

Maria Carter-Gianinni

AP U.S. History Teacher at Mountain View High School

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00;00;01;06 - 00;00;10;22

Speaker 1

Okay, so I'm just starting things off. Why did you begin to teach at Mountain View? And then just briefly, how did you pursue education as your career?

00;00;10;24 - 00;00;35;12

Speaker 2

So I came to Mountain View after having my kids. I had taken some time off. I had worked at Monta vista for a while. And then I was ready to come back into the teaching profession. And it's been a few years, and so that was 11 or 12 years ago, at this point, how I came to education, we call it the family business.

00;00;35;14 - 00;00;51;00

Speaker 2

And my family, both my parents were teachers. My dad was actually an APUSH teacher as well at Silver Creek. Then my mom taught elementary school.

00;00;51;02 - 00;01;04;12

Speaker 1

And then, have you seen a certain pattern of plagiarism and student cheating, like, has it always been consistent throughout your career or, like, were there periods where student cheating was more common or not common at all?

00;01;04;15 - 00;01;34;07

Speaker 2

Yeah, I feel like it's definitely become more common. And I think part of the challenge is tracking it. Like before it was more, you know, students sharing information. So we would use things like [turnitin.com](https://www.turnitin.com) and it would flag that, whereas now it feels much more rampant with the obvious ChatGPT because it's so accessible and it really felt like it went from a few isolated cases to just dozens and dozens of cases.

00;01;34;07 - 00;01;51;04

Speaker 2

And so that now it's become just so prevalent. So yeah, definitely feels like recently there's been a lot more about more issues. But yeah, before that, I think it did kind of ebb and flow, to some extent. But yeah, it's much, much more prevalent now.

00;01;51;06 - 00;01;56;06

Speaker 1

Was this like, correlated with the increasing use of computers in classrooms?

00;01;56;08 - 00;02;18;02

Speaker 2

I do think that's part of it. And then I do think the other part of it is where technology and tools like that just became a lot more accessible. I think initially it was a certain type of student that, you know, knew about ChatGPT or AI tools like that and was using it. And then it was like a switch flipped and that it was like, oh, gosh.

00;02;18;05 - 00;02;35;22

Speaker 2

Like we were seeing it just in huge numbers. So something seemed to have changed, I would say not just last school year, but the year before. So we had started seeing some kind of isolated cases of it. And then it really just kind of blew up last year.

00;02;35;24 - 00;02;47;01

Speaker 1

And then I guess, what kind of patterns did you use to try and recognize AI? what stands out to you as, like more AI than student work?

00;02;47;03 - 00;03;20;27

Speaker 2

Yeah, there's certain things that we have found that AI does, that are not necessarily things that students would do. Right. Like something that I do see a lot is that like if

there's a court case, it always puts the year in parentheses. And, you know, just kind of small things like that. And we started kind of picking up on, and the biggest thing is just, you know, the student voice changes, pretty substantially.

00;03;20;29 - 00;03;43;23

Speaker 2

And then we've, we've just gotten more tools that allow us to look at the editing history a lot more efficiently. In the last year or two. So we have a program which will basically give me an animation of how students are typing in their document. And so it'll tell me if there's a lot of, like, copy and pasting happening and it'll tell me exactly what time that happened.

00;03;43;23 - 00;04;05;15

Speaker 2

And so then I can go into the Google document and then I can look and see. It's very arduous, it takes so much time to go through it all. But then I can kind of see like, okay, what's happening? Like, okay, there's a huge paragraph that's showing up and it's not like they're typing it. And then these tools will also tell you how long a student spent on a document.

00;04;05;18 - 00;04;25;21

Speaker 2

And in fact, this happened with, one of our, our practice DBQ essays this year too, that, you know, I had some students that it was like, it's not possible for you to have completed this essay and, you know, 15 minutes. So let's have a conversation about, you know, what's happening there. So those are some of the ways that we kind of suss it out.

00;04;25;24 - 00;04;43;02

Speaker 2

And then I think it just became easier for me to be like, I don't want to spend all of these hours. I don't even want to think about how many hours I have spent, like trying to track down all of the stuff so that going to do things on paper just seemed like a better, a better route for me.

00;04;43;04 - 00;04;50;07

Speaker 1

Do you rely more on just like these? Kind of like, I guess, like editing history rather than like the AI checkers that you have online?

