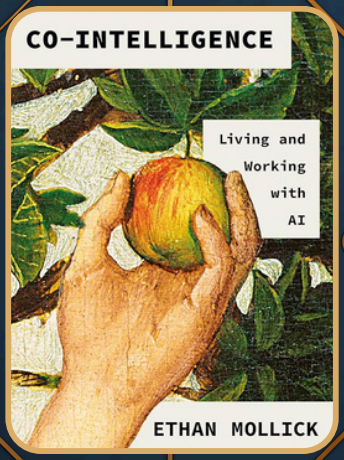
CSU WRITES
COLORADO STATE UNIVERSITY

Book Club Discussion Guide



Chapter 1: Creating Alien Minds

The history and architecture of generative AI, especially Large Language Models (LLMs), and their difference from traditional software.

- How does understanding the architecture of LLMs change your perception of their capabilities and limitations?
- What are the implications of AI hallucinations in academic work (teaching, learning, research, administration)?

Chapter 2: Aligning the Alien

The challenges of aligning AI behavior with human values, including the use of guardrails and reinforcement learning.

- What ethical concerns arise when AI systems are trained to avoid certain topics?
- How do we balance innovation with responsible use in academic settings?

Chapter 3: Four Rules for Co-Intelligence

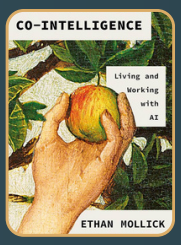
Mollick's principles for working with AI: invite it in, stay in the loop, define its persona, and assume it will improve.

- Which of Mollick's four rules resonates most with your current work?
- How would you adjust these principles to serve your own AI professional development?
- How might these rules guide responsible AI integration in research or teaching?

Chapter 4: AI as a Person

AI can appear sentient and there are psychological effects of interacting with seemingly "intelligent" systems.

- What risks or benefits come from anthropomorphizing AI?
- How might this affect trust in AI-generated academic content?



Chapter 5: AI as a Creative

AI's reshapes our notion of creativity even as it cannot understand or explain its outputs.

- How might AI reshape creative scholarly practices like writing, design, or ideation?
- What does it mean for academic integrity when AI can produce plausible but unverifiable content?

Chapter 6: AI as a Coworker

AI will change tasks within jobs, and our relationship to technology will be more like "centaurs" and "cyborgs."

- How could AI augment your current role or research workflow?
- What are the risks of over-reliance on AI in collaborative academic environments?

Chapter 7: AI as a Tutor

Grappling with AI's potential for education, including flipped classrooms and personalized learning.

- How might AI change the role of instructors and learners in higher education?
- What are the limitations of AI as a tutor, especially in fostering deep learning?

Chapter 8: AI as a Coach

AI's role in mentoring and skill development, and the risks of losing traditional pathways to expertise.

- Can AI support reflective practice and growth in academic careers?
- What might be lost if AI replaces early-career learning experiences?

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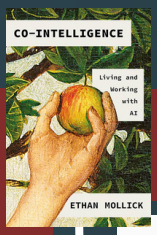

Chapter 9: AI as Our Future

Four scenarios for AI's future: stagnation, slow growth, exponential growth, and sentience.

- Which future scenario feels most plausible to you, and why?
- How should universities prepare for each of these possibilities?

Epilogue: AI as Us

AI reflects human knowledge and biases, and the need for critical human engagement.

- How can researchers ensure that AI tools reflect inclusive and ethical values?
- What role should universities play in shaping the future of how humans engage with GenAI?

General Discussion Questions
(AI at CSU and in Higher Education)

- How do you think should universities balance innovation with ethical responsibility in adopting GenAI?
- What new literacies or skills should researchers, students, and staff develop to work effectively with GenAI? (especially in light of the recent CSU Ignites AI event and the launch of RamGPT)
- How do you understand that GenAI might reshape scholarly publishing, peer review, and academic authorship?
- What institutional policies or supports do we need to guide responsible GenAI use at CSU? What would you find most helpful?
- How do you understand GenAI can be used to promote better informed conversations across differences, open inquiry, and academic freedom?

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