

Integrating AI into the University Classroom

Transforming Teaching & Learning
through Artificial Intelligence

John L. Crow, Ph.D.
Office of Digital Learning &
Academic Technologies

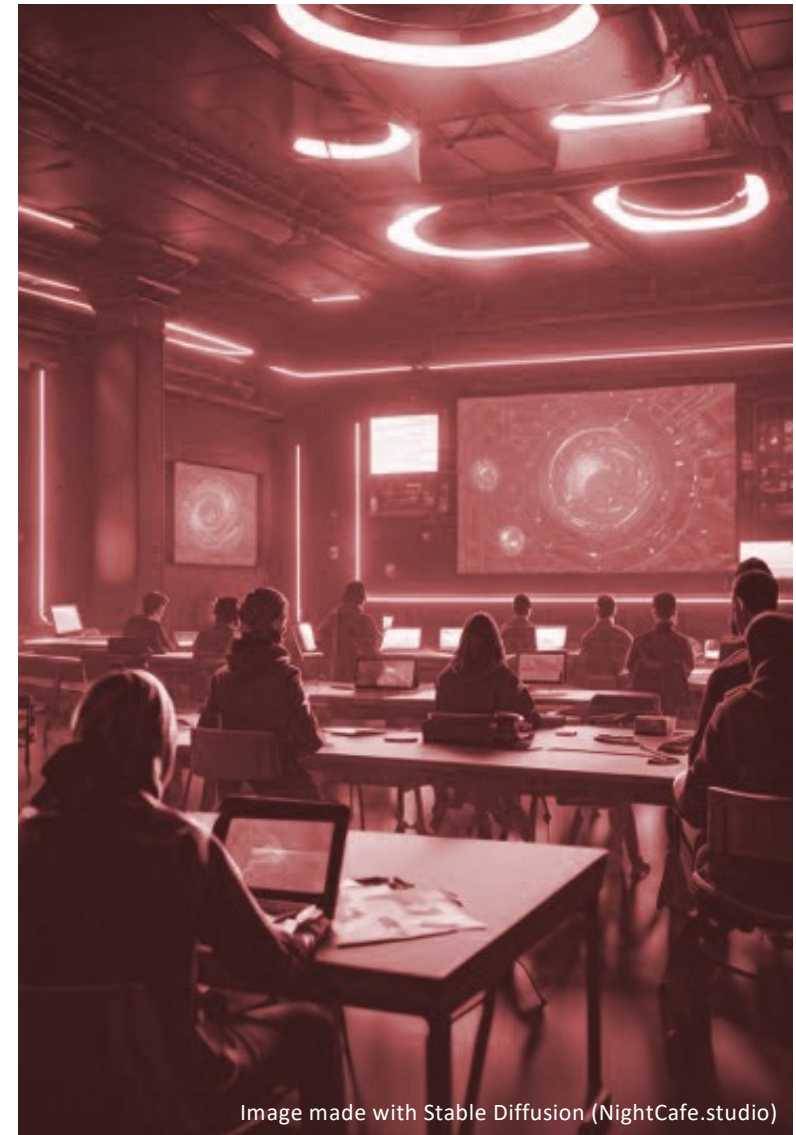


Image made with Stable Diffusion (NightCafe.studio)



Image made with Stable Diffusion
(NightCafe.studio)

Supporting Student Writing and Research

Writing Feedback

Pro: AI provides grammar, style, clarity

Research Assistance

Pro: AI tools gather materials, summarize articles, brainstorm ideas

Con: Fear of students using AI tools inappropriately, violating academic honesty policies, and instructor difficulties detecting violations

