

Cyborgs, Centaur, and Resistors

Teaching in the Age of
Generative AI

by Liza Long, Ed.D.



Acknowledgment Statement

This presentation was prepared using several AI chatbots including ChatGPT, Google Gemini, and [Claude.ai](#) (but not Grok because nope). I acknowledge that AI chatbots do not respect the individual rights of authors and artists, and ignore concerns over copyright and intellectual property in the training of the system; additionally, I acknowledge that the system was trained in part through the exploitation of precarious workers in the global south.

In this work I specifically used AI tools to review content, provide images, and create some of the content I demonstrate. (Lanclos & Phipps, 2023)



Learning Objectives

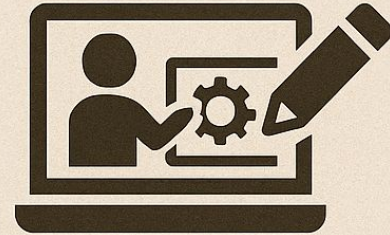
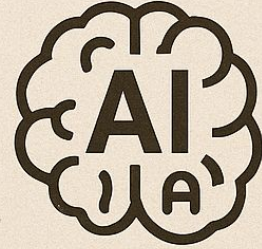
- Consider ethical considerations/personal values surrounding the use of AI in education.
- Appreciate the benefits and risks of using AI tools in the classroom.
- Identify strategies to integrate AI tools into teaching practices.
- Design assessments that are authentic in the age of AI.



In January 2025 I asked ChatGPT 4o to create an image to accompany this slide. I hate it. But I also miss this weird “art.”

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It's not just you. AI fatigue is real!

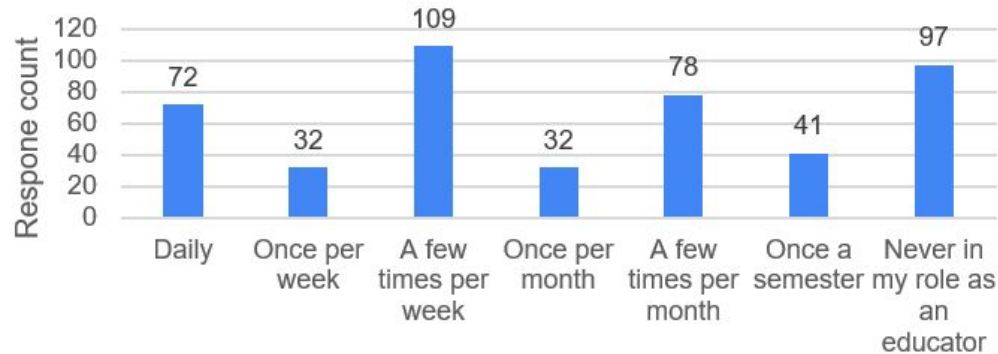
Are you a cyborg? A centaur? A resistor?

What Idaho Faculty Are Saying

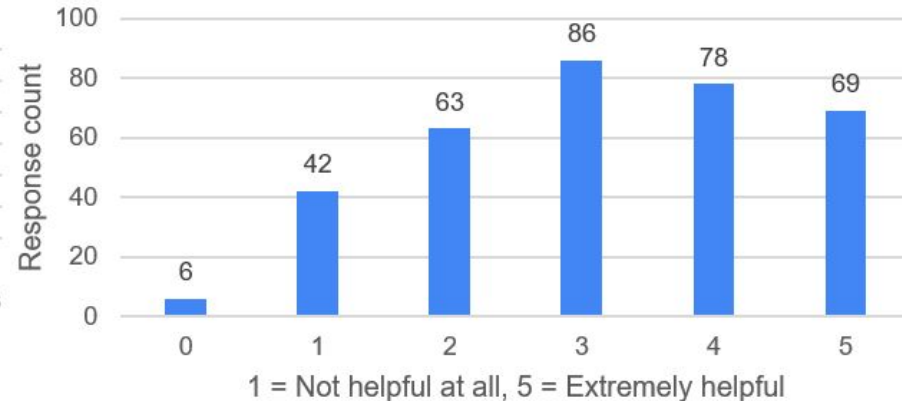
Spring 2025 Statewide Faculty Survey on AI Use

- Convenience sample of “Instructional Staff”
- Eight Idaho Institutions of Higher Education
- n = 478, 10.8% response rate

How often do you use AI in your educator role?

