

Vignette on the use of AI in NSSE

Course	AAB30C Animal Physiology
Modality	In-person
Intended Learning Outcomes	Using an assignment to get students to have dialogue with AI to show that they have understood a concept.
Role of Faculty	<u>During Lecture – Topic on Mechanisms used in movement of materials across cell membranes</u> 1. Explain what is wrong with the two definitions of diffusion (i) “Diffusion is defined as the movement of materials from a region of high concentration to a region of low concentration” or (ii) “Diffusion is defined as the net movement of materials from a region of high concentration to a region of low concentration” 2. Correct students’ understanding of “Simple diffusion”, “Facilitated diffusion”, “Osmosis” and “Active transport” 3. Informed students about the controversy in the definitions of all these transport mechanisms. 4. Design an assignment to get students to talk to AI like ChatGpt on the definition of diffusion. Informed students that AI will give them one of the definitions above. Students will need to change AI understanding of the definition of diffusion and make AI agrees that their definition is then the most appropriate one. The most important function of this assignment is that the students need to convince AI that the concept of diffusion is not fully understood by most people and thus leading to all these misconceptions.
Role of Students <i>Learning as Participating: Practice</i>	After the lecture and with the help of lecture slides, students need to write prompts in the AI chat. This is an individual assignment. Complete the assigned task and provide evidence (dialogue with AI) that they have fulfilled the objective mentioned above.
Role of AI	Learning with AI Teaching Science with AI
Artefacts (if any)	Log of students’ ‘dialogue’ with AI