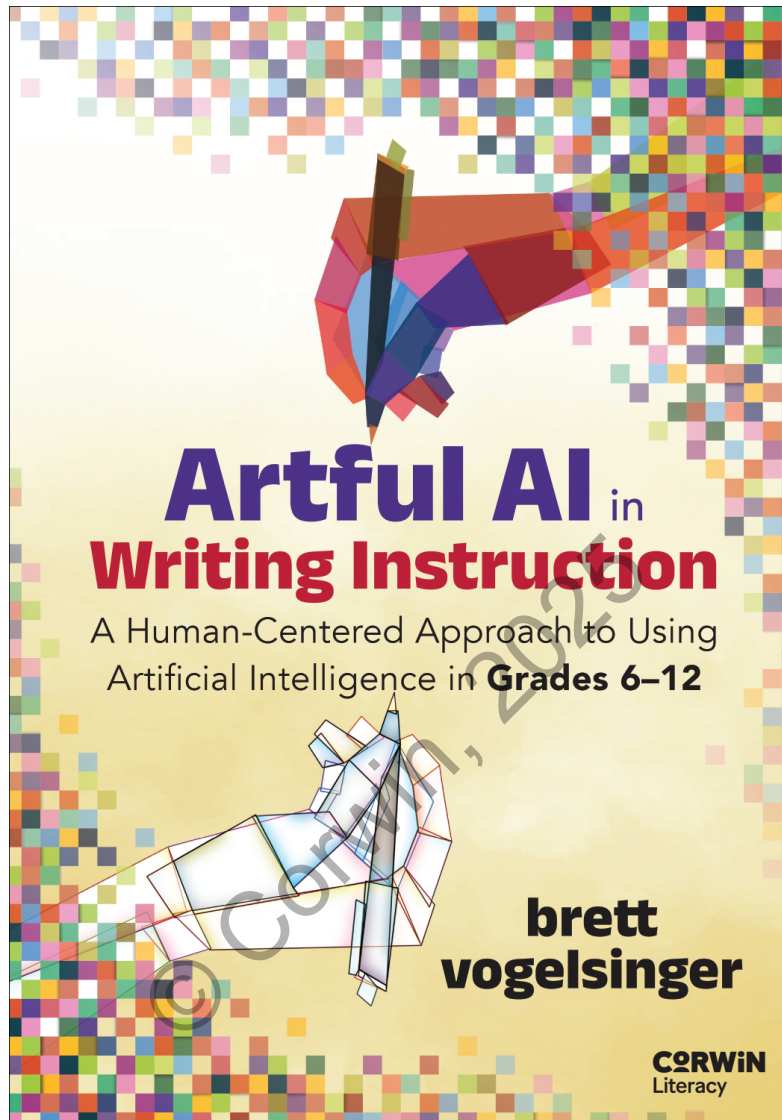


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Book Study Discussion Guide

Please enjoy this complimentary book study discussion guide for use with *Artful AI in Writing Instruction: A Human-Centered Approach to Using Artificial Intelligence in Grades 6–12* by Brett Vogelsinger.

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AUTHOR'S NOTE

When I set out to write this book about artificial intelligence (AI), it was from a place of uncertainty, as I unapologetically note in the opening paragraphs. I do not think that's a bad place to be when approaching something unfamiliar, and you too may be approaching this book with uncertainty about how to articulate what you are witnessing in the classroom, in your own use of this technology, and in the world. One thing is for sure: It feels like a sea change in what we expect from teachers, particularly those who center writing. And in robust school systems, it is not just English teachers who position writing at the center of learning experiences.

What I aspire to do with this book is give you an array of possibilities that are practical and tested. I do not aspire for all classrooms to apply the ideas in identical ways. You know your classrooms, schools, and systems better than I do. What I hope you can take from this book is not just the practical things to do but also the big questions to continue grappling with in the weeks and years ahead and the underlying principles that will help you, as individuals and groups, to communicate well with students and guide them in ways that help them *to grow in authentic ways* rather than *to replace themselves with something artificial*.

I have seen that AI can help us to challenge obvious thoughts and nudge us towards more nuanced and creative thinking, but it takes some planning, thinking, and restraint as we engage with AI to make this happen.

My hope is that this guide, which offers discussion questions organized by chapter, will facilitate group discussions that respect even conflicting perspectives. I hope it will help individuals and institutions coalesce around a vision for what writing instruction looks like in a new era. Most of all, I hope your discussions will embed the new skills this technology necessitates into the fundamental truths we know about teaching humans to write with vigor and voice. The vision you create will be yours, but I hope that this book and its discussion guide will throw sparks that help you find your way.

Sincerely,
Brett Vogelsinger

INTRODUCTION

1. On the first page of the book, I note that I am neither an AI enthusiast nor an AI denier. Where do you fall on the following continuum right now and why?

AI Denier  *AI Enthusiast*

2. The second full paragraph on page 4 begins, “Humans are artful beings.” What do you love about this fundamental truth about being human? How do you see AI impacting this right now?