00;04;50;10 - 00;05;12;00

Speaker 2

Yeah, I mean, I've tried some of the AI checkers and they just don't seem very, very good at all. Turnitin had one and it was notoriously unreliable. Like, we had another teacher that she had had a student that had admitted, yes, I used to work for this concept map. And so we use that as a test.

00;05;12;03 - 00;05;29;10

Speaker 2

And so we put it in through turnitin, and it did not come back as AI generated. It was like, well we know it is generated. So that's not working. There used to be like a query you could put into ChatGPT like you could copy and paste whatever the student wrote and put it into ChatGPT and say, did you write this?

00;05;29;13 - 00;05;47;15

Speaker 2

But I found that that was pretty unreliable as well. So I think the tools are just having a really hard time keeping up with, like you mentioned, that technology is changing so quickly. And I think they just can't keep up. So it does kind of take a human eye. Yeah. More so to, to kind of catch it.

00;05;47;17 - 00;05;53;22

Speaker 1

And then, what do you think is most often lost when students begin to rely heavily on AI tools?

00;05;53;24 - 00;06;26;19

Speaker 2

I mean, the biggest thing is critical thinking, right? I think it's one thing to use ChatGPT, as you know, hey, I want to check my work or I want to maybe generate some ideas, but not do the entire assignment. Because especially with U.S. history, it's so important for students to sit with these questions, right? And let them kind of stew and marinate and like, what is the change in continuity over time about, you know, immigration and to kind of sit with those, those big questions and to think about, you know, what is the impact of history.

00;06;26;19 - 00;06;50;17

Speaker 2

And if you're just shoving it into AI, that whole thought process and skill is lost. And so that ability to question, I think is, is really scary as an older person to see, you know, this new generation is like, are they going to question the sources that they're seeing around them, like on the news? And is that going to lead to a lack of questioning the things that they're seeing around them?

00;06;50;17 - 00;07;12;02

Speaker 2

So not just, you know, in education, but as kind of a wider lens too. So I think that critical thinking is is definitely my biggest, biggest worry and concern, because again, it's one thing if you're using it to kind of check things, but when you're having I do the actual thinking for you that it's like, what are you actually getting out of, out of your education?

00;07;12;03 - 00;07;29;21

Speaker 2

I know this has become a really big question at the college level, because it's being used so, so clearly. And there's definitely a lot of students that I've seen in interviews and podcasts and stuff that are, you know, pretty unapologetic about it. Like, yeah, I just want to get in and out. I want to get my college degree and leave.

00;07;29;21 - 00;07;51;18

Speaker 2

And it doesn't mean anything to me because I'm going to go, you know, work wherever. And so that's that's really sad to hear for sure, as an educator. So I think it's really just

it's going to kind of boil down to what do you want out of your education? And if it's not to question things around you, it's that's that's depressing for me.

00;07;51;20 - 00;08;12;29

Speaker 1

And then like to follow up to that, do you think going kind of like more paper although like, I know that you've kind of started going more digital now for a little bit of the assignments, but just like do you think like having like paper project, like the timelines and then I guess, like those are more fun, but like the hand turkeys, like they're the best way or like one way you found to combat this loss.

00;08;12;29 - 00;08;17;27

Speaker 1

And, what would you think are some other ways to, combat a loss of critical thinking?

00;08;17;27 - 00;08;40;10

Speaker 2

Yeah. I mean, part of it was kind of twofold, like not just about the I, stuff, but just the level of distraction. Like the digital devices are super convenient, right? Like I can make changes to a document and then push it out to you like 10s later, rather than printing something out and going to the copy machine and then seeing I have a typo on my copy and going back and doing it again.

00;08;40;10 - 00;09;06;08

Speaker 2

And it's a really arduous process, but just the level of distraction was really becoming a problem, right? Like, you know, you have students on, you know, Amazon and Tetris and all of these things. And so it's really hard to manage all of that as you've got a room of, you know, 32, 33, 34 students. So it wasn't just the AI stuff, but it definitely has helped, I think, a lot.

00;09;06;10 - 00;09;27;28

Speaker 2

And yeah, it does make things, I think a little bit more interactive, like the case and those kinds of paper projects. So yeah, that's obviously one of the biggest things that we changed. We also went to the homework quizzes. So that's a way for us to see, you know, you could absolutely use to judge you doing the entirety of your homework.

00;09;28;00 - 00;09;54;00

Speaker 2

But if you haven't really done it, can you answer an SAQ type question when you come in for the homework quiz? So doing more, kind of questions like that to see if the understanding of the comprehension is there. So those are a couple of the things that we've done this year. Also trying to move more to, you know, chatting at your tables and doing discussions and making sure that people are still kind of going through that critical thinking process.

