



**INNOVATIVE USE OF
AI IN EDUCATION**



AI Development Accelerator



Institute for Excellence in Teaching & Learning

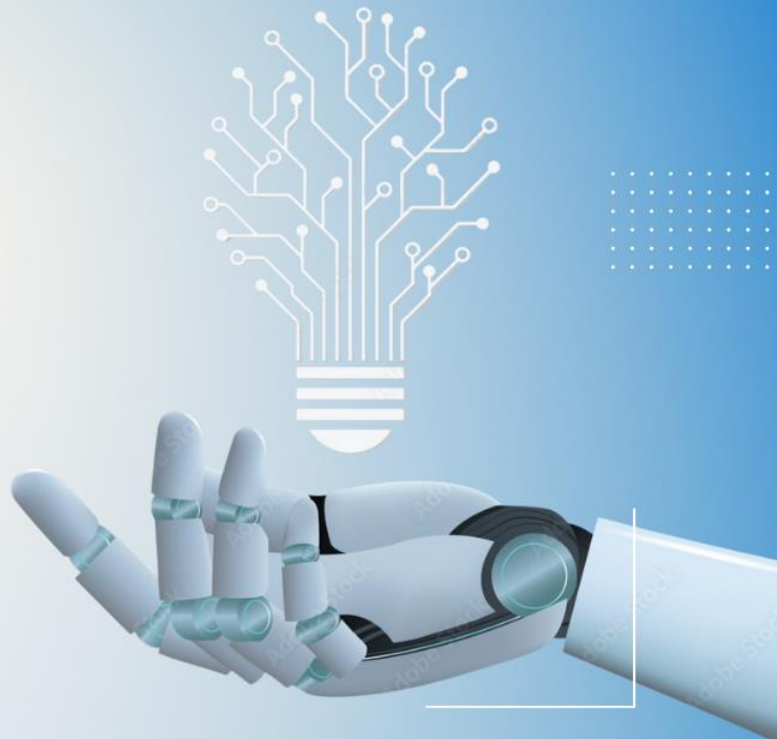
Transforming Learning with Generative AI in Humanities, Social Sciences, and Writing

September 17, 2025

4:00 PM - 6:00 PM

CDS 1101

665 Commonwealth Ave



AIDA Core Team & Governance

Name	Title	Organization
AIDA Core Team		
 Ken Lutchen Interim Executive Director	Vice President for Research, Dean of Engineering, <i>Emeritus</i>	Strategy & Innovation
 John Byers Co-Director, AI in Academics	Former Senior Associate Dean of the Faculty for Mathematical & Computational Sciences	College and Graduate School of Arts & Sciences
 Yannis Paschalidis Co-Director, AI in Academics	Distinguished Professor of Engineering; Director, Hariri Institute for Computing and Computational Science and Engineering	College of Engineering
 Bob Graham Interim Chief AI Officer	Associate Vice President, Enterprise Architecture and Applications	Information Services & Technology

AIDA Core Team & Governance

Name	Title	Organization
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Kerri Saucier	Associate Vice President, Advancement Information Strategy	Development & Alumni Relations

Innovative Use of AI in the Humanities and Social Sciences



Daniel Munro

Assistant Professor of Philosophy
CAS



Christopher McVey

Master Lecturer, Writing Program
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Phil Haberkern

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Philosophical Dialogues with ChatGPT

Daniel Munro
Assistant Professor
Philosophy, CAS



Teaching Philosophy

Online First: May 2, 2024

DOI: 10.5840/teachphil2024424196

Reviving the Philosophical Dialogue with Large Language Models

ROBERT SMITHSON

ADAM ZWEBER

UNC Wilmington

Standard 3-part structure for a philosophy essay:

1. Develop an original argument defending your position on some debate.



2. Raise an objection from a hypothetical opponent.

3. Respond to that objection.

Opportunities presented by LLMs' Dialogic abilities:

- Sustained engagement with opponent's perspective.
- Practice responding to unexpected objections.

Deepfakes:

Pretend you're a philosophy professor who studies the ethics of deepfake technology. Let's have a philosophical dialogue about the following question:

Suppose you create a pornographic deepfake video of someone, based only on publicly available images of them, without their knowledge or consent. However, you never distribute the video, and there's no risk that it will ever be seen by anyone but you. Is there any moral difference between doing this and having nonconsensual sexual fantasies about someone in your own imagination?

