

COPY - AIEIC Grant Pre-Workshop Survey (F25) - Copy / Default results

Responses: 18

How many years have you worked at San Jose State University? 18 ⓘ

How many years have you worked at San Jose State University?

13 total (2007-2010 and 2015-present)

1

18

34

6

14

3

10

22

16

less than 1 year

11

nine

6.5

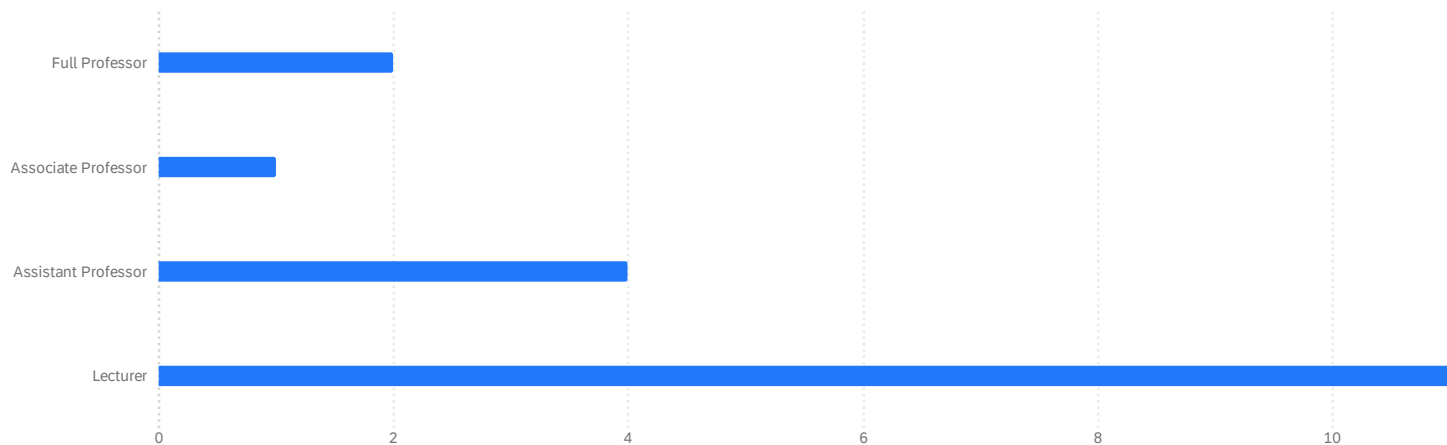
7 (seven)

4

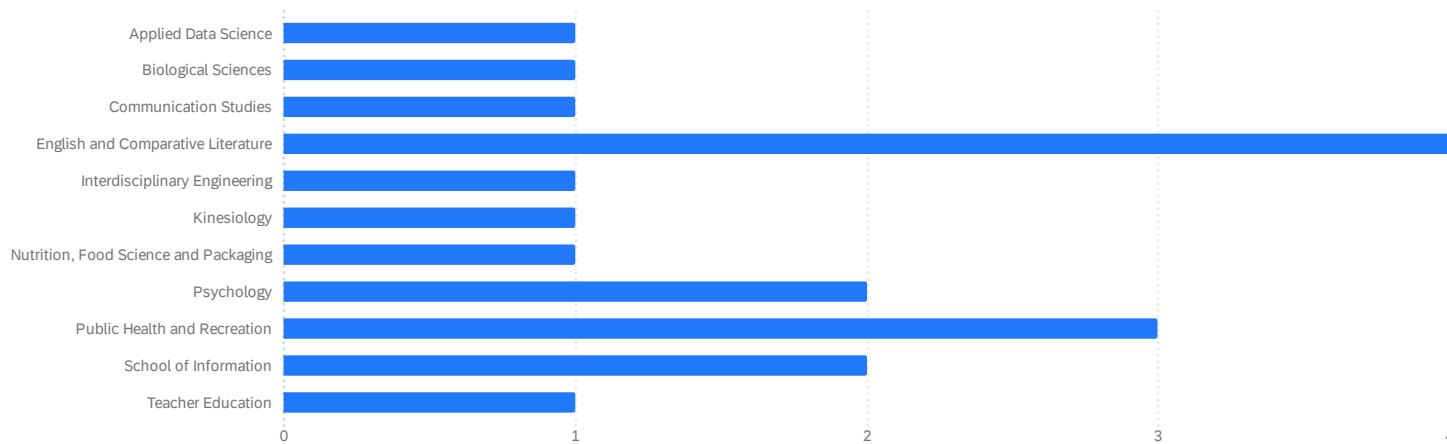
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2