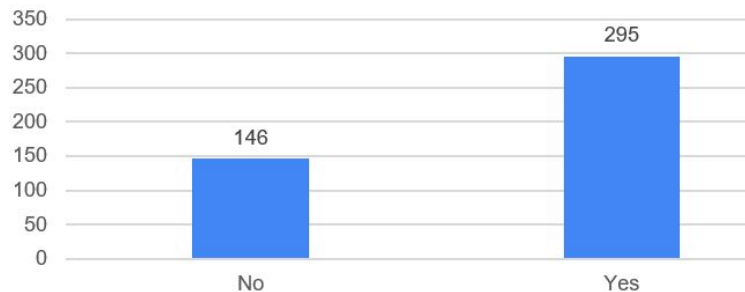


How helpful do you find AI in your educator role?

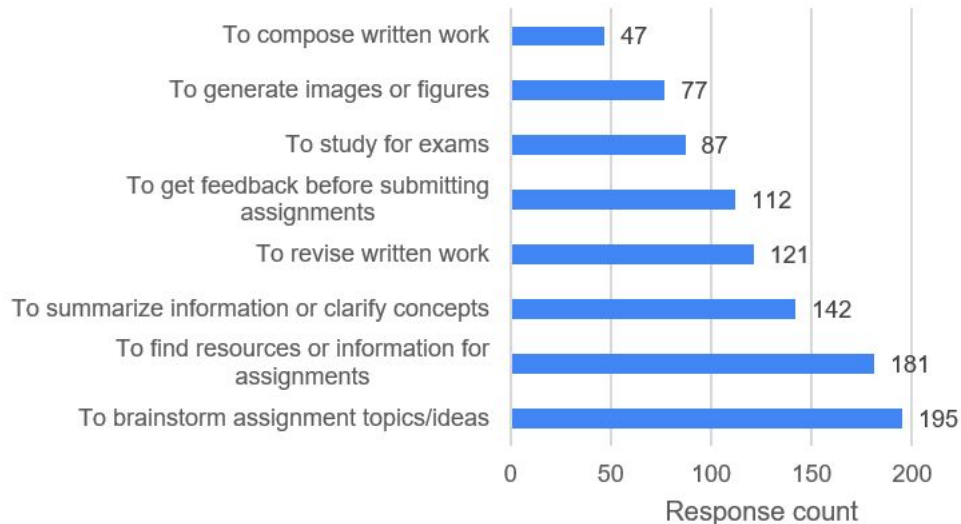


Teaching Practices and Student Use

Do you allow students to use AI in your class?



For which tasks do you allow students to use AI?



Concerns and Ethical Considerations

- **AI as a technology**

- Inaccuracies
- Intellectual property
- Bias
- Environmental issues
- Unforeseen consequences

- **Faculty Role**

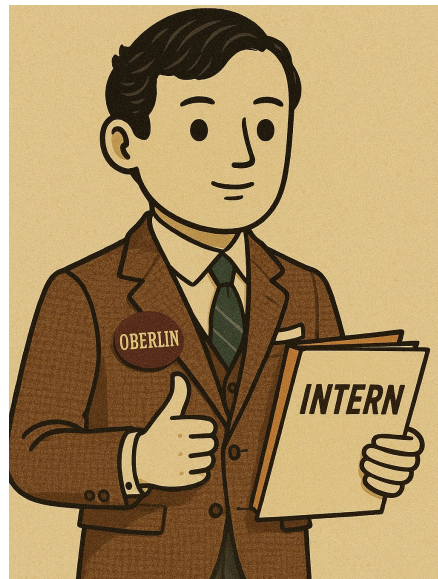
- Fear for job
- Increased productivity expectations
- Lack of time/funding to learn
- Lack of guidelines
- How to address with students