Enhancing Student Engagement

AI-Generated Content

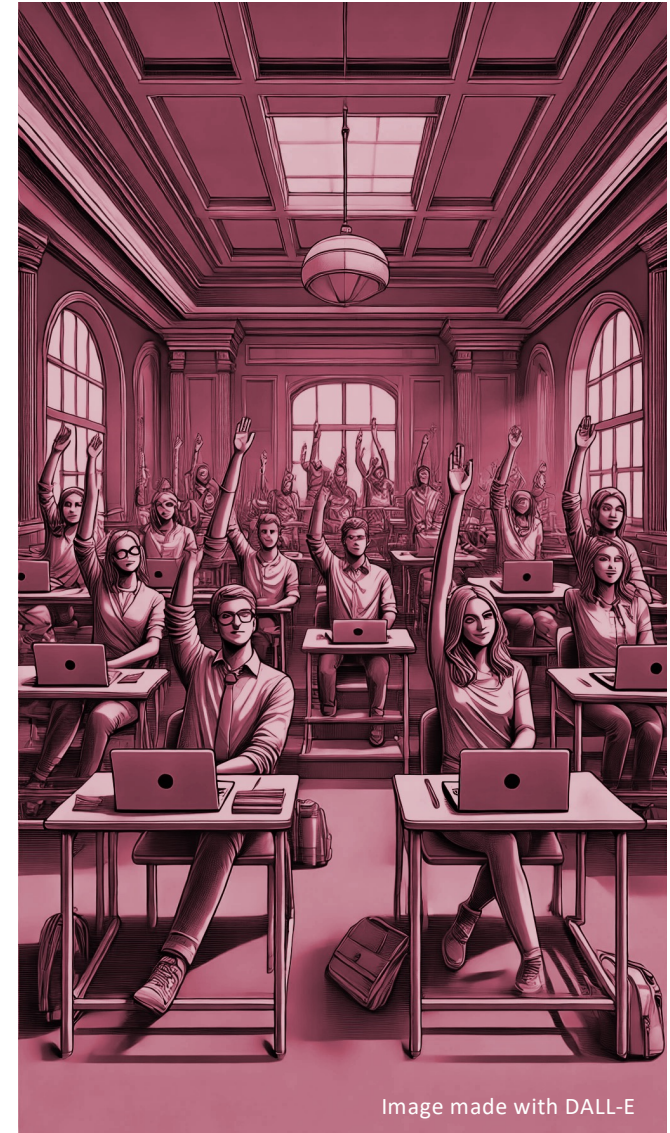
Tailored case studies, examples, practice problems, material summaries

Change Material Format

Text-to-Speech, format captions as transcripts, OCR scanned text, generally increase material accessibility.

Interactive Content

AI tools create engaging lectures, quizzes, podcasts & simulations



Example: The Deep Dive Podcast

The Deep Dive Podcast (Duration 16:31)



The Deep Dive Podcast is an AI generated audio discussion about the material covered in Unit 2: Knowing, Natural Philosophy, and the Book of Nature, within RELS/HIST 3125, taught by Dr. John L. Crow.

While listening to the podcast is optional, it is recommended as the best way to get a overview of the material found in this unit!



Listen to the podcast by going to: bit.ly/unit2_deep_dive
AI Used: Google NotebookLM

Example: Religion & Science Module Summary

AI Used: Google NotebookLM

Unit 2 Knowing, Natural Philosophy, and the Book of Nature Study Guide

About the Study Guide

This study guide is a supplementary aid and should not replace completing the assigned Unit 2 material. Relying solely on this summary will not adequately prepare you to engage with the unit's assignments. Instead, use this guide to establish the context for approaching and understanding the material.

This study guide has been generated using Google NotebookLM AI and reviewed for accuracy by the course instructor.

Unit 2 Study Guide

I. Introduction:

This study guide examines the historical relationship between science, religion, and natural philosophy, drawing primarily from Peter Harrison's chapters, Cunningham, and supplementary lecture materials. The core idea is that modern understandings of "science" and "religion" as distinct, sometimes opposing entities are not applicable to pre-modern thought. Instead, we see a more integrated approach, where philosophical, moral, theological, and natural inquiries were deeply intertwined. The goal is to understand how these categories were conceptualized in ancient and medieval periods, before their eventual divergence in the early modern era.

