

Bloom, Assessment, and AI

February 19, 2025



WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
Leadership Education Department

STEVE BAULE, ED.D., PH.D.
DIRECTOR, ED.D. PROGRAM
CHAIR, LEADERSHIP EDUCATION
WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
SBAULE@WINONA.EDU
507-285-7481



A Little Context About Me

- Loras College
- University of Iowa
- Northern Ill. University
- Loyola University of Chicago
- History teacher in Cascade, IA
- Library media specialist in Saint Charles
- High school principal and assistant principal
- Assistant superintendent for information technology
- PK-12 Superintendent
- Currently in higher ed



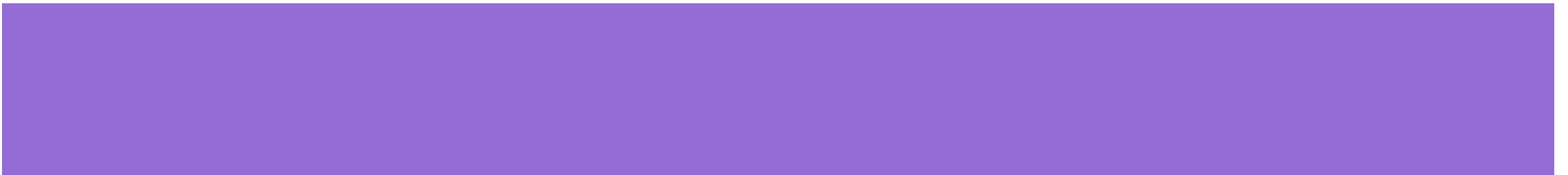
CREATE THE FUTURE

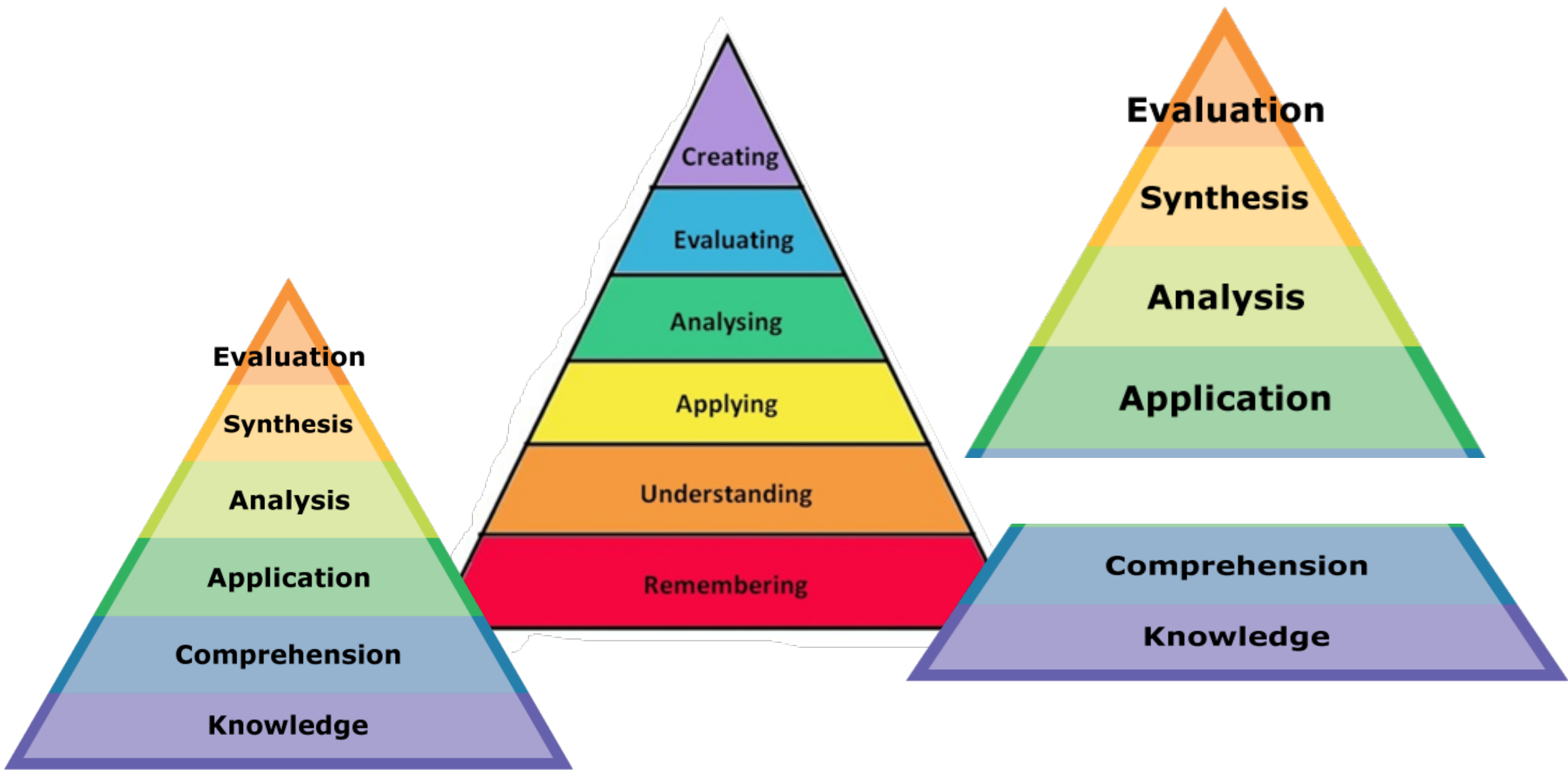
**AI IS HERE
TO STAY**

**THE GENIE IS
NOT GOING
BACK INTO THE
BOTTLE**



REVIEWING BLOOM'S TAXONOMY





Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Evaluation

Synthesis

Analysis

Application

Evaluation

Synthesis

Analysis

Application

Comprehension

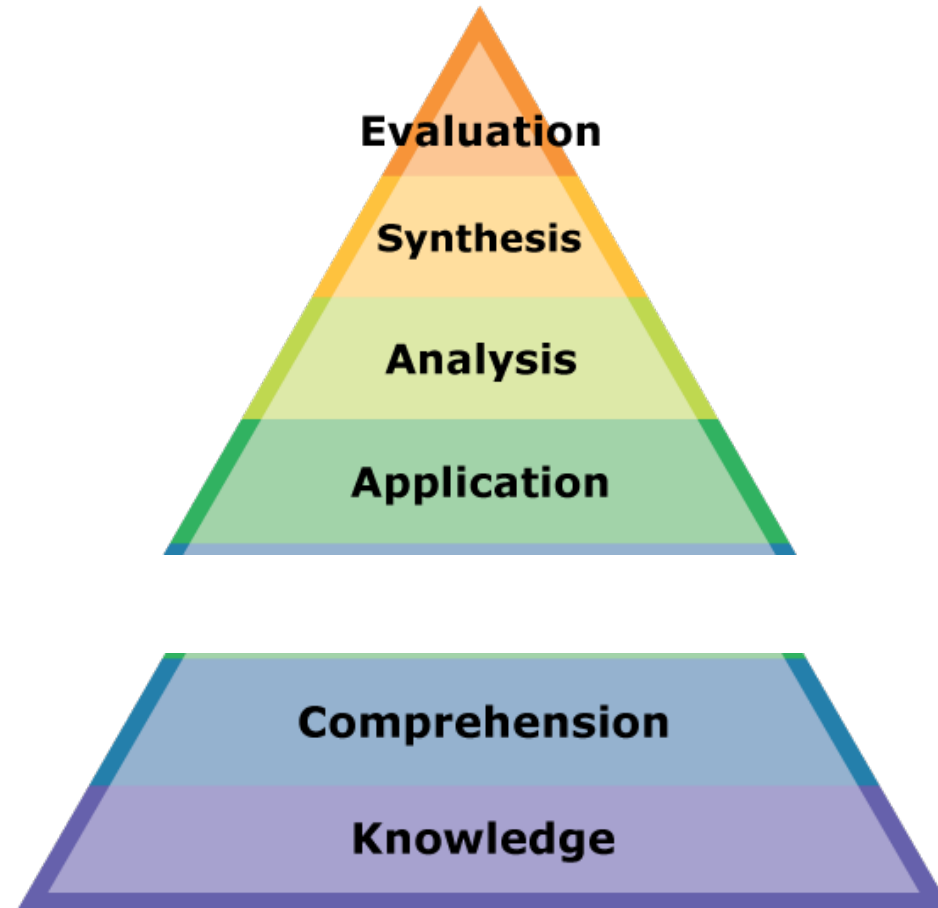
Knowledge

Comprehension

Knowledge

Must focus on higher levels of Bloom

- Any summative assessment must focus on the upper range of the original 1956 Bloom
- If a Chatbot can answer the question, maybe it isn't a strong assessment



Verbs for the Viable Levels of Bloom

Application

- Operate
- Apply
- Use
- Demonstrate
- Solve
- Produce
- Prepare
- Choose

Analysis

- Analyze
- Question
- Differentiate
- Experiment
- Examine
- Test
- Categorize
- Distinguish
- Conclude
- Contrast
- Outline
- Infer
- Discriminate
- Compose

Synthesis

- Create
- Compose
- Argue
- Design
- Plan
- Support
- Revise
- Formulate

Evaluation

- Rate
- Evaluate
- Judge
- Justify
- Assess

Education 4.0



<https://www.digitaled.in/blogs/the-five-pillars-of-digital-education-4-0/>



CREATE THE FUTURE

Bloom's Taxonomy Revisited

Use this table as a reference for evaluating and making changes to aligned course activities and assessments (or, where possible, learning outcomes) that account for generative Artificial Intelligence (AI) tool capabilities and distinctive human skills.

All course activities and assessments will benefit from **review** given the capabilities of AI tools; those at the **Remember** and **Analyze** levels may be more likely to need **amendment**.



Attribution 4.0 International (CC BY 4.0)

	RECOMMENDATION	AI CAPABILITIES	DISTINCTIVE HUMAN SKILLS