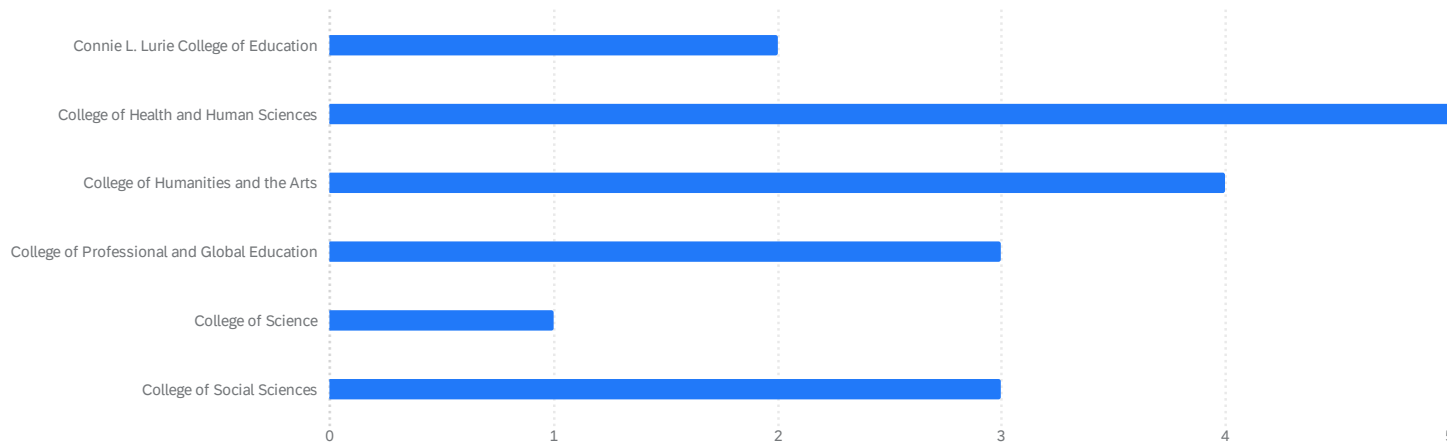
What is your rank? 18 ⓘ



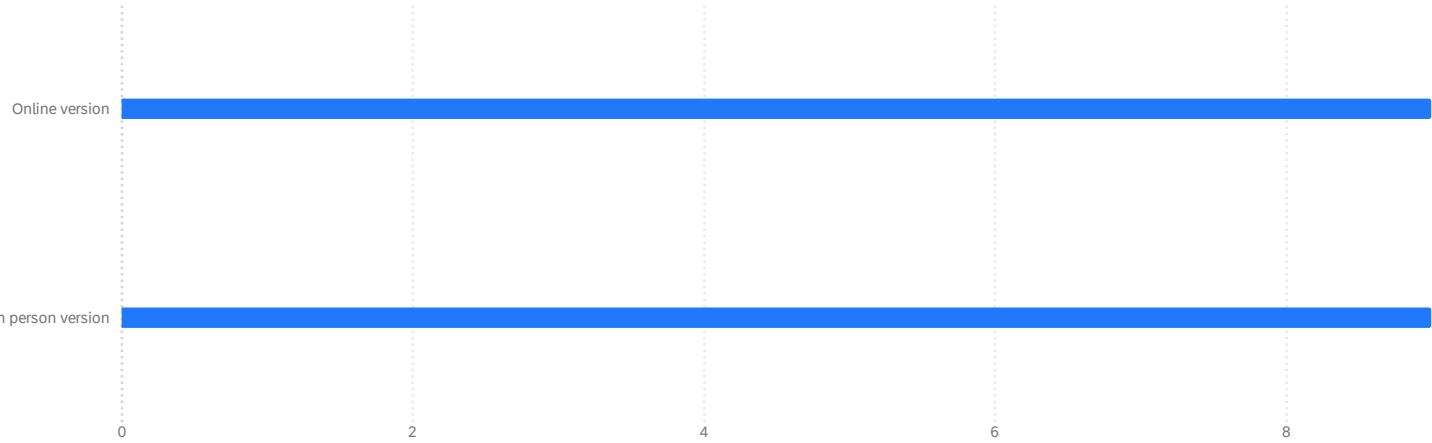
What is the name of your Department, School, or Program? 18 ⓘ



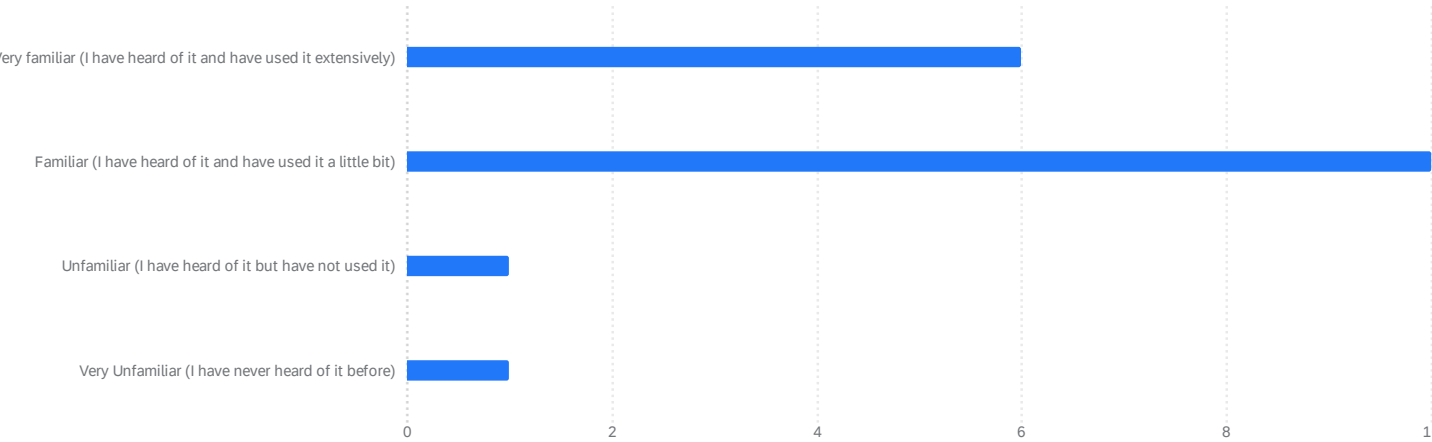
What is the name of your College? 18 ⓘ



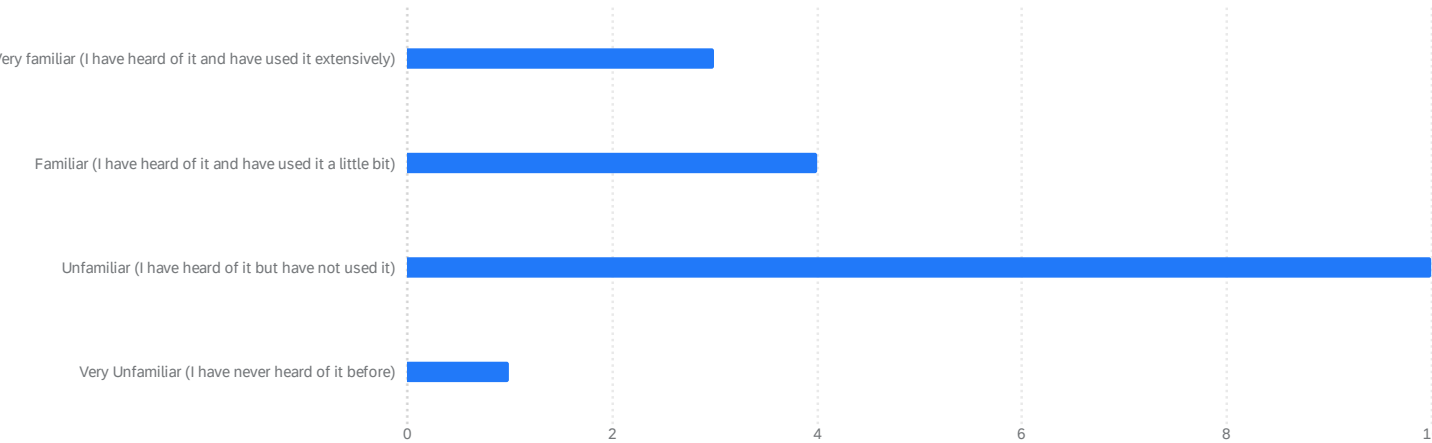
Which section of the workshop are you attending? 18 ⓘ