In our dialogue, you take the position that _____, and I'll argue against you. Please start by providing the single best reason in favor of your side of the debate. During your subsequent turns in the dialogue, please focus on raising one main point in response to my arguments.

GPT:

You are right to point out that both cases involve using someone's likeness without their consent, but the crucial distinction is that [...] the act of generating [a deepfake] moves beyond mere thought into the realm of deliberate creation.

Student:

Why should deliberate creation only carry more moral weight when it occurs outside of the mind? [...] It seems that your argument presupposes that there is additional moral weight when one interacts with their fantasy outside of the mind regardless of whether or not any harm befalls any other moral agents.

Anecdotal student reactions:

- Feeling “cooked” by GPT.
- Difficulty anticipating where GPT would go next.
- Recognizing and filling gaps in one’s own argument.

Thank you!

Should Faculty Be Feeling Blue?

What AI Means for College Writing



Christopher McVey
Master Lecturer
CAS Writing Program
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AI-Intensive Writing, Research & Inquiry Shipley Pilot

2-Year Pilot Program in CAS Writing Program and CGS.

6 sections (~100 students) Spring 2024, taught by four different instructors;

8 sections (~120 students) Spring 2025, taught by six different instructors

All pilot classes experimented with ways to integrate GAI throughout the writing process, and we allowed students to use GAI writing for between 30-50% of their submitted work. Shipley funding allowed us to purchase ChatGPT plus/Teams subscriptions for students (this was before the release of TerrierGPT)



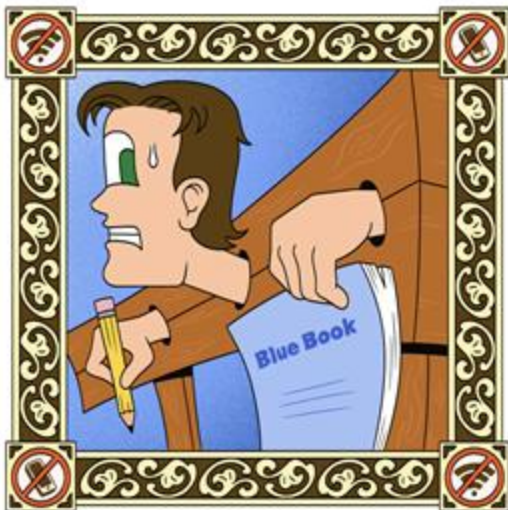
“Our goal is to understand how instructors can incorporate AI into their teaching ethically, responsibly, and effectively.”
—Project Team

ChatGPT and other natural language generators are likely to change the role and definition of writing in higher education. Instructors teaching introductory classes that orient students to college writing need to understand these tools and how students are interacting with them.

A survey of BU faculty taken in March 2023 found a wide range of views about

Students Hate Them. Universities Need Them. The Only Real Solution to the A.I. Cheating Crisis.

Aug. 26, 2025



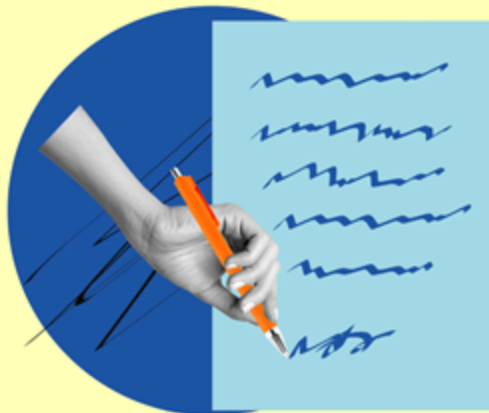
Kyle Platts

Listen to this article - 9:32 min [Learn more](#) [Share full article](#) [1:54](#)

By Clay Shirky

Mr. Shirky, a vice provost at N.Y.U., has been helping faculty members and students adapt to digital tools since 2015.

