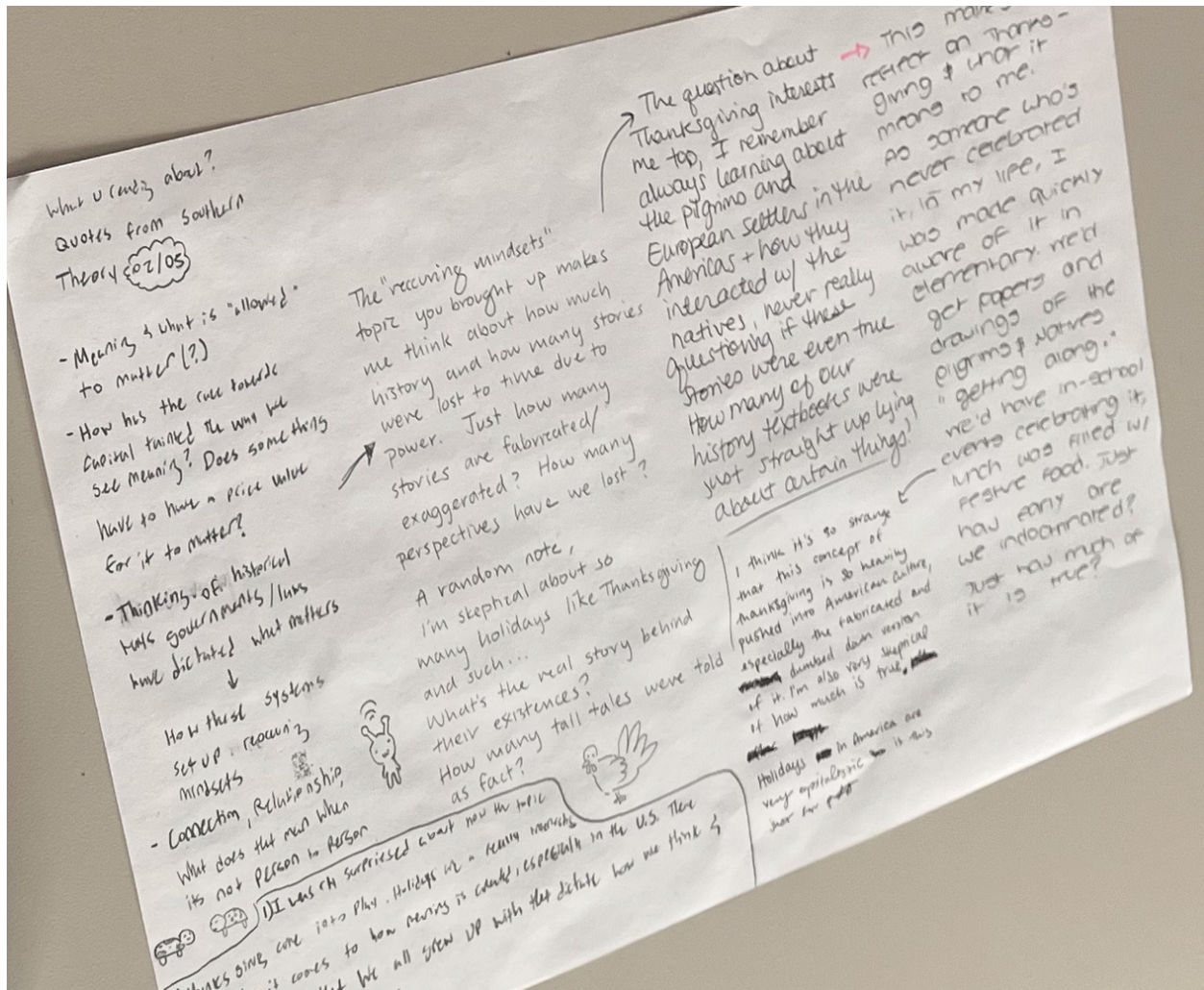


CTL FELLOW Mid-Year REPORT

AI / WI

Artificial Intelligence and Writing Intensive Pedagogies in the Liberal arts.



