

AI Augmented Instruction

A futuristic scene featuring four humanoid robots with glowing visors and mechanical bodies. They are gathered around a table, working together on documents and using tools. The background is filled with digital data and circuitry, creating a high-tech, collaborative environment. The lighting is a mix of blue, green, and red, highlighting the metallic textures of the robots.

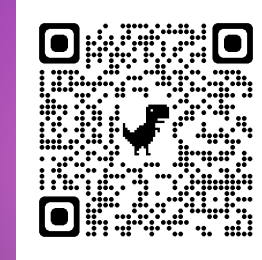
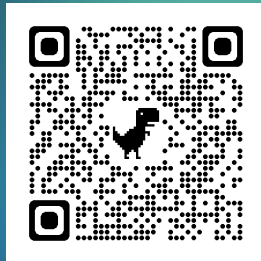
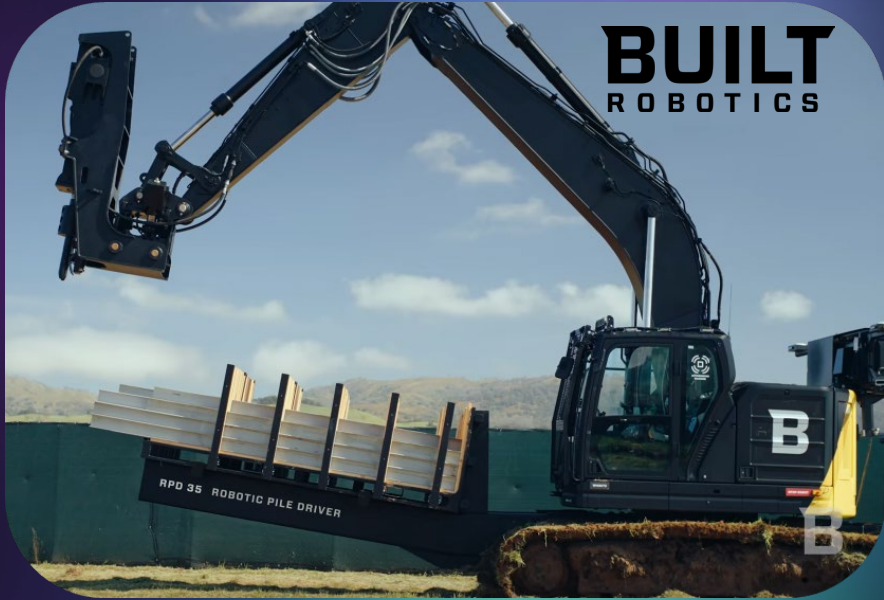
**Tackling Tomorrow's Challenges,
Today**