Upcoming Events: [The State of Public Regionals](#) [Women's Leadership Program](#)



Bring Back the Blue-Book Exam

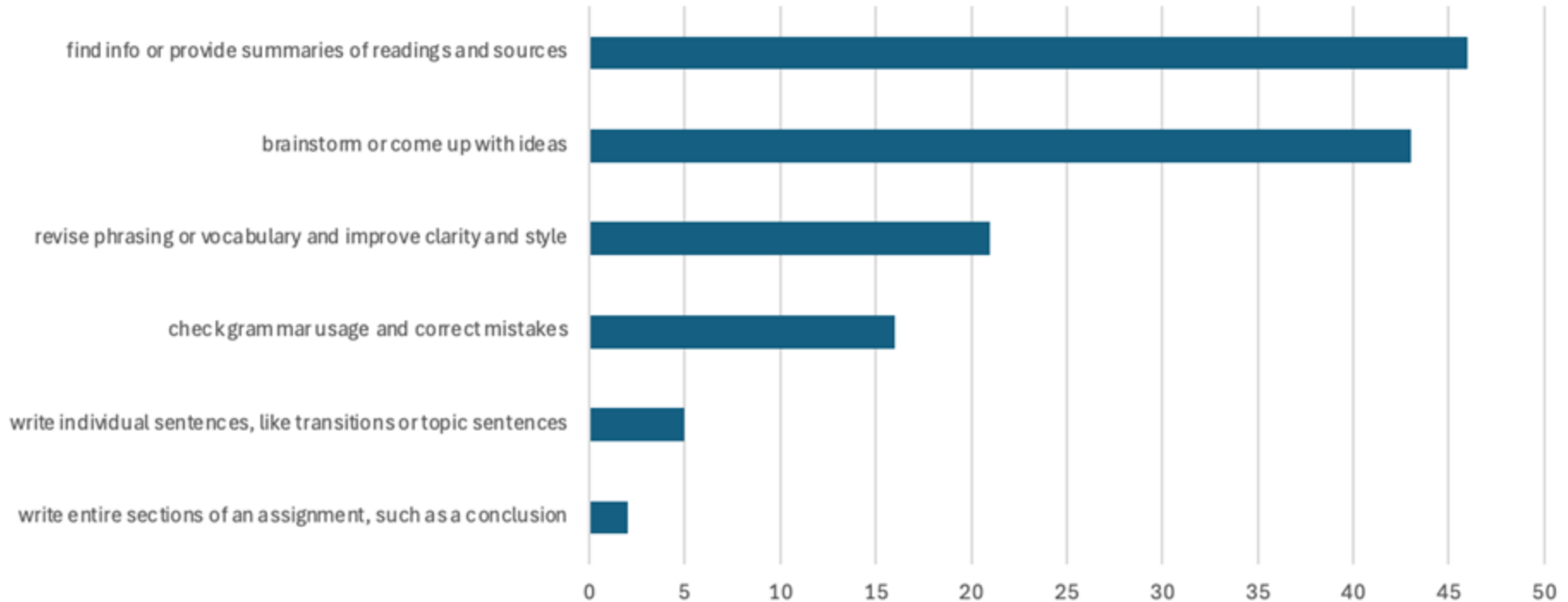
In an age of AI, we need to return to handwritten assignments.

(Above) Katie Day Good, "Bring Back the Blue Book Exam." *The Chronicle of Higher Education*, 6 August 2025.

(Left) Clay Shirky, "Students Hate Them. Universities Need Them. The Only Real Solution to the AI Cheating Crisis." *New York Times*, 26 August 2025.

