

Transcript of the Franken Pod

00:00:18 Brandy

Hello, listeners, and welcome to Legends of Kerick, a creative podcast for creative people, where we use narration and multimodality to evoke contextual emotions that educate and elucidate.

00:00:30 Brandy

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00:00:36 Josue

This episode is centered around the topic of the ethics of AI in academia. And I'm Oswe Juarez from Team Alpha, and I'll be your host. In honor of Halloween, today's episode is a haunting narrative of a student who's put off his term paper. Come along if you dare.

00:01:15 Josue

It's late, Sunday. My midterm paper is due in two hours, and I've procrastinated my weekend away. Factions in federal government, a daunting subject that I haven't thought about since its reveal. Two sources.

00:01:32 Josue

1,800 words, and I'm overcome with fatigue every time I think about it. The web browser calls to me as I think of checking the news feed. No, I'm doing it again. I'm procrastinating. I need to find my sources. I listlessly type into the search engine, factions in federal government. Federal number 10 by James Madison. Simple enough, I'll search that instead. The moments tick away as I read over the essay.

00:02:01 Josue

My time is dwindling. My attention diverts to the AI overview. I've used AI to summarize in the past. What's the harm of doing it now to save some time? I tell the AI to summarize Federalist Number 10 by James Madison for me. The words melt together, insipid, and dry.

00:02:22 Josue

I haven't a clue where to start. A switch, though, is flipped in my brain as I mindlessly type. I asked AI to write a thesis for me. To find a second source, my time is too valuable to spend browsing right now. Copy. Paste. The second source is just as uninspiring and lengthy as the last. I asked AI to summarize again. My focus dwindles fast.

00:02:47 Josue

I contemplate telling AI to write a couple of sections for inspiration, which quickly turns into a paragraph. Copy. Paste. I check the clock. One hour remains. I need to hurry. There's no going back now. I succumb to the temptation. It's easy, really. The weight of the essay falls on the floor, shattered remnants of my morality alongside it. I tell AI to write more. Copy.

00:03:16 Josue

Paste. Make it sound more academic. I need more. Copy. Paste. I consider writing the conclusion myself, but the thought of reading through this essay is as colorless as the words on the page. I tell AI to finish my essay. Copy. Pasta. A glimpse of my own ingenuity appears as I type my name and send my fabrication.

00:03:48 Josue

Monday morning, a professor asked that I stop by. My stomach sinks through my feet, which brazenly take me to their office. Copy. Paste. The dean is here, and I can feel it in my heart as it tries to escape, yet I'm frozen still. Icy beads of sweat form my temples. Copy. Paste. Copy. Pasta. Copy.

00:04:13 Josue

paste. I become numb as the professor and dean speak to me. The words muffle and deepen as I sink through the floor. I'm A plagiarist. My work was only an imitation of what my mind can create. I wish I had read the essay. No, I wish I had written it. So,

00:04:42 Josue

What can this story teach us? AI can be a useful tool for students and teachers in academia, but it has transformed into a crutch for some users. It's easy to rely on AI in a pinch, but now, more than ever, it's important to use technology as intended. This episode's story reflects some of the more prominent consequences of students using AI, such as not learning course material and suffering repercussions for plagiarism.

00:05:08 Josue

The ethics of AI in academia can be generalized, but ultimately it is up to individual users to decide how they want to use it. If we learn anything from today's story, it's that we should think twice before letting AI think for us. To access this episode and others about the ethics of AI in academia, visit multimodalcomposition.com.

00:05:36 Brandy

Thanks for listening. Stick tight for another exciting episode of Legends of Kerick. Audio from this podcast is copyright free, created by humans, and downloaded from pixabay.com.

00:06:02 Brandy

Welcome to Teaching with Intelligence, a podcast about using technology responsibly in the classroom. I'm your host, Brandi, a student of New Media Writing and Rhetoric, and I've been thinking about how AI can transform the teaching experience. Today's topic is how teachers can utilize artificial intelligence as a tool, not a substitute, to support ethical and intentional teaching. Because the goal isn't to replace teachers, it's to help them teach better.