- **Student Impact**

- Skill decay
- Critical thinking
- Loss of problem solving
- Cheating



Meet Your New Chatbot Interns

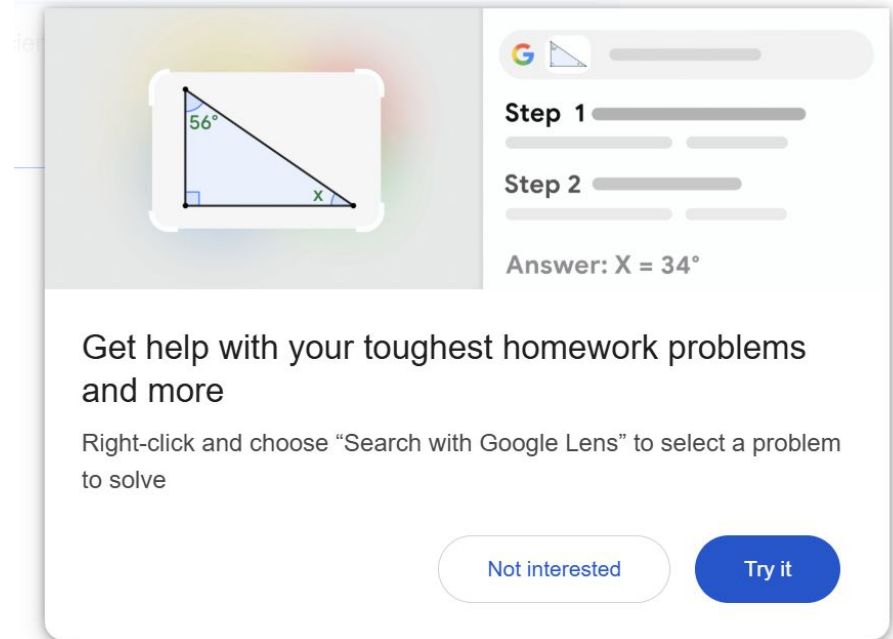


How ChatGPT “Sees” Me



Breaking News! OpenAI Knows Students Use ChatGPT to Cheat! (and they don't care)

- OpenAI/Canvas partnership means students could potentially have agents take their classes for them
- Google's "Homework Helper" (this conveniently popped up for me while I was searching something last week)
- LLMs are still most useful for experts who can evaluate outputs



The College Essay Is Dead (But Human Writing Isn't)

"Without the discipline of Latin grammar, the mind would become as unmoored as a ship without an anchor, drifting aimlessly without the ability to truly reason and analyze."—Google AI Labs (and Churchill, probably)

Google

quote about how people would no longer be able to think if they did not X

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Search Labs | AI Overview

A quote that captures the idea that people would lose their ability to think without studying Latin could be: "Without the discipline of Latin grammar, the mind would become as unmoored as a ship without an anchor, drifting aimlessly without the ability to truly reason and analyze."

Explanation: This quote emphasizes the idea that the structured nature of Latin grammar, with its complex rules and declensions, trains the mind to think critically and precisely, a skill considered essential for clear thought and analysis.

Key points about this quote:

Emphasis on critical thinking:

By highlighting the "discipline" of Latin grammar, it suggests that studying Latin cultivates a mental ability to dissect language and understand complex structures, leading to improved cognitive skills.

Why Study Latin? - Classical Conversations

Nov 11, 2013 — First, learning Latin has a utilitarian purpose. ... Carlos Ruiz Zafon said, "There is no such thing as dead..."

Why Latin? - Cambridge School of Dallas

Feb 27, 2019 — I find, perhaps because I have studied more Latin, that I understand Latin poetry more than English poetry...

Benefits of Latin | University of Kentucky College of Arts & Sciences

Studying Latin, with its highly organized grammar, makes us coordinate ideas, reflect on the various ways to say the same...

Google


"Without the discipline of Latin grammar, the mind would become as unmoored as a ship ... - did not match any documents.

All Images Forums Shopping Videos Web Books More

Your search - "Without the discipline of Latin grammar, the mind would become as unmoored as a ship ... - did not match any documents.

Suggestions:

- Make sure all words are spelled correctly.
- Try different keywords.
- Try more general keywords.