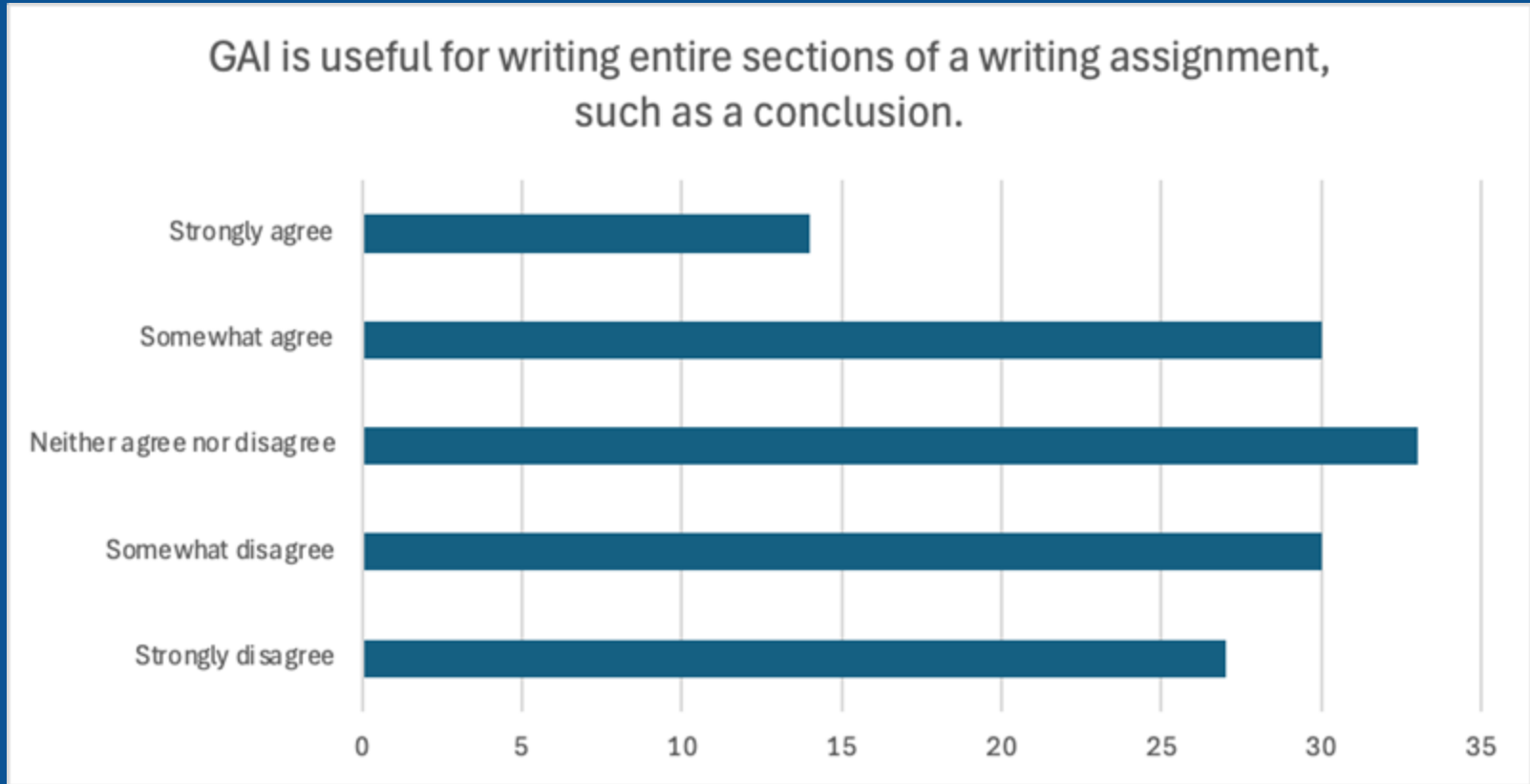
How are students using AI?

What is the primary or most frequent way you have used the technology for our class?