00:06:30 Brandy

Picture this. It's a Tuesday night. A teacher is staring at a blank PowerPoint slide, trying to build tomorrow's lecture on rhetorical analysis. They know what they want to say. They just don't have the time to design something engaging. Artificial intelligence is rapidly transforming classrooms, enabling teachers to save time, design visuals, and enhance lesson delivery. However, this raises the ethical concerns about striking a balance between AI assistance and student learning.

00:06:58 Brandy

In this episode, I'll discuss the ethical use of AI in teaching and how effective educators view it not as a replacement, but as a new teaching partner. Now, imagine that same teacher opens an AI tool, types in a few prompts. Create a five-slide presentation on visual rhetoric using simple language and strong visuals. And within seconds, they have a clean, editable deck.

00:07:22 Brandy

This isn't falling into the everyday conversations governing AI discourse. Instead, it reevaluates what this means for teaching tools, as any new facet of technology does, making the learning process less tedious and, by extension, a smoother experience. Before we dive into examples, it's worth asking why ethics even matters here. When we talk about AI in teaching, we're not just talking about tools, we're talking about trust.

00:07:50 Brandy

Every time a teacher uses AI, it changes how students perceive authenticity, effort, and even fairness. So the question isn't just whether AI helps teachers, but whether it maintains that trust. When we discuss AI in education, most people immediately focus on the negative aspects, plagiarism, lazy learning, and shortcuts. The route with the least resistance, plug in a few prompts, and bam, an essay is generated with a few keystrokes.

00:08:19 Brandy

But we forget that teachers are learners too. And in a world where technology keeps reshaping how students think and create, teachers need to evolve just as quickly. Here's a key idea. AI can most definitely detract from the learning and teaching methodology. But let's consider, what if it doesn't have to? A literature professor can use AI to generate sample essay outlines, saving hours on drafts, while demonstrating how structure and argument evolve.

00:08:46 Brandy

The ethical use comes when the professor explains the AI's choices and oversights. By automating repetitive tasks, such as designing visuals and formatting rubrics, teachers can focus more on mentoring and discussion, thereby enhancing the human connections in the classroom. Let's take another example. Say a history teacher uses AI to create multiple short summaries of the same event, one written at a high school reading level, another for college freshmen, and another simplified for English learners.

00:09:16 Brandy

The content is the same, but the accessibility changes. That's ethical teaching with AI, tailoring education to different learners without lowering the bar. Now, imagine a professor in a course like this one, New Media Writing and Rhetoric. My professor, Dr. Robert Shaw, once used an AI-generated image to illustrate how visuals shape meaning and infographics in the context of teaching the broader topic of visual modality. It wasn't about showing off what AI could draw.

00:09:44 Brandy

It was about demonstrating how composition, color, and framing affect the message. That single image made the rhetorical point clearer than a paragraph ever could. That's good pedagogy. It's restraining a tool within the confines of keeping the teacher or instructor at the forefront, not the AI. But here's where ethics matters. Let's pause for a moment. What does ethical use mean?

00:10:13 Brandy

It's not just rules, it's a mindset. It involves using AI while respecting honesty, creativity, and fairness. Teachers should ask, Does this tool enhance my students' thinking, or just speed it up? Suppose a teacher uses AI to replace their own creativity, setting it to write entire lessons, choose readings, or even grade without oversight. In that case, they risk losing the very relationship that makes teaching meaningful.

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Education isn't just information transfer. It's interpretation, context, and care. AI can organize the content, but only teachers can create the connections. That's the ethical boundary. Using AI to assist the teaching process, not to outsource it. The teacher remains the author of the meeting. The AI is just a tailored assistant. The best teachers won't ignore AI. They'll integrate it.