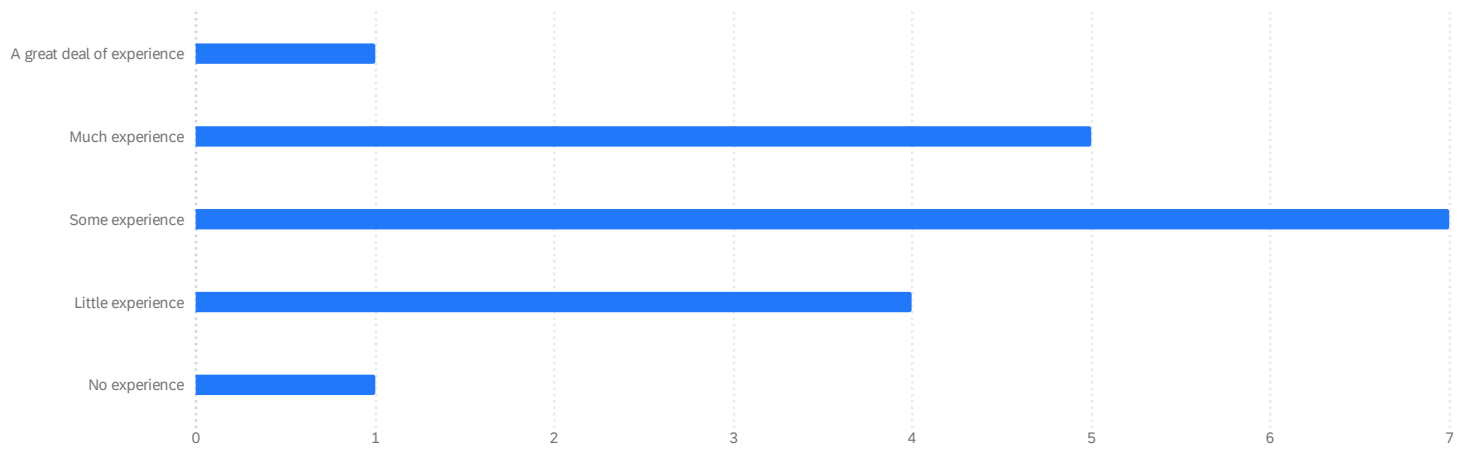
How familiar are you with ChatGPT? 18 ⓘ



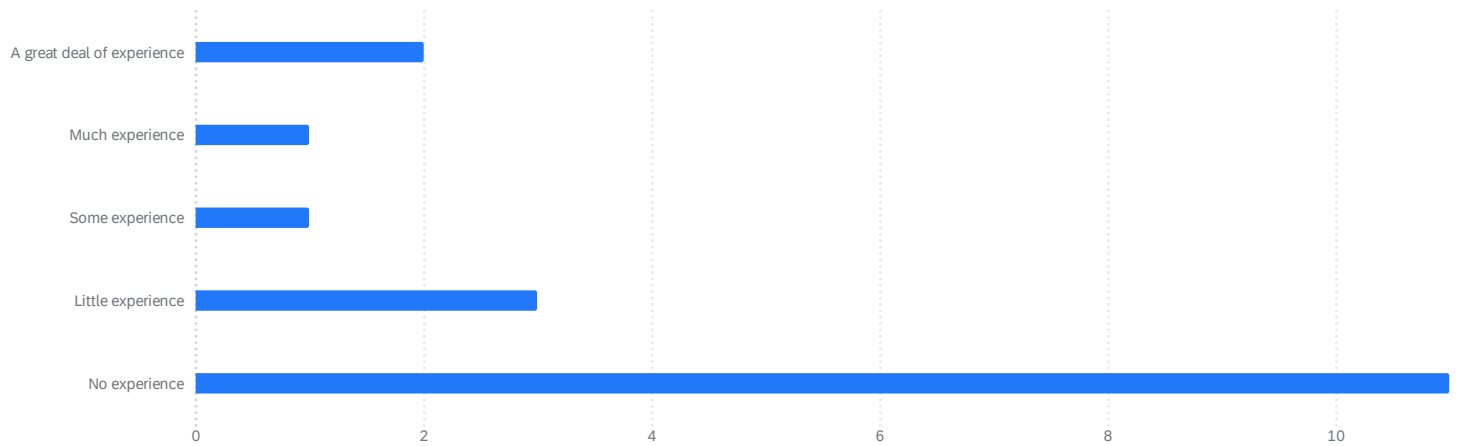
How familiar are you with Google Gemini? 18 ⓘ



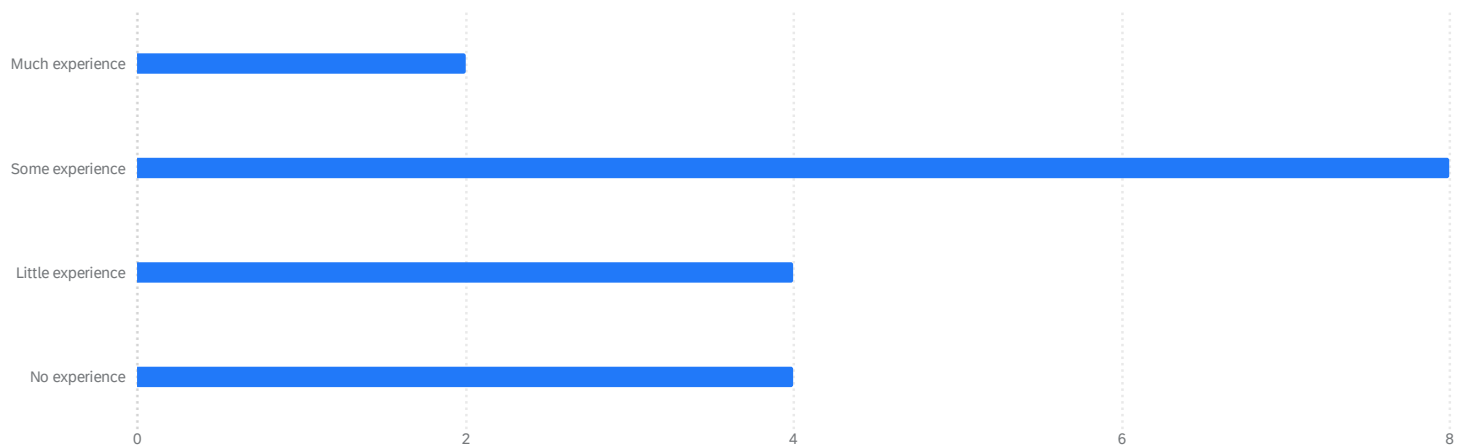
How much experience do you have using ChatGPT? 18 ⓘ



