



Season 4 | Episode One | AI In The Classroom

Taylor Peters, Host: LET'S GO BACK IN TIME TO THE TURN OF THE NEW MILLENNIUM, OR AS SOME OF US REMEMBER IT – Y2K. THIS WAS A TIME WHEN THE WORLD WAS EXPERIENCING A RAPID SHIFT IN TECHNOLOGICAL ADVANCEMENT. COMPUTERS WERE NO LONGER MASSIVE MACHINES ONLY AVAILABLE TO PEOPLE IN WHITE LAB COATS OR GOVERNMENT AGENCIES...THEY WERE NOW COMPACT AND COMMON IN MANY HOUSEHOLDS. THE INTERNET, THOUGH NOT NEW, WAS STILL IN ITS INFANCY IN HOW IT WOULD LITERALLY SHAPE THE WORLD IN THE COMING YEARS. WHILE THIS TECHNOLOGICAL REVOLUTION OPENED COUNTLESS DOORS OF POSSIBILITY, IT ALSO BRED IDEAS OF WHAT OUR WORLD COULD LOOK LIKE IF WE LET TECHNOLOGY GO TOO FAR...EVEN THE ENTERTAINMENT INDUSTRY WAS LOCKED IN ON THIS IDEA, WITH MOVIES LIKE I, ROBOT, MINORITY REPORT, AND MOST FAMOUSLY – THE MATRIX. EVEN TODAY, THIS IDEA STILL REMAINS A CENTRAL MOTIVATOR IN FILMS LIKE HER, EX MACHINA, AND THE CREATOR. WHAT HAPPENS TO US IF WE OUTSOURCE OUR HUMANITY TO ARTIFICIAL INTELLIGENCE? DOES IT BENEFIT US, OR WILL WE END UP LOSING A PART OF WHAT MAKES US HUMAN FOR THE SAKE OF CONVENIENCE? THIS IMPACTS OUR LIVES IN OUR HOMES, IN OUR JOBS... IN OUR CLASSROOMS. IT SEEMS LIKE WE ARE AT THE TIPPING POINT OF HAVING ANSWER THESE QUESTIONS, AND WE MUST NOW, MORE THAN EVER, UNDERSTAND THAT HOW WE ANSWER THOSE QUESTIONS WILL FOREVER IMPACT OUR DAILY LIVES.
THIS IS EPISODE 2 – AI IN THE CLASSROOM.

(Music Ends)
(Taylor Swift Music)

Peters: DID YOU KNOW THAT TEXAS TECH HAS A TAYLOR SWIFT CLASS? IT'S A COURSE OFFERED IN COLLABORATION BY THE HONORS COLLEGE AND THE SCHOOL OF MUSIC? IT'S TRUE. TODAY, I'M AN HONORARY STUDENT AND THE FIRST ONE TO TAKE MY SEAT IN A ROOM ON THE SECOND FLOOR OF THE MUSIC BUILDING. SARAI BRINKER IS ALREADY THERE, SETTING UP. SHE'S NOT ONLY THE INSTRUCTOR, BUT THE CREATOR OF THIS CLASS. SHE SAYS THAT WE ARE TRULY LIVING IN TAYLOR'S GOLDEN ERA... AND TO NOT STUDY HER POPULARITY, HER MUSIC, HER FAME WOULD BE A MISSED OPPORTUNITY.

(Students enter classroom)

Sarai Brinker, professor, school of music: Okay, So, um, so everybody has their handout four out of the woods.

Peters: WHEN IT COMES TO EMOTIONAL WRITING, FEW PEOPLE DO IT BETTER THAN TAYLOR. IT'S WHAT FANS HAVE COME TO KNOW AND LOVE ABOUT HER MUSIC- THE RAWNESS, THE REALNESS, THE DETAIL OF IT. THAT'S WHAT MAKES HER A GREAT SUBJECT FOR THIS ASSIGNMENT...

Brinker: And so, this is when I want to introduce the use of AI as another voice in the room, as one tool that we have in our toolbox. So, we have our own eyes, you have me as a resource, you have your peers as a resource.