II. Key Themes and Ideas:

A. The Myth of Ancient Science:

- **The traditional narrative:** A common myth is that Western science began in ancient Greece with thinkers like Thales, who supposedly rejected supernatural explanations in favor of natural principles and rational debate.
- **The reality:** This characterization is flawed. Pre-Socratic philosophers frequently referenced gods and divine principles. Thales, considered the "father" of science, stated "all things are full of gods." Anaxagoras, known for his "scientific" ideas (sun as molten metal, moon made of earth-like substances), posited a divine causal principle (nous/mind).
- **Quote:** "No one who has read the extant fragments of the pre-Socratic philosophers can fail to be struck by their ubiquitous references to gods and divine principles."
- **Implication:** Ancient Greek engagement with nature was infused with theological and moral elements. The study of nature was part of a broader philosophical project with ethical and theological presuppositions, unlike modern science.

B. The Goal of Ancient Philosophy:

- **Fundamental Question:** The central question of ancient philosophy was: "How to live the good life?" (Lecture 3.1).
- **Focus:** This involved determining the best way to live, the foundational moral principles to follow, and what leads to a happy life.
- **Quote:** "What is the best way to live one's life? What are one's foundational morals & principles to live by? What secures a happy life?" (Lecture 3.1).

C. Natural Philosophy as a Moral and Spiritual Exercise:

- **Interconnectedness:** Natural philosophy was not merely about understanding natural phenomena but also about personal formation, ethics, and the attainment of a "godlike" state. It aimed to cultivate both moral and intellectual virtues.
- **Plato:** Saw mathematics as a "divine art" that raised the mind. Mathematical study of the heavens contributed to moral and intellectual formation. The goal was to assimilate thinking to thought and attain a better life.
- **Stoicism:** The good life was one lived in accordance with nature. Knowing natural causes provided a buffer against life's difficulties and made happiness possible. Philosophy was a "mental exercise."
- **Epicureanism:** Physics was used to control desires and stabilize the atoms of the soul, helping them resist negative external influences.
- **Ptolemy:** Defended the study of astronomy because it promotes the development of moral and religious qualities.
- **Quote:** "For Plato, it was the mathematical study of the heavens in particular that contributed to the moral and intellectual formation of the philosopher. He thus contended that mathematics is a kind of "divine art" that raises the mind to a godlike state..."

Example: Formatting YouTube Transcript



Tripitaka and the First Buddhist Council

Please take this captions transcript and reformat it to remove the time codes, correcting capitalization and punctuation, and putting the text into paragraphs. Please do not change any of the words. If there are places where the transcript is questionable, please bold that text and create a summary of the concern at the end of the document.

0:07
hi everyone welcome to the enthusiastic
0:09
Buddhist in this episode I want to talk
0:11
about how the Buddhist teachings were
0:12
recorded and what are considered to be
0:14
some of the important Buddhist



AI Used: ChatGPT

Reformatted Transcript:

Hi everyone, welcome to The Enthusiastic Buddhist. In this episode, I want to talk about how the Buddhist teachings were recorded and what are considered to be some of the important Buddhist scriptures.

After the Buddha left this world and passed into Mahaparinirvana, which is a state completely free of clinging and characterized by the highest bliss and wisdom, his followers of monks came together in a place called Rajagaha, now known as Rajgir. Now that the Buddha was gone, they wanted to recollect and remember all the Buddhist teachings before any of it was forgotten, changed, or became corrupted.

It was Mahakassapa, one of the Buddha's most distinguished disciples, who called this meeting. He summoned 500 arhats to participate in what became known as the First Buddhist Council. Arhats are people who have realized the Buddhist teachings and become liberated from the cycle of birth and death. They have attained Nirvana and are free of all mental defilements and karma. They are not people of ordinary capacities but individuals of extraordinary wisdom and abilities.

Ananda, who was the Buddha's loyal attendant throughout his life, was also summoned as one of the 500 arhats. However, it was said that he had not attained the state of an arhat before the meeting. This was because, during the Buddha's life, he had little time to practice as he was always looking after the Buddha. But the night before the meeting, as Ananda placed his head on his pillow to sleep, he also achieved the state of an arhat. So, the following day, he was able to gather with the other 499 arhats.

Ananda had the power of perfect recall. He was able to repeat all the sutras, or discourses, that the Buddha had ever given, word for word. Since Ananda had always stayed by the Buddha's side as his attendant, he had been present for all the conversations the Buddha had with small groups and individuals. For the benefit of others, he repeated all these conversations and teachings. Wherever possible, other monks verified what Ananda had told them, and all the teachings were then given the seal of approval by the council.

