

Generative AI in Teaching and Learning

Generative AI will impact our courses in many ways – and in ways we cannot yet predict. This means that the most effective approach to teaching with/around/against/about it, is to start with **CLEAR COMMUNICATION** with your students.

Consider adding clear statements about what is acceptable and what isn't to your course syllabus - **be specific**. Remember, students will be taking several courses and what is acceptable in one course may not be in another. **Clarity and specificity is key.**

Consider having students **disclose their use** of generative AI tools (e.g., ChatGPT). Students can include a link directly to their question thread, describe their use of the AI, cite the tool, etc.

Beyond syllabus, add **explicit and transparent instructions** about AI use for individual assessments.

Be explicit about what you consider a student's unique work. If all ideas must be their own and not influenced by AI tools, **explain that expectation.**

Be clear with your students about the use of generative AI in your class and assessments - explain how you define "their own words and ideas" and how AI tools fit into that framework.

Current **Academic Integrity Policy** already covers the use of Generative AI as it states that students must be responsible learners, which means that:

- Students complete assignments on their own.
- Students must acknowledge any sources of information or ideas when they are not their own.

Current '**detection tools**' that claim to identify whether a piece of work was generated by artificial intelligence are **NOT RELIABLE** and are not recommended.

Assessment Inspiration

- Consider having students draft outlines or **first sentence documents** during class time.
- Ask students to **include iterative drafts**, notes, and other evidence of their process. These pieces do not all need to be graded or even submitted, but they may be helpful for students to demonstrate their process and ownership of work.
- Consider recorded presentations, interviews, oral exams, and **other mediums for assessments**, beyond written work.
- Consider providing students with a rubric and have them **grade/assess ChatGPT's output** using concepts and outcomes from class.
- Consider **asking questions about class-based discussions** or other content/information unique to your course and not readily available online (e.g., “based on our in-class discussion yesterday, compare and contrast...”).
- Consider **explaining rationale for assessments** - help students to see how the assessment will help their learning/understanding/growth. Emphasize the relevance and importance for future assignments, classes, or careers.
- Encourage students to consider the ethical, environmental, and societal **impacts of ChatGPT**, GPU farms, labour practices of data set creation, biases, etc.

Additional Resources and Recommended Readings:

Sentient Syllabus Project

Contains text passages that course instructors may find useful when creating/editing their course syllabi in the era of generative AI.

Generative AI in Teaching and Learning (McMaster)

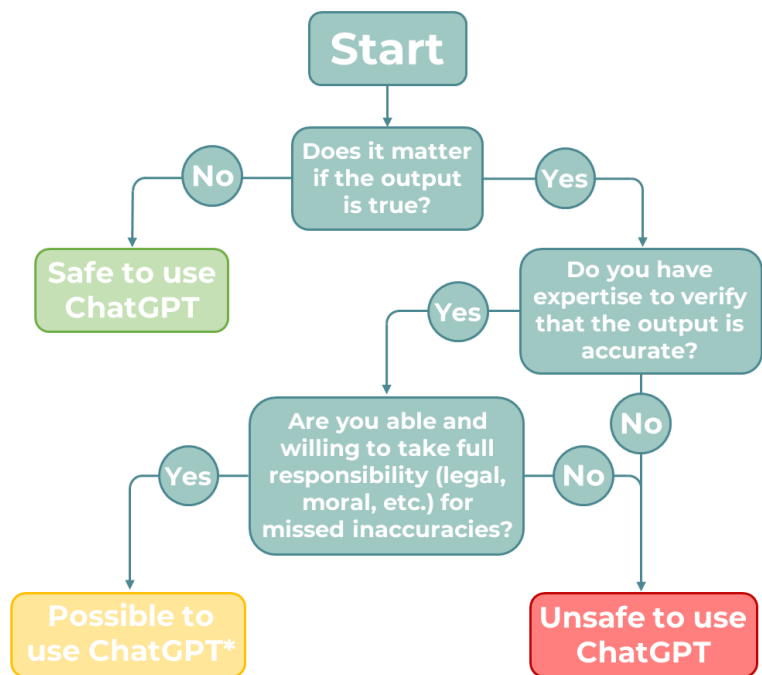
Consists of guidelines for citations and references, sample syllabus statements, sample rubrics, and honour pledges.

Effective assessment practices for a ChatGPT-enabled world (Times Higher Education)

Outlines several suggestions for assessments within the context of generative AI.

Quick Start Guide to ChatGPT and Artificial Intelligence in Higher Education (UNESCO)

Figure to provide to students to help guide their decision-making about using ChatGPT:



*but be sure to verify each output word and sentence for accuracy and common sense

Teaching and Learning with Artificial Intelligence Apps (University of Calgary)

Creative Ideas to use AI in Education