00;09;54;02 - 00;10;03;02

Speaker 1

And just to go back a little bit, did technologies in classrooms become more prevalent, like after Covid, or was it also kind of before?

00;10;03;04 - 00;10;29;23

Speaker 2

I mean, it was before, but I think we had to rely on technology. So much, during Covid. You know, I mean, it really takes you back to like, the breakout rooms and the zoom and like, no one having their camera on. And there were some parts of it that were easier for sure. But yeah, I think we just became so reliant on it and I know more even like younger kids.

00;10;29;25 - 00;10;49;09

Speaker 2

Right? You know, you've got, you know, now kindergartners and first graders on devices for multiple hours a day during, during Covid school. And that has a huge impact too. So then you've got four kids being on phones and iPads and, you know, that sort of thing. So that to some extent is a detriment. I mean, in another way, it wasn't right.

00;10;49;09 - 00;11;08;29

Speaker 2

It was a good way to, like, keep in contact with people in a safe way. But yeah, I do think that that was absolutely the watershed moment. It, you know, then we were all on canvas and or Google Classroom or, you know, whatever teachers were choosing to do. But it does feel like we did a lot more of our instruction using those kinds of online tools.

00;11;08;29 - 00;11;10;27

Speaker 2

For sure.

00;11;11;00 - 00;11;24;11

Speaker 1

And what do you think effective teaching will look like for Mountain View specifically in the future and just, like, do you think all teachers should have a unified approach or like each class should have a different approach?

00;11;24;13 - 00;11;45;25

Speaker 2

It's such a good question. Yeah, I don't know. Our district is definitely leaning heavily on this program called constructing meaning. I don't know if you've heard of it. But basically they're trying to get all the teachers trained on this program, and it's a way to get more students to talk. So it's like it's called structured student talk.

00;11;45;27 - 00;12;06;22

Speaker 2

So using, like, talking sticks, I dunno if you've seen that in other places like the little chips where you turn them over. If you've talked. So a lot of that is happening at our district really just trying to get things more interactive, getting more students involved, in kind of the classroom experience. So that's one thing that's, that's happening.

00;12;06;24 - 00;12;28;01

Speaker 2

Yeah. It does always feel like we're building the plane as we're as we're flying, you know? So it's just a constant adjustment, you know, and, you know, it's not just I. Right.

You know, before it was, you know, just the internet in general, like it was Google. Right. And so we're always kind of adjusting and trying to roll with what students are doing.

00;12;28;01 - 00;12;53;23

Speaker 2

And obviously it's not all bad. Right? There's such great resources available. We just need to make sure that, you know, what we're seeing is what we're seeing. We're seeing right. Being, you know, as students work so we know that they're doing the processing, and I'm sure just more of that will be happening. My husband actually works in tech, and he loves to scare me and be like, oh, just wait until they come in with the meta glasses and I was just like, stop talking to me.

00;12;53;26 - 00;13;15;13

Speaker 2

It's too stressful for me. So I think it is just going to keep happening and we're just going to have to keep, keep rolling and adjusting. But I know there are a lot more teachers that are doing what I'm doing right. **In fact, I reached out to other members of my department that had already gone back to paper and limiting the use of devices.**

00;13;15;13 - 00;13;23;27

Speaker 2

And so it's nice that we can kind of lean on each other and kind of share ideas. And so I think that will have to keep happening. As well.

00;13;23;29 - 00;13;32;17

Speaker 1

And do you think in the future you will continue the paper approach? Because I do know it's a lot of, like passing out and grading and collecting.

00;13;32;17 - 00;13;51;02

Speaker 2

It is, you know, a lot of work. **Yeah. I'm kind of using this year as kind of a test, to see how it works. I have been happy with it. I mean, we did. I'm sure you noticed, like, at the**

beginning, it was like you were handwriting all the notes. Yeah. And then it was like, oh, this isn't working at all.

00;13;51;05 - 00;14;08;21

Speaker 2

Like, this is taking away too long. And people are, like, shaking their hands, like their wrists are going to fall off. So I've been kind of, you know, incorporating some kind of changes as we go. So I think it is working a little bit better. So I think I'm probably going to stick with it. Unless something really weird happened.