There was also another monk named Upali, who was an expert on the rules for monks and nuns. He could recollect all the rules and the stories behind why they were made. Upali repeated all these teachings before the 500 arhats, and once they were heard, they were also approved by the council.

Eventually, all the teachings were compiled systematically into what is called the Tipitaka or the Tripitaka. "Tri" means three, and "pitaka" means basket, so it literally means the three baskets. The reason for this name is that it is made up of three collections.

Example: Course Material to Canvas Quiz

Course Question Banks
Module 2 Readings Quiz (Religion Matters, 2nd Ed., Hinduism-Islam)
232 Questions Last Updated: Jan 19 at 4:53pm

	A	B	C	D	E	F	G	H	I	J	K
1	MC			1 What is the term		2 Dharma	Samsara	Moksha	Karma		
2	MC			1 What is the ultin		3 Bhakti	Dharma	Moksha	Artha		
3	MC			1 Which ancient c		2 Mesopota	Indus Vall	Egypt	Greek Civilization		
4	MC			1 What are the Vex		3 Smriti	Puranas	Shruti	Epics		
5	MC			1 Who are the key		3 Devotees	Saints	Yogis and Kings			
6	MC			1 Which Veda is c		2 Atharva V	Rig Veda	Yajur Veda	Sama Veda		
7	MC			1 Which Vedic god		3 Varuna	Indra	Agni	Rudra		
8	MC			1 What practice in		3 Meditation	Chanting	Mantras	Yoga		
9	MC			1 Who is consider		2 Varuna	Indra	Agni	Soma		
10	MC			1 What is the Sans		3 Moksha	Karma	Yajna	Dharma		
11	MC			1 What emerged d		1 Upanisha	Vedic hym	Fire sacrific	Bhakti movements		
12	MC			1 In the Rig Veda,		2 Atman	Kathenoth	Karma	Moksha		
13	MC			1 Which Hindu dis		3 Jnana	Bhakti	Karma	Dhyana		
14	MC			1 What does the H		2 Personal	Ultimate r	Sacred tex	Spiritual teacher		
15	MC			1 What is the meta		3 Karma	Moksha	Samsara	Yoga		
16	MC			1 What technique		2 Prayer	Meditation	Sacrificial	Pilgrimage		
17	MC			1 What key concep		2 Bhakti	Karma	Dharma	Moksha		
18	MC			1 What is the term		2 Gurus	Sannyasir	Rishis	Brahmins		
19	MC			1 In the Vedic crea		3 Priestly cl	Merchant	Warrior cl	Servant class		

Classic to Canvas (QTI 2.0) Converter

Select the Axio .CSV file(s) you wish to convert into the Canvas QTI format.

No file chosen

Single File: If you only convert a single file at a time, it will be downloaded as a single .zip folder with the same name as the file you uploaded (check your *Downloads* folder). **Do not unzip this folder.**

Multiple Files: If you convert multiple assignments at once, they will be zipped into a folder labeled "BATCH_OF_#_ASSIGNMENTS" before being downloaded. You must unzip **only** the outer "BATCH_OF_#_ASSIGNMENTS" folder before continuing to the next step.

<https://canconvert.k-state.edu/qti/>

Import Content

Content Type Select One

Select One

- Copy a Canvas Course
- Canvas Course Export Package
- Unzip .zip file into folder
- Angel export .zip format
- Blackboard 6/7/8/9/Ultra export .zip file
- Blackboard Vista/CE, WebCT 6+ Course
- Common Cartridge 1.x Package
- D2L export .zip format
- Moodle 1.9/2.x
- QTI .zip file**

Current Jobs

QTI	Jan 19 at 4:50pm	Completed	
QTI	Jan 19 at 4:43pm	Completed	
QTI	...gs+Quiz_1737328820.zip	Jan 19 at 4:24pm	Completed

AI Used: ChatGPT

Promoting Critical Thinking and AI Literacy

AI Ethics & Academic Integrity

- Be clear and set transparency guidelines for AI use in assignments
- Discuss implications: privacy, misinformation

 UNIT 5

ESSAY WRITING USING AI LARGE LANGUAGE MODELS

ASSIGNMENT PROMPT:

OVERVIEW

In this assignment, you are tasked with writing a 1000-word essay on a subject that intersects the fields of humanities and technology. You must utilize a Large Language Model (LLM) of your choice to assist in generating essay headings, as well as crafting the introduction and conclusion. However, the main body of the essay must be your original work. Additionally, the LLM may be used for grammar, spelling, diction, and overall improvement of the essay sections.