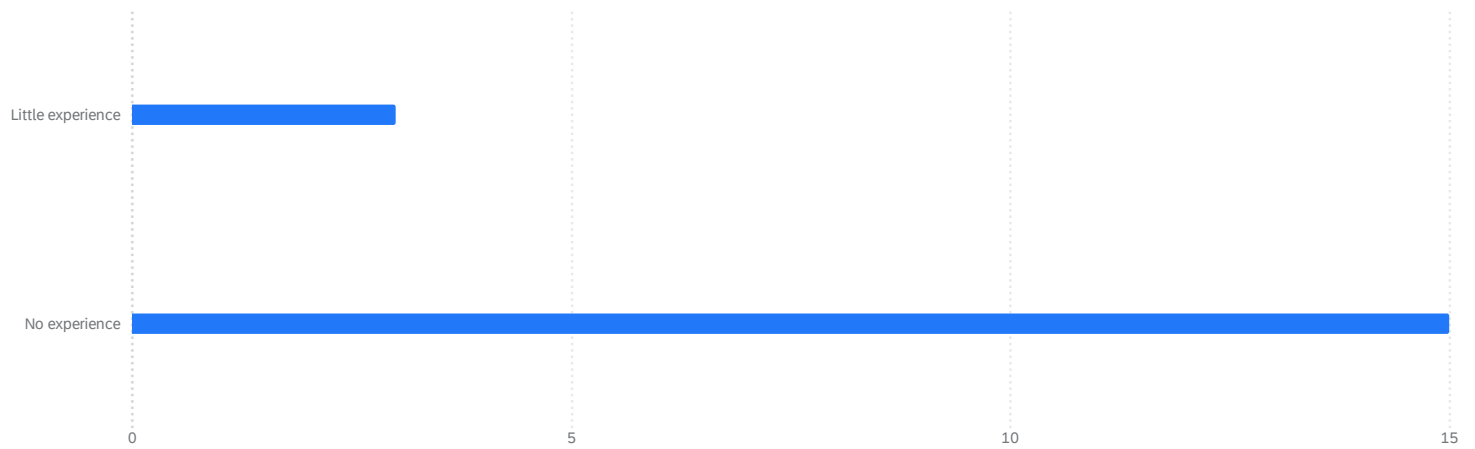
How much experience do you have using Google Gemini? 18 ⓘ



How much experience do you have using Chat GPT in your teaching? 18 ⓘ



How much experience do you have using Google Gemini in your teaching? 18 ⓘ



Are there other AI tools you are familiar with? List them here. 18 ⓘ

Are there other AI tools you are familiar with? List them here.

Perplexity, Claude, Gamma, Leonardo, Goblin Tools

LMNotebook

None

Prezi AI, Zoom AI companion, Microsoft Copilot

Claude

I've used DeepL translator

I know some tools can create graphics.

Somewhat familiar with Grammarly.

Perplexity, adobe AI, zoom's AI assistant - familiarity and see the options to use these tools, but I do not use them.

NotebookLM

I'm a little familiar with Claude but haven't used it

NA

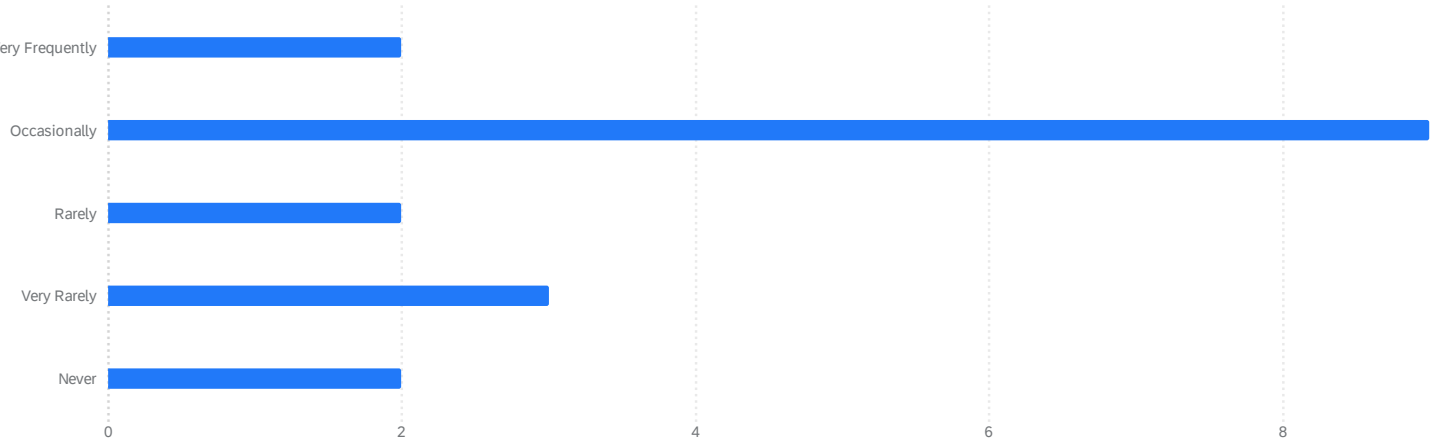
Perplexity, Claude, Copilot

None

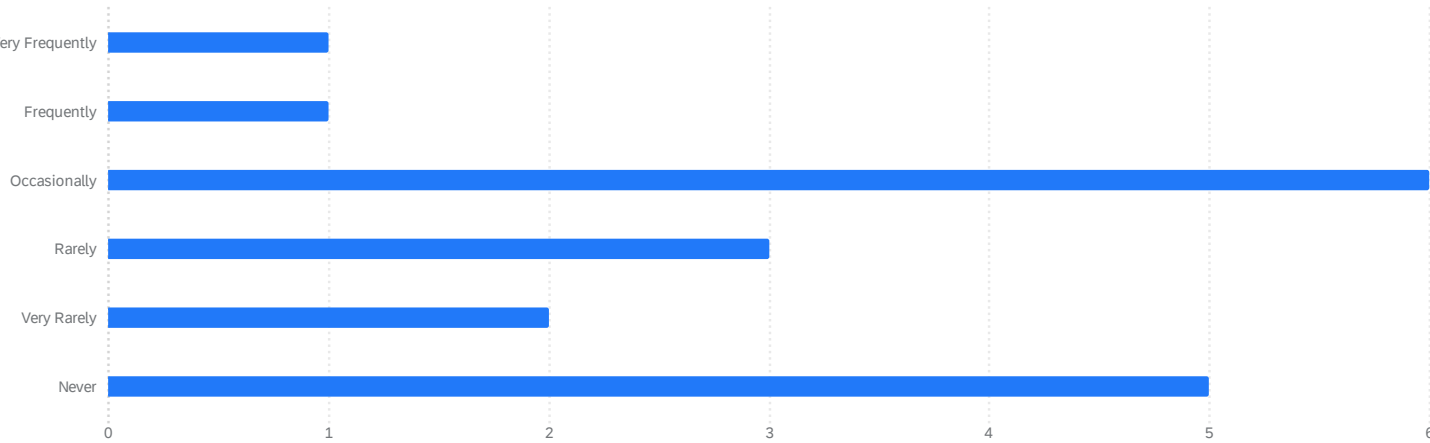
Are there other AI tools you are familiar with? List them here.

n/a

How often do you use AI tools in your own work? 18 ⓘ



How often do you use AI tools in your teaching? 18 ⓘ



If you have used AI tools in your own work, what have you used them for? 18 ⓘ

If you have used AI tools in your own work, what have you used them for?

