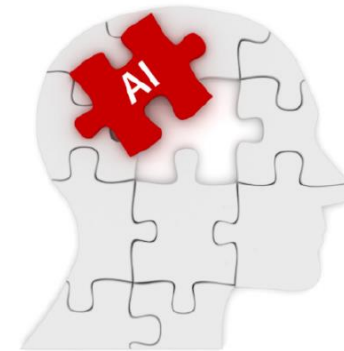
OPINION

VIEWS

The Program-Level AI Conversations We Should Be Having

Now is the time to progress to program-level conversations around curriculum and learning outcomes, Kathleen Landy writes.

By [Kathleen Landy](#)



alexsl/Getty Images Signature

Panel Discussion



Kathleen Landy,
Associate Director, Center for Teaching Innovation
at Cornell University



Muhsinah Lateefah Morris,
Director of Metaversity and Senior Assistant
Professor of Education at Morehouse College

Sponsor Chat



Chris Hess,
Director of Product
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Melissa Ezarik,
Student Success
Editor at
Inside Higher Ed

Audience Q & A

Thank you!

