**Seminar on Contemplative Pedagogy and Generative AI**

Many instructors are puzzling over how to adapt reading and writing assignments to the advent of powerful AI tools like ChatGPT. Teachers all over higher education are developing creative tactics on the fly, but a body of widely accepted best practices has yet to emerge. We are hopeful these will eventually coalesce, but in the meantime, we are interested in exploring how “contemplative” pedagogical practices might contribute to our response to students using large language models (LLMs) to partially or entirely complete assignments. Contemplative pedagogy aims to integrate deliberate practices of attention with the learning process to help improve student outcomes in both reading and writing. Our hunch is that such practices can help to augment a pivot from “task/product-focused” student attitudes  to “process-focused” student attitudes, especially toward reading and writing assignments (in which using AI writing tools would be intrinsically self-defeating). But this is, for the moment, only a hunch!

We are looking for a small cohort of instructors to join us in experimenting with this idea, in finding or developing resources for others to run similar classroom experiments, and to occasionally come together and share their experiences for the sake of iteratively and cooperatively improving our reading and writing assignments in post-ChatGPT classrooms. For the Fall 2024 term, participation would include:

·      4 in-person/hybrid cohort meetings

·      the collaborative development or adaptation of two (2) writing assignments that substantially integrate some contemplative or meta-cognitive element

·      the collaborative development or adaptation of two (2) reading assignments that substantially integrate some contemplative or meta-cognitive element

·      the individual deployment of at least one of each in members’s classrooms this term

·      the collaborative development of a “resource page” to include both sources for thinking about and imagining this kind of assignment, but also finalized templates for the assignments developed over the remainder of the term

There will be a $500 stipend for participants, paid at successful completion of the seminar.

Expressions of interest should be sent to Jonathan.heaps@shu.edu.