Generating documents, images, and presentations; finding information and answering questions quickly (knowing that the answers could be wrong!); getting "unstuck" in general when I can't quite find the right words for what I'm working on

Grammar/spelling check, idea generation

I consider teaching my work here when I answer this so I'll respond below.

None

If you have used AI tools in your own work, what have you used them for?

I have used them to answer questions I have to help me better understand concepts. I have also used them to help me navigate through certain situations where I may be having a tough time dealing with. I have also asked AI to help me figure out research gaps in my field.

Create presentation slides

Mostly for translation

Generating scenarios and examples. Generating test questions (but not well).

Recipe ideas

I am not currently using AI tools in my work.

I have used ChatGPT to help me reword lengthy paragraphs in courses that I have redesigned to streamline the information into bullet points.

I've primarily used it for generating ideas about assignments and offering lists of texts relevant to different subject/issues.

NA

I teach machine learning, which drives AI, so I use many AI tools

Sample paper grading

Revise written work for conciseness and grammar.

Drafting emails or reconfiguring sentences

looking for references

If you have used AI tools in your teaching, what have you used them for? 18 ⓘ

If you have used AI tools in your teaching, what have you used them for?

Idea generation; breaking down complex concepts into simpler language

Refining lesson plans, generating discussion questions

I have explored LMNotebook for making podcasts of scholarly articles, summaries, and lit review capabilities. I have also experimented with including LMNotebook and GPT as collaborators in class activities.

None

I have used AI to help me think about what types of activities and engagement exercises my students might be interested in doing in class. I find that AI can help bring more creativity in my classroom in ways that I normally can't think of doing.

If you have used AI tools in your teaching, what have you used them for?

Create presentation slides

Translation

n/a

Creating artifacts for analysis in class. For example, asking AI to create a short piece of writing that lacks evidence to support the primary claim.

Outside of one trial experiment assignment and discussions in class, I am not using AI tools in my teaching.

I am currently using NotebookLM to make podcast episodes for each module in Info 200

I've used it with students to try generating ideas, to ask questions to extend their inquiry of a topic, and for editing.

Generating discussion questions and the occasional classroom activity wherein students interact with an AI-generated text.

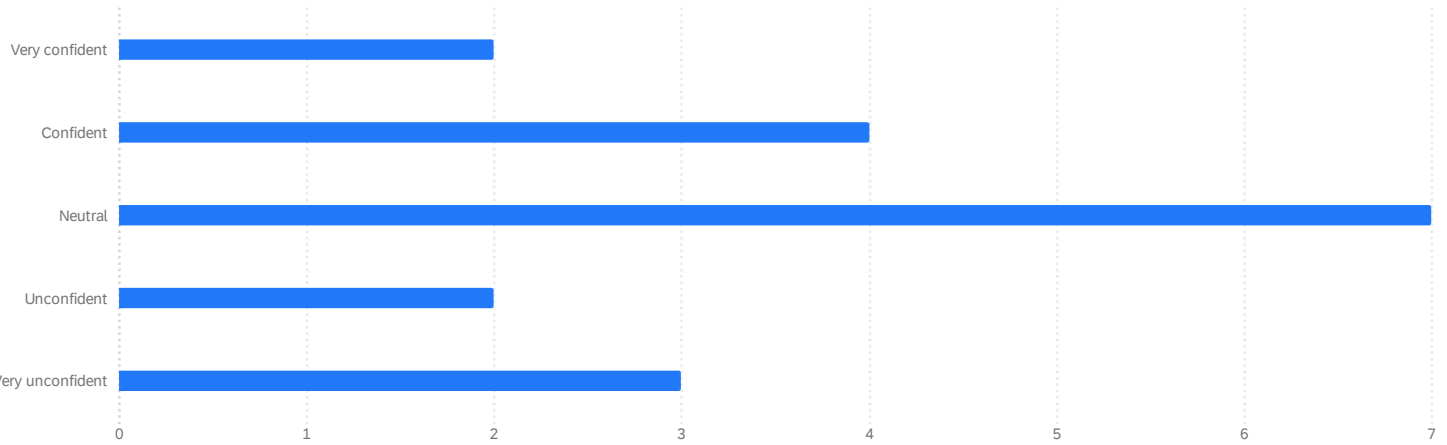
For creating flow charts, brainstorm homework assignments

Sample paper grading

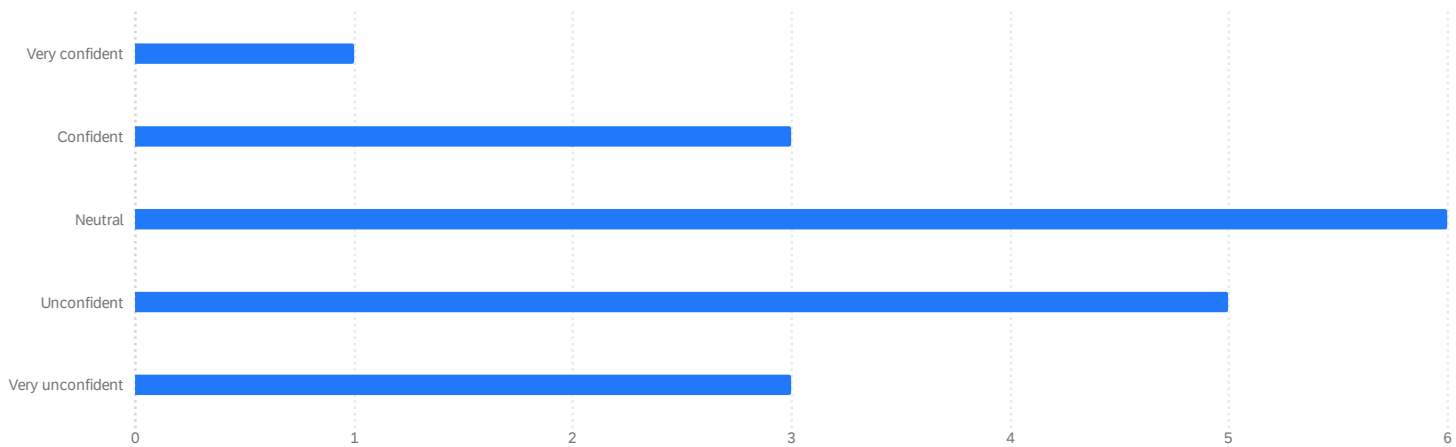
Develop in-class activity prompts, discussion questions, and sample datasets for my biostatistics class.

