



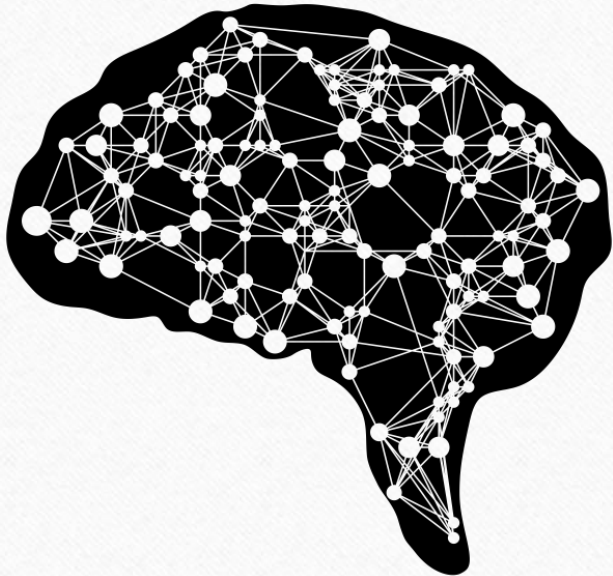
## **What Does it Mean for AI to Be a Tool or Resource in Your Course?**

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Erika Offerdahl, Dee Posey, Kate Watts

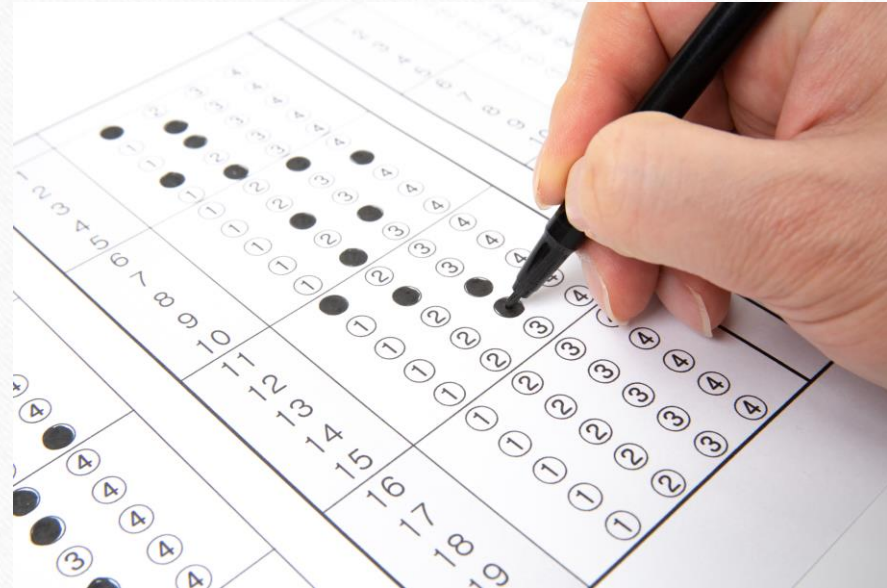
# What Does it Mean for AI to Be a Tool or Resource in Your Course?

## Learning Activities



Created by Bob Holzer  
from Noun Project

## Assessment of Learning



What are common learning targets for a course?

Recall

Identify

Recognize

Describe

Define

Evaluate

Synthesize

Negotiate

Develop

Hypothesize

What types of activities help students achieve these targets?