Peters: THEY'RE ATTEMPTING TO USE CHATGPT TO HELP WRITE A STORY. A LOVE STORY, OF COURSE.

Brinker: Um, heartbreak, um, confusion, um, and, um, romantic relationships. Yeah. All right. Um, you could refine that. I'm just kind of trying to do this in the moment. (Fade out)

Peters: THE KEY TO THIS EXERCISE IS THE PROMPTING... SOMETIMES IT TAKES A FEW VERY SPECIFIC REWRITES OF A PROMPT TO GET EXACTLY WHAT YOU'RE LOOKING FOR, BUT IT GENERATES SOME RESPONSES...

(Brinker teaching)

THE STUDENTS SPEAK UP HERE... THEY SAY IT FEELS LIKE AI TOOK THEIR VOICE OUT OF IT. ONE STUDENT SAYING SHE FELT LIKE... SURPRISE, CHAT-GPT LACKED THAT EMOTIONAL, HUMAN ELEMENT.

Brinker: Do you have a particular tone or style in mind? Um, let's see this. How about this style is- honest.

(Music)

Peters: RESPONSIBLE USE OF AI IS ONLY HALF OF WHAT SARAI IS TRYING TO TEACH THESE STUDENTS. HALF THE BATTLE OF AI IS OUR ABILITY AS HUMANS TO DISCERN WHEN AND HOW IT'S BEING USED. TO KNOW WHEN THE THINGS WE INTERACT WITH ARE OTHER HUMANS OR NOT.

(Music)

WHEN WE SAT DOWN AND TALKED WITH SARAI ABOUT WHERE HER ACADEMIC APPROACH TO AI STARTED, SHE REFERENCED THIS PIECE THAT WAS PUBLISHED IN THE ATLANTIC CALLED THE COLLEGE ESSAY IS DEAD.

Brinker: And I remember telling some people about it. And, you know, back then people looked at me like I was crazy, like I was, you know, telling them that robots are going to take over the world and are like, it can't really write an essay, can it? And I realized that in a lot of cases, you know, the quality of the chat bots response was as good as some of the work that I get for my students. And a lot of my courses have 100 students or more in a classroom, and I realized I'm not going to be able to, you know, tell which ones are generated and which ones are human. And so, at that point, I realized I'm going to have to, you know, rethink everything.

Peters: AND SO, SHE DID... SHE WENT BACK TO THE DRAWING BOARD AND FIGURED OUT HOW TO SHAPE LESSONS AROUND THIS TECHNOLOGY... STARTING WITH HOW SHE APPROACHED HER ROLE IN HIGHER ED. SHE FELT LIKE THIS TRAIN WAS ALREADY SPEEDING PAST HER AND IT WAS TIME TO RUN ALONGSIDE IT, TO JUMP ABOARD. TO BRING ALONG HER STUDENTS AND HER COLLEAGUES.

(TLPDC Meeting)

Peters: SO SHE JOINED THESE VIRTUAL WORKSHOP MEETINGS PROVIDED BY THE TLPDC WHERE OTHER TEXAS TECH FACULTY MEMBERS WERE MEETING TO TALK ABOUT AI- WHAT IT WAS CHANGING IN THEIR CLASSROOMS AND WHAT THEY WERE GOING TO DO ABOUT IT. SUZANNE TAPP WAS THE ORGANIZER – SHE'S THE DIRECTOR OF THE TLPDC- IT STANDS FOR THE TEACHING, LEARNING, AND PROFESSIONAL DEVELOPMENT CENTER. SHE'S ALSO THE ASSISTANT VICE PROVOST OF FACULTY SUCCESS...

Suzanne Tapp, Director, Teaching, Learning, Professional Development Center: Faculty burnout is real. Texas Tech has embarked on a journey to change who we are as a university and to grow, which is exciting, you know, in our aspirations to become an AAU or like institution. But that's changed and put also new responsibilities on faculty. So we have context. That means that our faculty are burdened, have a different new heavy workload, and then we add AI, which is another truly game changer kind of moment in higher ed.