AI Interaction & Bias Awareness

- Prompt Engineering
- Fact checking
- Acknowledge AI limitations and biases

Unit 5: Cultural Impact of the Digital: Artificial Intelligence (AI) (2 Wk) Prerequisites: Unit 4: Databases & Data Repositories (2 Wks)

Complete All Items  + ⋮

Unit 5: Cultural Impact of the Digital: Artificial Intelligence (AI) Overview	Mark done		⋮
Unit 5: Cultural Impact of the Digital: Artificial Intelligence (AI) Lecture Videos	Mark done		⋮
Assignments			⋮
Unit 5: Responses to AI Image Bias	Nov 3, 2024 20 pts Submit		⋮
Unit 5: Essay Writing Using AI Large Language Models	Nov 3, 2024 100 pts Submit		⋮
Unit 5: AI Prompt Creation Using the Copilot Studio Virtual Teaching Assistant	Nov 3, 2024 75 pts Submit		⋮
Copilot Studio Virtual Teaching Assistant			⋮

Copilot: AI Administrative Assistant



UNIT 5

COPILOT STUDIO VIRTUAL TEACHING ASSISTANT

Remember: Your Interaction with this AI is Not Anonymous.
All AI Interaction will be Reviewed by FSU ITS and Microsoft as Part of this Virtual TA Pilot Program.

HUM2831 Virtual TA



Can you please summarize the connections between Units 1 through 4 in this course, in terms of the overall goals of the course, as found in the syllabus, and then how each unit in the course contributes to the overall goals in a single sentence. Please limit the result to 250 words. Please format the results as bulleted lists.

A minute ago



- **Overall Course Goal:**
 - Build essential digital skills and explore the intersection of digital technologies with significant topics within the humanities [\[1\]](#).
- **Unit 1: Data, Big Data, and its Management**
 - Focuses on understanding big data, its creation, management, and the role of social media, contributing to the goal by providing foundational knowledge of data and its impact on digital literacy [\[1\]](#)[\[2\]](#).
- **Unit 2: Device Specifications and Data Backup**
 - Teaches students how to determine device specifications and the importance of data backup, contributing to the goal by ensuring students can manage and protect their digital information [\[2\]](#).
- **Unit 3: The Internet: How it Works**
 - Explains the functioning of the internet, contributing to the goal by deepening students' understanding of the underlying

Type your message

UNIT 5

AI PROMPT CREATION USING THE COPILOT STUDIO
VIRTUAL TEACHING ASSISTANT

OVERVIEW

In this assignment, you will create ten structured prompts to guide the AI in synthesizing course material from multiple units within this course. The Virtual Teaching Assistant has been given copies of all the information (including videos) presented within the first five units of this course, as well as the syllabus, course schedule, and other related materials. Your prompts will focus on these resources. You will need to copy and paste your prompt and the AI's response into the places indicated within the assignment answer sheet. (See Examples 3 and 4 below.) If you receive an error message from the AI or the response is incomplete, copy the incomplete response or error message into the answer sheet as the AI response. Also, when you cut and paste the response, the formatting may change. There is no need to reformat it.

After constructing your prompts and copying the AI's response, you will need to complete a 250-word minimum reflection on your prompts and the AI responses. The specific reflection instructions are provided below.

