AI Insights for Academia

from the Office of Academic Innovation in the Radow College

AI AND THE CLASSROOM

- **Ernesto Reyes, <u>Ask Your Students Why They Use AI</u>** (Oct., 2025). Reyes reflects on why students use AI in his composition courses. The students' answers reflect opinions about self-esteem, inadequate prior instruction, and writing competency (rather than laziness).

- **Beth McMurtrie, <u>AI Has Joined the Faculty</u>** (Nov., 2025). McMurtrie explores how professors are using generative AI in course design, assessment, and even pedagogy. The article balances positive perspectives on AI adoption with concerns over accuracy, ethics, and the future of academic labor.

- **Mark Bassett, <u>On Keeping Up with AI: A Postscript on Assessment and Denial in Education</u>** (Oct., 2025). Bassett argues that unsupervised summative assessments are completely compromised in the age of AI. He breaks down how current detection efforts are flawed, AI-proofing assessment efforts are futile, and usage restrictions are ineffective. **Contiued on page two.**

AI AFFECTS TO ANALYZE

- **Beth McMurtrie, <u>Teaching: What research says about how AI use affects learning</u>** (Oct., 2025). Studies show that AI use negatively impacts neural connectivity. McMurtrie focuses on how AI tools that offer study mode features replace human interaction may increase student loneliness.

- **Rae Witte, <u>Training AI on "Brain Rot" Content Causes Lasting Cognitive Damage, New Paper Finds</u>** (Oct., 2025) Researchers found that training large language models on low quality content, such as memes and clickbait reels, caused cognitive decline and thought skipping in AI. Moreover, the research suggests that this damage is irreversible; AI models could not be retrained with high-quality content to restore them.
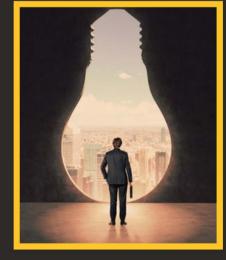
AI AND THE CLASSROOM, CONTINUED

- **Syllabi Policies for Generative AI Repository.** Educational consultant Lance Eaton has developed an open-access repository of syllabi statements/policies on generative AI in many courses across numerous institutions.

- **Critical AI Literacy: What Is It and Why Do We Need It?** (Mar., 2025). In this text transcript of Mike Kentz's keynote speech for Mass Bay Community College's Annual PD Day, he describes the concept of critical AI literacy as going beyond technical proficiency. His reflections highlight how AI literacy involves understanding the limitations, biases and potential of the tools while questioning how they shape our thinking and engage us in an ongoing, reflective dialogue.

SUBSTACK SUMMARY

- AI Log: Rob Nelson, writer, teacher, and educational consultant, offers an accessible, insightful chronicle on how AI is reshaping education.

- AI, Academia, and the Future: Bryan Alexander (author of *Universities on Fire*), self-described futurist and Senior Scholar at Georgetown University, examines how AI is influencing higher education.

- One Useful Thing: Ethan Molick (author of *Co-Intelligence: Living and Working with AI*), Associate Professor at Wharton School of the University of Pennsylvania and co-director of Wharton's Generative AI Lab, offers research-based insights into how AI is transforming everyday life.

- Educating AI: Nick Potkalitsky, Ph.D. (co-author of *AI in Education: The K-12 Roadmap to Teacher-Led Transformation*), AI literacy consultant and educator, guides readers through the changing landscape of AI and its impact on teaching and learning.

AI FRAMEWORKS AND IMPLEMENTATIONS TO INFORM

- AAUP, <u>Artificial Intelligence and Academic Professions Report</u> (July, 2025) This AAUP report highlights the ongoing challenges of AI integration in higher education. The report draws on survey data to identify risks to academic freedom, teaching and learning, institutional equity, and worsening labor conditions while calling for stronger faculty oversight in any decisions on AI adoption.

- Robert Jenay, <u>EDUCAUSE Horizon Action Plan: Building Skills and Literacy for Teaching with GenAI</u> (Sept., 2025) EDUCAUSE's report outlines a 10-year vision for integrating GenAI into higher education. The panel advocates using AI as a creative tool for enhancing teaching and learning without replacing human connection. The report also makes suggestions for building AI literacy, reimagining assessments, and supporting collaboration between institutions and community partners.

- S. Wynants, et al., <u>Ethical Principles AI Framework for Higher Education</u> (2025) Faculty at California State University, Fullerton developed a framework titled ETHICAL that promotes a set of guiding principles for implementing AI in higher education contexts. This adaptive framework encourages collaboration, ethical decision making, and professional development as AI platforms continue to evolve.

SUBSTACK SUMMARY, CONT.

- <u>AI + Education = Simplified</u>: Lance Eaton, Ph.D. (Northeastern CEATL) explores how educators can integrate AI tools responsibly and effectively.

- <u>Create. Innovate. Educate</u>: Alicia Bankhofer, English and Digital Literacy teacher, offers practical approaches for how educators can integrate AI in their pedagogy.