Writing courtesy of students in SP26 Nomads and Settlers, a writing intensive course I teach and have altered due to the presence of generative AI in my students' writing



Images courtesy of Lance Eaton https://docs.google.com/presentation/d/14gO_-X7FimZ2pnQrANqRxwEBZ1zMMlwVm8eQIG1ugX4/edit?slide=id.g3c2bcb8da45_0_7#slide=id.g3c2bcb8da45_0_7

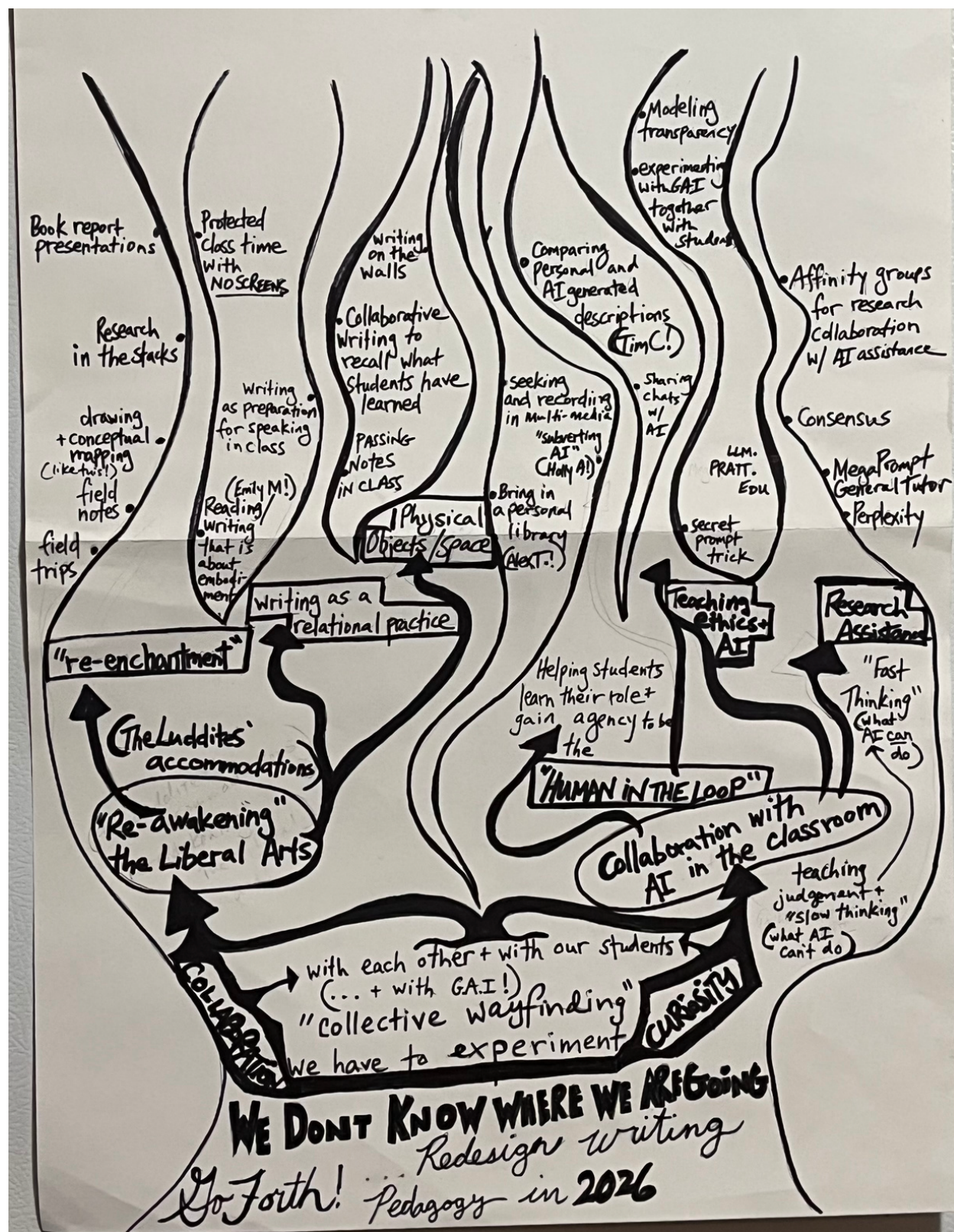
In the Spring 2026 semester, I spent some time speaking with the Chairs of HMS and SSCS as well as the Dean of SLAS, to understand more about the needs of these departments in regard to pedagogical responses in the AI context. Across these conversations, two themes emerged:

--a need for more coordinated conversations across departments, not only within SLAS, but across the schools at Pratt.

