

## Zoom Chat Transcript

11:25:35 From David Evans to Everyone:

Oh my god Paula Kane is in this meeting

11:32:34 From EWA RUDNICKA to Everyone:

Will the recording be available to review?

11:32:46 From Caldwell, Jane to Everyone:

yes

11:57:56 From Paula Kane to Everyone:

David, thanks for speaking to us. I have to go teach, but would simply point out that the Catholic Church created the university system in the Middle Ages; it wasn't hostile to it. The modern university system owes more to the restructuring of the disciplines that occurred in the late 19th century, and that gave us the dissertation-mentor system (thanks Germany!), the social and hard sciences, and many more areas of expertise outside of the medieval curriculum centered upon philosophy and theology.

12:06:58 From Addison Eldin to Everyone:

3Blue1Brown is one of the best channels on YouTube, that series on neural networks is so good!

12:12:36 From Salvatore Poier to Everyone:

Thanks for this, David!

One question that I wonder is about the amount of suspiciousness that AI introduces in the classroom. My impression is that students became more suspicious about the "goodness" of other students' work, making the learning experience very difficult. It's not just a matter of "creating good assignments", rather how to create a sense of collaboration in learning, if being in a "competition" (since the American system is particularly fond of) is all going to school is about. I know this is an issue of environment, but AI doesn't help in providing an environment in which people are really looking into how to learn (and how to show their creativity), rather a race to show off who is right (whatever that means). Basically, if we are suspicious of other people's capabilities, then we feel that we have less to learn from them - creating a very difficult learning environment.

12:15:03 From Jeff Aziz to Everyone:

Claude is also great at interaction in foreign languages--I use it as an Italian interlocutor

12:18:46 From David Evans to Everyone:

I totally understand what you mean and it's such an odd thing to me. The environment of competition IS relevant here - but that's just trying to speedrun the university system while exerting the least effort (we value the "effortless genius winner" A LOT in America). The idea that everything is either the right answer or the wrong answer is maaaaaybe at the core of how we got "here"

12:20:23 From Salvatore Poier to Everyone:

Oh yeah, definitely. And in a social and political environment in which everything is uncertain, certainty becomes even more relevant - an anchor

12:21:32 From Lisa Brush to Everyone:

Oh yeah, definitely. And in a social and political environment in which everything is uncertain, certainty becomes even more relevant - an anchor.

Certainty builds trust. But novelty indicates creativity - whether "right" or "wrong." All about what we optimize.

12:22:55 From Lisa Brush to Everyone:

How about a micro app/bot for administering and evaluating (especially with a Council of LLMs) oral exams?

12:25:35 From Lisa Brush to Everyone:

How is the University compensating the learning curve of using all this stuff effectively and wisely? Is it just part of the speed up of faculty workload related to teaching (especially but also research and possibly service)?

12:26:40 From Jill Millstone to Everyone:

Conversations from the AI ChatBot are reviewable. Does Pitt have access to and then review the Copilot or PittGPT prompts as well?

12:28:37 From Diane Nicodemus to Everyone:

In one of the Claude seminars, a Claude rep talked about additional training opportunities (might have led to a certification). I looked online on Claude for Education and couldn't find anything. Do you have any information regarding this?

12:28:41 From Jay Arms to Everyone:

Are there any plans in place to offer a class for students to learn how to use these tools correctly/effectively?

12:29:15 From Joshua Warner to Everyone:

Coming from the staff perspective here, for those tools that have charges, would charges be applied to the departments per individual or charged to the individual directly?

12:29:29 From Mari Webel to Everyone:

With use of Claude, is there any acknowledgment of Anthropic's use of authors' materials? (This was settled in the recent lawsuit). It seems like this might spur critical conversations about what tools like Claude can do, on what basis they are doing what they do, and what they cannot do? It also opens the black box of AI for non-techie folks, too.

12:29:41 From Carrie Iwema to Everyone:

The library offered 2 classes last week, including one on crafting prompts. They will be repeated the last week of Feb.