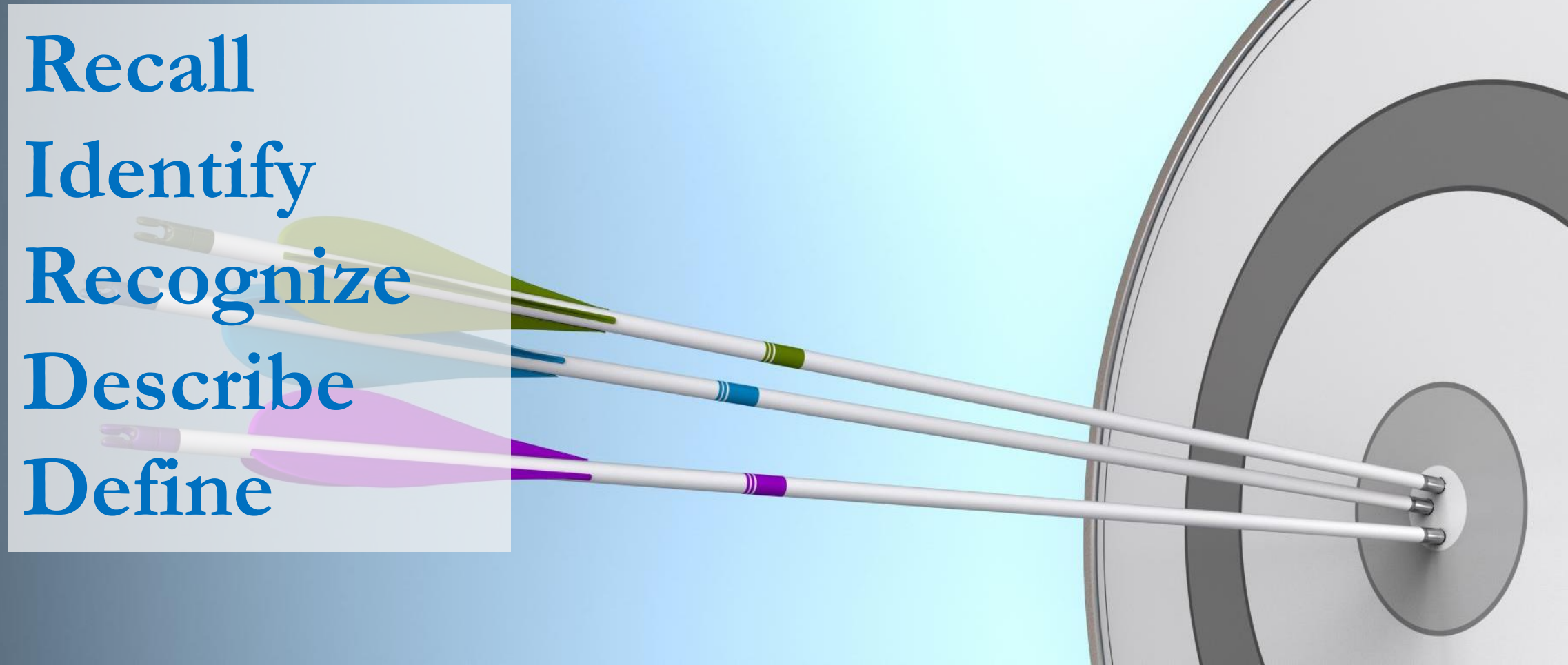
**Recall**

**Identify**

**Recognize**

**Describe**

**Define**



# What AI tools can help students achieve these targets?

## Example AI tools:

- **Wisdolia** – flash cards from PDF, YouTube, articles
- **Duolingo** – adaptive feedback for language acquisition
- **Quizgecko** – customizable test and quiz maker

**Recall**  
**Identify**  
**Recognize**  
**Describe**  
**Define**

# What types of activities help students achieve these targets?

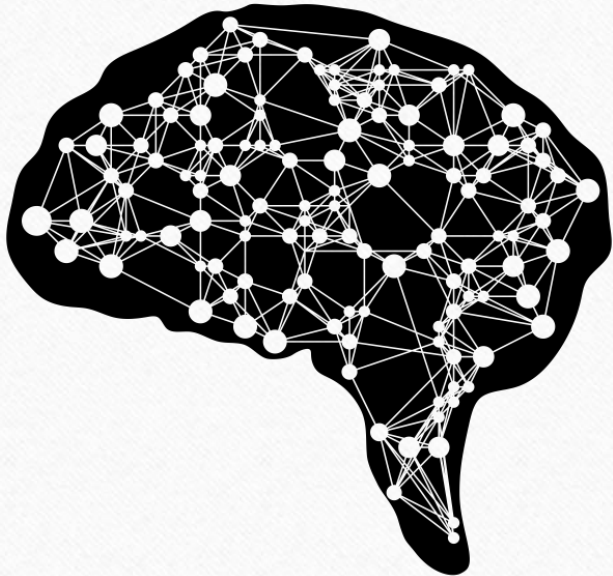
## Example AI tools:

- **genei** and **Explainpaper** – ask students to evaluate how well the AI summarizes a complicated paper or passage of text
- **Elicit** – generate examples for students of synthesizing across papers or to evaluate a synthesis

Evaluate  
Synthesize  
Negotiate  
Develop  
Hypothesize

# What Does it Mean for AI to Be a Tool or Resource in Your Course?

## Learning Activities



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What should students know or be able to do?