Ubiquity of AI



Life & Higher Education

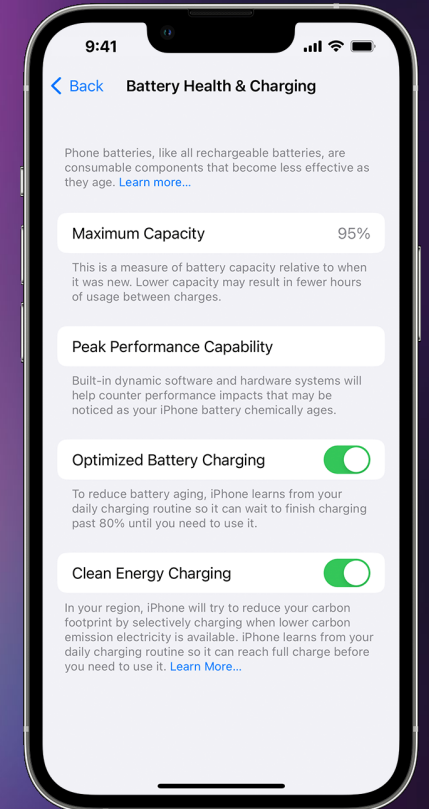
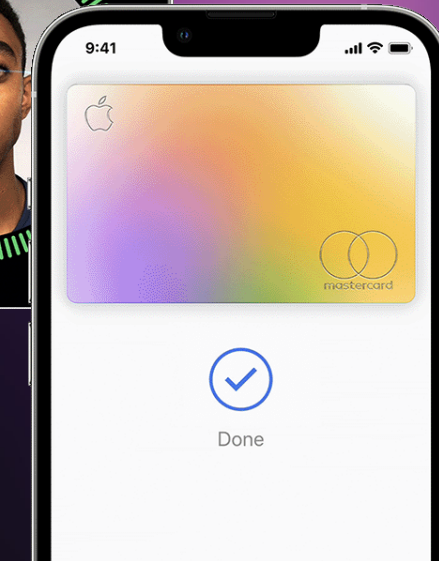
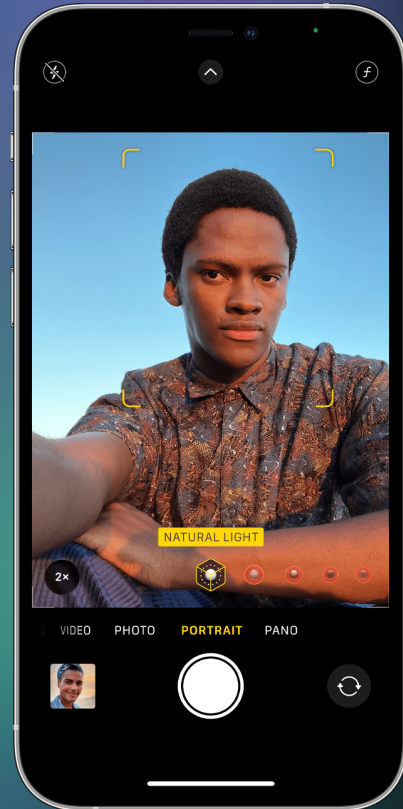
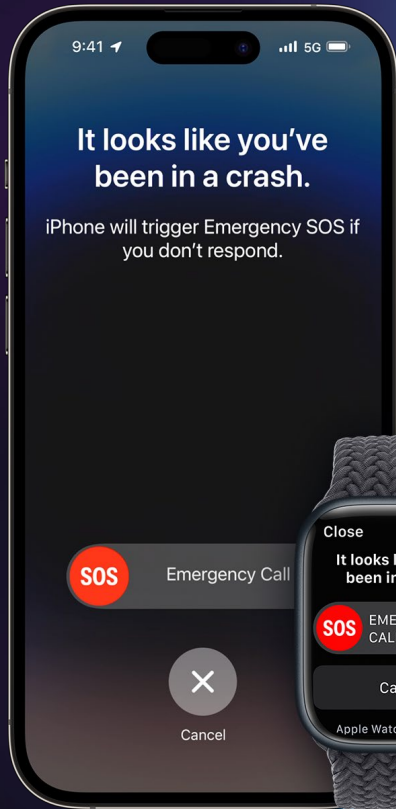
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**Autonomous
Machines**

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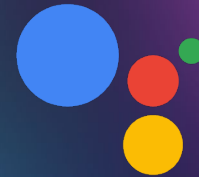
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Phone Applications

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Hey Google



Automated Assistants

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facebook



Content Curation

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Ubiquity of AI

The Lyft logo is displayed in a bold, rounded, pink font. It is positioned on the left side of the image, partially overlapping the background scene of a bar.The Uber logo is displayed in a large, black, sans-serif font. It is positioned on the right side of the image, partially overlapping the background scene of a server room.

