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[00:00:01] **Speaker 1** Okay, So we went second.

[00:00:05] **Speaker 2** Yeah, for sure.

[00:00:07] **Speaker 1** That's college writing I'm making. I'm basically making a pitch for the college writing class, which is. I mean, it's pretty self-serving, but, um. So when Chatty really kind of exploded on the scene, there was a lot of fretting and a lot of gnashing of teeth and wailing for him to start up. But our next member was all right. So when Jesse first exploded on the scene, there was a lot of fretting and gnashing and wailing of the gnashing of teeth and wailing. All right. So when Chelsea first exploded on the scene, there was a lot of fretting and a lot of gnashing of teeth and wailing about the future of writing instruction, especially at the college level. Some even sort of doomsday predictors saying that this would be the end of the humanities or the end of writing instruction as we know it. What we've seen emerge more realistically in that time is that the college writing classroom is more important than ever, precisely because it really is one of the only places, if not the only place, that students will receive instruction on how to responsibly use generative AI. It is a perfect place to talk to them about reading practices that can identify generative writing documents. It's a perfect place to talk to them about the nature of research and information literacy. It's a perfect place to talk to them about how to develop an argument from start to finish and how to communicate that argument to a variety of different audiences, whether you're using the technology or not at any of these stages. You need to be able to identify what it's good for, what it's not good for, and how to use it in the case that you decide to use it. And as far as I'm concerned, that is the province of the writing class, and that is something that we are thinking about doing and doing right now.

[00:01:59] **Speaker 2** That's super interesting. Yeah, I don't I can't even really think. Are there any other places that you know of that specifically teach how to use AI, generative AI ethically and responsive?

[00:02:10] **Speaker 1** Not a single one. I see a lot of this is one of those things that makes me. Then it's one of those things that made me question the faddish nature of techy beauty, which is to get you I know it's preferences or whatever, but like a lot of the instruction, a lot of the instructional content that I see surrounding generative AI is very, um. Um, what's the right word? Sorry, scammy. All right. It's also it's very scary. So yes, a lot of the instructional content that I see surrounding generative writing is very scammy and it's very centered on prompt engineering, as it's called, which is a way of, you know, um, using the technology to achieve certain goals without really questioning the ethical implications of any of those goals. So, um, you know, in terms of that combination, uh, in terms of that, in terms of the two ingredients that you need for a responsible use of the tool, which would be an understanding of the tool and understanding of one's own sort of ethical relationship to that tool that's really only happening in the college writing classroom right now, as far as I've seen.

[00:03:19] **Speaker 2** Well, yeah, um, I think that kind of covers all. Yeah. Is there anything else.

[00:03:24] **Speaker 1** That's that I've done? Okay, Yeah.

[00:03:28] **Speaker 3** Yeah, yeah. What? You look at Jane when you answer, please.

[00:03:31] **Speaker 1** Yeah.

[00:03:32] **Speaker 3** But you mentioned something earlier that it does produce grammatically correct writing.

[00:03:37] **Speaker 1** Oh, sure.

[00:03:38] **Speaker 3** Interesting to read, but grammatical. Yeah. So that got me thinking. Um, like, do you think this could be a tool or an aid to teach younger students?

[00:03:47] **Speaker 1** Well.

[00:03:48] **Speaker 3** Basic grammar.

[00:03:49] **Speaker 1** Yeah. So chatty Betty, when I say that it is capable of producing grammatically correct sentences, that's actually a huge asset of the technology in a variety of different contexts. That is something that can be very helpful for second language learners that are trying to navigate really dense, complex academic discourse in a foreign language. And I can see definitely a lot of different applications at every grade level moving forward for all different types of language learners and all different literacy levels.

[00:04:26] **Speaker 2** Awesome. Perfect.