

Distance Education

AI and Online Instruction Resources

Below you will find links to helpful resources. If you need further assistance, please reach out to Distance Education Support (online@apsu.edu, 931-221-6625) for assistance. Ready for me from Distance Education? Sign up for our [TechBytes series](#).

- [February 6th Presentation Slides](#)

D2L Lumi for Creator+ Resources

- [Content Innovation Using Creator+](#)
- [Generating Practice Questions Using D2L Lumi for Creator+](#)

Grammarly

- [Grammarly Intro Video from Dr. Anna Carrie Webb](#)
- [GovsTech Grammarly for EDU](#)

Turnitin AI Resources

- [Distance Education Turnitin page](#)
- [AI Misuses Rubric](#)
- [AI Misuses Checklist](#)
- [Turnitin AI Detector Guide for Approaching AI](#)
- [Turnitin AI Writing Detector FAQ](#)
- [False Positives for Educators](#)
- [False Positives for Students](#)

AI Usage Resources

- [U of Hawai'i – West O'ahu Article on Digital Forensics to Spot Deepfakes](#)
- [Popular Science Article on Using Track Changes to Prevent AI](#)
- [East Central College's Article on Using Google Docs to Track AI](#)
- [Inside Higher Ed "Universities Build Their Own ChatGPT-like Tools" Article](#)
- [AI Pedagogy Project from metaLAB at Harvard](#)
- [Times Higher Education article on Bridget Phillips' "Deep Learn" Framework](#)
- [National Center on Education and the Economy \(NCEE\) Framework for AI Powered Learning Environments](#)

AI Sample Prompts

Prompts that can be provided to students for interacting with AI in authentic learning activities.

- Bugged responses
 - "Can you give me a few statements or short paragraphs that contain grammatical errors for me to analyze and correct?"
 - "Provide me with some flawed arguments—whether they contain biases, logical fallacies, or untrue premises—so I can practice identifying and fixing the issues."
- Interlocutors and Devil's Advocates
 - Please assist me with practicing my debate skills. For this exercise, please assume the role of someone against remote work. Begin by giving me a short, well-known argument of why in-office work is more productive than remote work.

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- For this exercise, please assume the role of devil's advocate. I am going to paste a paragraph arguing in favor of universal basic income. Please review and refute my proposition so I can practice debating with you.
- Novel problems and Case Studies (No known solution)
 - "I want to practice applying my business knowledge to real-world challenges. Can you create a novel crisis scenario for a small business, including relevant details about the industry, stakeholders, and constraints, so I can develop a strategic response?"
 - "Please generate a unique family life counseling scenario—one that doesn't have a clear solution—along with key background details. I'd like to analyze the situation and propose potential interventions based on my understanding of counseling principles."
- Socratic dialogue (Persistent questioner)
 - "Help me explore the concept of personal agency through a Socratic dialogue."
 - "Can you ask me a series of probing questions to help me better understand my views on ethical AI?"
- Reverse engineering (Provide a premise for me to deconstruct)
 - "Give me a business success story, and I'll try to break down the key factors that led to it."
 - "Provide a statement about climate change, and I'll work to analyze the assumptions behind it."
- Contrasting viewpoints (Present both viewpoints for me to analyze - dialectical thinking)
 - "Can you present two contrasting viewpoints on the impact of social media on mental health so I can analyze them using dialectical thinking?"
 - "Provide opposing perspectives on whether remote work is beneficial for productivity, and I'll work to evaluate the strengths and weaknesses of each."
- Grade the AI on writing code or some other highly technical task
 - "Please generate a Python script for [a specific task], and I'll evaluate your code based on efficiency, readability, and correctness."
 - "Write an SQL query to retrieve customer data from a database with specific conditions. I'll assess your approach and suggest improvements."
- Stump the AI
 - The point here is just to have students try and produce "trick questions" about the information they are studying. It is not important whether they stump the AI; what matters is that they practice locating complex minutia and take the time to analyze it sufficiently to *try* to stump someone!
 - This is an excerpt of a conversation I had with ChatGPT about Faulkner's *As I Lay Dying*:

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Near the end of the novel, the Burdens go to a house that they say belongs to Mrs. Burden. But, at the beginning, Anse says he doesn't have "any people." Who then, is Mrs. Burden if not one of Anse's people?



I'm sorry, but there seems to be some confusion in your question. The characters and details you mention do not appear in William Faulkner's novel "As I Lay Dying."

In the novel, there is no mention of a Mrs. Burden or Anse saying that he doesn't have "any people." The main characters in the novel are members of the Bundren family, including Addie, Anse, and their children, as well as other characters who are encountered during the family's journey to bury Addie.

If you have any further questions or clarifications, please feel free to ask.

I'm sorry, but you are incorrect. On page 171 of the 1990 First Vintage International Edition, Addie says (reflecting on her marriage proposal from Anse): "Later he told me, 'I aint go no people. So that wont be no worry to you. I dont [sic] rekon you can say the same.'"



I apologize for my mistake earlier. You are correct. In "As I Lay Dying," Anse does say to Addie during their courtship that he doesn't have any people.

To answer your question, it is never explicitly s ↓ d in the novel who Mrs. Burden is or how she is related to the Bundren family. It is possible that she is a relative of Anse's from his past or someone