**Optimizing
Transportation**

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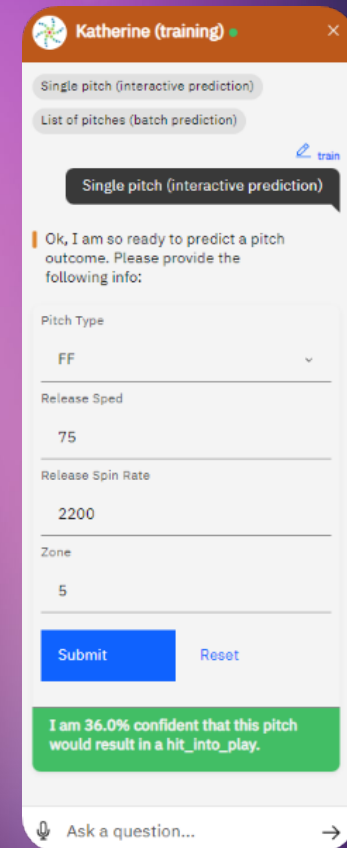
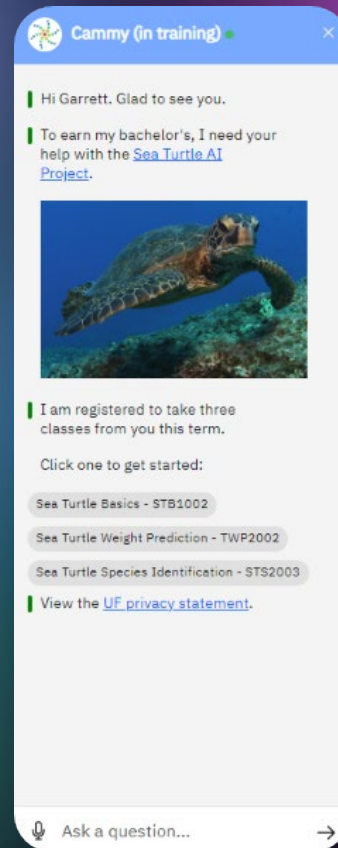
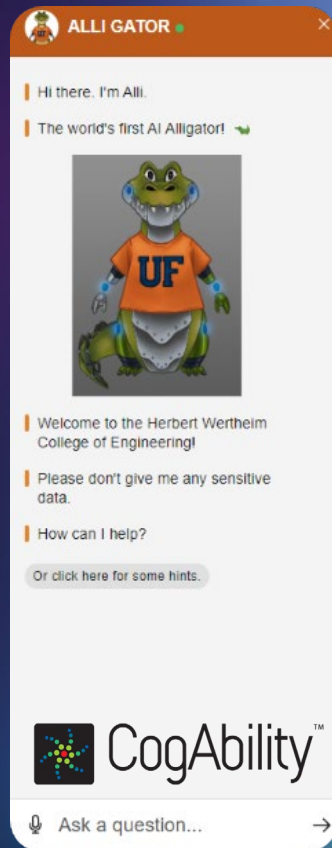
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Chatbot
Assistants

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Yellowdig

APK5404 - Sport Psychology - 28313 - Spring 23

Home / My Communities

Welcome to the APK5404 Yellowdig Learning Community

TELLING MY SPORT PSYCHOLOGY JOURNEY - PAST, PRESENT, OR FUTURE

Garrett Beatty Owner
01/18/2023

To kick things off, I want to remind everyone that This is your learning community and this will work best if you (the students) take the lead on initiating conversations, discussions, questions, debates, media sharing.

With that said, you may all be tempted to sit on the sidelines and wait until someone else breaks the ice, so I will try to break the ice here.

<https://www.theplayertribune.com/videos/you-can-be-anything-madison-de-rozario>

I found this post on the Players' Tribune fascinating and relevant to this course and particularly the higher level coverage in Module 1 of diverse scope of practice in the field of Sport Psychology. With that said, the post also made me reflect on my own journey to where I am now and my first exposure to the field. I thought it might be worth sharing.

When I was 17, I dislocated my right ankle, tearing several tendons, cartilage and fracturing the medial malleolus. As a high school athlete that had few interests outside of the sports I played, being sidelined for roughly 12 weeks not only created a cavity in my life, but it also separated me from my peer group (other athletes in school). The challenges I faced were relatively minimal with another 20 years of perspective to reflect up on them, but at the time it felt like the end of the world. Through that journey, I found myself wondering if there were individuals that helped athletes in these situations. Through those inquiries, I found the field of sport psychology. Although my initial interests were peaked from an interest in mental health, I eventually gravitated towards an interest in optimizing performance, and particularly optimizing athlete's abilities to process important information under extreme pressure.

THE PLAYERS' TRIBUNE - May 18, 2020
You Can Be Anything | Madis...
"Everything that you are is enough..."

