AI & Teaching and Learning Group 2 Facilitators: Steven Sturman, Jeffrey Riman

Anthony Betrus - SUNY Potsdam, listen and figure out intersection of AI and Teaching and Learning.

Creating a microcredential pathway to demonstrate **to employers student competencies with AI** skills. Be able to map across courses to provide more comprehensive micro-credentials.

Funding for students to access AI platforms that are not free. How might we accomplish this?

Jon Little - Geography and GIS - **develop GIS courses using AI and machine learning**, figuring out how to use AI in introductory science courses and how to effectively use for those classes.

Give student badges to demonstrate skills.

Alsisus David - **AI and student success, equipping students with skills for using AI specifically with software skills** - SAP and business analytics.

Looking for **companies that offer training in their AI tool** and then helps bring that tool into the classroom.

Kara DeSanna - interest in developing **AI literacy courses and tools**. Develop courses for use across the SUNY system.

Create capstone symposium for the program - funding for the symposium, speakers, and location, and for collaboration across campuses.

Anurag Purwar- Machine design and machine learning and robot system design. **Develop project-based curriculum for robotics and AI for students** who don't know where to start.

Looking for funding for grad students and supplies for robotics products for students to put projects together.

AI and Teaching, Learning & Student Success Group Notes

Melissa McCarron - UB Romance and Literature, health professions initiatives - Studying spanish for the health professions - start with an app that offers translation tools and glossaries for cultural competencies. **Need help with application development**.

Karen Caldwell (Potsdam) – facilitate synthesis dialogues in the north country. **Build free and low cost learning experiences, microcredentials.** AI and **digital literacies and OER** for gen eds.

Bry Bellovary - **Cortland**, kinesthesiology use a specific piece of software that integrates AI to increase interaction with students and the content. **Assess student success to see if the software integration improves outcomes.** https://www.ispringsolutions.com/ispring-suite

Paul Fegenbaum - **Buffalo**, English and writing faculty, **How does AI affect or improve student writing**.

Thomas Jones - Cornell, skills-based hiring outcomes for formerly incarcerated persons returning to the workforce. **Study impacts on recidivism and other factors.**

Jobeda Khanam - **AI tool for student feedback in professional settings**. Analyze types of feedback.

Michele Thornton - Oswego, Business/MBA program **Engage local health care providers in how to use AI within their health care setting**. Understand the innovative use of AI and the **ethical use** of AI for health care. Digital accessibility and ethics "the intersection of AI Ethics and ensuring that the tools are Digitally Accessible … **as a way to promote equity/inclusivity** … and not unintentionally create new barriers."

Racheal Fest - Oneonta, AI tools **community of practice** to bring a range of faculty together to create a resources bank to bring together resources that faculty are generating.

Izabella Lokshina - Oneonta, Business department, **SAP training for AI tools** built into the software.

YiYecho - Farmingdale, **design pal** - applied art and fine art application for design students.

Sasha Tankak & Gina Solano - Education, **AI to remove learning obstacles**, deliver literacy tools, and look at specific tools that integrate AI. Funds to pilot and use the tools.

Shyam Sharma & Jenny Zhang - Stonybrook, **using AI to enhance inclusive teaching in STEM** areas and figure out how to prevent AI from exacerbating the situation *(I think this was referenced to abuse of AI)*

Saeedeh, Farmingdale - **Operations management, supply chain** - AI systems tools help students as an assistant. Provide guidance. **Use grant to explore what is available** and if not start developing the application.

Randy Fernando, UB Architecture and Planning, Design applications for AI, **how to do visualization workflows and expedite design**.

AI & Teaching, Learning, & Student Success Group Notes

Facilitators: Nicola Allain, Jeffrey Riman

Summer Cunningham, SUNY Oneonta - AI community of practice to **develop a bank or resources for AI accessible to campus and perhaps wider community** - to assist instructors - best practices, etc. Open to collaborating with folks who want to aggregate and collate these materials. Need help on technical side for hosting.

Hisham Kholidy, kholidh@sunypoly.edu, Cybersecurity, SUNY POLY - **Next Generation 5G Intelligent Learning System to host services, websites, software tools etc. to share with other campuses**. Would harness features of 5G network. Providing both infrastructure and content for teaching and research. **Teaching - for remote listening and evaluation**, video and VR. **Research - remote access to tools**, etc. Cloud infrastructure to host data.

Babette Faehmel, faehmeb@sunysccc.edu, Schenectady CC. - **Integrate AI into history courses**. Address **equity** issue and introduce **ethical use**. Teach to engage with content in a critical way, from a meta-literate perspective.

Mary Odden and Beth Carpenter, U Buffalo - **community of practice** looking at the implementation of **integrating AI into the English writing curriculum** and whether or not that makes an objective difference in the writing ability of students in their fields. **Will this improve skills?** English faculty, librarians, instructional designers are part of this community of practice **(105 writing courses) with a control group. Pilot project.**

Adam Rich, SUNY Brockport - interested in **using AI to teach and/or assess anatomy & physiology.** Students don't usually have the ability to assess their exam readiness. Hoping to use AI as a study partner or a method for students to assess their readiness to take exams.

Gary Halada, Stony Brook, Gary.halada@stonybrook.edu, **Completed first year** of an IITG for the creation of an **online faculty workshop, gamified, integrating non-Western forms or rhetoric into STEM education**, with a **focus on inclusion and diversity.** Looking at ways to integrate AI and collaborate with other schools as partners to share this resource more broadly. **Collaboration between engineering and other stem fields, philosophy, writing and rhetoric**, etc. Examining how AI treats rhetoric and epistemology. How does CHAT GPT argue a point? What rhetoric does it use, what is the source of that rhetoric, etc. - looking "under the hood" to understand what drives AI generated rhetoric. How does this affect what students learn?

Notes: There were a number of affinities between proposed projects and conversations started about potential collaborations. Questions were specific to proposal next phase - when it's due, how to best prepare, etc.