12:30:05 From Jeff Aziz to Everyone:

Annette Vee, our Faculty Liaison for AI use, would love for you to respond to this survey:  
<https://forms.gle/S3d8qZR5iHuRCCxVA>

12:30:24 From FitzPatrick, Jessica Lynn to Everyone:

Appreciate that there are links in the slides, will the slide deck be available as a file, so we can use those links, outside of the recording?

12:30:47 From Addison Eldin to Everyone:

This newsletter from Annette Vee is also really useful for people thinking about AI and teaching. <https://aiandhowweteach.substack.com/>

12:31:06 From Kornelia Tancheva to Everyone:

About students--the Library has started offering intro workshops, including prompt engineering for students.

12:31:09 From Dwight Helfrich to Everyone:

Yes. We will share the deck with links.

12:36:44 From Lisa Brush to Everyone:

Right, Jeff - is "document summary" reading and engaging with texts? Why would we outsource that as learners or teachers? Or outsource paying attention? Or connecting (ideas or people)?

12:38:07 From Bill Price (Linguistics ESL) to Everyone:

Audiobooks were invented for accessibility, and modern TTS and screen readers are important for accessibility for both visual disabilities and neurotype diversities: I think it is important not to let concerns about the desirability of different modalities of reading affect the fundamental question of access per se.

12:41:37 From Rachel Friem to Everyone:

I have added oral presentations to my projects- they are heavily weighted and require unpracticed oral argumentation. These are actually appreciated- yes they can use AI, but they must talk through the answers. I agree about thinking about "why we do what we do."

12:41:57 From David Evans to Everyone:

Disfluency is the feature

12:42:47 From John Radzilowicz to Everyone:

Faculty might find that the Teaching Center offers considerable resources and support for Teaching and Learning with Gen AI. <https://teaching.pitt.edu/generative-ai-resources-for-faculty/>

12:44:39 From John Radzilowicz to Everyone:

David was on target. Assess process not outputs.

12:46:38 From Rachel Friem to Everyone:

I ask them in part to talk through issues and problems related to producing the project impromptu- of course I can't regulate this, but it supports thinking out loud- I want it more of an oral practice. I do not want them to read from a script...it supports talking skills to think through processes.

12:48:35 From Tinukwa Boulder to Everyone:

On point, Jay!

12:50:04 From Bill Price (Linguistics ESL) to Everyone:

I'm developing a first year writing seminar for Fall 2026 tentatively titled "Authorship & AI"; though this is by nature a small and targeted offering, not a university-wide sort of opportunity

12:50:36 From Jeff Aziz to Everyone:

AI is going to change our understanding of authorship

12:51:09 From Jennifer Iriti to Everyone:

Gayle Rogers shared this great resource with me recently: Example of FYW GenAI guidance: <https://cah.ucf.edu/writingrhetoric/first-year-writing/principles-for-genai-use/>

12:53:18 From Rachel Friem to Everyone:

I have had push back about handwritten docs- this is an accessibility issue.

12:55:24 From Lesley Ashmore to Everyone:

I want to add more writing opportunities to a large (300+ student) course, and I've been looking into using AI to give feedback on explanations to straightforward in-class biology questions (not a grade, just feedback on their explanation and opportunity to revise their answer). Are there any plans to integrate any of these AI tools into Canvas somehow so I can assign students participation points for these?

12:56:10 From Tinukwa Boulder to Everyone:

I learned that Canvas has an AI discussion summaries feature that you can enable.

12:56:18 From Salvatore Poier to Everyone:

I've to leave. Thanks everyone for the great conversation, resources, and food4thoughts

12:56:43 From Annette Vee to Everyone:

This is a short piece by Elise Silva (with Pitt Cyber), referring to a focus group study at Pitt. Good for starting conversations with students, too:

<https://theconversation.com/university-students-feel-anxious-confused-and-distrustful-about-ai-in-the-classroom-and-among-their-peers-258665>

12:57:24 From Bill Price (Linguistics ESL) to Everyone:

Here's something I've used as an optional assignment...

12:58:43 From Courtney Weikle-Mills to Everyone:

Right; we need an institutional way to deal with this. Some students have DRS accommodations for typing responses, but perhaps not everyone who needs them?

12:59:54 From Laura Dice to Everyone:

We can always accommodate for accessibility within general practice. I've done that in my classes.