2

CREATE

Search

Filter Sort

FILTERED BY

User: Garrett Beatty

Points earned
759 / 14000

Your pace
You have 0 of the 1000 point target for this period.

Be sure to get the max (1300 more points) by Tue 04/18/2023 @11:59 pm EDT.

Show details

Recent Accolades

You have not given any Accolades in this community.

Accolade settings

Topics

POSTING A QUESTION OR OBS...
4 Posts last 7 days

ATTENTION & ATTENTION TRAL...
4 Posts last 7 days

Student
Engagement

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The screenshot displays the Honorlock exam interface for course APK3400. The main content area shows a video feed of a student with a yellow face mask and black glasses. To the right, a quiz question is displayed: "Question 35: Medium. Cyntrice's coach describes the approach-oriented attacking strategy that Cyntrice performs when she is angry. This observation is consistent with the ____ level of the Affect Driven Action Model (ADAM). Cyntrice's Back Story: Cyntrice is a Bantamweight Mixed Martial Artist (MMA). Cyntrice believes she performs best in MMA." Below the video, a list of questions is shown, including Question 25 through Question 29, all marked as "Success".

Question	Time	Status
Question 35	11:56:03 PM	Answered (1 indicator)
Question 36	11:56:56 PM	Answered (1 indicator)
Question 37	11:57:12 PM	Face Not Clearly Visible
Question 25	11:57:27 PM	Answered
Question 26	11:57:53 PM	Answered
Question 28	11:57:58 PM	Answered
Question 29	11:58:12 PM	Answered

Academic Integrity

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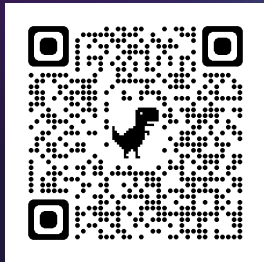


A screenshot of the Turnitin submission interface. The main content area displays a document with several paragraphs of text. A red box highlights a bullet point: "Educate your athlete (and/or their coaches / parents) on what 'learning' and 'skill acquisition' are (mechanistically speaking) and how learning can be observed." Below this, two paragraphs are highlighted in yellow. The right sidebar shows a "Match Overview" with a total match percentage of 34%. Below this, a list of sources is shown with their respective match percentages: 1 Submitted to University... Student Paper (30%), 2 journals.human kinetics... Internet Source (1%), 3 etd.auburn.edu Internet Source (1%), 4 Submitted to University... Student Paper (1%), 5 journals.sagepub.com Internet Source (<1%), and 6 Submitted to Fresno Cl... Student Paper (<1%). The bottom of the interface shows "Page: 1 of 8", "Word Count: 2656", and "Text-Only Report High Resolution On".

Writing Assistants

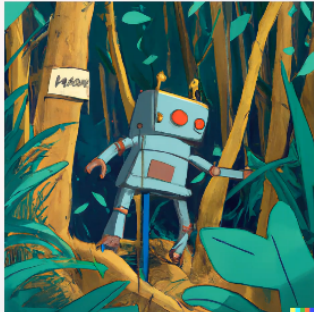
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Ubiquity of AI



zoom Tech Byte: Adapting Assessments with AI in M... - Shared screen with speaker view

Detection of AI Generated Content



a robot exploring a jungle in the style of (Where the Wild things Are) - DALL-E

Detecting AI-generated text is non-trivial
AI tools are based on human language

Type I and Type II errors are common
False positives will damage relationships

Students have equitable access
Detectors are in their infancy, and students have access to the same tools

And that is well. How do I detect AI generate content like, how do I tell apart what students have created versus?

Audio Transcript Chat Messages

Q Search transcript

doors for new assignment types.

And yeah, we're definitely interested in helping explore what those are and what those look like.