00:11:04 Brandy

They'll use it to visualize complex ideas, generate alternative examples, or model revision for students. This can be visualizing a complex diagram or presenting a pitch deck. The ethical question isn't whether AI belongs in the classroom. It's how intentionally we use it. When a teacher uses AI, transparently explaining what it did and why, they turn it from a mysterious algorithm into a teaching moment. And that's the difference between replacing thought and inspiring it.

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Perhaps the future of education isn't a matter of teachers versus technology. Maybe that's what makes this conversation so important. AI will continue to evolve, but our ethics must evolve with it. If teachers model transparency, curiosity, and humility when using AI, students will mirror those same habits when they use it themselves. That's how ethics becomes culture, not just policy. Thanks for listening to Teaching with Intelligence. If there's one takeaway, it's this:

00:12:02 Brandy

AI doesn't replace good teaching. It strengthens it when used with intention. I'm Brandy, and this is a short reflection on the ethics of AI in education, where technology meets teaching and teachers stay human.

00:12:19 Austin

Hello, and welcome to Multimodal Composting. And I'm your host, Austin Harris. And on today's episode, we're going to be talking about the ethics of AI and how it should be used in education.

00:12:38 Austin

So, AI in this day and age is a topic that always brings discussions and opinions attached to it, with people wondering how it will affect them or where it will go next. You ask anyone about their opinions on AI and chances are, you'll find that someone will have something to say about AI and how it should be used. Heck, some people don't even think that it should be used at all.

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But technology is always evolving, and AI, whether we like it or not, is a part of that evolution. So with that in mind, how can we use AI to the best of our ability? Who would primarily be using AI? Well, from my perspective, AI would be used by two groups of people, businesses and students.

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Both would benefit the most out of AI. And while businesses could make decisions about AI, students have it tougher since they have more ethical decisions. I mean, with AI nowadays, you can have AI write you a book report or just tell you what the book is about. I mean, why even teach at that point? So that begs the question, how should it be used? Could AI be used as a tool to help enrich education? How could it influence it? Stay tuned to find out.

00:13:53 Austin

All right, welcome back to Multimodal Composting. For the break, I talked a little about how AI was rising as an evolved piece of technology and how that could affect education. So to keep that sort of conversation rolling, we first need to ask questions about the ethics of AI in education, such as

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How could AI influence education? To solve this sort of conundrum, I basically had 25 people take a survey of how they believed AI would affect education. With the response being overall, most people would assume that AI would majorly affect education, with roughly 25% assuming that it would moderately affect education, and 13% saying that it wouldn't affect education at all, and how things would go

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as per usual. And I find that really interesting, the fact that only 13% would have thought that education would have been a non-factor. The reasoning behind that was really interesting because they believed that AI wouldn't affect education itself, but it would affect the actual learning curve itself. Like how, for example, like if you were to teach a man to fish, right, they would still have to learn how to fish,

00:15:07 Austin

but AI wouldn't have any impact on that, even though it would have more of a sort of background-ish role, sort of a supporting role, but it wouldn't actively affect the educational process itself, which was really interesting. 25 percentage also was an interesting statistic because I would have thought that would have been, I wouldn't say more, but I also wouldn't say that it would be less either.

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What I'm trying to say is that I was really surprised by how people assumed that it would affect education while still not having a big enough role to really shift how people would learn from the process, like how education would be influenced by that. Also was interesting was compared to the 62% that thought it would be, the various degrees of how AI would influence it was also something that was really interesting.

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So for instance, some people thought that it was, as I put it in the previous examples, was that it was a part of technology, that it was bound to happen. But other people thought that it actually was something that was not only helpful, but also detrimental, usually citing more like detrimental activities, like how it would lower creativity output or how it would sort of influence people.

00:16:26 Austin

And alter their opinions and stuff like that. Learning how people would react to AI in education is always such a fascinating idea to me, because each person doesn't have the same idea or belief on how AI would affect education, but there are still degrees of how much.

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AI would affect education. Some people thought it would affect it greatly. Some people thought it wouldn't affect it at all. Some people were even on the wrong side in some scenarios where they thought it wouldn't influence it, but the reasonings behind it made it seem like it was something that

would influence it. And I really feel like that delving deeper into how AI would affect education, it really does show just of how wide the spectrum is.