CREATE	Review	Suggest a range of alternatives, enumerate potential drawbacks and advantages, describe successful real-world cases	Formulate original solutions incorporating human judgement, collaborate spontaneously
EVALUATE	Review	Identify pros and cons of various courses of action, develop rubrics	Engage in metacognitive reflection, holistically appraise ethical consequences of alternative courses of action
ANALYZE	Amend	Compare and contrast data, infer trends and themes, compute, predict	Critically think and reason within the cognitive and affective domains, interpret and relate to authentic problems, decisions, & choices
APPLY	Review	Make use of a process, model, or method to illustrate how to solve a quantitative inquiry	Operate, implement, conduct, execute, experiment, and test in the real world; apply creativity and imagination to idea & solution development
UNDERSTAND	Review	Describe a concept in different words, recognize a related example, translate	Contextualize answers within emotional, moral, or ethical considerations
REMEMBER	Amend	Recall factual information, list possible answers, define a term, construct a basic chronology	Recall information in situations where technology is not readily accessible

Bloom and Generative AI

- AI tools like Claude.ai or Google Translate can complete lower-level tasks (recalling facts, paraphrasing, translating)
- Assessments should now be designed to bypass AI capabilities and instead challenge students to apply, analyze, and evaluate information
- Assignments must push beyond basic comprehension and instead challenge students to reflect, personalize, and create based on their experiences.
- New tools with old strategies do not work to improve student learning

Replacing the Five Paragraph Essay

Example

Asking students to edit an AI-generated essay and justify their revisions fosters higher-level skills

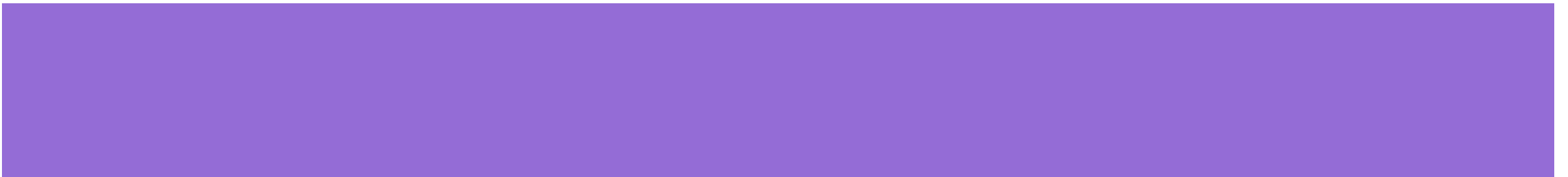
This can push the assignment up to the highest level of Bloom, Evaluation.



Terms to Avoid

Comprehension	Translate, paraphrase, discuss, report, locate, generalize, explain, classify, summarize
Knowledge	List, define, recall, state, label, repeat, name
Avoid	<i>appreciate, know, familiar, aware, understand, select, explain, relate, arrange, choose</i>

HOW DO WE USE GENERATIVE AI?



Options

Design generative AI
out of your
assignment

OR

Design
generative AI into
your assignment

Future Approaches to Writing

Will AI change the basics of academic writing?

