Plan for a SoTL Project

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| **Research Question**  I would like to explore the following research question.  Strategies to assist students in positively incorporating AI-Generated Writing technologies in their learning activities.  I am interested in a positive proactive approach to incorporate AI-Generated Writing technologies and tools for students in their learning activities. As these technologies emerge, I am interested in exploring a beneficial method to use these technologies to improve the student’s learning experience. |
| **Identify challenge/outcome related to learning that is related to your question.**  Challenges:   1. The challenge with this research question is how to assess a positive contribution to a student’s learning outcomes. 2. Limited research and references currently exist in this knowledge area. 3. Remove the perceived student risk by assessing the student on the engagement in the exercise not the content.   Methodology:   1. Will develop an essay writing assignment to examine this question. 2. Engage students to write a draft of the assignment with the commitment to not use any assistive technologies. 3. Faculty to review draft and provide a formative assessment. 4. Deploy AI-Generated Writing technologies to draft AI generated version of the writing assignment. 5. Under faculty supervision deploy tactics and techniques to compare and assess the AI generated work for insights to improve the assignment. 6. Complete final writing assignment with proper accreditation of assistive tools. 7. Faculty to provide a summative assessment. 8. Reflect on the exercise and through a questionnaire provide feedback and insight to the researcher. 9. Perform a focus group with the students to further explore the experience   I intend to use two methods to measure the learning outcomes.   1. Quantitative    1. Compare the formative assessment of the draft assignment to the summative assessment of the final submissions to gauge the improvement offered by examining AI-Generated content. 2. Qualitative    1. Through a questionnaire probe with the students their observations and experiences using AI-generated tools.    2. Examine the students perceived value of AI-generation tools.    3. Probe the student conclusions and strategies to incorporate AI-Generation tools into their learning strategies. |
| **Describe the instructional activity, assignment, or teaching strategy that will promote student learning on the outcome you identified.**  The activity is a traditional writing assignment. The modification is that upon the initial draft of the assignment guide the student using AI-Generation tools and their generated outcomes to compare, reflect on the original assignment. Treating essentially the AI-Generated text as a referential source.  Then using this reflection redraft the original assignment (with proper accreditation) to examine if this improved the quality of the assignment.  Following this exercise, further examine with the student the experience and the value proposition of AI-Generation tools in their learning strategies. |
| **Describe the evidence that would persuade an external audience that the new or modified teaching strategy improves student learning on the targeted learning outcome.**  Firstly, this assignment would be low risk. The assessment would only reflect the student’s engagement in the exercise not the content. The experience is truly what is important.  To demonstrate the improvement of student learning to an external audience will need to provide this evidence:   1. Detailed process documentation 2. Detailed description of the AI-Generation Tools 3. The formative and summative faculty assessments. 4. Summarized results from the questionnaire. 5. Student testimonials |
| **How and where would you publish, present, or disseminate this work?**  I would first summarize and present the results to the student participants. Ideally, as a lead into the focus group activity. Then use the focus group to further explore and refine the findings of the participant group.  The next step would be to present this to my peer colleagues in our ongoing SoTL discussions and professional learning development activities. I would then solicit if other faculty members would like to engage in more detailed and rigorous examination of the this research. I would not at this stage consider a more extensive presentation until given the opportunity to further develop my study. Ideally with peer collaboration and refinement further the research until it could be presented to the full faculty collective. |

Adapted from: C. J. Stanny, E. M. El-Sheikh, & H-M. Chung (2009) ***Getting Started with a SoTL Project***

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