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So coming up, we'll be delving deeper into how education would be affected by AI and how we could potentially use AI to either our own benefit or to our own detriment. Stay tuned.

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All right, welcome back to Multimodal Composting. I'm your host, Austin Harris. So with those questions and opinions in mind about AI and how people would react to how it could be used to influence education, I for one cannot help but wonder how this would affect certain studies like in general. Like we all know that if AI is allowed to use, it would undoubtedly make things easier, but would it make things correct? Like

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Let's say, for instance, you have a project coming up for one of your classes, like, I don't know, a podcast. With AI, you could have people with AI voices act as a source or make it seem like you interviewed a whole bunch of people. It would be a massive, unethical dilemma since you're not really using real people for that. But what if you were to use AI for more background elements, like sound effects or music or thumbnails? And that's just for artistic projects. What about projects we have to show

00:18:31 Austin

Real data. Real numbers. Real math. Well, there's a real and easy way to get past it. If AI is allowed to be used, then ways of knowing when AI is being used also needs to go up. But that means that you would need to teach teachers how to look out for that. Now, I know what you people at home are thinking, Austin, if there is no AI, then there wouldn't be a need to look out for AI.

00:19:00 Austin

And you are correct, dear listener, but unfortunately, AI is technology, and the technology exists. Sooner or later, it will be something to look out for, and people will use it. With the idea of how AI would affect certain things, we need to find a way to limit its use without right stating it can't be used, because then it'll just be used more. Let's hypothetically use AI, but what should we be using it for? More on that coming up.

00:19:30 Austin

Hello again, listeners. Welcome back to Multimedia Composting. I'm your host, Dawson Harris. Before the break, I posed the question of hypothetically using AI, but left it open about what we should use it for. Well, the way I see it, there are only two potential ways for AI to be used. It could be used to teach or to learn. Now, those seem like very broad topics, so I should clarify it some more.

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When I mean it should be used to teach, I mean it should be used to separate and show how to avoid making certain mistakes. Like, if a teacher is trying to teach proper grammar, then they could use an AI-generated prompt of improper grammar, or use it as a way to encourage students to check their own work.

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Generating AI prompts to help and encourage students is a form of teaching. It could even be used as a quickfire method. You generate a prop. All right, class, who here can tell me where is the adjective? Now, this is purely hypothetical in this scenario, but imagine with me for a moment where AI was used to help teach. It would make things easier, but think about how many hurdles we'd have to jump through just to get to the end where the outcome is the same. Where if the teacher just wrote a sentence on the board, do kids still use boards these days? I don't know. I was born in 1830.

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So, hopping the fence for a little, for a moment, what if we reverse the angle? We use AI to learn from instead. The thing about that is that we already do learn. We learn what not to do.

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because we've seen AI fumble in so many obvious ways. AI art is such a common example of this, where if you see an AI art, it will get to a point where you start recognizing the art style. But it also teaches us how to be better at our own art. It teaches us to look at details, to think about how we style and shade our drawings. That's AI teaching us, teaching us what not to do, but still very much teaching us. That could be a way for AI to teach, but then again,

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It's not something that we can just do because it doesn't teach us to get better. See, friends, the problem with using AI is not just a question of ethics, because a person with no morals wouldn't care about any of this. They would simply just use AI without a care in the world. What we should focus on and what we should talk about is how we use it and what we should use it for. I want you to keep this in the back of your mind as you go throughout the rest of your day.

00:21:48 Austin

of moments where you either learn something or if you teach something. And then think about how AI would affect that process. Would AI have made the subject easier to learn? Would it be the correct way for you to learn? Would you understand something better if there was an AI version that taught alongside you? I want you to think about that as you give it to your all the day, friends.

