Lawrence Schovanec Teaching Development Scholarship Application

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In your own words, please describe what you want to learn from this conference to improve your teaching effectiveness.

With recent advances in technology, we are at a turning point in education where we are challenged to think differently about how we approach what we do in the classroom to integrate new technologies and generative AI. I've heard it described by many as being similar to when the scientific calculator first came out - but this feels much larger as it will impact every corner of higher education institutions. AI and other technological advances have already begun to disrupt what we do in the classroom. I've seen students use it positively as a learning tool and others try to use it as a shortcut. In both instances, I feel like I have a responsibility as an educator.

For students embracing the technology as a positive tool to enhance their learning, I need to be challenging myself alongside them to learn and grow with the technology. Each day, I feel like I am learning something new through my research (professional groups online, journals, periodicals), discussions with colleagues, and playing around with the technology. I am preparing an IRB for a study right now that explores innovative integrations of AI technology into the classroom by using ChatGPT and other generative AI programs to help challenge students similar to a simulation. From my limited experience to date, I see great potential that can enhance the education experience, reduce educational costs (If I were to have students purchase a simulation to replace this activity, for instance, it would cost anywhere from $15-45 - or I have another colleague who is using generative AI to help draft OER course materials), and increase student engagement. However, I know that there is so much more to learn, and I need to seek out opportunities to do so.

For students who are trying to use it as a shortcut to replace learning, I also need to rethink my pedagogical approach to the classroom, designing new assessments and classroom activities that push them to think and learn with the technology instead of asking the technology (e.g., ChatGPT) to do it for them. Even this semester, how some students are using generative AI is surprising and challenging me to think differently. For instance, I had students who were using it to help them form the basis of self-reflection papers. I did have in my syllabus that they could use AI, but needed to

disclose how they used it, an approximate percentage, and cite the resource. Still, the students who were using it for their reflection journals were lacking the depth and personal/professional connection I'd expect (and want) them to make in the assignment. This challenge led to some honest, hard, and important conversations with students about their desire to learn and how I can create meaningful assessments and activities that they want to do instead of ones that they choose to engineer a prompt for. I perceive that as I better integrate this technology intentionally, it will open up discussion and willingness of students to consider how they can use it in a positive way - something that will prepare them for life after TTU as well.

The Teaching and Learning with AI conference is only in its second year, but it demonstrates that need for us as higher education professionals to continue to challenge ourselves and grow with the advancing technologies. Last year's conference had presentations on topics like the need for flexibility with AI and learning, using AI as a writing tool, the ethical use of AI for faculty, using AI to support lecture development, and more. From my perspective, we are barely scratching the surface of this technology and what it means for the future of education. I want to be a part of that conversation and help to ensure that I make decisions that are smart and embrace the technological advances in my classroom. I also want to be sure that I am helping to influence Rawls and TTU with the knowledge that I gain.

I'm hoping that when the call for proposals is released, I can submit something to share what I have learned so far with others and engage in dialog. At the same time, I am confident that hearing from a broad group of educators from across the country in terms of their challenges and successes when it comes to AI and teaching/learning will help to shape my response.

About a week and a half ago in my class, my students (mostly juniors and seniors) discussed and debated the ethics of AI in the classroom (this is for a class on Leadership Ethics). We talked about what this means for the future workforce, my obligations as a teacher, their obligations as students, and the consequences. Although this conversation just touched the surface, our future leaders here at TTU are concerned about what this technology means for education and the workforce in the future (surprisingly, many said they used it at least once but were hesitant about it) when it came to regular use. Yet, they also saw the great potential. I'm hoping that by embracing opportunities like this conference and challenging myself as an educator, I can bridge the divide between the uncertainty

about what this technology means for education and a meaningful learning experience (both in my class and others).

In your own words, based on your attendance at this conference, please describe what knowledge, skills, and values you could teach others as part of a poster presentation, mini workshop at the TLPDC, or White Paper.

My teaching and engagement with AI and other technologies has grown tremendously due to conversations with others as well as hearing stories from colleagues across the country (and globe) in my professional network. I'm hoping that I will be able to come back from this conference and help lead others to think differently about integrating AI into their classrooms, and instead of seeing it as something to be scared of, see it for the opportunity that it can be. I'd like to lead a session that focuses on how we can intentionally integrate AI into the classroom and student learning and advance with the technological changes instead of getting left behind.

I am currently part of the Technology Adoption Committee in Rawls - a group that is heavily engaged in considering what AI means for education (we first came together over the summer to provide AI guidance for the college). We noted in our meeting this week that in order for us to remain competitive and bring in the best students, we need to consider how this new technology will impact our classrooms and teaching. In order to stay ahead of the game, we need to be innovative and consider how this might not only enhance our student experience if used appropriately, but also help us to do our jobs better and more efficiently.

I envision an interactive workshop coming out of this conference where I can integrate what I learned with an open dialog for people to share their experiences (good and bad) with the technology that is engulfing our classrooms and brainstorm strategies that can help us respond in a way that puts the education of our students first.