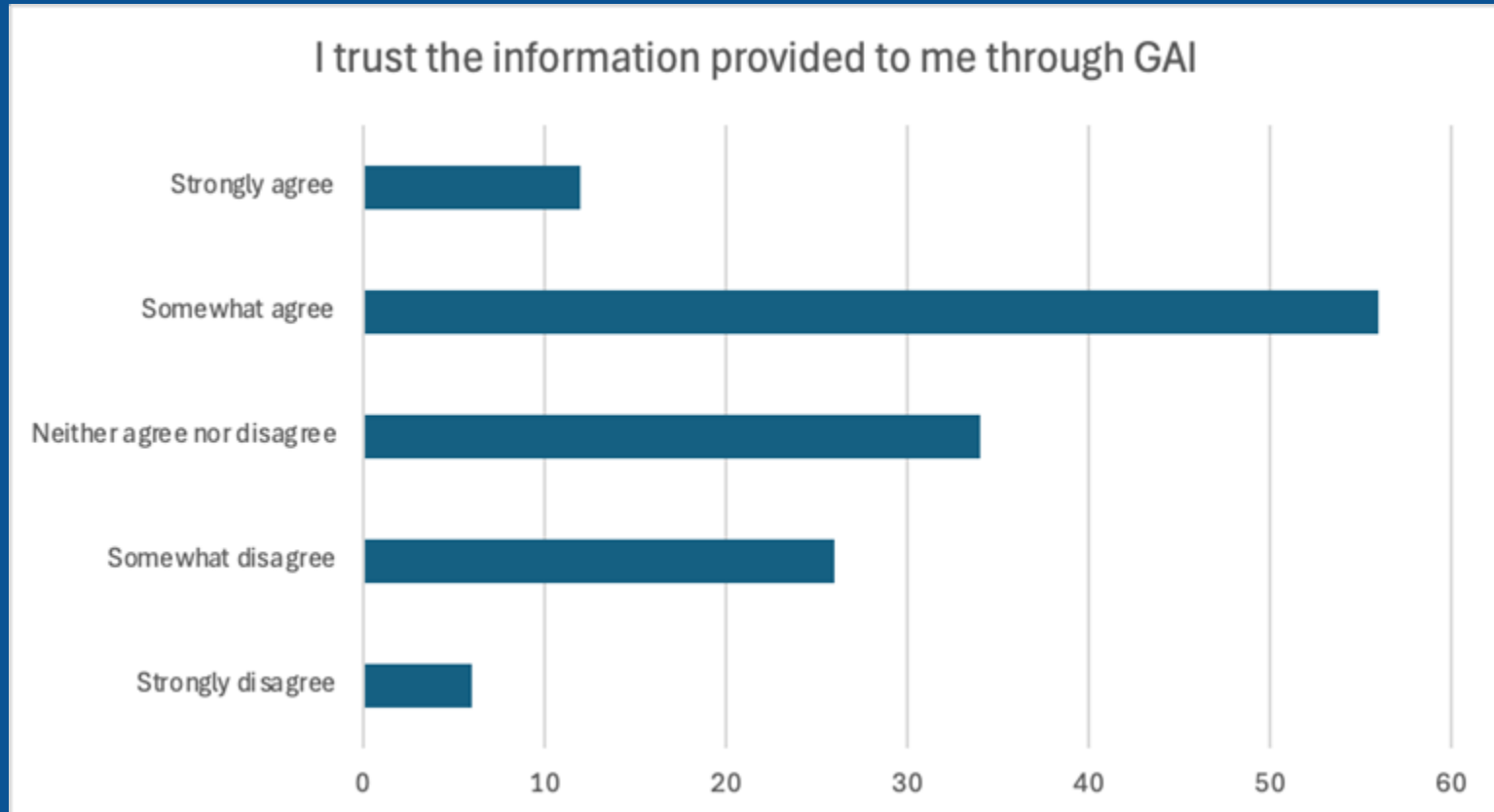
[134 survey responses]

Do students believe AI is useful as a collaborative writer?



[134 survey responses]

Do students trust the information provided by AI?



[134 survey responses]

“I like to use ChatGPT to make a plan and write potential topic sentences given my thesis statement; however, I always end up completely scrapping what ChatGPT gives me. Seeing something I don't like has been helpful in finding what I want to include in my paper.”

“For drafting I would write my pieces and upload them to ChatGPT and ask for input and have it give specific sentence-level edits and general topics to add or remove. I would ask for what spots were especially clear or weak. I also would ask what its takeaways from my pieces were to see if they aligned with my goal.”

“I particularly used generative AI in my revision process by asking it to be an evaluator and tell me whether what I write strongly connects to my thesis.”

“I think [AI] helps me a lot just with comprehension. Just because you need some help or someone to go back and forth with, does not mean you are cheating.”

“In my experience, ChatGPT only sped up my writing and research process. The vast majority of the sentences in my written assignments were written by me. The only time I used GAI was to summarize a concept or define something. ChatGPT is mostly useless when it comes to making an interesting argument. I believe that GAI improved my relationship with writing. I find myself procrastinating less because GAI can help me get the ball rolling, and it makes knocking out a paragraph here and there in my spare time feel less painful.”