00:22:11 Austin

Before I sign off, I do want to take time to give credit where credit is due. Most of the sound effects and most of the music that was in this podcast was provided by Pixabay, with the transition effects being provided by Moses Bramvilla and Klagnar, with the sound being protected under Pixabay's content license. And with that, we have reached the end. Tune in next time. Oh, I just checked my notes. There is no next time. But

00:22:40 Austin

If you want to learn more about AI and ethics, then I can direct you to Tate Youngblood and his podcast on how technology fits into education. Thank you for listening and have a good morning, evening, or night. Give it your all today, folks.

00:22:55 Tate

You're listening to Talks with Tate, a podcast presented by multimodal.com. With music and sound effects brought to you by Pixabay. Hey, welcome to the podcast. Today we're going to be talking about AI and education.

00:23:09 Tate

Technology has always changed how students learn, from calculators to computers to AI. Each new tool promises to make learning easier, but it also challenges what real learning means. As AI tools like ChatGPT become part of everyday schoolwork, the question isn't just about access anymore. It's about purpose. Are we learning with technology or letting it learn for us? I know, it's better at the beginning.

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Over time, education has changed with every new tool that's been introduced. Calculators once sparked debate about cheating versus helping. Then came computers, which changed how students research, write, and take tests. Each time, people ask the same thing. What counts as real learning? Now, AI tools like ChatGPT are doing the same thing all over again.

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raising questions about originality, effort, and honesty in schoolwork. It's another moment in time where we have to think carefully about how technology fits into education. Since COVID-19, with online classes and testing becoming both mainstream, student performance has gone both ways. Some people work better with flexibility and digital tools,

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while others may struggle without structure or in-person support. The question becomes, does easier access to technology make learning better or just more convenient? That's where AI complicates things. It's not just a calculator or a search engine. It can explain ideas, write essays, and solve problems step by step. In many ways, it's changing how students learn and not always for the better. It raises a harder question about intent.

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whether students are using AI to understand the material or simply finishing the assignment faster. AI isn't just changing how students learn, it's reshaping the entire economy that education prepares us for. According to the Bank of America Institute,

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AI is expected to contribute more than \$15 trillion to the global economy by 2030. That kind of growth means the skills people need to succeed are changing fast, with more focus on technology, data, and automation. But growth like that comes with trade-offs. Experts also predict widespread job losses across industries as automations replace tasks once done by humans. While fears of automation in the workforce have been a common occurrence for blue-collar workers for years,

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AI is now threatening new industries in typically more selective or higher-educated sectors. It's creating a strange paradox, economic growth fueled by technology that could upend the very jobs it depends on. In fact, AI-related investments accounted for nearly 92% of U.S. GDP growth in the first half of 2025, according to Yahoo Finance. That shows how central AI already is to the U.S. economy and that it's not something that's going to go away.

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So the question isn't whether we'll live and work alongside AI. It's already happening. The question for education is how do we prepare for it? If AI is shaping the economy we're studying to enter, what do professors and students consider the ethical way to use it? That's something we'll come back to later, but it's worth keeping in mind now. AI isn't just a classroom tool. It's a force shaping the world that these classrooms are training us for.

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Security and privacy are also part of this picture. Every time we use AI, data is collected. Things like what we ask, how we write, and what we create. The University of Illinois College of Education points out that while AI can, quote, inspire and foster creativity, it also comes with privacy and security concerns, bias in algorithms, and the potential to rely too heavily on technology at the expense of student-teacher interactions.

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That's a pretty balanced way to say it. Useful, but risky if we stop thinking critically about how it's used. There's another side we don't always think about, the environmental cost. AI depends on huge amounts of computing power, which takes energy, cooling, and water. Behind every quick response is a data center somewhere running 24-7. There's even a genuine belief that alternative forms of energy, previous thought to be obsolete,

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be forced to make a major comeback in order to supply the energy demands that AI is creating. Goldman Sachs estimates that, quote, global power demand from data centers will increase 50% by 2027 and as much as 165% by the end of the decade. So while AI might save time for students, it uses real resources that affect the planet. Education has to include that in the ethical conversation too, not just what AI can do, but what it costs to keep running.