Peters: PART OF WHAT SUZANNE DOES IS BRING PROFESSIONAL DEVELOPMENT AND RESOURCES TO FACULTY AT TECH. WHEN SHE STARTED LEARNING ABOUT AI AND CHATGPT, SHE STARTED THINKING ABOUT WHAT IT MEANT FOR OUR CAMPUS. IT WAS THE START OF SOMETHING FOR SUZANNE THAT WOULD EVENTUALLY LAUNCH A NEW PROGRAM ON CAMPUS DESIGNED TO GIVE FACULTY A ROADMAP TO NAVIGATE THIS THING... THIS HUGE, UNPREDICTABLE, SOMEWHAT INTIMIDATING THING.

Tapp: So, certainly it's understandable that we would have folks who are overwhelmed. What does this mean to me? What does this mean to the way I teach?

(Resources and Guidelines Call)

Tapp: So, what that might look like is a series of workshops, is when do you not want to use AI or when do you want to use AI? These are all conversations that we're having and I think, you know, we're so fortunate that we have faculty who are resources on campus and who are so willing to say, Here's what I try, here's how it worked, here's how it didn't work, and to lead those conversations with others.

Peters: THINK OF THESE AI WORKSHOPS AS MORE OF A THINKTANK... A PLACE WHERE A BUNCH OF FACULTY FROM ACROSS CAMPUS- DIFFERENT AREAS, DIFFERENT AGES AND BACKGROUNDS AND CLASSROOM EXPERIENCES CAN ALL LEARN FROM EACH OTHER.

Tapp: I think my philosophy for this entire conversation is crowdsourcing. There is no way that I could know everything there is to know about A.I... I'm still a newcomer to this conversation. So, when I have a resource, have a workshop, we absolutely want it to be a jump in with your ideas.

(Music)

Tapp: I think faculty will always come back to that idea of how does this match what I want my students to learn? That's what I hope they come back to and they do. Not everyone will incorporate A.I. I hope, though, that we're all thinking about it and thinking about if I choose not to bring A.I. into my classroom, why?

(Committee Meeting)

Tapp: Our goal with our students is always to prepare them to become global citizens. That's a part of our strategic mission right at the university. So my hope would be that we as faculty think about our students futures, have their future careers, some of which we don't even know, right? They might not even exist at this time. How are we helping to prepare them for their next steps?

(Music)

Peters: WE'LL BE RIGHT BACK.

Katelynn Horton, Assistant Director, Administration & Finance: You may be familiar with our university magazine Evermore. It's one of the most unique styles of storytelling our office produces and I'm really proud to be part of it. I'm Katelynn Horton, and I recently got to write about a man named Bill Adling. He's an architect and has for years helped design some of our more iconic campus buildings. But behind his work is the really beautiful story of how his son, who is in a wheelchair, has shaped the way he approaches his designs and it ultimately led to ADA standards across the world. To get your copy of issue 7 of Evermore, go to today.TTU.edu/Evermore.

Peters: HAVE YOU EVER BEEN SCROLLING THROUGH YOUR FEED AND YOU SEE SOMETHING THAT STOPS YOU IN YOUR TRACKS? LIKE... OH MY GOSH, I CAN'T BELIEVE THIS PROFESSIONAL ATHLETE SAID THIS IN A PRESS CONFERENCE, OR HOW COULD THIS POLITICAL FIGURE BE PHOTOGRAPHED DOING SOMETHING LIKE THAT OR EVEN... DID YOU HEAR THAT NEW SONG FROM THIS MUSICIAN, OR THAT BAND? WITH EVERY PASSING DAY, IT BECOMES MORE DIFFICULT TO TELL WHEN AI IS BEING USED TO GENERATE FALSE INFORMATION, IMAGES, VIDEOS, AND SONGS. THAT'S WHAT INSPIRED THE CURRICULUM IN LISA PHILLIP'S COLLEGE RHETORIC CLASS.

(Lisa Phillips welcoming students)

Peters: HALF OF LISA STUDENTS ARE IN PERSON, HALF ARE ONLINE. AS STUDENTS JOIN THE CALL, THEIR FACES APPEAR ON THE LARGE TV SCREEN AS OTHERS JOIN IN PERSON AND TAKE THEIR SEATS AROUND A LARGE TABLE.

