

**From:** Brenda Torney  
**Sent:** Monday, April 9, 2018 10:31 AM  
**To:** Faculty  
**Subject:** TLC News

Dear colleagues,

On Friday afternoon, *The Guardian* newspaper ran a potentially alarming story on its website. Researchers from MIT's Media Lab have reportedly created a headset which "can transcribe words that wearers verbalise internally but do not say out loud". Apparently, the device's electrodes can pick up "subtle neuromuscular signals" and, with the help of Artificial Intelligence (AI), "hear" our internal monologues. Here's the story:

[https://www.theguardian.com/technology/2018/apr/06/researchers-develop-device-that-can-hear-your-internal-voice?CMP=tw\\_t\\_gu&\\_twitter\\_impression=true](https://www.theguardian.com/technology/2018/apr/06/researchers-develop-device-that-can-hear-your-internal-voice?CMP=tw_t_gu&_twitter_impression=true)

Needless to say, such a development in wearable technology has potentially vast implications for everything we do in the classroom. For some, who speculate about how we can assess what and how students are learning, this is a possible goldmine of direct feedback: "Hooray! We know exactly what students are thinking!". For others, this is enough to provoke an existential crisis – what would the fully AI-enabled classroom actually look like? How on earth can pedagogy speak to *both* internal *and* external voices at the same time? That's without even thinking about plagiarism....

This admittedly dramatic example emerged in the news after president Emmanuel Macron's recent commitment to securing French leadership in the innovation of Artificial Intelligence and it does seem that computer assisted thinking is set to play a more significant role in our lives in at least the medium to-long terms (<https://www.wired.com/story/emmanuel-macron-talks-to-wired-about-frances-ai-strategy/>). This naturally has implications too for our graduates and the extent to which they'll be expected to inhabit professional spaces infused with AI technologies.

In an interesting article last weekend, also penned for *The Guardian* (<https://www.theguardian.com/commentisfree/2018/apr/01/revolution-in-our-sense-of-self-sunday-essay>), the Warwick Business School professor Nick Chater ponders the interrelation between computer and human intelligence and argues:

The spectacular improvisation of the human mind is, I believe, the core of human intelligence and the ability that allows us to deal so successfully with the complex, open-ended challenges thrown at us by our physical environment and the social world. AI and robotics have succeeded precisely where those improvisational abilities are not required: in the pristine worlds of chess, Go and car assembly plants, for example. Don't be fooled: the "rise of the robots" is no more than super-sophisticated automation. The amazing creativity of your brain, as it helps us improvise our way through daily life, won't be replicated in silicon in the near future, perhaps never.

According to Chater, then, it looks like our graduates, and us profs, will still have a role to play in future society. It does seem, however, that the interdependence between these two manners of thinking will be something that will only become more significant as the years go by.

Needless to say, your TLC will be monitoring such developments, and their impact on the classroom, closely. Whether we'll be wearing our neuromuscular monitoring headsets while we do so has yet to be agreed upon.

**Upcoming TLC events include:**

**TLC lunches: Wed. 12:15-1:15 (G-102) – Bring your lunch**

11 April *Giving and Receiving Feedback*, facilitated by Mark Ennis and Rebekah Rast

What is it we do when we give and receive feedback? During this lunch conversation, we will discuss feedback from multiple perspectives, including professor to student, student to professor, student to student, and professor to professor. How do we give feedback effectively and responsibly? How do we process feedback from students and colleagues? The discussion will touch upon frameworks for effective and responsible feedback, including underlying concepts and techniques, as well as practical strategies for giving and receiving feedback.

25 April *How to build well-integrated FirstBridge and co-taught courses*, facilitated by Elena Berg and Elizabeth Kinne

**Second Mellon Seminar of the semester:**

17 April – 6pm in C-102 *Active/Experiential Learning Projects*, facilitated by Russell Williams and Hannah Westley

That's all from us for now. Bonne semaine.

Your TLC

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