So What Comes Next? The (Human)ities Are Essential

- What does “resistance” look like for you?
- How can we leverage these tools to build a more equitable and just learning environment for our students?
- How can we redesign our assessments to make them more authentic?
- What impact will Deep Research tools (OpenAI, Gemini, Grok, [STORM](#)) have (and do you know what these are)?
- What about agents like Comet and

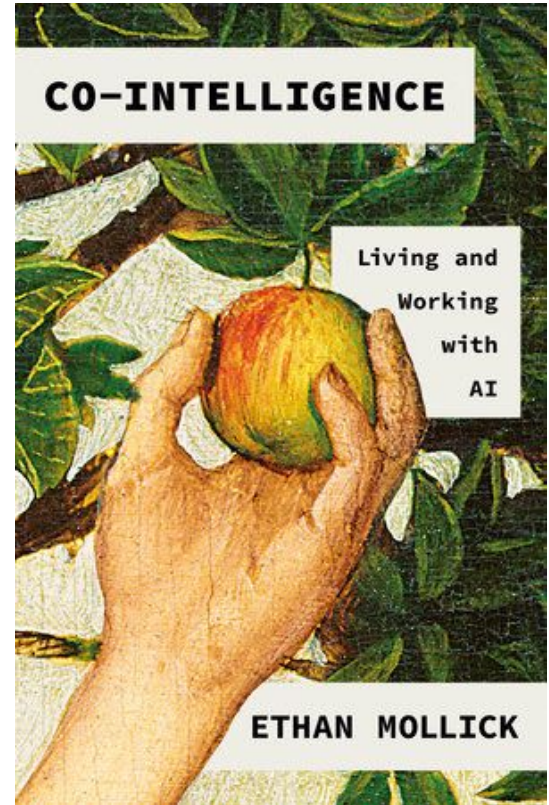


More wacky AI Art! A feminist robot army!

Ethan Mollick's Four Principles

- Always invite AI to the table
- Be the human in the loop.
- Treat AI like a person.
- Assume this is the worst AI you will ever use.

Mollick, [Co-Intelligence](#), 2024



“English is the Hottest New Programming Language”

Open Education Chemistry Drawing Tool ▾

4. **Test with Students:** Get feedback from actual users

5. **Integrate with Textbook:** Embed in your open education platform

Would you like me to expand on any particular aspect of this plan? For example, I could provide more detailed code for specific features, discuss integration options, or explore educational applications of the tool.

L An error occurred while trying to run the generated artifact.

Unexpected token, expected ";" (3:32)

Can you fix this error in `chemical-drawing-tool`?

I apologize for the syntax error. Let me fix the code in the chemical drawing tool artifact:

Chemistry Drawing Tool

Interactive artifact · Version 2



I don't see any syntax error in that specific part of the code. Let me look more carefully through the entire component to find and fix the issue:

Analysis >

Let me examine the entire code more carefully and recreate the artifact with a completely fresh version to fix any syntax issues:

Reply to Claude...

👁 </> v2

🔄 Published

Chemistry Drawing Tool

Atoms

C O N H S P F Cl Br I

Bonds

Single Double Triple



Click on the canvas to place atoms. Select a bond type and two atoms to create a bond.

Belshaw's Digital Literacy and AI Literacies

- **Cultural:** Creating shared understanding between writing center and composition courses
- **Cognitive:** Using guided questions to strengthen argumentative claims
- **Constructive:** Supporting students in developing their own arguments
- **Communicative:** Fostering human connection while leveraging AI
- **Confident:** Building student self-efficacy with AI tools
- **Creative:** Using AI to explore rhetorical strategies
- **Critical:** Evaluating AI outputs
- **Civic:** Engaging with ethical AI usage and integrity



Image created by Laura Hilliger based on the work of Angela Gunder, remixed from work by [Doug Belshaw](#)

Working with Your Students

1. Assume they are there to learn from you
2. Establish skepticism up front
3. Introduce and acknowledge ethical concerns
4. Be very intentional about when, where, and why you use AI tools ([Minus, Plus, Times](#) model)
5. Get student buy-in for the value of human writing (and incentivize it) [Wikipedia Signs of AI Writing](#)
6. Encourage transparent use*
7. Teach problem formulation (not prompt engineering)
8. Use verification checklists for research (it makes stuff up)
9. Model how to be the “human in the loop” (Mollick)
10. **Stay curious and flexible**



When You Don't Want Students to Use AI

What doesn't work: Vague syllabus policy prohibiting the use of ANY AI (or else!!!!)