Peters: When did you go back to school?

Lisa Phillips, professor, college of english: Bachelors in anthropology in 1990, then worked in industry for a while doing technical writing. I went back in 2008 in graphic design and master's in visual culture, how people are persuaded by images.

Peters: IT'S THAT LAST PART THAT CAPTURED LISA'S ATTENTION BACK THEN AND WHAT STILL DRIVES HER TODAY AS SHE FORMS HER ASSIGNMENTS AROUND AI. HOW WE INTERPRET IMAGES- REAL OR GENERATED AND THE DANGERS THAT LURK IF WE CAN'T TELL THE DIFFERENCE.

Phillips: We're going to play Jeopardy! And we're going to be evaluating some AI. The goal here is to determine whether you think a person generated it or AI generated it."

Phillips: What do you think 'the future of AI stretches before us like a vast, uncharted landscape.' It's AI... That's right. So, the thing here is that it's very difficult to tell.

(Music)

Peters: SITTING ACROSS THE TABLE FROM LISA IS MATTHEW BRIDGES. HE DISCOVERED CHAT GPT FOR THE FIRST TIME JUST WEEKS AFTER IT LAUNCHED.

Matthew Bridges, student: My friend was writing an essay and I was like, 'what is that you're using?' He's like, it's chat GPT I said, 'what on earth is that?' And he showed me and it gave an immediate generated response and it looked legit to me and it was mind boggling because it was like Google on steroids.

Peters: HE WAS FACINATED AT FIRST... THEN A BIT APPREHENSIVE.

Bridges: They always talk about flying cars and other stuff, which we don't have those yet but we have by now. And that's sort of a mind-blowing technology to me. So, it just came out of nowhere to me.

Peters: THE MORE TIME HE SPENT AROUND THE SOFTWARE, THE MORE HE LEARNED. ABOUT HOW TO USE IT AND, MORE IMPORTANTLY, HOW TO TELL WHEN IT'S BEING USED AROUND YOU.

Bridges: So, it's like, plagiarizing is a big deal with AI because they don't cite their sources at all. And there's no way chatbot like we've asked it say, hey, can you cite this source that you've given me? And it won't. It can't. And so that's a really big ethics thing to use, because if someone spends all their time writing this thing and then they don't get credit for it, if anybody's using it, that's sort of an ethical dilemma that we have to sort of figure out how we're going to handle.

Peters: BUT MATT TAKES THE BAD WITH THE GOOD. HE LIKES TO THINK ABOUT ALL POSITIVES THAT COME FROM AI AND CHAT GPT. LIKE HOW IT CAN HELP WRITE UP THE PERFECT MEAL PLAN, OR HELP BREAK THROUGH A WRITER'S BLOCK. IT CAN EVEN CREATE THE PERFECT PLAYLIST FOR YOUR MOOD.

Bridges: I was like, wow, I'm never using Spotify recommendations ever again, and this is what I'm using from now on. So I sort of use it for my own personal life. I think if we care about reality, that's when we should care. Like those pictures- generated images that you saw, if say it were more of a controversial image and it was generated, that makes it not real. There's sort of a detachment from reality there. So, I think if we want things that are real, I think that's what we have to care about consuming, you know, because we all want things that are true. I hope at least. There's a big difference between feeding people information that they believe to be true and feeding them information they know to be false. I think that's a very big thing. And that's sort of another ethics aspect that we sort of have to worry about. I think intentionality is really important- are you using it to help you think or using it to think for you."

Peters: PROFESSORS AND STUDENTS ACROSS THE COUNTRY HAVE HAD TO ASK THEMSELVES REAL QUESTIONS ABOUT THEIR INTENTIONS OF USING AI. IS IT FOR GOOD? IS IT A TOOL OR DO YOU EXPECT IT TO REPLACE A VALUABLE PART OF YOURSELF, A PART THAT SHOULDN'T BE OCCUPIED BY A COMPUTER. SUZANNE, LISA AND SARAI TAKE THE RESPONSIBILITY OF ANSWERING THIS QUESTION REALLY SERIOUSLY AND STUDENTS LIKE MATTHEW ARE FOLLOWING SUIT.