- No one will write a rough draft and will simply edit what was generated by AI
- One will write a rough draft and then use AI to edit
- The third option would be to ban AI use, but that seems unlikely (*SI just had an issue for generating AI content*)

Marc Watkins raised the first two points on *The Broken Copier Podcast* with Marcus Luther

Instructional Considerations

Principles of AI-Resistant Assessment Design

- Authenticity and contextualization
- Process-orientation over product
- Multimodal assessments
- Design for local content
- Real-time assessment strategies
- Emphasize collaboration and peer learning
- Include metacognitive elements



Authenticity and Contextualization

- **Design real-world tasks:** Create assessments that ask students to apply knowledge to real-life scenarios relevant to their field of study. This reduces the likelihood of AI providing meaningful responses, as context-specific knowledge is required.
- **Example:** For a business management class, students could be tasked with creating a business proposal for a local community business, including market research and financial planning.
- **Use community-based projects:** Encourage assessments where students engage with local organizations, requiring them to reflect on their direct experiences.
- **Example:** In a social work course, students could work with a local non-profit, then submit a reflection paper or presentation about their involvement and learning.

Process-Oriented Assessments

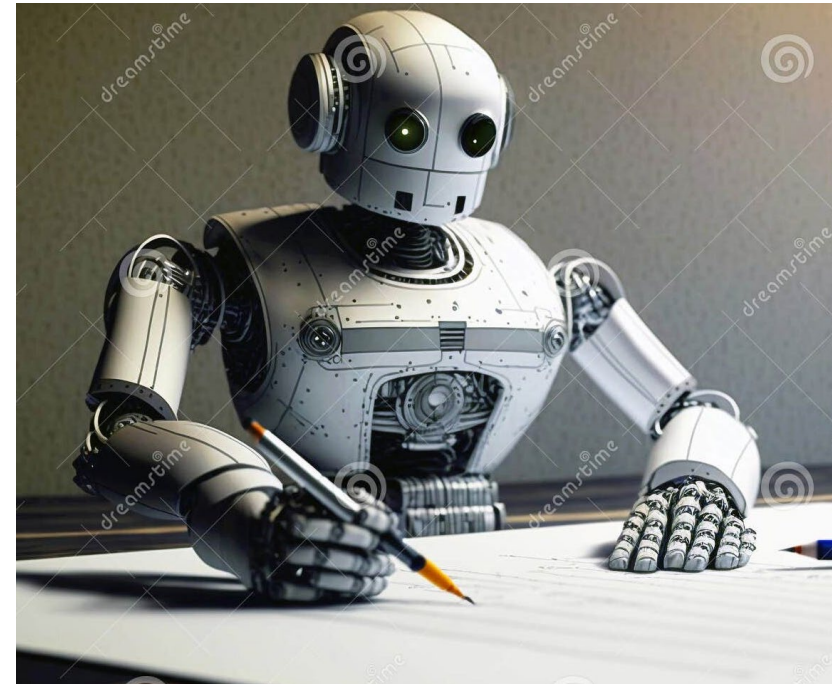
- **Focus on the learning journey:** Break down larger tasks into steps or phases and assess students throughout the process, making it difficult for AI to complete all stages.
- **Encourage reflection and metacognition:** Ask students to reflect on their learning process, decisions made, and challenges faced. Ask them to document the thinking process they used.
- **Incorporate Iterative Feedback and Revisions:** Use a scaffolded approach where students submit drafts or stages of their work, incorporating your feedback at each stage. This process encourages critical thinking and deep engagement with the material, making it difficult for AI to automate responses over multiple revisions.

Process Example

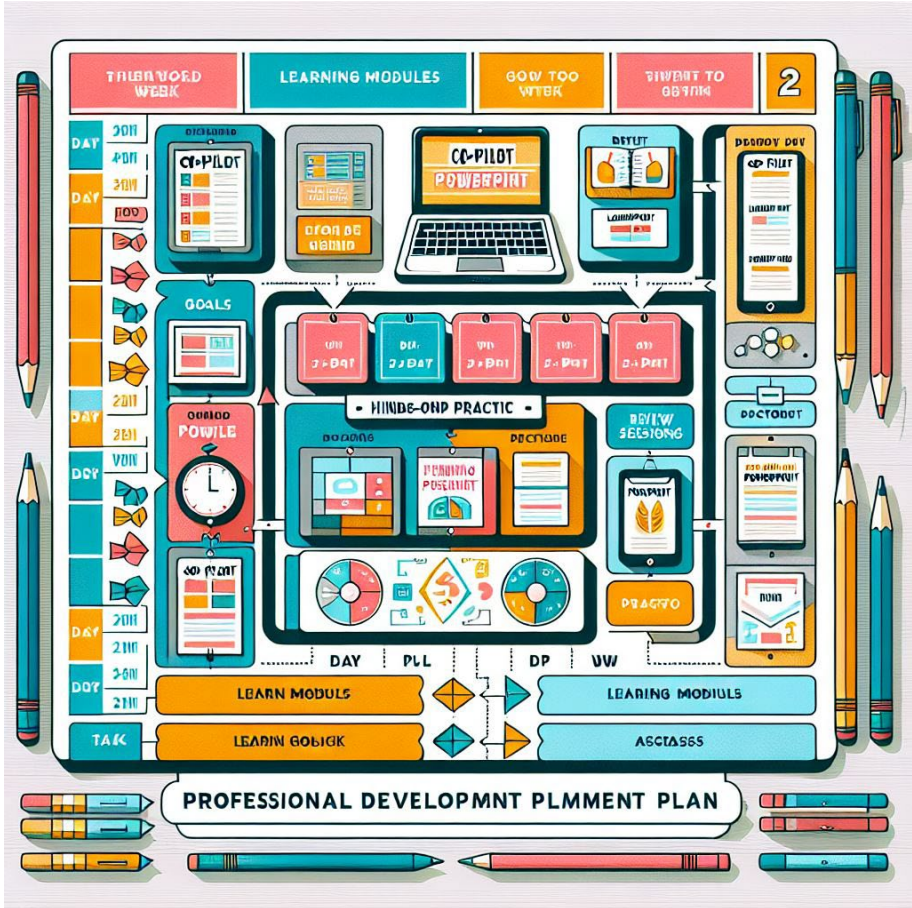
- Draft two potential research questions
- Draft an outline for the selected study
- Collect sources or draft an annotated bibliography
- Write first draft of your paper
- Write a final draft of your paper
- Produce a short video summary of your paper

Multimodal Assessments

- Ask students to analyze or create visual components
- Include audio or video elements in assignments
- Require hand-drawn diagrams or sketches
- Use physical manipulatives when appropriate



Co-Pilot Trying to do Text & Graphics



Ideogram.AI



Can you create a logo for the 1/3d 2/3d planning rule?

