A close-up photograph of a human hand on the left and a white and black robotic hand on the right, both holding drawing instruments (a pencil and a marker respectively) and drawing a circle on a white sheet of paper. The background shows a wooden desk with various drawing tools like pencils, pens, and a pencil sharpener. The overall scene is dimly lit, with a soft glow on the paper.

FACULTY IDENTITY & PRAXIS IN THE AGE OF AI

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AI CAN DO IT ALL...

- AI generates content in seconds
- AI structures courses in minutes
- AI assess work instantly

- If AI can do most, if not all of the teaching, what do we do?

THEORETICAL LENS 1 – EFFICIENCY TRAP

AI Values

Speed

Frictionless Output

Optimization

Answers

Learning Values

Struggle

Desirable Difficulty (Bjork)

Confusion

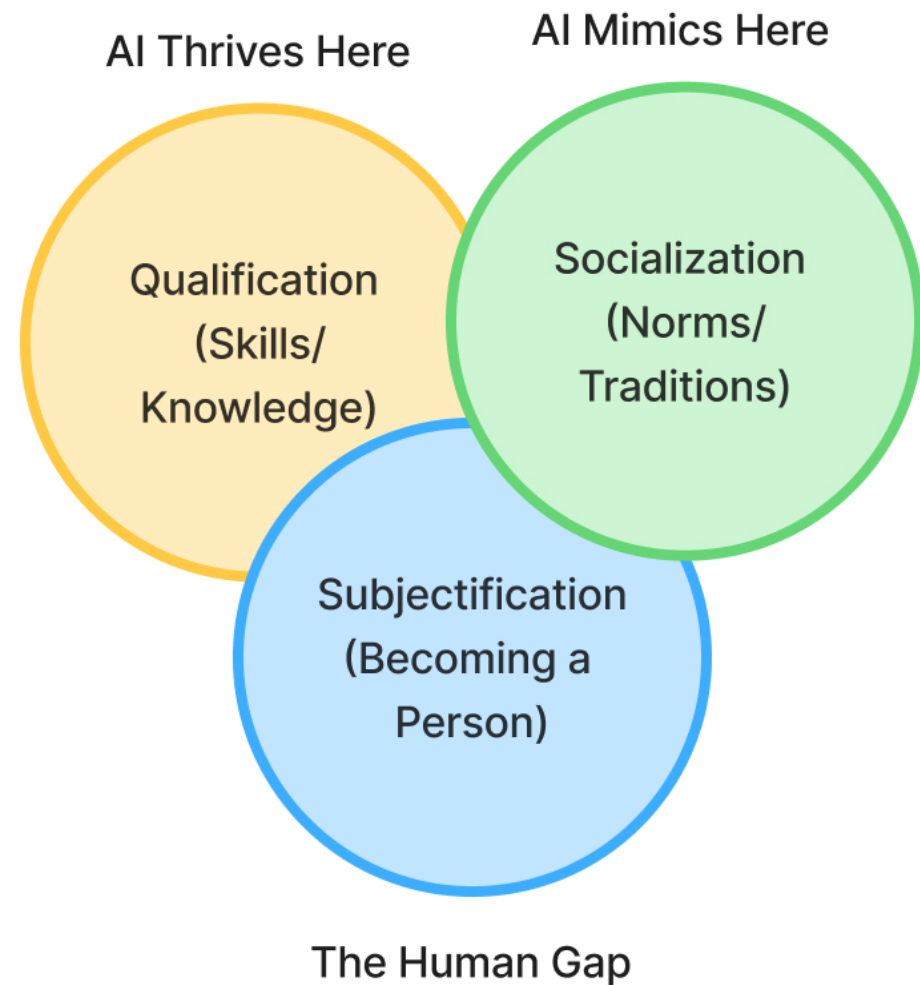
Process

- When we use AI to make learning "easier", are we accidentally removing the learning?