(Music)

Peters: SUZANNE AND OTHERS AT THE TLPDC RECOGNIZE THAT SOME FACULTY PREFER NOT TO INCORPORATE AI AND AT TEXAS TECH, EACH INSTRUCTOR GETS TO MAKE THAT CALL.

Doug Hensley, professor, college of media and communication: Yeah, I think the big fear is that in writing classes...

LIKE DOUG, WHO TEACHES NEWS WRITING CLASSES IN THE COLLEGE OF MEDIA AND COMMUNICATION.

Hensley: ...they might lean too heavily, almost exclusively on AI and use it to produce their assignments. So, they haven't done the work.

Peters: HE'S NOT ALONE...

(Phone ringing)

Taylor Peters: Okay. Here she is. Stephanie.

Stephanie Turkowski, professor, college of media and communication: Hi, Taylor.

Peters: Hey, how are you?

Turkowski: Good. How are you?

Peters: STEPHANIE IS ALSO A PROFESSOR IN COMC.

Turkowski: In general, we can't not use it. That's kind of where the future's going...they have to build the skill set of learning to do it on their own before they take this, computer that is calling from all sorts of places and doing that for them...

Peters: WITH THE WAY INFORMATION IS SHARED ON SOCIAL MEDIA OR IN THE NEWS, AI IS MAKING IT SEEMINGLY MORE DIFFICULT TO DISPROVE MISTRUTHS. IT'S POSSIBLE THAT JOURNALISTS COULD BE DISPROPORTIONALLY IMPACTED BY THIS NEW TECHNOLOGY BECAUSE OF THE RESPONSIBILITY THEY HAVE TO SHARE WHAT IS RIGHT, TO SHARE WHAT IS ACCURATE.

Turkowski: It's pulling from all these different people and all these journalists that have put their hard work and thoughts and sweat and, you know, passion into writing these articles and these Pulitzer Prize winning pieces. And they're just taking little pieces of it and kind of like putting them together and saying, yeah, this this works. And that's not fair to the journalists that have been doing this for decades. But I think you have to you have to tell students that. And it's not so much like, you know, you're in the classroom and you're like, I don't want you to use A.I. because it's evil. Yes, I want you to do it. But it's also that you have to explain to them all these different elements to it that it's not this evil entity. You're going to have to use it eventually, but I need you to use it in a way that, again, it's not stealing this intellectual property and this hard work from somebody else, or it's not taking this information and giving you the wrong facts. So let's, let's learn how to do the work and then use it to help you make it better.

Peters: IT'S IMPOSSIBLE TO KNOW WHERE AI WILL GO IN THE NEXT YEAR, TWO YEARS, 5 YEARS... HOW IT WILL BE PLAYING A DAILY ROLE IN THE FUTURE OF JOURNALISM... OR ENGINEERING OR ART OR COMMUNICATIONS...

Hensley: Yeah, that's a great that's a great question, because this semester I'm teaching media ethics and I know that that's going to be one of the conversations we're going to we're going to talk about. I don't know what the exact role of A.I. is in journalism. So, I

think it's going to be some trial and error. You're never going to be able to take the personal, you know, the personal storytelling and the human touch out of journalism.

Peters: SUZANNE SAYS IT'S IMPORTANT TO STILL BE A RESOURCE TO INSTRUCTORS LIKE STEPHANIE AND DOUG... WHO TAKE A MORE RESTRICTIVE APPROACH ON THE USE OF AI BY STUDENTS FOR ASSIGNMENTS. IT'S PART OF THE REASON SHE HAS HELPED DRAFT UP A RECOMMENDED SYLLABUS STATEMENT FOR FACULTY WHO DON'T WANT AI USED IN THEIR CLASSROOM. IT READS IN PART: THAT THE USE OF GENERATIVE AI TOOLS IS STRICTLY PROHIBITED FOR ANY PURPOSE. INFORMATION GATHERED FROM AI CAN'T BE USED EVEN WITH APPROPRIATE CITATION. IT SAYS THAT USE OF THE PROGRAM IS A VIOLATION OF ACADEMIC INTEGRITY AND MAY RESULT IN REFERRAL TO THE OFFICE OF STUDENT CONDUCT.