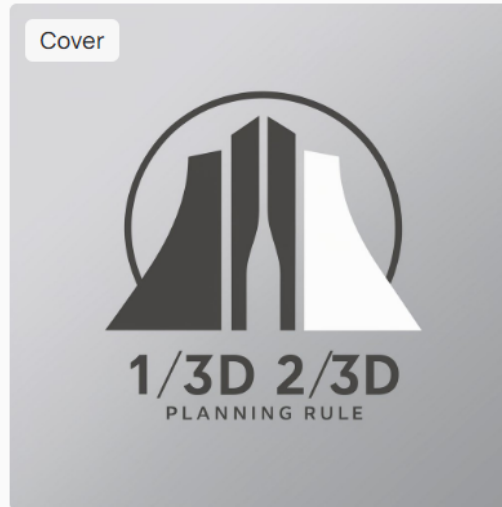
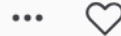
Generate

Upgrade plan



Generation completed

[Dismiss](#)



Design for Local Content

- Create assessments based on specific classroom experiences
- Reference recent class discussions or activities
- Include school or community-specific elements

Prompt: Who is Betty Baule?

Unfortunately I do not have enough context to determine who "Betty Baule" specifically refers to. Here are some possibilities:

- It could be referring to a person's name, but without more information like a profession or background details, it is ambiguous.
- There is an actress named Betty Baule who appeared in some films and TV shows in the 1950s and 60s.
- There is also a Betty Baule listed as a voice actor in some animated shows, but details are limited.
- There are people named Elizabeth Baule and variations like Betty Bauleigh that come up in public records searches. But without more context it's hard to confirm if any are the specific Betty Baule in question.
- Baule could also be a misspelling of the last name "Baugh" - in which case it could refer to a number of different people with the first name Betty Baugh.
- There is a Bayou Betty's Restaurant and another business called Betty's Baule Shop - but these likely refer to fictional Betty's and not actual people.

In summary, the name "Betty Baule" is too ambiguous on its own for me to determine who it refers to specifically without more context. Please let me know if you can provide any additional details that might help identify who this name is indicating.

Real-Time Assessment Strategies

- Use timed in-class writing or problem-solving
- Create assignments that respond to current events
- Include real-time class discussions in assessment criteria

Emphasize Collaboration & Peer Learning

- Design group projects with clear individual accountability
- Include peer review components
- Create assignments that require student interaction and discussion

Include Metacognitive Elements

- Ask students to explain their reasoning
- Require self-assessment components
- Include error analysis and correction
- Have students justify their choices and decisions

Move Assignments Up Bloom's Taxonomy

- Instead of creating an essay or a presentation as the student to evaluate the output of a peer or AI generated assignment
- Have students draft an essay and then use AI to critique it. Evaluate the effectiveness of the critique
- Have students chat with a literary figure using Character.ai etc. and then critique the conversation as to its accuracy

Use Generative AI to Create

- Ask students to generate a draft of the assignment using AI (five paragraph essay for instance)
- Then have students review the AI generated materials using a rubric
- Students are now moving up Bloom's taxonomy

Practical Assessment Strategies

- Redesigning written assignments
- Creating effective rubrics
- Implementing peer and self-assessment
- Utilizing in-class assessments and presentations
- Consider moving to some oral assessments

Redesigning Written Assignments

- **Shift focus to critical thinking and application:** Modify written assignments to focus on applying concepts in real-world scenarios rather than just summarizing content. This can prevent students from relying on AI-generated responses.
- **Use prompts that encourage unique responses:** For example, asking students to reflect on their personal experience with course concepts or to conduct original research within their community.
- **Break assignments into smaller stages:** Require students to submit parts of their writing in stages (outline, first draft, final version) with feedback at each stage to support learning.

Create Effective Rubrics


- **Use clear, specific criteria:** Design rubrics with measurable and clearly defined performance indicators for each level of achievement. This helps students understand what is expected and reduces subjectivity in grading.
- **Incorporate a variety of skill assessments:** Rubrics should assess different skills, such as critical thinking, creativity, and effective communication, to ensure a well-rounded evaluation of student work.
- **Make rubrics a tool for feedback:** Provide detailed feedback using the rubric, so students understand both their strengths and areas for improvement. Share the rubric before the assignment to clarify expectations

Some Rubric Development Tools



Rubric Generator

Generate a rubric (set of evaluation criterion) in a table format for any assignment you're designing for your class.

 Be The Change: Share TeachEasy.ai with colleagues and institutions.

Grade Level:

Pre-K

Standard / Goal:

CBSE board students to be able to write an informative & persuasive essay.

Assignment Title:

Persuasive Essay on impact of Global warming



TeacherDashboard.ai

AI Rubric Maker for Teachers


Create rubrics in seconds with our AI-powered rubric maker. Create rubrics aligned with your curriculum, generate rubrics for any subject, and customize your rubrics to your needs.

Make a rubric in seconds!



Rubric Generator

Create detailed and customized rubrics for assessing student work across various subjects and grade levels.

 Add to Favorites

Grade Level and Subject:

Specify the grade level and subject for the rubric (e.g., 5th Grade Science).

Assignment Description:

Enter the title of the assignment (e.g., Egg Drop Challenge) & Provide a brief description of the assignment.

Additional Notes? (Optional)

Include any specific instructions or notes.

Language:

English

 Generate 

MAGIC SCHOOL



Rubric Generator

Have AI write a rubric for an assignment you are creating for your class in a table...



Implementing Peer and Self-assessment

- **Teach students how to assess:** Provide students with clear guidelines on how to evaluate their peers' work, focusing on constructive feedback. This can include practice sessions where they use rubrics to assess sample assignments.
- **Incorporate self-assessment reflections:** Ask students to reflect on their own work before submitting it, identifying areas they feel confident in and areas where they struggled. This encourages self-awareness and critical thinking.
- **Use peer feedback for revision:** After receiving peer feedback, students should revise their work, improving both the quality of their submission and their learning experience.

Use in-class Assessments & Presentations

- **Conduct real-time assessments:** Incorporate short quizzes, problem-solving activities, or interactive discussions during class sessions to gauge understanding. This can also be done using digital tools like polling apps.
- **Encourage group presentations:** Assign students to work in groups and present their findings to the class. This allows them to collaborate, engage with the material, and explain concepts to their peers.
- **Assess process and presentation:** Assess the final presentation and the preparation and teamwork process to ensure a holistic evaluation.