So, coming up to the the big elephant in the room, I think the big bullet on the you know Cloud, and that is

well. How do I detect a I generate content like. How do I tell apart

what students have created versus what chat Gpt created for them. And i'm going to say, and

no, this is going to be some personal opinion stuff in this on the slide. I'm

01:06:24 / 01:25:34

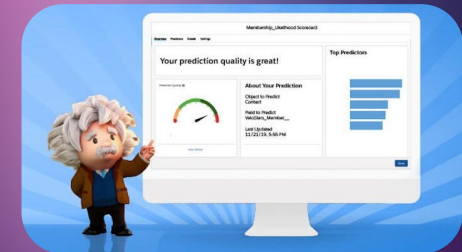
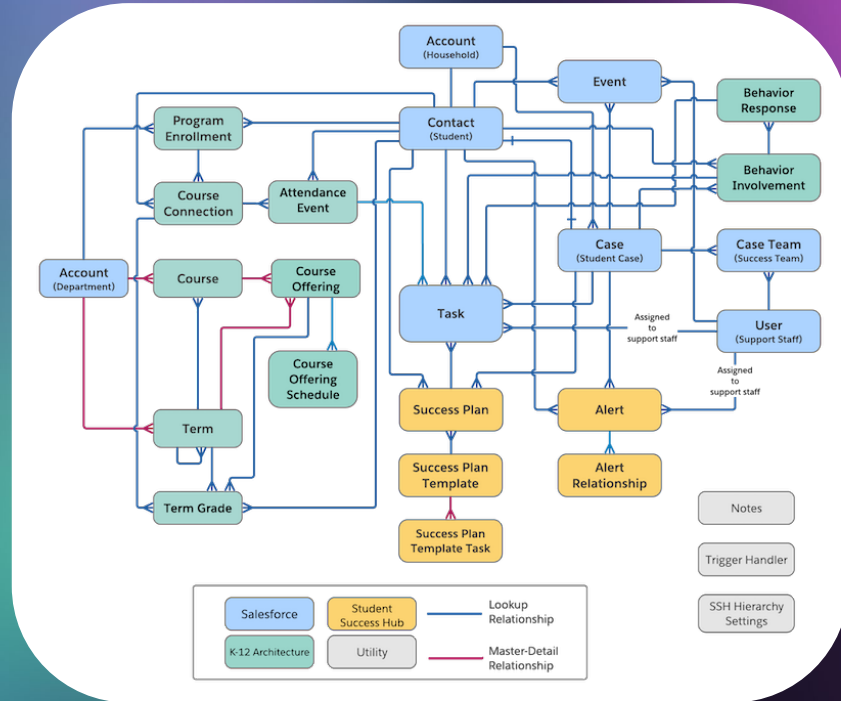
Speed CC

©2023-04-11 13:08:13

Content Production

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Student Success

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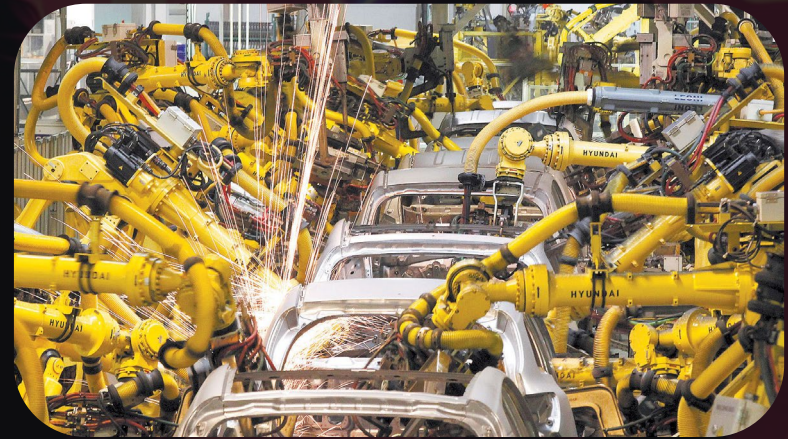
AI & Workforce Development

A futuristic control room with a woman, a man, and a robot. The woman is on the left, wearing a headset and holding a tablet. The man is in the center, wearing a dark jacket and a helmet. The robot is on the right, wearing a full-body suit with a glowing visor. The room is filled with large digital screens displaying data and charts, illuminated with blue and purple light.