(Music)

Peters: SUZANNE UNDERSTANDS INSTRUCTORS ON A DEEP LEVEL. AFTER ALL, SHE IS ONE. AN ADJUNCT INSTRUCTOR WITH THE INTEGRATIVE STUDIES PROGRAM IN THE COLLEGE OF HEALTH AND HUMAN SCIENCES... HER WORK WITH THE TLPDC BEHIND THE SCENES IS A CATALYST FOR GROWTH ACROSS THE ENTIRE CAMPUS. WHAT SHE DOES TO REINFORCE DEVELOPMENT FOR FACULTY MAKES A REALLY BIG DIFFERENCE- WHETHER THEY CHOOSE TO IMPLEMENT AI IN COURSEWORK OR NOT. HER LEADERSHIP IS FELT IN THE CORNERS OF THIS CAMPUS...INSIDE CLASSROOMS WITH STUDENTS, MANY OF WHOM WILL NEVER EVEN KNOW HER NAME. SINCE HER EARLY DAYS ON CAMPUS IN THE 90'S SHE HAS BEEN HELPING FACULTY USE TECHNOLOGY IN THEIR COURSES. HELPING THEM FEEL CONNECTED TO STUDENTS WHO ARE INCREASINGLY BECOMING MORE DEPENDENT ON TECHNOLOGY EVERY DAY, WITH EVERY ADVANCEMENT.

Tapp: Yes, I absolutely feel like I've seen that. And I think what it models is what we would call a growth mindset, right. Where I have a faculty member who's an expert in their field but is willing to say to students, I don't know much about this, let's try it together. And that's modeling this mindset that says learning is continual, learning is lifelong.

(Music)

Peters: IN PRODUCING THIS EPISODE, WE'VE HAD CONVERSATIONS WITH PROFESSORS, STAFF AND STUDENTS... ABOUT ALL THE THINGS THEY'RE LEARNING ABOUT AI. YOU CAN CALL ME A NOVICE AI USER, IT SEEMS SILLY TO ADMIT THAT BEFORE THIS EPISODE, I HAVE NEVER ACTUALLY USED AI OR CHAT-GPT. SO THOMAS AND I DECIDED THERE WAS NO BETTER TIME THAN THE PRESENT TO DIP OUR TOES IN.

Thomas Boyd, Assistant Director, Audio Engineering: I think we should upload a previous episode and see what it comes up with.
Peters: WE TRIED A FEW THINGS... WE WANTED TO SEE IF CHATGPT WOULD WRITE AN ENTIRE EPISODE OF THIS PODCAST FOR US... AND THAT DIDN'T EXACTLY WORK . HEN WE WANTED TO PROMPT IT TO WRITE ENTIRE SECTIONS FOR US, LIKE SARAI DID WITH THE TAYLOR SWIFT SONGS.

Peters: So, you asked it to do something specifically for this episode. What was the prompting that you gave it and what did it give you?

Boyd: So we asked it a few different things. Like I said, we we the what we first tried doing was taking a sample script from season three, Episode three, Building the Framework. We gave it the entire script and what it then spit out, well, like I said, was a summary.

Peters: AFTER PLAYING AROUND FOR A WHILE, WE GAVE UP ON HAVING CHATGPT WRITE AN EPISODE. INSTEAD, WE ASKED CHATGPT TO SUMMARIZE HOW CHATGPT ITSELF IS BEING USED IN THE CLASSROOM.

(Music breathes)

Boyd: Incorporating artificial intelligence (AI) into the collegiate classroom has sparked both excitement and skepticism among educators and students alike. While AI presents numerous advantages, such as personalized learning experiences and enhanced efficiency, it also raises concerns about privacy, bias, and the potential for dehumanizing education.