QAA Guidance (from higher ed in UK)

Communication with students - Our advice continues to be to engage early with students to ensure, as a minimum, they are clear about the institutional and individual course expectations around the use of Generative Artificial Intelligence tools. Wider discussions will also be useful about the impact of Generative Artificial Intelligence on the nature of higher education and the value of their qualifications. This engagement with students can be at both a provider wide and faculty/department level through townhall events and staff/student workshops, and at a course or modular level, including any induction or refresher activities to support virtual learning and digital literacy. •

Engage and empower students - Employers will expect (and value) graduates to be familiar with Generative Artificial Intelligence tools when they enter the workforce. It will be important to ensure students are aware of the limitations of these tools and the importance of making ethical use of them. Providers can support students to understand how the tools may not generate information that is factually accurate, even if it appears convincing.

https://www.qaa.ac.uk/docs/qaa/members/maintaining-quality-and-standards-in-the-chatgpt-era.pdf?sfvrsn=2408aa81_10

Returning to Oral Assessments



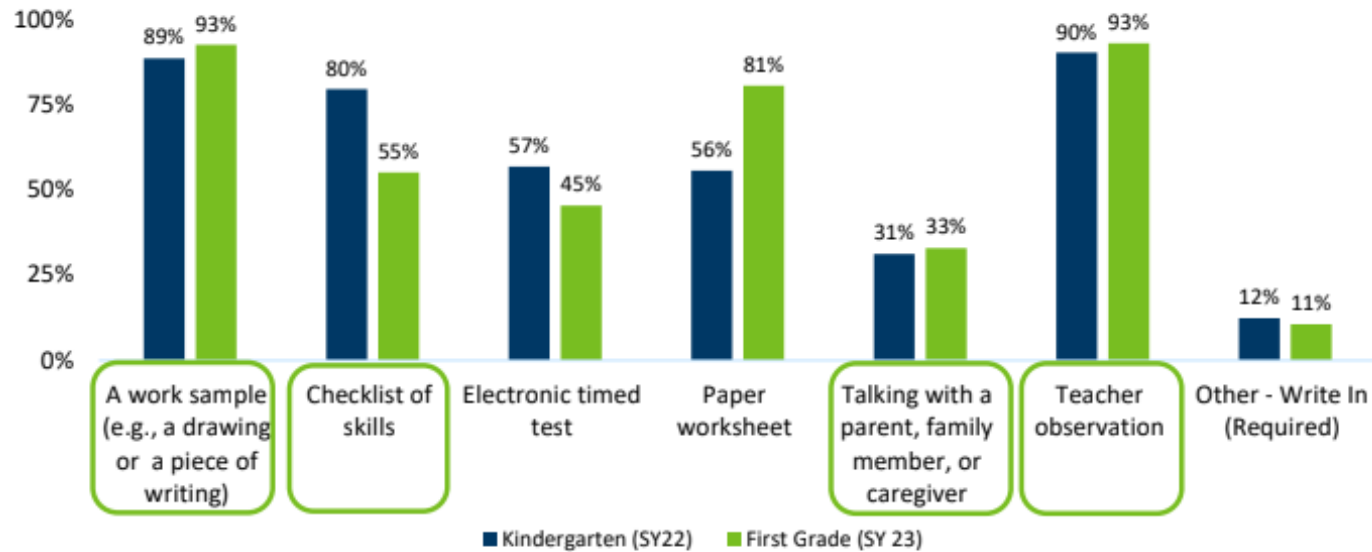
- The integration of AI chatbots in higher education marks a pivotal moment for online learning.
- The traditional methods of teaching and assessing online courses are challenged by the rise of AI, necessitating a shift in how academic integrity and student engagement are approached.
- Oral exams, a historical mainstay in education, are reemerging as a vital tool to address academic misconduct and foster active learning in the digital environment.

MDE Survey of PK Teachers



Developmentally Appropriate Assessment

Assessment Methods Used by Kindergarten and First Grade Teachers



1/28/2025

Minnesota Department of Education | education.mn.gov

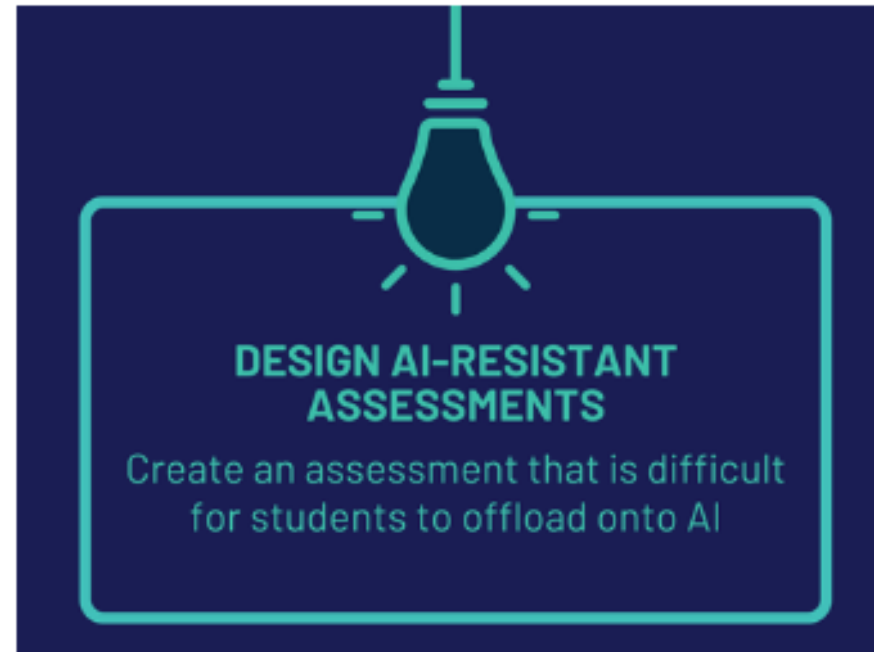
20



CREATE THE FUTURE

AI Resistant Assignment Generation

Prompt Library – AI for Education



Design an AI-Resistant Assessment


Colleague.ai




 [Learn New Features >](#)



How can I help you today?

NEW Need more help? Ask Charlie, Your new AI colleague... 

NEW Generate Images 

NEW Generate Diagrams 

Facilitating student discourse 

PLC or PD Agenda 

Generating Tasks With Different Rigor Levels 

Develop a Context-Based Project or Problem 



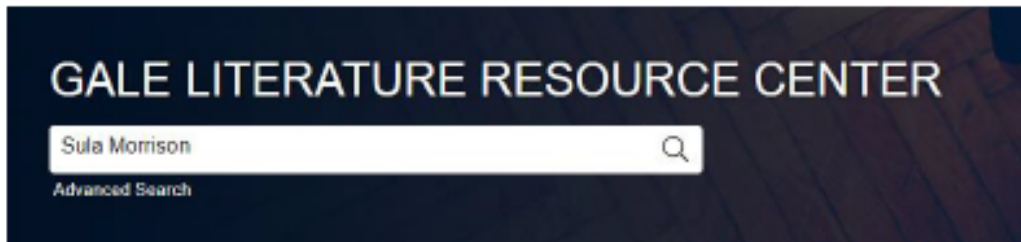
Chatting with Claire  

 Send a message...