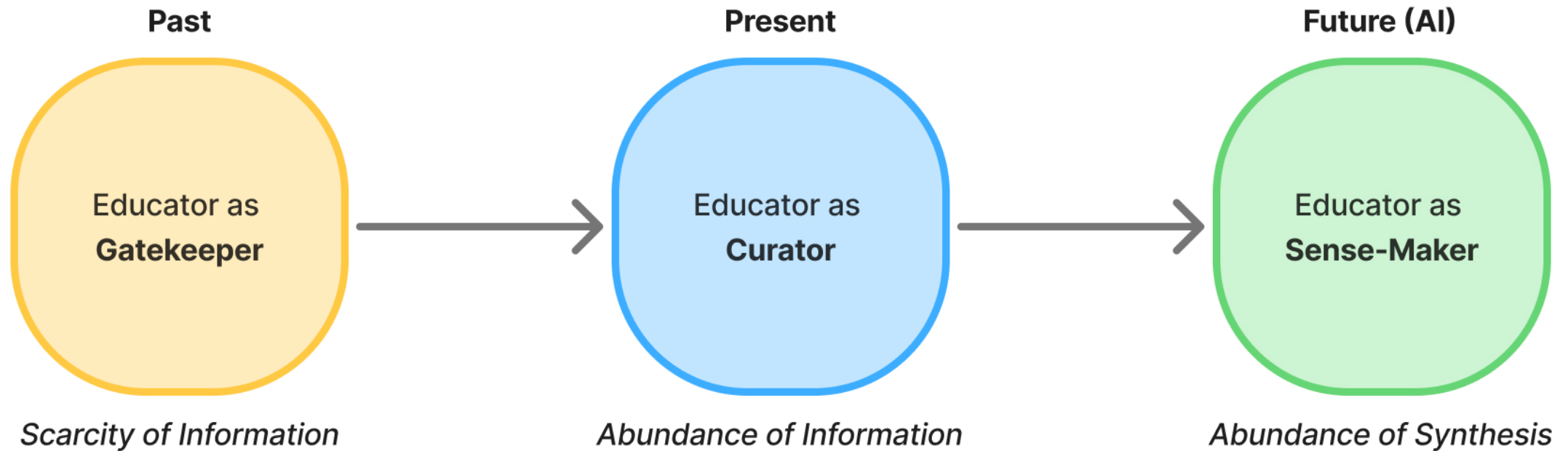
THEORETICAL LENS 2

BIESTA'S DOMAINS

- AI isn't helpful when we are trying to decide *who we want to be* in the world.



THEORETICAL LENS 3 – COMMODIFYING CONTENT



3 TENSIONS

Speed (Efficiency)



Struggle (Depth)

Transaction



Relation

Standardization



Uniqueness

DEFINING OUR RED LINES

- What will you keep strictly human?
- What are things you will be happy to let AI handle?

PRAXIS PROTOCOL

1. The "Biesta" Test (Subjectification)

Does this task require the student to show up as a unique subject, or could "any" student (or any machine) produce the same result?

2. The "Relationship" Test (Connection)

Who is the primary audience for this work? Is it a transaction for the gradebook, or a communication to a human (peer, community, or professor)?

3. The "Joy" Test (Flourishing)

Does grading this give me insight into a human mind, or am I just verifying data? If I hate grading it, and they hate writing it, why are we doing it?

Workshop Feedback for "AI Teaching and Learning Series 3"



Q & A

THANK YOU!

Please reach out to us at
eddev.utm@utoronto.ca

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RESOURCES

- Biesta, G. (2009). Good education in an age of measurement: On the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability(Formerly: Journal of Personnel Evaluation in Education)*, 21(1), 33–46. <https://doi.org/10.1007/s11092-008-9064-9>
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- Selwyn, N. (2017). *Education and technology: Critical questions* (No. rmyg8_v1). SocArXiv. <https://doi.org/10.31235/osf.io/rmyg8>