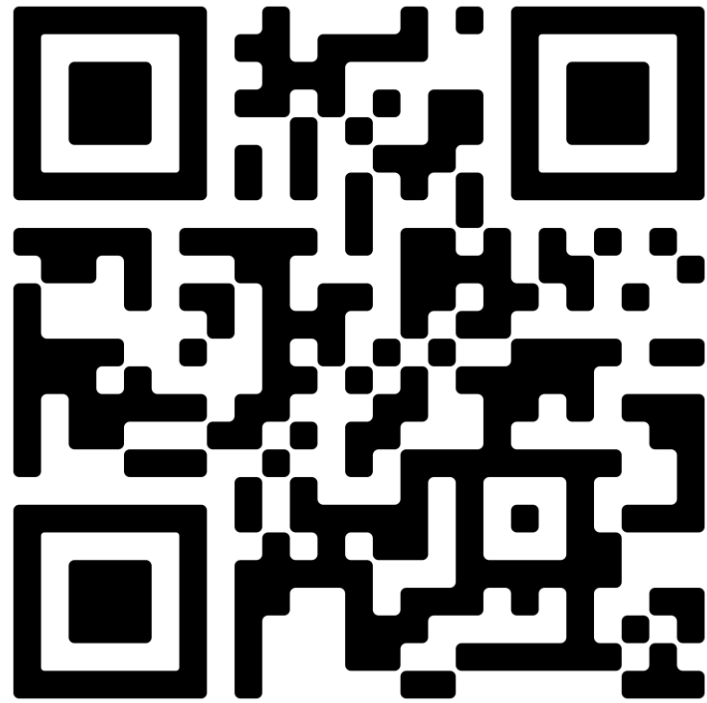


Clarify the type of practice needed to achieve the target.



Identify AI/ML tools to provide opportunities for practice.

Identify AI/ML tools to provide opportunities for practice.



*Thank you  
David Makin!*



# Ideas For Use of AI

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# How to prepare for the use of AI in your classroom

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- Consider the degree to which you want to allow AI use.
- Develop a class-wide or assignment-specific policy for AI use and communicate it often.
- Write a code of ethics for the use of AI.
- Demonstrate appropriate use of AI.
- Emphasize that AI is a tool and not a replacement for critical thinking and review.
- Require disclosure of its use.

# How to encourage students to use AI in the preproduction phase

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- Focus on the art of prompt crafting.
- Encourage the use of AI for idea generation.
- Allow the use of AI for creating outlines.
- Have students use AI for brainstorming.

# How to encourage students to use AI during the production phase

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- Suggest that students use AI to organize content.
- Consider allowing students to use AI to create a first draft from a self-generated outline.
- Suggest that students use AI to revise for conciseness or word choice.
- Have students engage with AI in a Socratic manner, asking and answering questions about the topic.
- Ask students to obtain real-time feedback on their work during the production phase.

# How to encourage students to use AI during the postproduction phase

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- Ask students to run their completed work through AI for proofreading and editing.
- Have students ask AI for feedback on their completed work.
- Request that students assess their work in AI using your grading rubric and have them adjust their work to align with your expectations.
- Have students generate a summary or "reverse outline."

# How to assess co-created work

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- Have your students show you proof of work.
- Create a rubric that accounts for the use of AI but values student work over AI-generated work.
- Use peer review.

# Communicating Expectations and Planning for Assessment

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## Before you Jump to Reviewing & Revising

[L. Dee Fink says that you should consider the Situational Factors](#) of your course, which include the:

1. specific class context
  - a. How many students are in the class?
  - b. Is the course at the lower division, upper division, or graduate level?
  - c. How long and frequent are the class meetings?
  - d. Will the course be delivered live, online, in a laboratory, etc.?
  - e. What physical elements of the learning environment will affect the class?
2. university context
  - a. What learning expectations are placed on this course by the university, the college, one or more of the institution's curricula, one or more professions, and society in general?
3. nature of the subject.
  - a. Is this subject primarily theoretical, practical, or a combination?
  - b. Is it primarily convergent or divergent?
  - c. Are there important controversies or recent changes within the field?
4. learner characteristics
  - a. What are the life situations of the learners (what percent work, have family responsibilities, have a specific professional goal, etc)?
  - b. What prior knowledge and experiences relevant to this subject have students had?
  - c. What are their goals and expectations of the course?
5. instructor characteristics
  - a. What beliefs and values do you have about teaching and learning?
  - b. What level of knowledge do you have about the subject?
  - c. What are your teaching strengths and weaknesses?

