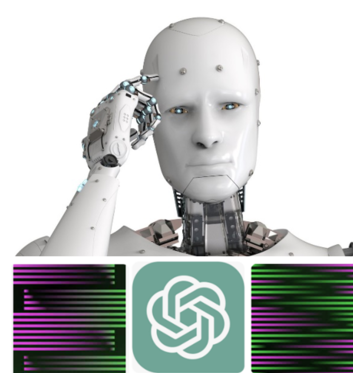




Dear Colleagues:

Change is coming! Is it the rise of the machines, or a way to reimagine creativity in the classroom? We are all asking ourselves questions about generative Artificial Intelligence (AI). Here are just a few you may be pondering:

- How will AI transform my classrooms?
- How will I be able to detect student use of AI?
- What are some alternative assessments that prevent students from using AI?
- What are some benefits of using AI as an educational resource?



This issue addresses questions like these and more...

From,  
The Center for Innovation in Teaching, Assessment, and Learning



## Adding Context to the Artificial Intelligence Conversation

I have been fortunate to participate in a Faculty Learning Community (FLC) related to generative Artificial Intelligence (AI), particularly ChatGPT, and the impact of this technology on higher education, specifically writing. More information will be provided about this specific FLC later in this issue by Cindy. However, as is often the case when invited to engage with faculty, I began to voraciously read up on some of the nuances surrounding AI, participate in webinars, and write down some thoughts. One thing that appeared to be missing was a discussion of why this “seems like” a new conversation. Finally, I decided to write a short article that hopefully provides context for this newest technological innovation in AI. You can find the full-text of the article here: [Artificial Intelligence in Context](#). For further reading on ChatGPT and other advances related to generative AI, below is a short list of resources:

- [Academic experts offer advice on ChatGPT \(insidehighered.com\)](#)
- [Teaching Experts Are Worried About ChatGPT, but Not for the Reasons You Think \(chronicle.com\)](#)
- [Artificial Intelligence \(AI\) | EDUCAUSE](#)
- [Two figures for generative AI: the calculator and the mad scientist's assistant | Bryan Alexander](#)
- [Vanderbilt University apologizes after using ChatGPT to write mass shooting email | CNN Business](#)

Ed Finn, Director of Instructional Technology, Design & Assessment

## Two Perspectives on ChatGPT

This past winter there was a veritable explosion of news stories about ChatGPT, a technology that lets users put in prompts to generate text that reads like it was written by a human. Some decried it as the end of the college essay, others saw it as an aid to help struggling writers. This semester, some of your fellow faculty have participated in a Faculty Learning Community (FLC) on the topic of “AI and Writing Pedagogy.” Below, two members of that FLC give their thoughts about the impact of ChatGPT on our teaching. **Salena Anderson** (English) addresses some of the ethical issues with AI and **Martin Buinicki** (English) talks about how he has modified his teaching and syllabus to address AI issues.



Cynthia Rutz, Director of Faculty Development

Read the Full Article Here: [Two Perspectives on ChatGPT](#)



## [RSVP](#) Spring 2023 Faculty Workshop

May 15, 2023 Harre Union Ballrooms 9:00 a.m. - 12:30 p.m., Lunch from 12:30 - 1:30 p.m.

The workshop will be focused on AI, ChatGPT and the following breakout sessions:

- AI and Re-Imagining Writing Assignments
- Creative Uses of AI
- Academic Integrity and AI
- AI Ethics: Misinformation, Missing Sources, and Bias in ChatGPT



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