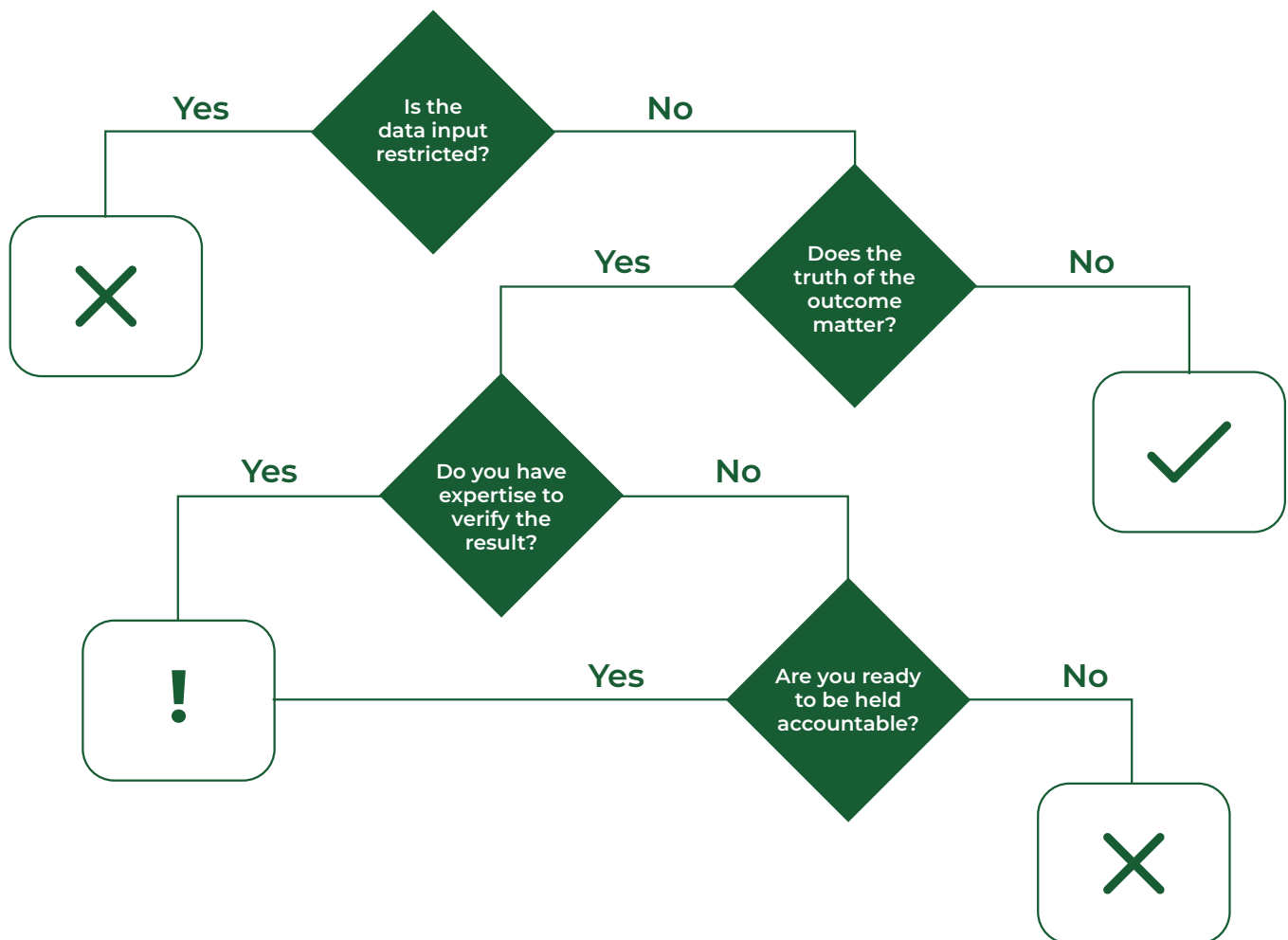


AI FACULTY GUIDE

SHOULD YOU USE AI IN YOUR TEACHING?

