Fall 2025 TLCoP Session 2

Supporting Instructors in an AI-Infused World – Exploring AI in Course Design

Oct 6, 2025 10-11a.m.

[Recording link here](#)

Notes from the Main Room Discussion

Jenny Bay, ENG 306 Introduction to Professional Writing, FA25

- Professionals tell her that their companies continue to value writing, are not being replaced by AI
- AI-Assisted Writing Project – 1) students complete sample writing on Day 1 (submitted but not graded), 2) students ask a GenAI to assess that writing for grammatical/mechanical/stylistic errors, 3) students write a reflective memo on #2 and identify 1-2 writing issues they will address during the semester. Jenny may give them resources to explore their goals, 4) students will write reflective memo to access their progress, 5) student will repeat the process during Week 16.
- Allows off-loading of some common issues rather than covering them in course and helps students understand how they can use AI as a tool to improve their writings, NOT to write for them.

Gang Shao, FNR 357 Fundamental Remote Sensing

- Student are 30% forestry, 40% wildlife…
- AI-generated podcasts
- First week explore AI resources and tools that he learned about in AI Academy (e.g. Google Search, Perplexity, Google NotebookLM)
- Uses AI to generate transcript and, from that, questions for students to answer
- Wants to help students explore, reflect on tools.
- Encourages students to use AI tools and share how they use it for class.

Breakout Room Notes

Breakout Room 1 – Jenny Bay
Room Lead: Lindsay
Notes: Emma

- Instructor hearing about other AI Academy projects from students across campus
- Initial writing was done in class, specifically without AI
- Grammarly introduced, explore what it can and can't do
- Participants mentioned interesting that students have talked more about AI and the topics of the class (beyond AI) because of the AI Academy projects
- Question: Do students have a different sense of collaboration with others when they are able to explore collaboration with AI?
    - Easier to talk about what "AI said" rather than a peer or instructor?
    - Some students may feel that AI is the "gospel" truth. Comparing AI demystified this, showing that they don't agree all the time
- Question: Students asked to cite AI if they use it, but some students still may not be doing it. Are other seeing this? What can be done about it?
    - Recommendation to give example of the citation/writing memo
    - Reflective piece on what the students have written or reflect on a live guest speaker to not have any chance of AI use
    - Purdue OWL has how to cite AI for APA and MLA
- Worksheet for students to fill out on AI usage, Which one? What stage of the process? Where did it help? Where did it go wrong?
    - AI as a group member, students report what their "group member" contributed
- Question: How to police a large classroom on AI use? Instructors and TAs have little time.
    - Put "red flags" on assignments when grading
    - Research on what is AI writing or not
        - ♣ What is perceived AI writing? Is it accurate?

Breakout Room 2- Gang Shao
Room Lead: Karen
Notes: - Tori

- Big Picture Question: In AI lecture, when you're highlighting AI tools, which ones are you using?
    - Focus on Open-Source Tools
    - Google Search automatically turns on AI – encourages students to turn it off because it consumes a lot of energy without being terribly effective
        - ♣ Encouraging economic use

- o Purdue GenAI Studio – provided by Purdue RCIC and is very useful and powerful
- o Demonstrates that there are resources available to them
- o Image processing models – striking out specific things from images; can upload your picture and make edits
- o GEO – georeferenced; images now have location information and can put image on Google map and building information
  - ♣ Helps build geospatial information
- Notebook LM Studio – How to Customize Audio Overview
  - o Can select a Format
    - ♣ Deep Dive
    - ♣ Brief
    - ♣ Critique
    - ♣ Debate
  - o And select a length
  - o In the prompt box, can put in specific information about target audience, topics, etc. and tone
  - o Audio has more options than the Video Overview – can still put a prompt in for video overview, but lacks formatting, length options
- AI generated practice on Brightspace
  - o In Content – can Create a File and insert text and practice; can generate a question based on source text for students to respond to
    - ♣ In his course, eliminates the source content after generating the question so that there's just the question for students to respond to so that there isn't confusion
- Students exploring additional AI tools
  - o Does not discourage them searching out additional AI tools, but students have not been exposed to a lot of different options, so focuses more on introducing them to some tools that exist
  - o Hard to know how good a tool is when first exploring and many come with an additional cost
    - ♣ Want to be careful when introducing new tools to students, especially from a cost perspective – doesn't want students to have to pay to learn in the class
  - o Focus on student foundations – OpenAI, Google, CoPilot, Claude, etc.
    - ♣ Some platforms more highly integrated
  - o Website – There's an AI for That (https://theresanaiforthat.com/)
    - ♣ Keeps an eye on new tools being introduced and publishes a newsletter exploring these different tools coming on the market
  - o Provides a model for continuing exploration of AI that goes beyond the course