PROMPT STRUCTURE BREAKDOWN

A well-structured prompt ensures the AI generates coherent, relevant, and comprehensive responses. Each part of your prompt plays a specific role in shaping the AI's response. Here's how to break down and organize your prompt:

- **Context Introduction (General Overview):**
 - Start by specifying the broader context or theme of your question. This tells the AI what general topic to focus on and sets the stage for a more specific request.
 - Example: *"I am studying digital literacy in the context of data management and the cultural impact of digital technologies..."*
- **Specific Focus Area (Units or Topics):**
 - Identify the particular units or topics that you want the AI to pull from. This directs the AI to specific content, helping it focus on the right material.
 - Example: *"...particularly focusing on the key lessons from Unit 1 (Big Data and its Management) and Unit 5 (Artificial Intelligence and its Cultural Impact)..."*
- **Task or Action Request (What you want the AI to do):**
 - Clearly describe what you want the AI to do with the information. Be specific about whether you want a summary, comparison, analysis, or synthesis of the material.
 - Example: *"...please summarize how the use of big data in social media (Unit 1) relates to the ethical concerns raised by AI systems (Unit 5)..."*
- **Additional Clarifications (Any further details or constraints):**

AI Prompt Engineering Assignment

Helping AI Make Sense of Material 1

Name	Type	Last modified	Status
Unit_5_Video_Lecture_5_2_Training_AI...	Files	John Crow 3 months ago	Ready
Unit_5_How_I_Write_1st_Class_Essays...	Files	John Crow 3 months ago	Ready
Unit_5_MS_Copilot_Virtual_Teaching_A...	Files	John Crow 3 months ago	Ready
Unit_4_Reflection_Essay_Reflecting_on...	Files	John Crow 3 months ago	Ready
Unit_2_Campbell_2018_Why_3-2-1_B...	Files	John Crow 3 months ago	Ready
Unit_5_Video_Lecture_5_1_How_Large...	Files	John Crow 3 months ago	Ready
Unit_1_Cheney-Lippold_2017_Introdu...	Files	John Crow 3 months ago	Ready
Unit_3_Video_Lecture_3_3_Determinin...	Files	John Crow 3 months ago	Ready
Unit_2_Video_Lecture_2_2_Knowing_Yo...	Files	John Crow 3 months ago	Ready
Unit_4_Databases_8_Data_Repository...	Files	John Crow 3 months ago	Ready
Unit_0_How_to_Cite_Sources_in_Discu...	Files	John Crow 3 months ago	Ready
Unit_1_Video_Lecture_1_2_Big_Data_8...	Files	John Crow 3 months ago	Ready
Unit_5_Video_Lecture_5_2_Training_AI...	Files	John Crow 3 months ago	Ready
Unit_3_CNBC_Television_2019_The_Ba...	Files	John Crow 3 months ago	Ready

Details of Each Course Unit

Introduction to Digital Literacy

In this introductory unit, students complete several tasks to familiarize themselves with the course setup. Completion of these tasks unlocks access to Unit 1.

Tasks include:

- **Read Course Syllabus Fall 2024**
 - Content for this syllabus can be found in Unit_0_HUM2831_Digital_Literacy_in_the_Humanities_Fall_2024_Online_Course_Syllabus.docx
- **Read Course Schedule Fall 2024**
 - Content for this Schedule can be found in Unit_0_HUM2831_Digital_Literacy_in_the_Humanities_Fall_2024_Course_Schedule.docx
- **Read Web Page: Start Here**
 - Content for this web page can be found in Unit_0_Introduction_to_Digital_Literacy-Start_Here_Page.pdf
- **Read Web Page: Guidelines for Using Generative AI in HUM2831**
 - Content for these guidelines can be found in Unit_0_Guidelines_for_Using_Generative_AI_in_HUM2831.docx
- **Complete Quiz: Syllabus Quiz**
 - Students are required to score at least 13.0 out of 15.0 to complete this quiz successfully.
- **Complete Discussion: First Day Attendance – Self Introduction**
 - Instructions for this assignment can be found in Unit_0_First_Day_Attendance_Self_Introduction.docx
- **Discussion Board Grading Rubric (Used to grade all the course discussions)**
 - Content for this rubric can be found in Unit_0_HUM2831_Discussion_Board_Grading_Rubric.docx
- **Read FSU Academic Honor Policy**
 - Content for this policy can be found in Unit_0_FSU_Academic_Honor_Policy.pdf
- **Read How to Cite Sources in Discussion Posts**
 - Content for this essay can be found in Unit_0_How_to_Cite_Sources_in_Discussion_Posts.docx