Generating models of writing about the same topic in different genres; generating instructions; drafting feedback on student writing (i.e. composing a comment about how to include sensory details); testing my prompts

How confident are you using AI tools in your own work? 18 ⓘ



How confident are you using AI tools in your teaching? 18 ⓘ



What AI tools are you most comfortable using in your own work? 18 ⓘ

What AI tools are you most comfortable using in your own work?

ChatGPT, Goblin Tools, Claude, Perplexity

Claude, ChatGPT

LM Notebook and chat gpt.

None

ChatGBT, any transcribing tool

Gemini, ChatGPT, and Claude

DeepL translation

Chat GPT

ChatGPT

None.

ChatGPT

ChatGPT

NA

chatGPT, Gemini, Claude

What AI tools are you most comfortable using in your own work?

none

I'm not entirely sure what an AI tool is. Is it AI programs like ChatGPT or a specific function of an AI program? I can broadly say that I'm comfortable using ChatGPT as a program, but I wouldn't be able to identify specific features of ChatGPT. I have also used Grammarly. I forgot to mention that on the previous page.

ChatGPT

chatgpt

What AI tools are you most comfortable using in your teaching? 18 ⓘ

What AI tools are you most comfortable using in your teaching?

Goblin Tools, Claude, Perplexity

Claude, ChatGPT

LM Notebook and chat gpt.

None

ChatGBT, any transcribing tool

Gemini, ChatGPT, and Claude

DeepL Translation

none

ChatGPT

None.

ChatGPT and NotebookLM

ChatGPT

Not comfortable. My only exposure is novice use of ChatGPT.

ChatGPT

None

ChatGPT

What AI tools are you most comfortable using in your teaching?

ChatGPT

none

What AI tools are you least comfortable using in your own work? 18 ⓘ

What AI tools are you least comfortable using in your own work?

ChatGPT (hallucinations), Gemini (inaccuracy)

N/A

I am sure there are emerging tools I'm unaware of and would be interested in learning about them.

None

I find them relatively easy to use for the most part.

Any of the other ones.

I am not aware of those available apart from google AI generator and ChatGPT

none

Any others besides ChatGPT

All

Anything I haven't used before

Pretty much any other tools

Have not explored any and am even unsure of available options

Adobe Firefly

None

Many tools. I don't know much about AI besides ChatGPT.

Gemini, other LLMs, image/video generators

none

What AI tools are you least comfortable using in your teaching? 18 ⓘ

What AI tools are you least comfortable using in your teaching?

ChatGPT (hallucinations), Gemini (inaccuracy)

N/A

I am sure there are emerging tools I'm unaware of and would be interested in learning about them.

None

I find them relatively easy to use for the most part.

Any of the other ones.

I am not aware of those available apart from google AI generator and ChatGPT

All, including Grammarly, which I used to recommend when it wasn't AI

Any others besides ChatGPT

All

Anything I haven't used before

Hmmm...define "comfortable". I think my real issue now is thinking about where and when and how to use them, so that they enhance the students' learning rather than robbing them of critical skills. It's messy!

I am not even familiar with options beyond ChatGPT.

Adobe Firefly

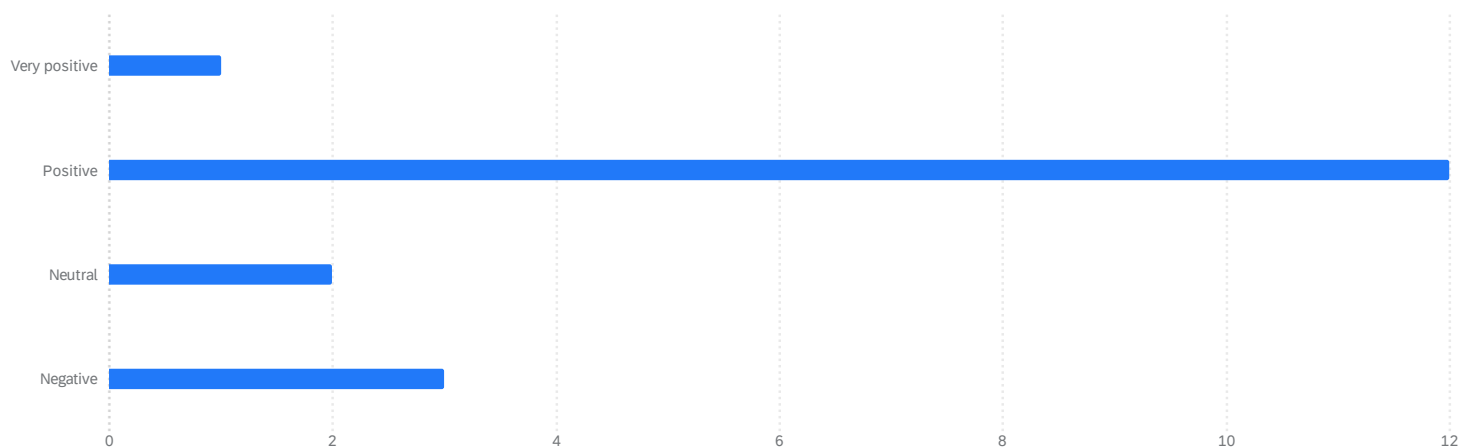
None

Many tools. I don't know much about AI besides ChatGPT.