Peters: IT WENT ON TO TALK ABOUT A LOT OF OTHER STUFF. THE BENEFITS OF ITS PROBLEM-SOLVING CAPABILITY, HOW IT PROMOTES COLLABORATION AND PEER-TO-PEER INTERACTION. AND TOWARD THE END, IT CUTS TO THE HEART OF THIS ISSUE WHERE IT SAYS: (TOGETHER) THE INCORPORATION

AI Voice: the incorporation of AI in the collegiate classroom also raises significant concerns. One of the most pressing issues is privacy. AI systems often rely on collecting and analyzing large amounts of data about students, including their learning behaviors, preferences, and performance. There is a risk that this data could be misused or compromised, raising concerns about student privacy and data security. Educators must carefully navigate these challenges to harness the benefits of AI while safeguarding against its potential pitfalls, ensuring that technology serves to enhance rather than detract from the quality of education in the collegiate classroom.

(Music)

Peters: IF YOU'RE A FEARLESS LISTENER, YOU PROBABLY KNOW THAT I PUT A LOT OF MYSELF INTO THIS PODCAST. I MEAN, IT'S A GOAL OF MINE TO BE A BIT VULNERABLE, TO BE HONEST AND SINCERE, TO BE EMOTIONAL EVEN ABOUT MY OWN INTERPRETATION OF THE WORLD. I THINK THAT'S WHAT HELD US BACK IN THIS PARTICULAR SOCIAL EXPERIMENT... CHAT GPT DOESN'T HAVE THE CAPACITY TO BE PERSONAL, IT'S NOT IN ITS DESIGN. AND IF WE'RE SMART, WE WON'T ASK IT TO. BUT IF THOMAS AND I LEARNED ANYTHING SITTING IN ON SUZANNE'S VIRTUAL WORKSHOPS, OR TALKING WITH MATTHEW, SARAI AND LISA, IT'S THAT WE SHOULDN'T BE SCARED OF AI... BUT INSTEAD APPROACH IT WITH A HEALTHY LEVEL OF RESPONSIBILITY. THIS TOOL HAS BEEN CREATED BY PEOPLE AND IT CAN TOO OFTEN BE MISUED BY PEOPLE. THE AMOUNT OF POWER THAT AI HAS IS ONLY LIMITED TO THE AMOUNT OF POWER THAT WE GIVE IT, AND IT'S UP TO US – WELL MAYBE NOT YOU AND ME EXACTLY – BUT ITS UP TO US AS HUMANS TO ENSURE IT'S DONE TO BENEFIT – AND NOT HARM – SOCIETY. TO DELEGATE THAT POWER.

(Music)

Peters: FEARLESS IS PRODUCED BY TEXAS TECH MARKETING AND COMMUNICATIONS. IT'S HOSTED AND WRITTEN BY ME, TAYLOR PETERS. IT'S CO-PRODUCED BY ALLISON HIRTH AND THOMAS BOYD IS OUR AUDIO ENGINEER- HE DOES SOUND DESIGN AND EDITS THIS PODCAST.

Peters: LEARN MORE ABOUT THE PODCAST AND SEE BEHIND THE SCENES PHOTOS ON OUR WEBSITE AT TTU.EDU/FEARLESS AND DON'T FORGET TO FOLLOW US ON SOCIAL MEDIA.

Peters: FEARLESS IS A TEXAS TECH PRODUCTION. FROM HERE, IT'S POSSIBLE.

Peters: HEY GUYS, IT'S TAYLOR. AS A LISTENER OF FEARLESS, YOU'VE COME TO RECOGNIZE IT'S DISTINCT STYLE... LONG FORM STORYTELLING, FEATURING A LOT OF CHARACTERS AND STYLIZED WRITING AND MUSIC. NOTHING IS CHANGING, BUT WE'RE ADDING SOMETHING NEW. IN YOUR FEARLESS FEED, YOU'LL START SEEING EPISODES FOR FEARLESS UNSCRIPTED- IT'S A NEW SERIES WE'RE DOING ON OUR CHANNEL WHERE WE SIT DOWN AND HAVE A CONVERSATION WITH DIFFERENT PEOPLE- FACULTY, ALUMNI, STUDENTS... ABOUT THEIR TEXAS TECH STORY. I HOPE YOU LISTEN AND LEARN SOMETHING!