Helping AI Make Sense of Material 2

HUM 2831

DIGITAL LITERACY IN THE HUMANITIES

FALL 2024 ONLINE SYLLABUS

COURSE INFORMATION

- **Course Meeting Location:** Online via Canvas
- **Credit Hours:** 3 hours
- **Prerequisites:** None

COURSE DESCRIPTION

To be digitally literate in the 21st century requires both knowledge of technologies and the ability to ask essential humanist questions. In this class, students are introduced to the inner workings of digital technologies, with a view to the implications of such technology, both as consumers and as producers of digital data. The scholarship-in-practice project for the course has students using their knowledge of technology and society to create the technical requirements for a mobile app of their creation.

INSTRUCTOR



John L. Crow, PhD
Instructor
jlcrow@fsu.edu
(850) 645-0973
Office of Distance Learning, Suite 3500, University Center C (Social Work Bldg.)
By Appointment

✉ Emails will be responded to within 24 to 48 hours.

HUM 2831 Digital Literacy in the Humanities Fall 2024 Online

Course Syllabus

Course Basic Information

- **Course Number:** HUM 2831
- **Course Name:** Digital Literacy in the Humanities
- **Semester:** Fall 2024
- **Instructor:** John L. Crow, Ph.D.
 - **Email:** jlcrow@fsu.edu
 - **Office Phone:** (850) 645-0973
 - **Office Location:** Office of Digital Learning, Suite 3500, University Center C (Social Work Bldg., next to Doak Stadium)
 - **Availability On Campus:** Wednesday through Friday, 9:30 am to 5:00 pm
 - **Availability via Zoom:** Monday through Friday, 9:30 am to 5:00 pm
 - **Office Hours:** By appointment only
 - **Email Response Time:** Typically within 24 to 48 hours
- **Teaching Assistant:** William Livingston
 - **Email:** wlivingston@fsu.edu
- **Delivery Method:** Fully Online
- **Meeting Location:** Online via Canvas Learning Management System (LMS)
- **Credit Hours:** 3 hours
- **Prerequisites:** None

Course Description

To be digitally literate in the 21st century requires both an understanding of digital technologies and the ability to ask key humanist questions. This course introduces students to the fundamentals of digital technology, emphasizing its implications for both consumers and producers of digital data. The course includes a "Scholarship-in-Practice" project where students apply their understanding of technology and society to create technical requirements for a mobile app of their own design.

Course Learning Objectives (CLO)

Digital Literacy courses prepare students to critically understand and use digital resources and technologies in personal, professional, and societal contexts. This course has been approved as meeting the requirements for Digital Literacy. As such, a substantial component of the course is dedicated to the instruction, acquisition, and assessment of digital literacy.

At the completion of this course, students will be able to:

1. Evaluate and interpret digital data and their implications
2. Analyze and describe modes of knowledge representation and categorization

Student Conclusions About AI Prompts

Key Insights:

- 1. Specificity Matters:** Students emphasized that clear, detailed prompts significantly improved the quality of AI responses. Vague or overly broad prompts often led to surface-level answers.
- 2. Politeness and Structure:** Using polite, well-phrased language and proper grammar seemed to yield more polished and accurate AI responses.
- 3. Challenges in Combining Topics:** Students struggled to link topics cohesively across units, highlighting the need for careful prompt planning.
- 4. AI Response Patterns:** Without specific format instructions, AI defaulted to list-based or general answers, underscoring the importance of explicit instructions.
- 5. Reflections on AI as a Tool:** The exercise helped students recognize both the strengths and limitations of AI, particularly its reliance on user input and its potential biases.

Other Potential Areas AI May Help

Administrative Tasks

- Assignment Grading and Feedback
- Attendance Tracking
- Scheduling and Communication

AI-Related Projects

- Analyze algorithms
- Build models
- Create Simulations

Other Areas?

Contact Information

John L. Crow, Ph.D.
Office: (850) 645-0973
jlcrow@fsu.edu