Content generated is for suggestion only; always use professional judgement and comply with school policies before implementation.

An Already Resistant Article

9. Search for “Sula Morrison”



10. Click “online full text,” and choose a *lengthy* academic journal (not a review or interview, etc). **Be rigorous.**
11. Read and annotate it. (You can send it to your Google drive or print it).
12. Write a notebook entry about it: Present what you agreed with, disagreed with, questioned, realized, and why you believe what you do. Don't simply present a viewpoint without supporting it. If you disagree, explain what in your reading of *Sula* led you in a different direction. If you agree, highlight what in the argument resonated with you and what in your reading of the novel further supported this assertion.
13. Turn in your annotated article on the due date. (Either on paper or shared via Google).
14. Continue to use this library resource in the future. (It's significantly more helpful than “homework help” websites).

Sample

WHERE DID YOU START, AND WHERE DID YOU GO?

“I want you to feel what I felt. I want you to know why story-truth is truer sometimes than happening-truth.”—Tim O’Brien



Think about your initial reactions to *The Things They Carried*. Now think about our discussions regarding motifs, symbolism, postmodernism, style, grim humor, imagery, setting, and individual characters, and how all these elements contribute to the book's themes about the aftermath of war, loss of innocence, death, stories & storytelling, memory/remembering, morality, truth, guilt, shame, friendship, courage, cowardice, and—of course—war.

What did the book make you think about? Learn? Realize? Appreciate? Wonder? Question?

Scrawl, write, braindump everything in your head about what this book has to offer and what it offered you and how discussions influenced your thinking about the story and its meaning. |

One of Three Responses

Update to Make this Assignment AI-Resistant (Idea 2):

Assignment Description:

- Reflect on your initial reactions to *The Things They Carried* by Tim O'Brien. Now think about our discussions regarding motifs, symbolism, postmodernism, style, grim humor, imagery, setting, and individual characters, and how all these elements contribute to the book's themes about the aftermath of war, loss of innocence, death, stories & storytelling, memory/remembering, morality, truth, guilt, shame, friendship, courage, cowardice, and—of course—war.

Task:

1. Create a multimedia project (video, podcast, artwork, or digital presentation) that explores one of the central themes of the book.
2. Incorporate quotes from the book, your own analysis, and insights from class discussions.
3. Present your project to the class and explain your creative choices and how they reflect the book's themes.

Explanation:

- A multimedia project challenges students to express their understanding through creative means, which is not easily replicated by AI. This task encourages originality and requires students to synthesize information from the book and class discussions creatively.

Making a Biography Assignment AI Resistant

Create a biography of one of the individuals we discussed in class this year from the History Madness Bracket. You will write a biography of the selected person and do an individual presentation for the class.

- *Conducting an interview with an expert or a teacher adds an interactive element and requires students to engage in primary research, which is not easily done by AI. This fosters critical thinking and a deeper understanding of the historical figure.*
- *Including a Q&A session requires students to have a deep understanding of their chosen historical figure. They must be able to think on their feet and answer questions accurately, which makes it difficult for AI to complete this task.*
- *Adding a creative element such as a drawing, reenactment, or a short video clip requires the student to engage in more hands-on activities that AI cannot easily replicate. This ensures students understand and internalize the information beyond just writing a biography.*

can you generate a portrait of British soldiers in the style of Hogarth?

Generate

Upgrade plan



Generation completed

Dismiss



Cover



can you generate a portrait of british soldiers in the style of Hogarth?