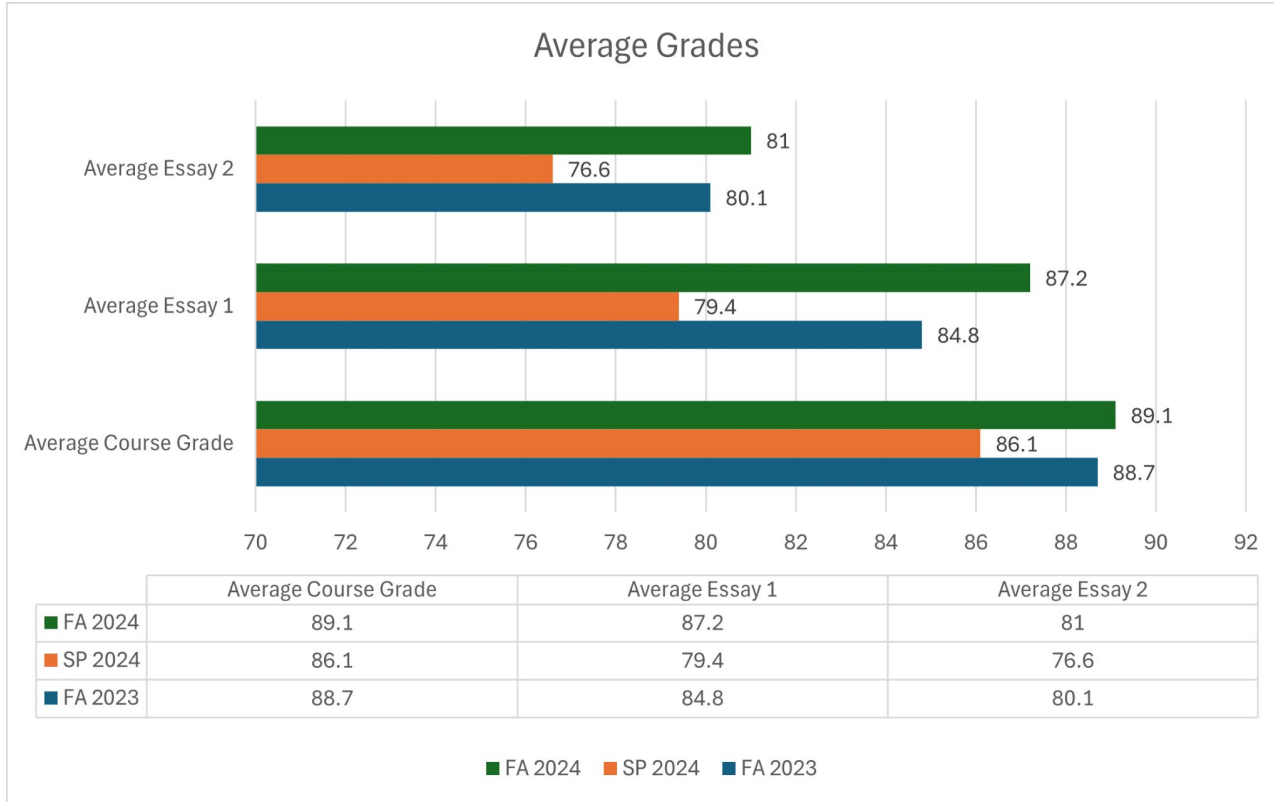
What does work:

1. Create meaningful (authentic assessments) AKA no boring writing!
2. Explain clearly why you don't want students to use AI for the assignment (and create rubrics that incentivize human voice)
3. Get their buy-in
4. Assign work in class*
5. Video assignments*
6. But still **don't punish them** when you suspect AI use. Have a conversation. We are not the AI police.
7. Recognize that some students have always cheated and will continue to cheat. That's not your problem.