3. Referencing page 7, what does it mean to be a “humble explorer” of AI? What are some curiosities that you hope this book will address?

CHAPTER 1: PREPARING FOR ARTFUL CHOICES

1. On page 20, which of the five foundational values do you feel requires the most attention right now in your classroom, school, or system, and why?
2. On page 21, what do you notice about this list of questions for class discussion? Which could you see being most useful to discuss with your students?
3. As you consider the diagram of the writing process on page 24, do you feel more comfortable with applying AI at certain stages? Elaborate on your reasoning.

CHAPTER 2: PREWRITING WITH AI AS A PARTNER

1. As a writer, are you a gardener or an architect? (See pages 28–29). Of the four listed reflection questions on page 29, which gives you the greatest pause and why?
2. Consider the sample AI interaction on pages 33–35. Then go back and discuss the four bulleted questions on page 32.

Recurring Questions

Starting with Chapter 2, you'll see the following recurring questions throughout this study guide to help you find what is most useful and striking from the use-tomorrow lessons and from the other voices I have invited into this book. My hope is that the interviews and AI interactions push your thinking beyond my own experiences and perspective, illuminating new ideas.

- Which lesson in this chapter is most relevant to students in your class, school, or system, and why?
- Highlight a line that stands out to you from the Teacher Voices, What My Students Say, or Bot Thoughts section of this chapter. What makes this line so important as we consider AI in writing instruction?

CHAPTER 3: DRAFTING AND CRAFTING WITH AI

1. Discuss Joseph Fasano's poem "For the Student Who Used AI to Write a Paper" on page 57. What resonates most with you in this poem?
2. Consider the three big ideas on page 59. Which of these big ideas needs to be in front of students more explicitly or more often? Why?

Recurring Questions

- Which lesson in this chapter is most relevant to students in your class, school, or system, and why?
- Highlight a line that stands out to you from the Teacher Voices, What My Students Say, or Bot Thoughts section of this chapter. What makes this line so important as we consider AI in writing instruction?

CHAPTER 4: IMPROVING SYNTAX AND DICTION WITH AI

1. Have your students been impressed with or disappointed by the text they can create with AI? What are they saying about this technology right now?
2. How might you incorporate a song lyrics activity, such as the one described on pages 88 and 89, into a learning experience for students that is already part of one of your units?

Recurring Questions

- Which lesson in this chapter is most relevant to students in your class, school, or system, and why?
- Highlight a line that stands out to you from the Teacher Voices, What My Students Say, or Bot Thoughts section of this chapter. What makes this line so important as we consider AI in writing instruction?

CHAPTER 5: OFFERING FEEDBACK TECHNIQUES WITH AI

1. Consider the research and data on page 121. What confirms your observations about AI feedback? What surprises you? What other recent research challenges or reaffirms the research recorded here?
2. On pages 124–25, teacher Jen Roberts talks about how she uses AI-generated feedback in classroom practice. What stands out to you about this example as particularly important or useful?
3. Consider “A Writing Teacher’s Reflection” on page 138, which emphasizes a skill that “transcends artificial intelligence and has always been important.” What does the role of AI in shaping student writing reveal about the core elements of strong writing and instruction that have stood the test of time?

Recurring Questions

- Which lesson in this chapter is most relevant to students in your class, school, or system, and why?
- Highlight a line that stands out to you from the Teacher Voices, What My Students Say, or Bot Thoughts section of this chapter. What makes this line so important as we consider AI in writing instruction?

CHAPTER 6: CREATING STUDENT GUIDES AND OPPORTUNITIES FOR PRACTICE

1. How do the marginal notes on pages 157–161 help to clarify what artificial intelligence can do to create helpful guides?

2. Compare and contrast Marcus's perspective as a teacher with Leo's perspective as a student. What seems most important to your work in these two interviews?

CHAPTER 7: SIX PRINCIPLES TO MOVE FORWARD IN WRITING INSTRUCTION WITH AI

1. Which of the six principles to move forward will be most helpful to you and why? Explain how you will practically apply it in the context of your class, school, or system.
2. Based on your own experiences with artificial intelligence so far, what is another principle you would add to this chapter?
3. How has reading this book shaped or changed your perceptions and expectations of AI use in Grades 6–12?

SUPPLEMENTARY MATERIALS

1. Is your school system using a particular generative AI resource within its technology ecosystem? If so, use a T chart to list the pros and cons of this particular AI resource that you have noticed so far. Then, list questions you would like to ask about the resource. Talk with a colleague with the goal of identifying any untapped possibilities within this resource that you might try based on your reading of this book.
5. Despite our best efforts at framing artificial intelligence well and modeling responsible use, students can easily go astray and use this technology to misrepresent what they know and can do. Take a look at Brett's article "[When AI Wrote the Essay: Four Strategies to Address AI Cheating With Students.](#)" What is one practical approach here that you can see yourself using to talk to students about the dishonest use of artificial intelligence?

Do you have additional thoughts or questions? Reach out to Brett at his website brettvogelsinger.com, where you can find his email address on the "Contact Me" page.