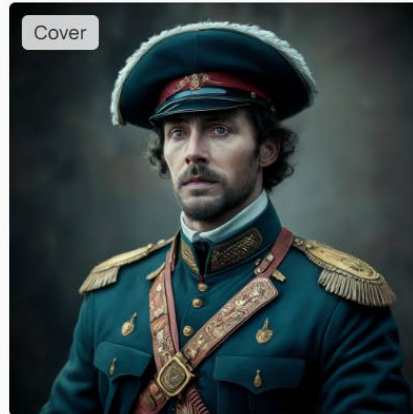
Generate

Upgrade plan



Generation completed

Dismiss



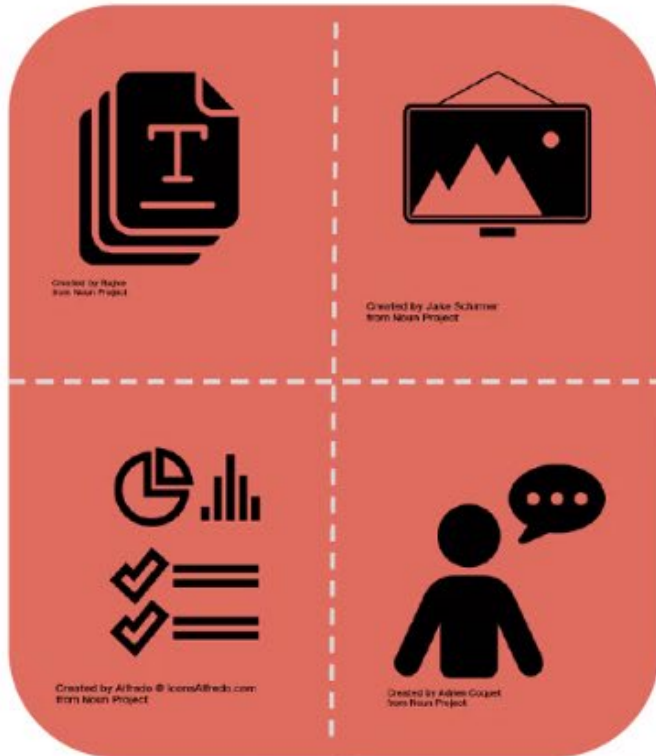
Cover



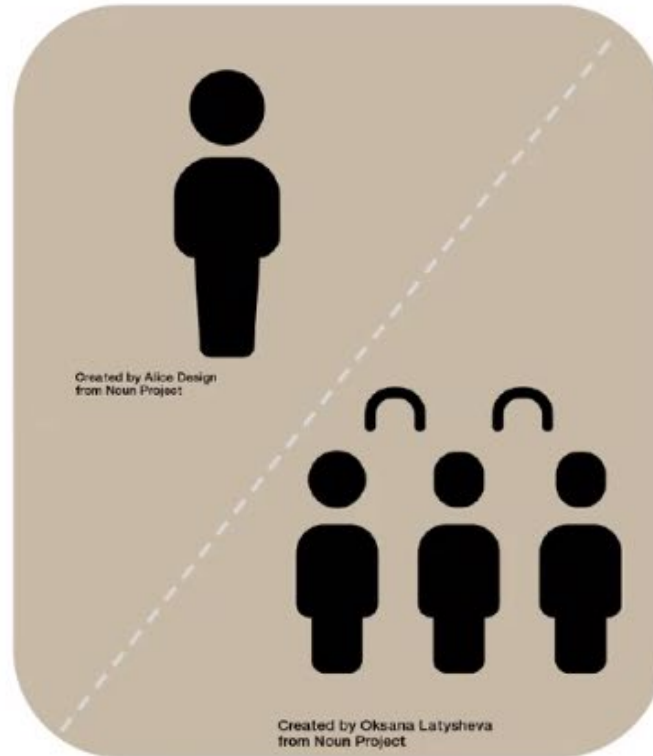
Hogarth's March to Finchley



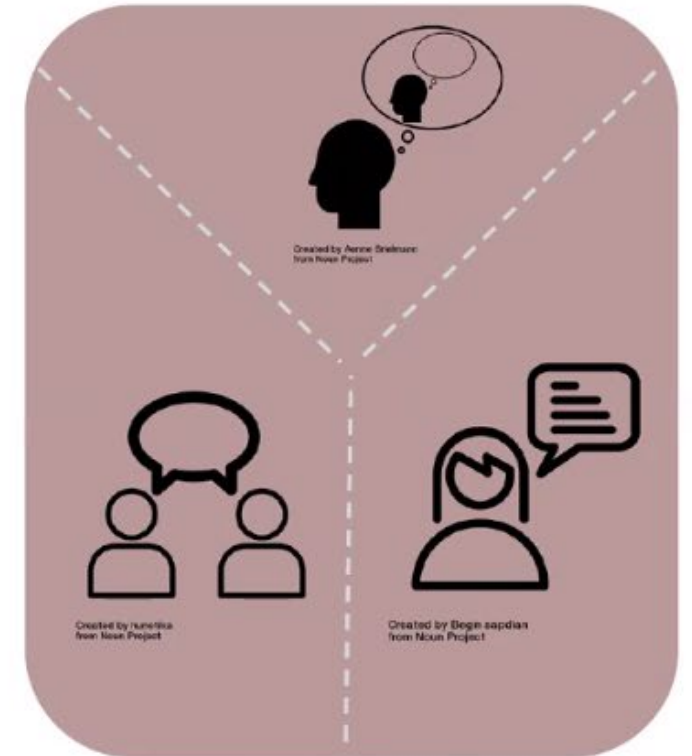
Demonstrate learning in a variety of ways



Artifact



Interaction



Feedback

(Adapted from [Fenwick & Parsons, 2000](#); [Suskie, 2018](#))

Renewable Assessments

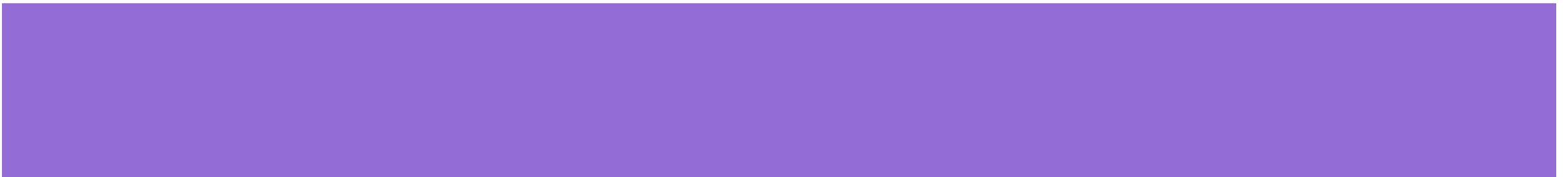


davidwiley.org

- An assessment can be characterized as “disposable” if everyone understands that its ultimate destiny is the garbage can
- A “renewable assessment” differs in that the student’s work won’t be discarded at the end of the process but will instead add value to the world in some way
- Replacing disposable assessments with renewable assessments goes a long way toward re-humanizing education, giving students a reason to care about and truly invest in their work. Without this broader motivating context, students are just waxing cars, sanding decks, and painting fences.

<https://opencontent.org/blog/archives/4691>

POLICY CONSIDERATIONS



Policy Options

- Ban AI
- Allow some AI Use
- Use AI

Do **not** use AI to draft or write any part of any paper, presentation, or assignment. Using AI interferes with your ability to learn and change your brain in meaningful ways, which is the whole purpose of college!

Using AI or other technology to write any of your work. Writing and thinking are strongly correlated, so using AI prevents you from learning how to think critically for yourself.

Matt Miller's Ditch that Textbook



CREATE THE FUTURE

Google Authorship

Patent Explanation - Google Docs

by Sadie Gunnink

Writing activity report Beta Created on February 5, 2025 at 1:31 PM

Activity in this document



Typed by a human

- 33%** 76 words
- 31% Typed by a human
- 0% Rephrased with Grammarly's AI
- 2% With spelling and grammar correction

Copied from a source

- 34%** 60 words
- 34% AI-generated
- 0% Copied from a website

Origin unknown

- 33%** 52 words
- 33% Copied from unknown source
- 0% Untracked text

Time spent

36 minutes
Within average range for this length of text

Editing sessions

2
First: February 5, 2025 at 12:40 PM
Last: February 5, 2025 at 1:31 PM

The first paragraph was written in an email, copied and pasted here:

I successfully filed for a provisional utility patent on January 22, 2025, titled SYSTEMS AND METHODS FOR AN ADAPTIVE AI-DRIVEN INTERACTIVE EDUCATIONAL PLATFORM WITH INTEGRATED ASSESSMENTS. The patent

North Carolina Generative AI Guidelines

- Responsible implementation
- AI literacy
- Equity of access
- Human oversight and quality control
- Data privacy and cybersecurity
- Professional development
- Continuous review and adaptation
- Community engagement

<https://www.dpi.nc.gov/press-release/ncdpi-generative-ai-implementation-recommendations-and-considerations-pk-13-public-schools/download?attachment>

Appropriate Use of GenAI in the Classroom

Education without AI



Like riding a mountain bike, the human is in control, but also has no assistance. Sometimes the struggle inhibits learning.

Too Much Reliance on AI



Like riding a motorcycle, you can go really fast, but it is unpredictable and can even be dangerous.

Using AI as a Learning Partner



Like riding an E bike, the human is totally in control, but the E bike can reduce the struggle and result in more productive learning.

Analogy & Graphic - credit Vera Cubero (iCCOPI)
Images created by Vera Cubero in partnership with Dall-E 3
GenAI image creator via ChatGPT 4



Directions for Students

What to Do

- Use AI to brainstorm ideas as suggestions to spark your own original thinking.
- Ask AI to explain terminology or explain a difficult concept to expand your knowledge. Ask clarifying questions as you might ask a tutor.
- Give credit to the AI tools used when using AI to support your learning.
- Critically evaluate responses and check sources cited.
- Follow AI safety guidelines.
- Ask your instructor about the use of AI if you are unsure.

