

Scenario 1: The Auto Grader

Professor Taylor Marks has been experimenting with a generative AI tool to assist with grading student essays. After conducting numerous tests, Professor Marks found that the tool is nearly 100% accurate in assessing grammar, content, and coherence, closely aligning with their own grading. Impressed by its consistency, the professor decides to implement the tool to provide initial grades for all student essays, which helps streamline grading in their large lecture course. To ensure fairness, Professor Marks periodically reviews a sample of graded essays for quality control and makes manual adjustments if needed. However, the AI still does not provide specific feedback to the students or explain its grading decisions, and Professor Marks does not routinely review each grade unless a student formally requests a re-evaluation.

1. Is this an example of responsible use?
2. Why/Why not?
3. What suggestions do you have to improve the responsible use of generative AI in this scenario?

This scenario was created with the assistance of ChatGPT. Used for NSU's FCESCJ Faculty Retreat 10.01.2024 during the session, "The Ethical & Responsible Use of AI: A Pathway to Good Digital Citizenship," presented by Drs. Kevin Dvorak (WCC) and Marti Snyder (LEC).

Scenario 2: The Data Collector

Professor Trace Fields uses an AI-powered tool to track students' participation and engagement during lectures. These reports help identify students who may be struggling, and Professor Fields also uses the reports to evaluate final participation grades. Professor Fields appreciates having more data to tailor support and improve student engagement. Professor Fields uses alias names to replace real student names and stores the data in a third-party cloud system. The students are not informed about how their data are being collected or stored.

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Scenario 3: The Personal Assistant

Professor Abby Cent has a conflict and is unable to attend a department meeting, so they use Otter.ai to automatically join the meeting and record the entire session, including conversations and discussions. Professor Cent has been using this tool for a few months and finds it invaluable for staying on top of departmental activities and reviewing discussions accurately. The AI assistant generates a full transcript of the meeting and stores it in the cloud. Otter.ai is set to notify participants at the start of the recording, but the notification is subtle, and most participants don't notice it. Professor Cent hasn't mentioned the recordings explicitly to the meeting organizer, assuming it would be obvious from the notification. No one has raised any concerns yet.

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Scenario 4: The Tech-Savvy Student

A student, Cody Link, uses a generative AI tool to help draft an academic paper. The AI generates well-structured paragraphs based on prompts, and the student edits and personalizes the text. The student properly cites all sources provided by the AI and includes a note in the acknowledgments that the AI assisted in drafting the paper.

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Scenario 5: The Research Professor

Professor Ada Script is writing a research paper to submit to a peer-reviewed academic journal. To streamline the writing process, they use a generative AI tool to help draft sections of the paper. The AI generates well-structured paragraphs based on prompts provided by Professor Script, who then edits and personalizes the content. Professor Script ensures that all sources provided by the AI are properly cited and includes a note in the acknowledgments stating that the AI tool assisted in drafting parts of the paper.

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Scenario 6: The Course Designer

Professor B.F. Winner uses a generative AI tool to create an assignment for an introductory psychology course. The AI generates detailed content, including explanations of key psychological theories. It's a great time saver! However some sections contain outdated or inaccurate information about mental health disorders, and the professor does not thoroughly review the content before distributing the notes to students. The inaccurate information leads to confusion and misinformation among the students.

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Scenario 7: The Feedback Facilitator

Professor Stazie Noble uses a generative AI tool to provide personalized feedback on student project drafts in their graduate-level educational technology course. Before using the tool, Professor Noble reviews its capabilities and biases, adjusts the settings to match course goals, and tests it on sample work to ensure fairness and relevance. Professor Noble introduces the AI tool to their students, explains its purpose and limitations, and offers an opt-out option for those who prefer only human feedback. Throughout the semester, Professor Noble gathers student input to adjust how the tool is used, making sure it supports her teaching and complements their own feedback.

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