Disruption & Higher Education

AI & Workforce Development

- **Tasks displaced - not work**



Disruption & Higher Education

AI & Workforce Development

- **Displacement & Reinstatement**



Disruption & Higher Education

AI & Workforce Development

The background of the slide is a futuristic office environment. In the foreground, two people are seen from behind, sitting at a desk with a computer monitor. The monitor displays a complex data visualization with various charts and graphs. The room is lit with vibrant blue and purple neon lights, creating a high-tech atmosphere. In the background, a humanoid robot with a metallic, segmented body and a helmet-like head is standing. The robot's design is sleek and futuristic, with visible joints and a helmet that has a visor. The overall scene suggests a blend of human and artificial intelligence in a modern, digital workspace.

- **Tasks Most Exposed**
 - **Defined Constraints**
 - **Predictable Environment**
 - **High Redundancy**
 - **Human Interaction Devalued**

Disruption & Higher Education

AI & Workforce Development

- **Tasks Most Exposed**
 - **Defined Constraints**
 - **Predictable Environment**
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 - **Human Interaction Devalued**



Disruption & Higher Education

AI & Workforce Development

- **Tasks Most Exposed**
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Disruption & Higher Education

AI & Workforce Development

The background of the slide is a futuristic office environment. In the foreground, two people are seen from behind, sitting at a desk with a computer monitor. The monitor displays a complex data visualization with glowing blue and purple lines. In the background, a humanoid robot with a metallic, segmented body and a helmet-like head is standing. The overall lighting is a mix of blue and purple, creating a high-tech, digital atmosphere.

- **Tasks Least Exposed**
 - **Complex Constraints**
 - **Unpredictable Environment**
 - **Low Redundancy**
 - **Human Interaction Optimal**

Disruption & Higher Education

AI & Workforce Development

- **Tasks Least Exposed**
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AI & Workforce Development

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Disruption & Higher Education

AI & Workforce Development

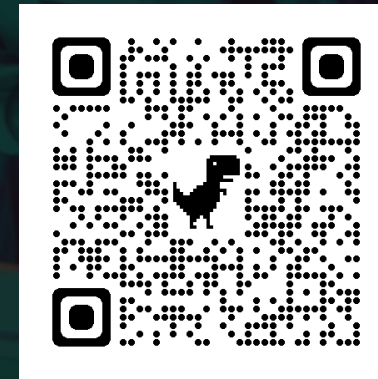
- **Tasks Least Exposed**
 - **Complex Constraints**
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Disruption & Higher Education

AI Augmented Instruction

- **What is our role?**

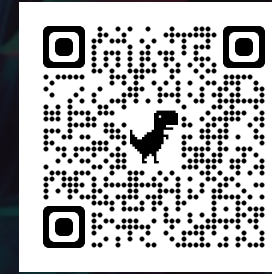


**Tackling Tomorrow's Challenges,
Today**

AI Augmented

Instruction

- **What is our role?**
 1. **Pick a Core Value**
 2. **Identify 1 threat from AI to fulfilling Value**
 3. **Identify 1 opportunity from AI to fulfilling Value**
 4. **Generate a concept to modify a Course, Curriculum, or Administrative Approach by leveraging AI to help fulfill the Core Value**



**Tackling Tomorrow's Challenges,
Today**

AI Augmented Instruction

- **What is our role?**



**Tackling Tomorrow's Challenges,
Today**

AI Augmented Instruction

- **What is our role?**

**“There is no such thing as luck.
There is only adequate or
inadequate preparation to cope
with a statistical universe.”**



**Tackling Tomorrow's Challenges,
Today**

AI Augmented Instruction

- **What is our role?**
 - **Help Students Become**
 - **Resilient to Disruption**
 - **Leaders in Innovation**

**Tackling Tomorrow's Challenges,
Today**

AI Augmented Instruction

- **What is our role?**
 - **Help Students Develop**
 - **Diversity in Acumen**
 - **Commitment to Lifelong Learning**

**Tackling Tomorrow's Challenges,
Today**

An illustration of three stylized, futuristic human figures sitting around a table in a dark, neon-lit environment. The figures are wearing hooded, high-tech suits with glowing visors. They are looking at documents on the table. In the background, there are glowing blue and red lines and patterns, suggesting a digital or data-driven setting. The overall mood is futuristic and collaborative.

AI Augmented Instruction References:

**Tackling Tomorrow's Challenges,
Today**