What Not to Do

- Use AI to complete assignments unless explicitly stated in the assignment directions. This is academically dishonest.
- Copy an AI-generated passage verbatim without quotation marks and citation. That is plagiarism.
- Assume AI is 100% factual, unbiased, or error-proof. Critically evaluate its responses and check sources cited.
- Utilize AI to cheat or circumvent the purpose of educational activities and assessments.
- Use AI during in-class examinations or assignments unless explicitly permitted and instructed.

**Red, Yellow,
Green
Approach**



A Continuum of Use (English Essay Example)

Category	Student-Driven	Moderate ChatGPT Help	ChatGPT-Driven
Topic Selection and Thesis Formulation	Student independently selected the essay topic and formulated the thesis. ChatGPT input (if any) was limited to guidance, suggestions, and corrections.	ChatGPT assisted in refining the essay topic or thesis statement, but the initial idea was student-generated.	The essay topic and thesis statement were primarily or entirely suggested or formulated by ChatGPT.
Research and Data Collection	Student conducted all research and collected supporting evidence independently or with minimal ChatGPT consultation.	ChatGPT assisted in finding sources or evidence but did not do the research for the student.	ChatGPT conducted the majority or all of the research and data collection.
Analysis and Argumentation	Student independently analyzed data and evidence to build arguments supporting the thesis. ChatGPT may have provided guidance on analytical methods.	ChatGPT assisted in the analysis and argumentation but did not build the argument for the student.	ChatGPT primarily or completely analyzed the data and constructed the argument.
Writing and Structure	The essay's structure, including the introduction, body paragraphs, and conclusion, was formulated by the student. ChatGPT involvement was limited to feedback and suggestions.	ChatGPT assisted in structuring the essay or improving its readability, but the content and organization were student-generated.	The essay was primarily or entirely structured and written by ChatGPT.
Final Draft and Editing	Student independently revised and edited the essay. ChatGPT may have provided minor suggestions for improvement.	Student utilized ChatGPT for more significant revisions and editing but maintained original thought and structure.	ChatGPT conducted the majority or all of the revisions and editing.

[Like it or not, ChatGPT is our new learning partner \(eschoolnews.com\)](https://eschoolnews.com)

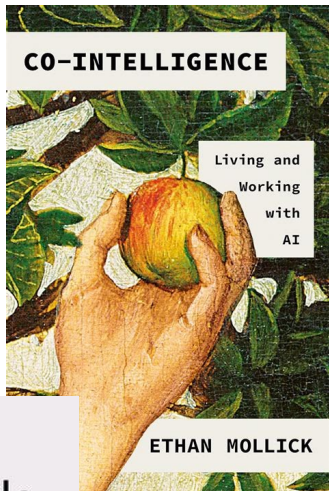
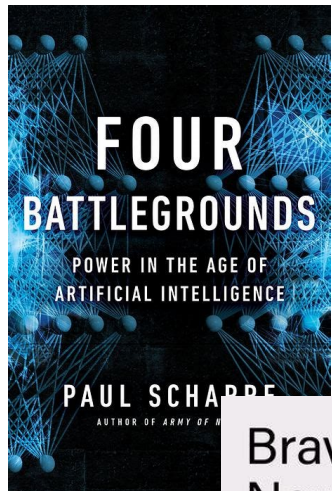
Biases and Misinformation

- **Show students examples of images generated by AI tools** with specific prompts, and discuss the biases illustrated in the output.
- **Introduce discussions about algorithmic bias**, the flaws of facial recognition, and more.
- [AI Movies, Books, and Podcasts to Discuss in the Classroom | Common Sense Education](#)
- **Remind students to include requests for source links** when they're using AI to do research. (Some tools will supply links to their source material, when requested.) Ask students to check each link.
- **Tell students about AI hallucinations.** Explain that AI can combine information from its data sets to generate complete fabrications. AI tools can also claim to feel love, experience various human senses, and more. It's important for students (especially younger ones) to understand that an AI chatbot may sound like a real person, but it's designed that way—by real people.
- From [ChatGPT and Beyond: How to Handle AI in Schools | Common Sense Education](#)

My Current Syllabus Language

You are encouraged to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming, etc.). You are welcome to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. **One suggestion is to highlight parts of essays generated by AI in a different colored font, and the relationship between those sections and student contributions should be discussed in a comment that accompany the submission.** *(modified from work by Joel Gladd)*

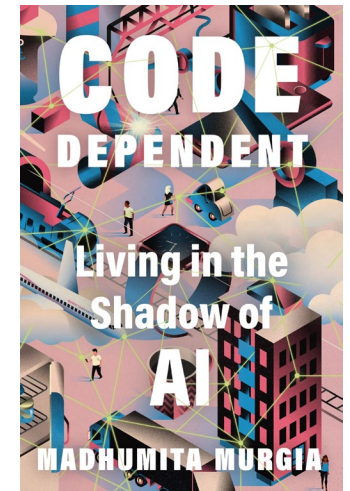
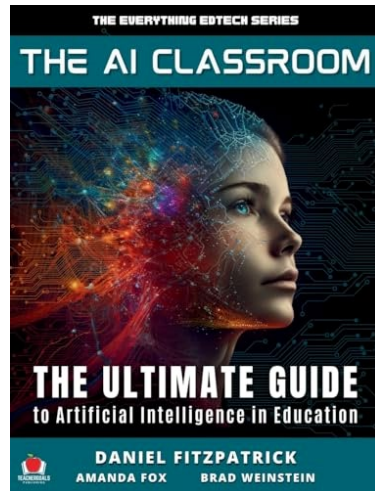
A Brief Reading List on AI



Brave New Words

How AI Will Revolutionize Education (and Why That's a Good Thing) ☀

Salman Khan
Founder of Khan Academy



[9 Suggestions For Your AI Reading List | Tech & Learning](#)

[Exploring generative AI through the lens of science fiction: A framework for educational dialogue - eCampus News](#)

Additional Articles

- [Balancing Bloom, assessment, and AI - eCampus News](#)
- [A taxonomy for using AI in education - eCampus News](#)
- [Designing AI-Enhanced Assignments for Deeper Learning | Tech & Learning \(techlearning.com\)](#)
- [Like it or not, ChatGPT is our new learning partner \(eschoolnews.com\)](#)
- [Will advances in AI force a push to oral exams? - eCampus News](#)
- [Artificial intelligence is revolutionizing Education | Alberta Teachers' Association](#)

CONTACT INFORMATION:

STEVE BAULE

SBAULE@WINONA.EDU

507-285-7481

STEVE BAULE | LINKEDIN



WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION

Leadership Education Department