00;14;08;27 - 00;14;30;13

Speaker 2

Yeah. And we even talked about it as a department, or as a course team. One of the big changes we made was this concept map. And so what they're doing with the concept map is trying to link different fluency facts together and explain how they're, you know, they use a skills comparison, CCOT, all that stuff.

00;14;30;16 - 00;14;51;22

Speaker 2

And so we changed it to the theme journal, this year, you notice that's all on. That's all on paper. For everybody. And kind of our rationale was like, yep, they might be using ChatGPT, but if they have to handwrite it at least, maybe that handwriting process will help them, like incorporate it into their long term memories.

00;14;51;22 - 00;15;03;03

Speaker 2

So we're just kind of like, oh, maybe, maybe we're not stopping it. But trying to kind of disrupt it as much as we can and just get some of that deeper learning to still happen.

00;15;03;05 - 00;15;14;04

Speaker 1

Actually, just a bit of a slight tangent but my sister was in the class of '25. And so when I told her about all these, like the theme journal or like the homework quizzes, she was so confused as she didn't do any of them.

00;15;14;04 - 00;15;15;15

Speaker 2

Like, what are you talking about?

00;15;15;17 - 00;15;19;06

Speaker 1

She was talking about her concept map, actually.

00;15;19;09 - 00;15;38;29

Speaker 2

I know, we loved it. It was. I felt like it was such a great assignment because it's so helpful on the AP exam because students can like and said, oh, that was really helpful because basically, you know, you've got a prompt and it's really asking you to, you know, come up with a list of evidence that will line up with this idea, like immigration or, you know, federal power or whatever.

00;15;39;01 - 00;16;01;24

Speaker 2

And so that was a really great way to do it. And so students hated it while they were doing it. But after the AP exam, the concept map was so great. But then we just had so many cases at the end of the year, and it was just like, we can't do that. Like we're spending like, I, but I spent a solid week going through all of these and like trying to figure out like what was going on in these documents.

00;16;01;24 - 00;16;30;06

Speaker 2

And it was like, this is just not a good use of my time when I can use this to actually be giving them feedback on essays or creating new, you know, lessons or assignments or whatever it's like. And it's just so it's so intensive and just honestly just demoralizing, like it's, you know, it's not fun to have those those conversations and, you know, yeah, it just made it really, unfortunate, you know, that it was like, okay, here's what we wanted.

00;16;30;06 - 00;16;50;18

Speaker 2

Students get out of this assignment. And clearly there's a whole chunk of students that are not right. They're just listening to activity. And so they're not getting the skill. And so why are we spending all this time and energy on it? So I don't know if we'll keep the theme journal. I mean, we'll kind of revisit it as a, as a team over the summer and see how we feel about it.

00;16;50;20 - 00;16;57;21

Speaker 2

But we feel like it is doing a similar kind of thing and a similar kind of skill that that the content map did.

00;16;57;23 - 00;17;07;21

Speaker 1

And is there like a discrepancy you noticed between like, I guess, like grades or like AP exam scores or just kind of trends, like, are they going up or down or?

00;17;07;27 - 00;17;31;03

Speaker 2

I mean, it's hard, it's hard to say, because the College Board changed the rubric. So dramatically. So it is a lot easier to pass the test. So it's kind of unfortunate that they did that right alongside the rise of ChatGPT because I know that was something that a lot of educators were looking at, like, are these scores going to go down because students are relying on ChatGPT so much?

00;17;31;05 - 00;17;55;28

Speaker 2

And they didn't necessarily see that, but it also coincided with these new rubrics. So I don't think we can really look at the exam as kind of a bellwether, you know, thermometer in terms of that. We do see, you know, I've talked to other teachers too, that that critical thinking piece like the questioning of things, is getting harder to get students to do.

00;17;55;28 - 00;18;13;01

Speaker 2

So I think that skill is being lost to some extent. I don't think it's a lost cause or anything, at this point. But we just have to bake in other different ways to, to practice those skills that are like ChatGPT proof. Yeah. Which is really hard.

00;18;13;03 - 00;18;21;19

Speaker 1

Do you have any specific policy that you wish the school would really mandate, but just like try and implement into the school.

00;18;21;19 - 00;18;49;07

Speaker 2

Just such a great question. It did become really tricky because we had so many cases last year. And so basically there's one, administrator or vice principal that is just doing the junior class. Of course, we all had juniors, so we were all sending all these cases to this poor one, one administrator. And sometimes it just depends on the administrator that you're dealing with.