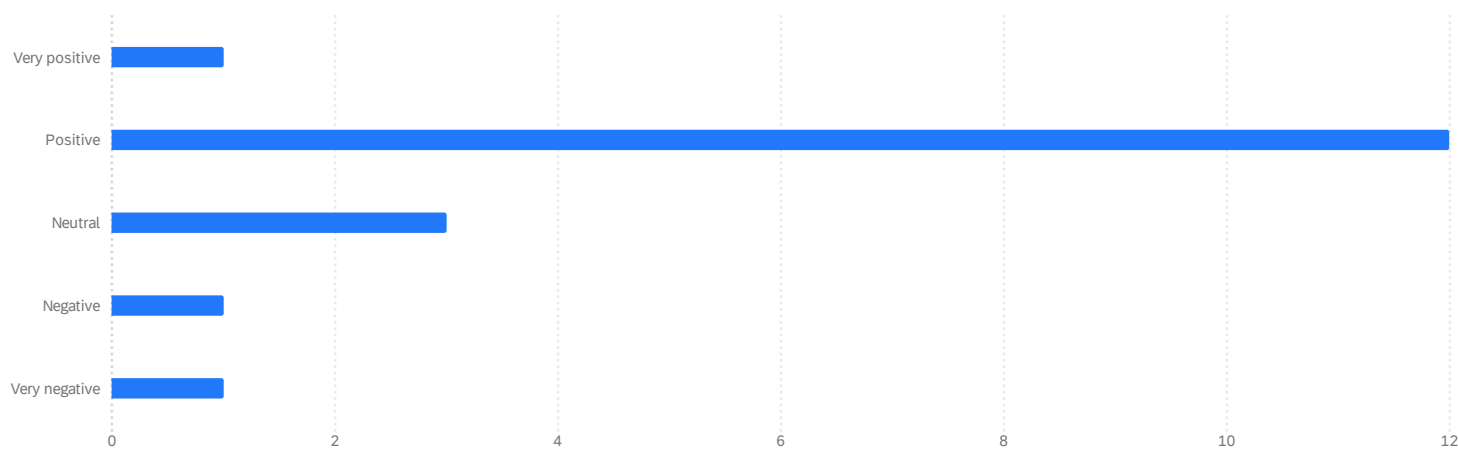
Gemini, other LLMs, image/video generators

none

Overall, what is your opinion of using AI tools in your own work? 18 ⓘ



Overall, what is your opinion of using AI tools in your teaching? 18 ⓘ



In what ways do you think AI tools might be useful in your own work? What can they help us do better and/or more efficiently? 18 ⓘ

In what ways do you think AI tools might be useful in your own work? What c...

They save time by helping us automate simple daily tasks such as building agendas, which typically don't require much creativity and are easy to check for accuracy. They're also fantastic for editing and reorganizing documents quickly.

They're useful for idea generation, cutting unnecessary bulk from papers, formatting/checking to see if all the pieces I need are represented.

I'm not sure beyond what I've learned thus far, so I look forward to investigating this question through this program.

Making assignments better and clearer; helping students to grow via AI

At a bare minimum, AI can be really helpful to reduce manual and mundane tasks that tend to slow me down. For example, if I am doing a literature review, the tools can easily help me get to a final set of articles by deduplicating for me. As mentioned previously, AI can also be really helpful to help me figure out the current research gaps in my field and ways that I can approach my own research agenda in a way that is relevant for the research community.

Gathering and organizing information about a topic I'm not as familiar with and creating presentation slides

I would love to have an editor that helps perfect writing; and also a better translation mechanism.

In what ways do you think AI tools might be useful in your own work? What c...

I work best without it.

Generating ideas; synthesizing

Organization, office assistant, initial writing drafts

I think they can be very useful to help digest large amounts of information in a short period of time. I also think they are helpful for rewriting something with a more professional tone.

They can help me to generate examples quickly, as well as to offer overviews of various things--from writing grants to lists of authors who cover a particular topic.

I am so unfamiliar with their capabilities that I don't know how to apply them to my own work. Perhaps they could be useful in my weaker areas, which include creating an online platform and presenting material in multimedia formats.

create images, slides, brainstorm ideas

Maybe create new prompts for writing assignments? Help with grading papers?

Revising written documents for clarity, conciseness, and grammar. Developing sample scenarios for writing prompts or stats problems.

Formatting notes/ meeting minutes; generating templates for writing (i.e. asking ChatGPT to write an email about __ situation); composing or formatting instructions; creating step-by-step processes

writing research questions. What is out there already. compile data

In what ways do you think AI tools might be harmful in your own work? What problems and/or challenges do they create? 18 ⓘ

In what ways do you think AI tools might be harmful in your own work? What...

I do worry about inaccuracies and hallucinations; I try to be alert to the risks but the AI field is moving so quickly that it's hard to keep up. Of course I also worry that becoming too reliant on AI will make my brain lazy!

N/A

I don't see them as harmful until we let them remove thinking or relational dimensions of teaching and learning. I do see that as a possibility and so I do not use them in aspects of teaching such as giving students feedback. I've already been teaching many years and so I am interested in using them in supplementary ways and I'd be interested in learning any time-saving aspects of their potential usages.

Cheating; lack of originality

I can definitely see how over reliance on AI tools can lead to laziness or "pushing the ethical boundary" of actually doing your own work versus knowing that the tools can just do it for you. I think it requires a good amount of discipline to really use it in a way that is productive and not something that ultimately reduces our own application / strengthening of important skillsets.

Relying on it too much and not diggin deeper once I've found the high-level information.

I am not sure how students may use AI tools; and feel if I am not trained to understand the process may use robots instead of writing their own reports

In what ways do you think AI tools might be harmful in your own work? What...

Dependence, just like the students. I may lose skills. I won't want to read discussions and find patterns of understanding (or misunderstanding) on my own.

By not doing all the thinking work myself, I am making myself dumber. Skills will atrophy.

stifling creativity, errors, more time required for fact checking and fixing errors

I worry that I will lose some of my skills if I rely on AI too much. For this reason, I try to only use it to edit something I have already written.

I'm still totally resistant to using them for my creative work. Why? Because I feel like I need to be the one CREATING everything for it to feel authentic and honest to me.

As a creative writer, I am concerned about their intrusion into my thought processes. If Grammarly, which I've just downloaded, is considered an AI tool (?), it is already interrupting my process.

irresponsible usage; hallucination, bias, and copyright violations

Gaining a bad reputation with the students due to overuse or erroneous use. For example, my high school-er/son tells me that students know which instructor uses AI tools to grade papers and they don't appreciate it.

Students using AI tools to answer knowledge based questions. It is difficult to assess whether the student is knowledgeable about course topics or if they are using ChatGPT.

Personally, I am afraid that I might become over-reliant on ChatGPT. It has taught me how to improve my writing, and I am trying to catch my errors before using ChatGPT to proofread.

AI tools would pose a problem if used as a substitute for doing the rhetorical work of writing. While I have used AI to generate examples and templates, I always revise afterward based on audience, purpose, and situation. I would never want someone to confuse the "voice" of a LLM for my writing voice.

generating false data

In what ways do you think AI tools might be useful in your teaching? What can they help us do better and/or more efficiently? 18 ⓘ

In what ways do you think AI tools might be useful in your teaching? What c...

I think AI tools are great for helping under-resourced students make up for previous shortcomings in their education by giving them the tools they need to catch up more quickly than they could without AI. AI tools make good "thought partners" and help students learn the mechanics of scholarly writing more easily. They are also available 24/7, unlike faculty and tutors. Students may also feel less anxious about getting help from AI rather than asking live humans. Lastly, neurodivergent students may benefit from using AI because they can shape it to work better with their own unique cognitive processes.

