
A decorative border featuring a light pink background with faint, stylized floral and branch patterns in a darker pink shade, framing the central text area.

History Teaching and Learning in the Age of Artificial Intelligence

Theresa A. Case, PhD

Two Somewhat Related Things

1. AHA Ad Hoc Committee on Artificial Intelligence in History Education Survey of Membership – May/June 2024
 - ♦ 148 AHA members responded (70% at 4-year institutions)
 2. Draft research project assignment – Human/ GAI integration
- 

General Impressions from the survey results

- Respondents mostly approached GAI cautiously
- Most want to resist GAI use by students
- Some creative ideas for assignments and assessments
- How can the AHA help? Concrete examples, sharing best practices

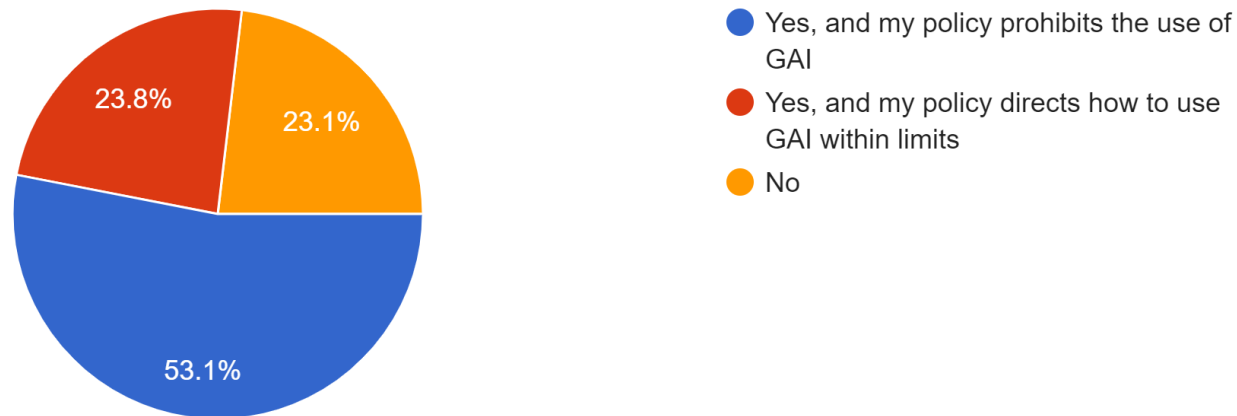


Examples of Moving Cautiously

A bit more than half ban GAI in their classes

Do you include language that addresses generative AI (GAI) use on your syllabus?

147 responses



Examples of Moving Cautiously

A large majority of respondents

- ♦ Do not use GAI to create class assignments (79%)
- ♦ Have not asked students use GAI to complete assignments (87%)
- ♦ Have not generated images with GAI (70%)

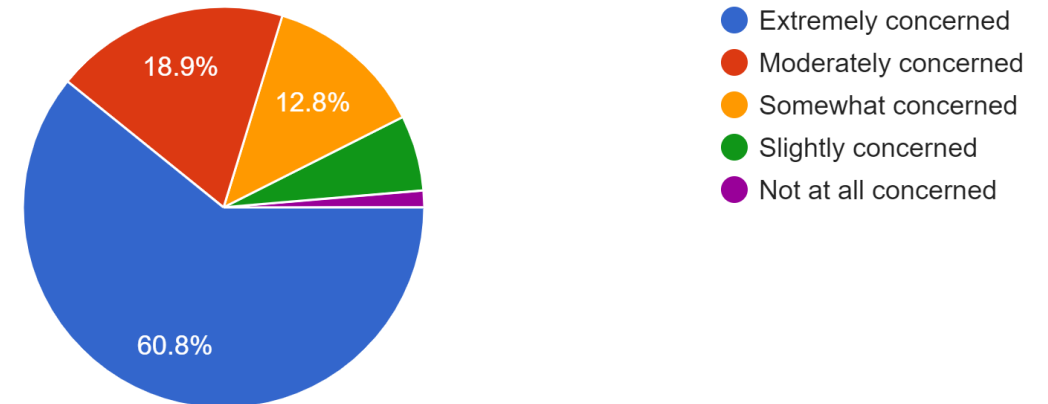


More Examples of Moving Cautiously

80% are moderately to very concerned about

- Use of GAI to plagiarize
- student overreliance on GAI
- misinformation / disinformation