Thinking about whether AI has a place in your teaching and classroom is a nuanced issue. Here is one pretty simple guide to thinking through some of the logistical and ethical aspects (detailed explanations for each decision can be found on the website with lots of examples for those who might want to try new approaches and ideas):

<https://blog.tobiaszwingmann.com/p/when-to-use-generative-ai-chatgpt-flowchart>



WHAT ARE SOME WAYS TO INCLUDE AI IN MY CLASS?

- Syllabus: See this [OTL website](#) for considerations regarding AI in your classes.
- Discussions you might have with your students about the limitations of generative AI:
 - Don't waste your time and money by not learning the material yourself
 - Don't hurt your future "self" by using AI as a shortcut for learning
 - Don't use AI to provide in-text citations or source documentation
- Consider some of the following pedagogical strategies to reduce the use of AI:
 - Focused, in-class activities such as collaborative group work and close reading of source texts
 - Oral exams and in-class writing assignments
 - Emphasis on direct engagement with texts, activities, and others
 - Meaningful individual feedback on student assignments
- [Incorporating AI into your teaching](#):
 - Learn the AI basics
 - Know the affordances of AI tools
 - Create an AI policy for your class
 - Use a critical approach
 - Lead with trust
 - Avoid pasting student work into AI for the purposes of faculty feedback or AI detection without their consent. Their work might be used to train a model.
- For information about how to deal with AI-Generated content by students, see these two websites:
 - [AI-Generated Content in the Classroom: Considerations for Course Design](#) (Illinois State University)
 - [Generative AI and Teaching](#) (Washington University in St. Louis)
- One way to think about how you and your students will use AI is by identifying tiers of AI use: (Roderick, 2024)
 - **Tier Zero: Absolutely no use of AI**
Inform students that absolutely no use of AI will be tolerated in the course.
 - **Tier One: Guided Use with Boundaries** - Limited use with clear boundaries such as requiring that all course submissions be original.
 - **Tier Two: Flexible Use with Accountability** - Some use with clarity about how students will use AI and document their use of AI.
 - **Tier Three: Encouraged Use with Reflection** - AI use is integrated throughout an assignment or course. Instructors should be clear about how and when students should integrate it and the documentation required.
 - **Tier Four: Full Integration** - AI use is a core component of assignments or the entire course.

INFORMATION TO SHARE WITH STUDENTS

Early research supports both negative and positive results for student learning when students use AI in their academic work..

- Generative AI (GenAI) output can be inaccurate, biased, or misleading.
- Data abuse issues (data leaks, privacy breaches)
- Plagiarism and academic integrity concerns
- Access (high subscription prices) and fairness issues with peers
- AI does not directly engage with primary texts so it remains problematic for research purposes

POTENTIAL AI BENEFITS FOR STUDENTS

Use AI tools to assist rather than replace your work. Be transparent about AI use and always document how you have used any AI programs. The following list provides some guidance for appropriate AI usage in general. See the specifics requirements for your courses:

- **Language learning**

- Improve grammar and writing mechanics (Grammarly)
- Personalize vocabulary learning (Quizlet)
- Simulate conversations for speaking practice (chatbots)

- **Writing assignments**

- Assist with brainstorming, organizing ideas, and editing drafts.
- Enhance clarityTools like ChatGPT enhance clarity, coherence and argumentation (ChatGPT) in writing.

- **Accessibility**

- Support neurodivergent needs (Speechify)
- Enhance accessibility for visually and hearing-impaired students (Be My Eyes and Ava)

- **Content Creation**

- Create visuals, illustrations, presentations, and animations (Canva, Capcut, and Synthesia)

- **Problem-solving**

- Practice step-by-step problem solving in math (Photomath)
 - Explore and brainstorm ideas and diverse approaches
-

AI TOOLS AND WRITING: INFORMATION FOR STUDENTS

- This website has some very helpful tips for using AI appropriately: [Judith Anderson Herbert Writing Center: The University of Tennessee Knoxville](#)
- This website suggests which tools to use based on your task: <https://kripeshadwani.com/best-ai-tools-for-students/>
- This is a student guide to AI developed by Elon university that has lots of good information from understanding it, to using it in the classroom, to using it ethically, to using it to help you get a job: [Student Guide to AI](#)
- [This handout](#) from UVU's Writing Center will give you some basic guidelines for how, when, and how much you should use AI and what to do after you've used it (checking, citing etc.)