## Revising outcomes

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1. Regular review is good practice
2. AI can complete generic and low-level outcomes
3. Maybe it's okay that students use AI for some tasks
4. Critical and ethical use of AI in relationship to your discipline should be taught



# Communicating Expectations

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- The syllabus
  - Write a course policy and remind students of that policy
  - Explain what is a violation and what is not a violation of the policy
- In class
- The assessment/assignment/prompt
  - Low stakes
  - High stakes
- The activity or lesson
- Rubrics
- Make direct connections to course outcomes

# Communicating Expectations

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- Make it explicit
  - In class
  - In the prompt or instructions
    - In any scaffolded steps (in class or outside of class)
  - In feedback
- Good teaching is transparent and helps students to make concrete connections between the task they are completing, the course outcomes, and the “real world”



## Bloom's Taxonomy Revisited

Use this table as a reference for evaluating and making changes to aligned course activities and assessments (or, where possible, learning outcomes) that account for generative Artificial Intelligence (AI) tool capabilities and distinctive human skills.

All course activities and assessments will benefit from **review** given the capabilities of AI tools; those at the **Remember** and **Analyze** levels may be more likely to need **amendment**.



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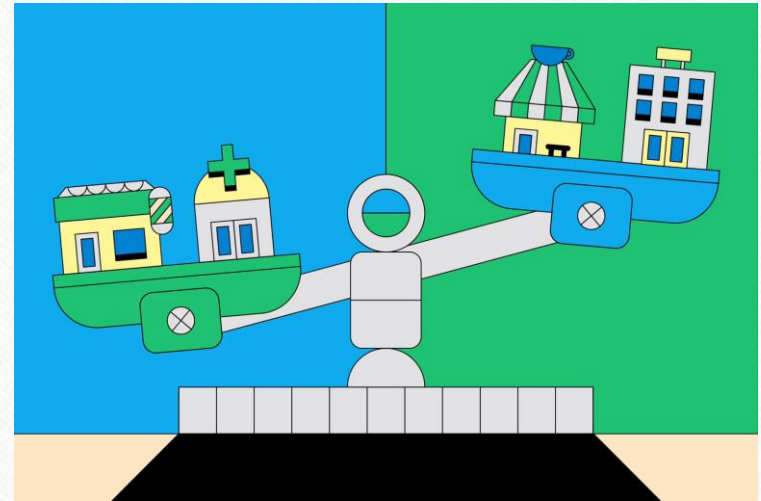
	RECOMMENDATION	AI CAPABILITIES	DISTINCTIVE HUMAN SKILLS
<b>CREATE</b>	Review	Suggest a range of alternatives, enumerate potential drawbacks and advantages, describe successful real-world cases	Formulate original solutions incorporating human judgement, collaborate spontaneously
<b>EVALUATE</b>	Review	Identify pros and cons of various courses of action, develop rubrics	Engage in metacognitive reflection, holistically appraise ethical consequences of alternative courses of action
<b>ANALYZE</b>	Amend	Compare and contrast data, infer trends and themes, compute, predict	Critically think and reason within the cognitive and affective domains, interpret and relate to authentic problems, decisions, & choices
<b>APPLY</b>	Review	Make use of a process, model, or method to illustrate how to solve a quantitative inquiry	Operate, implement, conduct, execute, experiment, and test in the real world; apply creativity and imagination to idea & solution development
<b>UNDERSTAND</b>	Review	Describe a concept in different words, recognize a related example, translate	Contextualize answers within emotional, moral, or ethical considerations
<b>REMEMBER</b>	Amend	Recall factual information, list possible answers, define a term, construct a basic chronology	Recall information in situations where technology is not readily accessible

# Planning for Assessment

- Update the assignment
- Make assessments more meaningful
- Increase accountability and checkpoints
- Ask students to keep a record of their AI use
- Ask students to reflect on their AI use
- Reconsider your grading

# Ethical Concerns

- Consider diversity and disability when creating assessments
- Consider equity
- AI is permeated with ethical concerns



Video by Ben Boothman for *The Harvard Gazette*

# Communicating Expectations and Planning for Assessment

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- How will you communicate expectations? Where? When? and How?
- How will you assess student work that uses AI as you've authorized? How might you adjust your assessment? What will you collect from students?
- How will you account for ethical concerns related to AI use?

## For more information see

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- UC San Diego Academic Integrity Office's resource
- Anna Mills's "[Generative AI Activities for the Writing & Language Classroom](#)"
- [Oregon State University's ecampus resources](#)
- [University of Washington's Teaching resource](#)
- [Harvard's AI Guidance and FAQs](#)
- [WSU's AI Policy page](#)

Work Smarter, Not Harder

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# Ways AI can make your life easier:

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- Have it...
- generate ideas, questions, examples, lists.
- create activities, exam questions, rubrics, study guides.
- write drafts of emails, letters of recommendation.
- revise text for tone, to simplify language.