Image created from slide description by Google Gemini

Case Study: ENGL 1102



- How does the integration of generative AI tools influence student engagement and performance in a first-year English 102 writing course?
[My Essay Feedback](#)
- Sentiment analysis of interactions was 100% positive (n=25)
- Greatest improvement in FA 2024 (weekly integrated assignments)
- More [information on study](#)

What My Students Said about Using AI

- “Dr. Long’s instruction on how to properly use AI Chatbots to supplement your writing was a huge game changer for me. She emphasized ethical concerns and taught the class to use these tools as resources rather than shortcuts to bypass effort.”
- “Obviously, AI should not be used to write papers for you, but it is a great tool to help guide you throughout your writing processes. If you are using AI it is crucial to cite and acknowledge its use.”
- ““At the beginning of this semester, I was new to using artificial intelligence. I now believe strongly in the concept of “the human in the loop,” while I was previously wary about the use of any generative engines in any manner. “
- “Despite the learning curve with AI, I did fantastic on it. I’ve always struggled to create questions for research and writing questions, but for this essay I got to use ChatGPT to help me figure out some questions to investigate.”
- “Using generative AI tools has been a lot of fun and has opened up new possibilities for learning and creativity.”
- “Now that I have had experience with different AI platforms and have utilized them multiple times, I believe that AI is more of a tool than a catch all.”
- “Through the use of AI, I was able to demonstrate my abilities as a writer and also make sure that my writing was clear and understandable.”

Advice on Working with AI in 2025

- **Focus on what you need to know**—you can't learn it all
- Partner with AI to rethink your writing assessments--see these [awesome suggestions](#) from three ISU English grad students
- Find a few trusted people to follow
- Consider learning something new using ChatGPT as a tutor
- Build and engage with learning communities
- Keep privacy and consent top-of-mind when working with students (FERPA)
- Know that agents [are here](#), and they can do all your students' homework in asynchronous online courses.



And Some Fun Stuff

If you haven't used NotebookLM, what are you waiting for? I think I'm going to use it as my textbook for Survey of World Mythology this spring. Try Storybook too!

Use ChatGPT or Gemini to transcribe your handwritten notes or lists and organize them.

Ask it to help you research consumer purchases (I had never heard of a Kia Niro until both ChatGPT and Gemini told me it was the perfect car for me—I just bought one)

Boodlebox (state pilot in the spring). Here's my [Latin Tutor Bot](#)

Use AI as a personal stylist (what is “smart casual”?)



Get Involved!

We have a weekly statewide OPAL+AI meeting on Mondays from 12-1 pm. Register once to attend the sessions—and I send recaps

Your ISU AI Catalyst is Abraham Romney

Statewide Training Webinar #3 — AI + Academic Integrity

When: November 17, 2025

Where: [Zoom](#)



Key Takeaways

- AI tools are rapidly changing education and writing.
 - Educators should teach students critical AI literacy skills.
 - AI can enhance learning if used constructively.
 - Assessments and teaching methods need to adapt to the age of AI.
 - We must focus on human skills like critical thinking, problem formulation, and communication alongside AI.
 - Keep an open and curious mind about the future of AI.
-



Some Resources

- [Claude.ai](#)
- [Google's NotebookLM](#)
- [Cyborgs and Centaurs](#)
- [My Essay Feedback](#) (Anna Mills and Eric Kean)
- [Teaching with Generative AI](#) (Idaho State Board of Education resources)
- [Critical Worlds](#) (a co-created literary analysis textbook that integrates AI assignments)
- [Beginnings and Endings](#) (student-created publication with AI-assisted papers)
- [Artisanal Intelligence](#) (my Substack)
- [CRITER](#) (BSU Jen Schneider's Substack)
- Ultimate Guide to Viral Image Prompts ([AI Track](#))

Questions/Contact Me

- [BlueSky](#)
- Threads @anarchistmom
- [LinkedIn](#)
- [Substack](#) (always free!)
- [YouTube](#)
- llong@edu.idaho.gov