--a desire for moving beyond questions of whether or not to police AI use, and more focus pedagogical approaches that will help students navigate learning and decision making in creative and professional work in the context of widespread AI use.

Based on these interests, I conducted research with leaders in the field of AI and teaching, learning, and scholarship. Through this literature review, both within scholarly journals but more especially in blogs on substack, and resources being constructed online at other

higher ed institutions, I began to catalogue and develop a conceptual framework, pictured below, for thinking about various kinds of responses to AI.



I also plan to publish this framework and its subsequent manifestations in the special issue of *iteratio*, being guest edited by my illustrious colleague Tim Cunningham.

I presented this conceptual framework on March 10 in an SLAS-wide talk, called **AI/WI** and attended by about 10 faculty members teaching writing intensive courses across departments in SLAS. The framework depicts shaps that invoke tributaries leading out into unknown waters (representing the context in which we find ourselves), with points on the banks of tributaries marking practical pedagogical experiments. This beginning framework is designed to be built upon and developed through faculty participation, in order to collaboratively build a catalogue of tactics and pedagogical approaches that both focus on leveraging students' work *without* AI use and leveraging *collaboration with* AI in ethical and meaningful ways that support students' learning, creativity, and critical thinking skills through—or in spite of—prompting AI in their work. (I have been using the em dash for YEARS, I can't wait until it can be back in style.)

Based on the feedback I received at this event and the broad interest in this topic, I decided to translate this framework into a pedagogical structure for a Faculty Learning Community, which I will be running this Fall during the second half of my CTL fellowship. The FLC is called **"Charting New Courses in the Context of AI."**

The FLC has accepted 13 participants from across the institute, representing a wide range of interest in regard to responses to AI, and representing diverse disciplines and fields. Based on intersecting "affinities" within the FLC group, we will organize along vectors reflected in the conceptual framework I have created, and also responding to the interests of the group. The vectors are in three categories and allow the FLC members to form affinity groups in their experimentation with new pedagogical approaches in the context of AI:

The first category of vectors calls on the pun in the title of our FLC: charting new courses. So in this sense of "courses" I mean, what is the general direction you want to go in? What are you hoping to support your students to be able to do in the context of generative AI? (NOTE: the new courses we chart do not need to include or center AI use, unless we want them to)

The second category refers to the classroom context you are working in--what are its primary aims, learning outcomes, purposes, practices?

The final category of vectors relates to our desire (expressed by a number of you in your applications) to find practical solutions. This set of vectors will inform the sequencing of our Fall meetings.

"Courses" vector

"Re-awakening" creative / intellectual practices in response to the presence/threat of AI

- preserving intellectual/creative practices "at risk"
- teaching slow thinking / grappling
- relational practices
- experiential learning
- others?

teaching "the human in the loop" -- collaboration with AI in the classroom

- helping students gain skills in judgement while using AI
- helping students center their own intellectual process while collaborating with AI
- guiding students to think about how to use AI more ethically
- others?

Context vector

- Studio/Visual/creative classrooms
- Research/writing classrooms
- Professional training classrooms

Practice vectors:

- Laying foundations (syllabus; day one activities; sharing with students; finding examples; in-class demonstrations; conversations to start, new course content)
- Prompting Students: (assignments; classroom activities)
- Supporting Learning: (feedback; assessing student learning; culminating assignments/final projects)

I also plan to host more workshops within SLAS to build and develop this framework/archive of pedagogical tactics, both for faculty support and for application in classrooms across the institute but especially in the context of Writing Intensive pedagogy and SLAS coursework at Pratt.

In addition, in the spring I will further build out a repository of resources. This one gave me a foray into the kinds of teaching practice-based materials people are looking for now:

<https://aipedagogy.org/>

This also enables educators to think about the different facets of their course design and pedagogical practices they might consider tinkering with in the age of generative AI.

... excited for what comes next!