Plagiarism and/or academic dishonesty
148 responses



A mix of responses to academic honesty

- ♦ Talk with the student and allow them to redo assignment (37%)
- ♦ Rely on AI detectors (35%)
- ♦ No special measures (18%)
- ♦ Honesty pledge (15%)
- ♦ Overreliance
 - ♦ Most (74%) talk w/ students about the importance of building their skills

About half of respondents were dealing with academic honesty issues regarding GIA at the time of the survey.

- ♦ A large majority of instructors (70%) redesigned their courses to minimize abuse/misuse

Most use AI-resistant strategies

- In class work/ exams
- More engagement
- Citation requirements
- Informal writing
- Scaffolded assignments
- Attempt to confound GAI with an unusual topic/sources



A Sampling of Approaches from the Survey

- ♦ Generate GAI output on history and then evaluate against historical sources (photos, class readings/lectures, a student research essay)
 - ♦ see [Perspectives Sept. 2023 article by Jonathan S. Jones](#)
- ♦ Create riddles for escape room
- ♦ Create a bibliography, which students then fact-check
- ♦ Create a research paper, which students fact-check, locate sources for
- ♦ Look for historical anachronisms in GAI-generated historical images

How can the AHA Support Members?

- 22% - by resisting GAI (example: identify best detectors, issue statements)
 - 18% - issue guidelines on managing GAI, best practices, talking points w/students
 - 17% - share concrete teaching sample assignments/exercises that integrate GAI
- ◆ How do respondents integrate?
 - ◆ Brainstorm research topics
 - ◆ Writing partner to help outline and revise essays

My Stab at Human-GAI Integration

- ♦ **Me: why not just resist GAI?**

- ♦ The survey
- ♦ Cannot rely on detectors
- ♦ Ubiquity and student interest
- ♦ Creative / fun piece for history?

→ **Written / visual / music project**

Caveat: For historical research / writing class but could use pieces for intro class



Don Allen III in “MasterClass”

My Stab at Human-GAI Integration

♦ Guardrails

- ♦ Must build in lessons on GAI literacy and ethical use, including environmental costs
- ♦ Off-the-beaten path sources
- ♦ Scaffolded
- ♦ GAI 1) in tutor mode 2) restricted to creative tasks (music, visuals)
- ♦ Accountability
 - ♦ Transcripts/version history
 - ♦ Oral presentation or instructor-student conference
 - ♦ Proctored written exam
 - ♦ Student takes full responsibility for final project, including citations

My Stab at Human-GAI Integration

Example GAI Tutoring Piece

Research Deep Dive – 3 weeks

- ♦ Research primary sources and secondary sources
- ♦ Circling back – locate additional sources to strengthen/enrich your story
- ♦ **Submit written explanation** – for each set of sources, you will submit a written explanation of your relevant findings. That explanation must include copies of your newspaper articles (with the evidence referenced in your explanation highlighted), the source citations for your scholarly secondary sources, and a transcript of your exchanges with your GAI tutor (must show your authorship).
- ♦ **Individual conference due with Dr. Case** – be ready to communicate your findings thus far and your reflection on working with the GAI tutor to author the explanation.
- ♦ **Exam 3 – proctored, closed-book essay exam over research deep dive**

My Stab at Human-GAI Integration

- ♦ GAI Creative Co-Authorship

- ♦ “Use **Dall-e** or other imaging AI to create illustrations to help tell your story (try the storyboard feature of Canva, Dall-e, or other AI). Edit to comport with your unique vision of the project and submit transcript that documents your co-creation with GAI.
- ♦ Use **Udio** to generate custom music tracks for your slideshow.
- ♦ Canva tutorials
- ♦ Use **Canva** (or similar GAI) to bring the music, illustrations, and narration together into your slideshow presentation. Submit near-final slide show with transcript of your GAI exchanges that document that you were co-creator.”

Final Thought

Go back to the AHA
Tuning Project . . .

History “requires comfort with
ambiguity”