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Here's one example of how it can be used in a positive way. The music you're hearing right now isn't written by a person, it's AI generated. It's free, fast, and easy to use. For students, that can be a helpful creative tool. It doesn't take away creativity, it adds options. Instead of forcing students to pay for licensed work, it can enhance projects and let students focus on their messaging or storytelling instead of technical or financial barriers. Used in this way, AI can open new opportunities if it's used with intention.

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And that's really the key, intention. In schools, AI is already being tested for grading, tutoring, and giving feedback. Some teachers see it as extra help, but others still see it as a threat to foundational skills. The Stanford report suggests that, quote, teach with AI, not through it. So in other words, use it as a partner in learning and not a shortcut that skips over it. Personally, I think the value of learning comes from the process, not just the result.

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AI can make things faster, sure, but sometimes that speed cuts out the part where you actually figure things out for yourself. And that's the part that sticks. The challenges, the mistakes, the problem solving. Every time a new technology entered education, people had to decide what was fair and what wasn't. When calculators appeared, we drew new lines. When the internet came, we adjusted again. Now AI forces us to make another call. Not just can we use it, but should we? And if so, how?

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The Stanford Institute says that we have a chance to get it right. That means using AI tools to rethink how to learn, not replace it. So the point for all of us, students, teachers, and schools, isn't about avoiding AI, it's about using it responsibly, with awareness of what's gained and what might be lost. As I said earlier, AI is already part of classrooms across the country. A Forbes survey found that more than half of teachers believe it's had a possible effect on learning.

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and younger educators are leading the way in adopting new tools. Additionally, only one in out of every five teachers surveyed said they believed it was having a negative effect. From adaptive learning

platforms to automated grading systems and AI-powered educational games, the technology is being used to personalize lessons, save time, and support students in new ways. These tools don't just make education faster, they can make it more flexible, adapting to each student's pace and needs.

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But even as teachers experiment with AI, they're aware of the trade-offs. Many have seen students use generative AI to cheat, and others worry about the loss of human interaction in classrooms already shaped by screens. There are also deeper concerns about privacy, bias, and unequal access that go beyond one assignment or test. While concepts like unequal access add an additional layer of issues that we have yet to address, this isn't necessarily a new problem in the world of education.

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In advanced middle school or some high school classes, lots of students may not have the means to purchase as advanced of a calculator as other students. Or in college, some might have the same issue with textbooks. So teachers are left balancing innovation with integrity, trying to keep learning honest without closing the door on technology entirely. Organizations like the U.S. Department of Education and UNESCO have both called for a human-centered approach to AI in schools.

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This means keeping educators involved in designing and guiding these tools, rather than letting algorithms take their place. Even companies are responding. In 2024, OpenAI launched ChatGPT EDU, a version made specifically for colleges with stronger privacy concerns and controls over classroom-focused features. These kinds of efforts show that AI doesn't have to replace education it can evolve alongside it if we set the right boundaries.

00:32:09 Tate

Almost every teacher surveyed by Forbes said they wanted more education on how to use AI ethically, and that might be the most important takeaway. Getting it right isn't about banning AI or blindly embracing it. It's about learning how to live and work with it responsibly. That means teaching students how to question what AI produces, when to rely on it, and when to step away. It means giving educators the tools to guide that conversation. In the end,

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AI will probably never take center stage in education, and it really shouldn't. But it will keep growing, shaping how we teach, learn, and how we think about knowledge itself. The challenge for all of us isn't to stop the technology. It's to decide what kind of learning we want to protect as it moves forward. If we can do that, keep curiosity, effort, and honesty at the center, then maybe we can make it work for learning, not against it.

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AI isn't going away, and neither is education. The challenge now is balance, using these tools, understanding more, not to think less. If schools, teachers, and students can find that balance, then maybe technology won't replace learning at all. It'll just help us do better. That was Talks with Tate, presented by multivodalcomposition.com. Special thanks to our partner, Pixabay, for sponsoring the audio. And for more information, visit our website.