Six Design Principles for AI & Writing Pedagogy (1/2)

- ❑ AI should augment rather than replace the traditional steps of the writing process, especially ideation and discovery
- ❑ AI interactions are most effective when AI is employed for discrete purposes; students benefit from setting a goal for the interaction
- ❑ Writing assignments should encourage experimentation and room for productive failure

Six Design Principles for AI & Writing Pedagogy (2/2)

- ❑ Students should be trained to think critically about AI outputs and learn how to corroborate or validate information provided to them by AI systems
- ❑ Students learn when they are asked to reflect on what AI does well and what it doesn't
- ❑ AI policy should emphasize the importance of transparency and responsible use rather than policing and punishment

GAI Writing Collaboration: 4 Models

Use the QR code to access [four models](#) of classroom activities that integrate generative AI throughout the ideation, drafting, and writing process.

Model 1: Ideation and Discovery

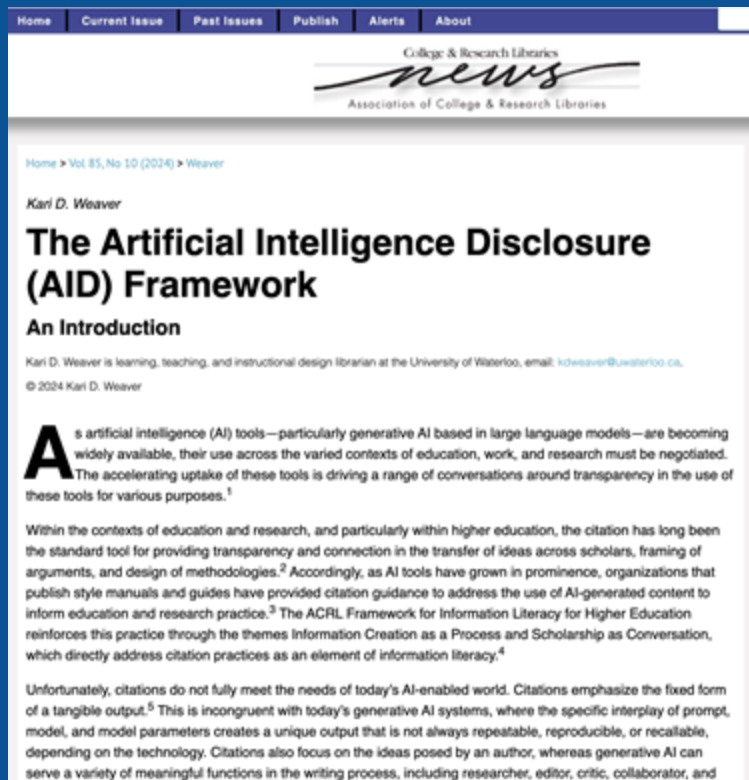
Model 2: Searching for Sources

Model 3: Thinking about a Reading

Model 4: Writing with AI



How might students attribute AI Use?



Kari D. Weaver, “The Artificial Intelligence Disclosure (AID) Framework”

<https://crln.acrl.org/index.php/crlnews/article/view/26548/34482>

Thank you!

THE THREE R'S OF AI IN A HISTORY SEMINAR

RESEARCH, READING, AND [W]RITING

PHIL HABERKERN (PHABERKE@BU.EDU)

HISTORY DEPARTMENT AND UROP

WHAT QUESTIONS AM I TRYING TO ANSWER?

- HOW CAN WE TALK ABOUT AI USAGE EXPLICITLY IN CLASS TO UNDERSTAND WHAT IT CAN AND CANNOT DO WELL?
 - DECENTERING ISSUES OF ACADEMIC INTEGRITY TO FOCUS ON COMPLEMENTARY, VALUE-ADD USE
- HOW CAN WE (AS TEACHERS) HELP STUDENTS UNDERSTAND THE VALUE OF DIFFERENT KINDS OF WRITING/INTENTIONAL WRITING?
 - REFLECTION AND META-COGNITION
 - DEVELOPING AN AUTHORIAL VOICE
- HOW CAN COLLECTIVE, DIRECTED EXPERIMENTATION WITH AI AID STUDENTS IN THE RESEARCH AND WRITING PROCESS?
 - FINE TUNING THE DIALOGIC PROCESS OF GENERATIVE AI
 - USING AI TO EMPHASIZE ITERATIVE PROCESSES OF WRITING