00;18;49;07 - 00;19;11;18

Speaker 2

So sometimes I wish there was just a more cohesive, plan, about it just because with their different personalities, they deal with it in different ways. And, you know, sometimes we will be like, hey, here, all these cases and here I have all of this proof. Here are the screenshots. Happy birthday. Like, worst gift ever.

00;19;11;20 - 00;19;39;28

Speaker 2

You know, sometimes we don't hear back and you know, admin too I think is trying to roll with it because again, everything's changing so quickly. But sometimes it does feel like teachers are we're kind of on our own, to some extent, partially because there's, there's not a great cohesive, kind of system that, you know, some teachers are and I totally get it, you know, that they're just like, well, like not going to I'm not going to deal with this.

00;19;39;28 - 00;19;59;24

Speaker 2

I'm just going to just assume this is their work and I'm going to grade it as is, which I totally get, especially after we spent all of that time like, it felt like forensics, like all these documents. So I totally get people that are like, nope, I am not going to worry about this. That's that's on them, to, you know, make the best decisions they can.

00;19;59;26 - 00;20;18;08

Speaker 2

And, you know, I don't know what the answer is. I mean, it's so hard because you don't want to go too hard. The other direction, too. You know, you're still students. Like, this is the time and place to, you know, make mistakes rather than at the college level. When things get a little bit scarier in terms of consequences and, and that sort of thing.

00;20;18;08 - 00;20;38;07

Speaker 2

But I think just if you can have administrations back up, the teachers, as strenuously kind of as they can get. Yeah, it's that's a great question that I don't have a good idea where because we're all just kind of making it up as we, as we go, like trying to trying to manage all this.

00;20;38;10 - 00;20;46;02

Speaker 1

And for my last question is like, do you have an AI service that you wish you could use in a classroom that would be, like, helpful?

00;20;46;04 - 00;20;54;23

Speaker 2

Oh. Like a certain type of AI tool?

00;20;54;26 - 00;20;58;27

Speaker 1

Yes. Because I know that one time we used that AI service for our warm-up.

00;20;59;00 - 00;21;24;28

Speaker 2

Oh, yeah. Maybe like. And. Yeah, yeah. And then sometimes it was too hard and it was too easy. God, I sometimes wish it could grade essays. And in fact, that did come up, at the AP grading, in the summer because, the worry was that the College Board was going to start using AI grading, but they said that they weren't, yeah, I don't know.

00;21;25;00 - 00;21;47;24

Speaker 2

I'm mean, I'm going to stick with that one for sure. Yeah, I don't know. I mean, there's definitely some tools that I use that are still a little bit clunky. So those could get a little bit better, you know, like, sometimes, you can feed, like, a series of documents into it and be like, hey, create a lesson plan, you know, based on these things.

00;21;47;24 - 00;22;05;11

Speaker 2

And, you know, and sometimes it's pretty silly. Yeah. Like, have students turn and talk. What do you think about those documents? And that's like step one. It's like, well, that's not really enough. So I guess just like the fine tuning of some of those things would be good. Okay.

00;22;05;18 - 00;22;08;16

Speaker 1

Thank you so much for answering my questions.

00;22;08;19 - 00;22;09;08

Speaker 2

Well done.

Reflection

My interview with Ms. CG was overall productive, because I had little knowledge about how the MVLA district specifically was operating on AI policies, especially since there is just so much variation and voices in the AI and education debate. One key takeaway I had was her mention of the school's focus on "constructing meaning" and shifting more towards student discussions and interactions with each other, rather than working independently. Ms. CG's responses also emphasized the prevalence of AI-generated work and how it had exponentially increased within the past two years, as she had to make large changes to her curriculum, such as shifting a "concept map" project to a journaling project, and also shifting the bulk of her lectures to paper. Additionally, I learned that AI has added more to the grading process, as she needs to evaluate and try to guess if student work is AI using different apps like document history, after finding AI checkers to be too unreliable. I think some gaps to fill would be how some other departments and teachers are focusing on AI. I found that Ms. CG referred back to her department meetings and places of discussion about AI policies across the APUSH and overall MVHS history classes, and I would like to know more about how maybe science, English, or language teachers could be combatting AI-generate work differently. I think that my main audience would be high-school students, and that AI is a genuine topic to consider in their education. In this interview, I think Ms. CG's comments underscore the importance of critical thinking skills and how she wants students to be able to apply them in the real world. It presents a more anti-AI perspective, and I think it is important for students to understand the immense change that AI is bringing into curricula, but also to be informed about how AI could harm or benefit their education.