They're useful for lesson planning. In my other courses, we have used AI tools for outlining and idea generation, audience analysis, and other assignments.

I don't see them as harmful until we let them remove thinking or relational dimensions of teaching and learning. I do see that as a possibility and so I do not use them in aspects of teaching such as giving students feedback. I've already been teaching many years and so I am interested in using them in supplementary ways and I'd be interested in learning any time-saving aspects of their potential usages.

Clearing up discrepancies in assignments and helping students to learn more

AI tools have been really helpful for teaching to help me figure out ways to think outside the box when planning class activities and assignments. I find traditional assignments get repetitive so the tool has been nice to creatively find other ways for assessments.

Gathering and organizing information about a topic I'm not as familiar with and creating presentation slides

Translate and edit

I really don't know. I think I like relying on my brain and experience. I don't mind being wrong and I do mind AI becoming the expert. I would not want someone to defer to AI over me, my arguments, and evidence.

Lesson plans maybe? Ideas for activities to teach certain skills. Creating artifacts for analysis (both effective and ineffective).

first draft for assignments or rubrics

It can be useful to create bots to answer student questions, specifically if you aren't available or if they want to get an answer quickly. They can help rewrite lengthy descriptions and reformat them into bullet points, which is easier for students to read through and understand.

I'm hoping they can help push students' inquiry, by helping them to expand their thinking through questions.

Calibrating activities and assignments more directly to student learning goals and course objectives, managing time in the classroom, organizing course trajectories, providing more substantive feedback to students, and diversifying instructional modalities (deploying diverse technologies to heighten student engagement).

creating flowcharts, images, slides, and assignments

I would be curious to know how to feed my assignments into it and how AI tools would put them together. I think they can do some grading as well, although I would never fully trust it. Ah, I wonder if AI tools could put together a google slides presentations on topics such as APA Citations: in-text and References. Moreover, AI tools might be able to create different practice exercises on different writing topics I could use.

It would be interesting to see whether ChatGPT can be used to help students develop critical thinking skills.

I would be intrigued to see whether AI tools could help with grading student assignments, such as providing feedback on written reports or grading according to a rubric. I heard

Compose or refine instructions; check prompts/assignments for clarity and logic; generating useful feedback that is personalized for students. For example, I used to select a sentence in a student's draft and show them potential ways to revise it. It was time consuming and now I outsource that work to AI so I can quickly show students examples that are personalized. I tell students that we will learn how to integrate AI into our writing process, rather than substitute our writing process for AI.

In what ways do you think AI tools might be useful in your teaching? What c...

learning engagement

In what ways do you think AI tools might be harmful in your teaching? What problems and/or challenges do they create? 18 ⓘ

In what ways do you think AI tools might be harmful in your teaching? What...

There's always the concern that students will cheat or use AI to cut corners in their studying, and ultimately not learn to think for themselves. Also, if students are more comfortable turning to AI tools than to live humans for help, that can increase the loneliness and isolation that they are already reporting. Lastly, without good digital literacy skills, students may find it hard to determine what info from AI sources is/isn't valid, reliable, and/or credible.

N/A

I see them as potentially stealing thinking / learning opportunities from my busy students. They are a bit of a hazard in the sense that they can complete tasks such as writing.

Getting lazy

It could be harmful if instructors start to over rely on it to create original content for the students. The same way that we don't want to receive assignments created by "robots", I think the students should not pay to enroll into a class to receive content and education created by a "robot".

Students not clearly understanding the balance between how to use AI tools in an effective way without replacing their own research and critical thinking skills.

AI that generates content often provide false information, esp in topics that are less known/// available over the net. Students may fall into the trap and employ whatever they find as "Facts." These tools also make archival materials less accessible, as students are less likely to go do research using methods that take time and a lot of efforts.

Students might think it is an alternative to learning. I say "might"-- they do. Right now they are using it and not learning a thing.

For me: One of the primary reasons I teach is because I like humans, and human-created art. Removing some of the humanity from the work we do in the classroom...well, it makes me feel a certain kind of way. I realize the cat is out of the bag with AI, and my job is to adjust to the new landscape. But, in a Venn diagram of 1) using generative AI and 2) the learning objectives of a writing classroom, I can't quite visualize how that overlap works exactly.

For the students: The primary challenge, and harm, I see in having students use AI for learning activities in my class, is that they will then slide down the slope of using it more and more - and eventually they will have it do all their writing for them. They won't develop or strengthen their reading/writing/thinking skills, and they won't be employable. If they can only do what AI can do, then a company is going to have AI do the work and not a human.

Another problem - one that makes me feel so sorry for these kids - is that they physically don't have the brain development, the impulse-control, to resist using AI. It's like they've been poisoned and everyone is mad at them for being sick.

originality, creativity, modeling, mistakes

The biggest harm I think they can do is if you don't know how to use it. Specifically, if you or your students don't know how to use it, then they are potentially not learning, and you are not catching it. This is a disservice to everyone.

I'm very concerned that using AI might rob the students of doing the "thinking" and "feeling" work of writing. You can intend to use AI only to "organize" ideas, but it necessarily generates content for you (unless you have a very, very specific and limited prompt that most students wouldn't be likely to craft on their own).

Student misuse of AI tools is a concern. But as an instructor, I'm challenged to reinvent wheels that had been effective but are now, I suspect, nearly obsolete. Will my unfamiliarity with these tools cause students to lose faith in my curriculum and/or my ability to support them meaningfully in the modern academic and professional landscapes?

Every word in the text they create, every dot in the images that they created need to be verified for compliance and accuracy

In what ways do you think AI tools might be harmful in your teaching? What...

I don't want to incorrectly or even overly use AI tools and build a negative reputation among the students.

I feel like if I were able to implement AI tools effectively in my classes, it wouldn't be too harmful for the students. In fact, I think it would teach the students more about using AI in our field.

One challenge that could arise is that other faculty may think that allowing the use of AI in my writing-intensive classes won't prepare students to learn how to write.

AI tools are getting better at performing all of the writing tasks that we ask students to do in a first year writing course. For example, we used to hear that if our prompts were good enough (specific, not formulaic, etc...)we could discourage AI use. However, AI can draft most tasks that I can create for my students, whether they are personal and exploratory writing or complex analyses. It definitely produces reliable and consistent the formulaic academic essay that my students have been trained to think of as "good writing". I refuse to police my students' AI use or to actively try to find out who is using AI, when, and how. However, I'm sure that many students in my classes have submitted writing generated by AI and I have dutifully graded it.

students don't put forth the effort. rely on it to generate assignments.
