How do I teach class tomorrow knowing this exists?

Now we know there's an AI product that students can use to do their assignments. And we can't block it. And maybe we feel powerless.

What do we do tomorrow? How do we write lesson plans knowing that this exists -- so that students continue learning right now and don't just turn in answers from a bot?

Consider this your "break glass in case of emergency" section.

1. There's no shame in using paper and pencil -- for now.

I don't think this is the right answer long-term. But in this section of this article with the green background, we're talking about how to weather the storm TODAY until we understand what to do next.

If we close up the computers and ask students to write something on paper, we know it's being generated by their own brains. If you have a crucial essay that needs to be written -- and you're not ready to re-imagine the education system and innovate teaching today -- this can help you survive tomorrow.

But please ... please, please, please ... please do not plan for the long-term like this. This AI technology isn't going away, and its effects will be sprawling and widespread.

I don't think this is the long-term answer to AI & ChatGPT. But if we ask students to write on paper right now, we know it's coming from their own brains. But

please don't long-term plan like this. AI isn't going away. -- @jmattmiller More:
ditch.link/ai

2. Make use of collaborative learning and discussions.

When Google Translate started growing, it made people ask questions like we
are with ChatGPT. Do I need to learn a language? Then, we learned, if we want
to have a true conversation with another human and build relationships, we can't
do that effectively by typing everything into Translate. (Even though 90 Day
Fiance tried to prove otherwise.)

When students discuss, they do so from their own working and long-term
memory. Sure, they can look up quick answers, but to carry on a conversation,
most of the work comes from their own thinking. After a discussion, students can
recap the discussion and share their reflections about it ... and that's much
harder to do with a bot.

Collaborative learning can have these kinds of benefits, too. When students work
together, even if they're pulling information from Google or Wikipedia or
ChatGPT, they're still talking about what they got, if it fits, how to organize it, how
to communicate it effectively, etc.

Resource: 24 ideas for creating a discussion-rich classroom

3. Have students make creative demonstrations of learning.

There's so much benefit from classroom creativity that goes beyond trying to beat an AI chatbot. Creativity in learning can help students with motivation. It can help them make use of their own unique talents and skills. It can help them feel seen and heard and noticed.

When students take what they've learned -- or information they've found from other sources -- they're engaging in elaboration. And that's a good thing.

"Elaboration in learning involves meaning-enhancing additions, constructions, or generations that improve one's memory for what is being learned." (via ScienceDirect)

Take what you've learned (or gathered). Organize it. Make something with it. And while you do that, you're better understanding what you have.

4. Use retrieval practice, brain dumps, and other memory strategies.

Retrieval practice is the idea of strengthening your long-term memory by recalling everything you can about a specific topic. It seems too easy and too good to be true, but it's been backed by cognitive science for decades. This is a study strategy that helps students strengthen what they've already learned and reflect on what they are learning.

Students can do a "brain dump," where they recall (on paper, verbally, in a document, etc.) everything they know about topics like:

- What do you remember from class yesterday?

- What do you remember about (this topic) we studied a week ago?

- What do you remember about (this topic) we studied last semester?

- What do you know about (this topic) we haven't studied yet?

- What do you know about (this person)?

- What do you know about (this very broad topic)?

- What do you know about (this narrow subtopic)?

Brain science (much of which can be found at RetrievalPractice.org) tells us at that these brain dumps build long-term memory the best when they are ungraded. They're a study skill, not a formative assessment.

These memory strategies focus on what students have already learned, and they're pulled from student memory -- not from an AI bot.

Resource: RetrievalPractice.org (for educators)

Resource: 10 ways to improve student long-term learning

Resource: Digital brain dumps with Flip/Socrative

If teachers aren't ready to embrace AI, how can they teach without students using AI to cheat?

It is important for teachers to be aware of the potential for students to use AI to cheat and to take steps to prevent it. One way to do this is to use methods of

assessment that cannot be easily cheated, such as open-ended questions or projects that require original thought and creativity. Teachers can also use tools such as plagiarism detection software to check for copied content in student work.

In addition to preventing cheating, it is also important for teachers to educate their students about the appropriate and ethical use of AI. This can include discussing the potential risks and consequences of using AI to cheat, as well as the importance of honesty and integrity in academic work.

Ultimately, it is important for teachers to stay up to date with the latest technologies, including AI, and to be proactive in addressing any potential issues that may arise in the classroom. This may require teachers to seek professional development opportunities or to collaborate with others who are more familiar with AI.