GUIDING PRINCIPLES AND PEDAGOGICAL AIMS

- PEDAGOGICAL TRANSPARENCY: BEING CLEAR ABOUT WHY WE'RE USING AI IN CERTAIN WAYS FOR CERTAIN ASSIGNMENTS
- ALLOWING STUDENTS TO OPT OUT: CREATES POINTS OF COMPARISON AND VALIDATING STUDENTS' DIFFERING DESIRES RE: GENERATIVE AI
- ALWAYS TALKING EQUALLY ABOUT THE OPPORTUNITIES AFFORDED BY AI AND ITS LIMITATIONS
- NOT THINKING ABOUT AI AS REPLACING WORK, BUT ENABLING DIFFERENT KINDS OF WORK OR EXPANDING THE SCOPE OF A GIVEN ASSIGNMENT
- EMPHASIZING REFLECTIVE AND META-COGNITIVE WRITING ABOUT THE USE OF AI IN ACADEMIC WRITING

THE CLASS: HI 412 – POPULAR CULTURE IN MEDIEVAL AND EARLY MODERN EUROPE

- WHY IS THIS AN IDEAL COURSE FOR THIS EXPERIMENT?
 - STUDENT BUY-IN: ADVANCED STUDENTS, MOSTLY IN DISCIPLINE; NO HUB CREDITS
 - EXTANT RELATIONSHIPS: I'VE TAUGHT 9 OF 17 STUDENTS BEFORE
 - THE SUBJECT MATTER IS SQUARELY IN MY AREA OF EXPERTISE
- A COMBINATION OF THE FAMILIAR WITH THE NOVEL
 - WEEKLY SEMINAR STRUCTURE IS CONVENTIONAL
 - ASSIGNMENTS (AND IN-CLASS DISCUSSIONS THEREOF) PULL STUDENTS OUT OF THEIR COMFORT ZONE
- SCAFFOLDED RESEARCH PROJECT LENDS ITSELF TO IN-CLASS DISCUSSION AND USE OF AI TOOLS FOR DISCRETE TASKS WITH EXPLICIT LIMITATIONS

HOW DOES THIS LOOK IN PRACTICE?

- Pt. 1 – THE ANNOTATED BIBLIOGRAPHY: USE AI TO GENERATE A LIST OF SOURCES; PROOF AND TROUBLESHOOT; ASK AI TO HELP SUMMARIZE OR SYNTHESIZE GATHERED SOURCES
 - PLEASE CONSTRUCT AN ANNOTATED BIBLIOGRAPHY WITH 7 SCHOLARLY ARTICLES AND 3 SCHOLARLY BOOKS ON THE MEDIEVAL PILGRIMAGE TO SANTIAGO DE COMPOSTELA
 - ARE THESE SOURCES REAL?
- Pt. 2 – TEXTUAL SOURCE ANALYSIS: USE AI TO HELP IDENTIFY A RELEVANT PRIMARY SOURCE; EXPLORE ITS ABILITY TO SUMMARIZE OR ANALYZE THAT SOURCE
 - LOCATE A FOURTEENTH-CENTURY TEXTUAL SOURCE DESCRIBING THE PILGRIMAGE TO SANTIAGO. PLEASE INCLUDE LINKS TO ANY ENGLISH TRANSLATIONS OF THESE TEXTS
 - SUMMARIZE THE CONTENT OF THE SOURCE
- Pt. 3 – VISUAL/ORAL SOURCE ANALYSIS: TEST AI'S ABILITY TO IDENTIFY KEY IDEAS OR MOTIFS IN A VISUAL IMAGE; USE IT TO INCORPORATE PREVIOUS ESSAYS/SUMMARIES INTO A NEW TEXT; ASSESS THE RELATIVE COHERENCE OF ORIGINAL AND AI GENERATED TEXT
 - SUMMARIZE THE SOURCES FROM THE ANNOTATED BIBLIOGRAPHY AND WRITE A TWO-PARAGRAPH INTRODUCTION TO AN ESSAY ON THE PILGRIMAGE TO SANTIAGO. INCLUDE FULL FOOTNOTES TO THE SOURCES ACCORDING TO MLA GUIDELINES

Thank you!



Any questions?



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