

WHAT IS MY POSITION ON AI USE?

Is it possible for students to work on my assignments using generative AI tools?

YES

NO

Is that okay with me?

No; it's too damaging to my course's learning goals.

CLOSED

Maybe, but only in specific ways and when I explicitly permit.

RESTRICTED

Yes, as long as they don't do certain things that I specify.

CONDITIONAL

Yes; they're welcome to use AI as they see fit.

OPEN

CLOSED

- Clarify to students that use of generative AI is not allowed in your course, and why.
- Consider reviewing and designing your assignments to emphasize process and reflection while discouraging the use of generative AI.
- Consider accessibility when contemplating changes to assessments (e.g., hand-written exams, oral presentations).

RESTRICTED

- Consider which learning outcomes may be negatively impacted by the use of AI and discuss with students.
- Incorporate a low-stakes assignment that draws on AI, illustrating risks and/or benefits of technology.
- To prevent confusion, provide specific guidelines for what is and is not permitted.
- Provide guidelines for citing use of generative AI.

CONDITIONAL

- Identify areas where AI may enhance learning or save time for higher-order thinking.
- Consider demonstrating to students how use of generative AI may be useful in your course.
- Be explicit with students about where you are asking them not to use AI and why.
- Provide guidelines for citing use of generative AI.

OPEN

- Consider adapting outcomes to reflect use of generative AI.
- Design assignments/approaches that integrate transparent use of AI into their process.
- Address how generative AI may be incorporated into your field.
- Explain to students that use of AI in your class does not extend to other classes.

Adapted from Forbes, M. & Brandauer J. What's my stance on genAI in this class? Gettysburg College Johnson Center for Teaching and Learning. Retrieved Aug 10, 2023 from <https://genai.sites.gettysburg.edu/positions-and-policies/>



CONCERNED ABOUT AI USE IN YOUR ASSIGNMENTS?



**DO YOUR ASSIGNMENTS ALIGN
WITH COURSE PURPOSE AND/OR
LEARNING OBJECTIVES?**

YES

NO

**ARE THERE OTHER
WAYS TO ASSESS
THESE LEARNING
OBJECTIVES?**

Revise assignments to
align with purpose and/or
learning objectives.

YES

NO

**IS IT FEASIBLE &
APPROPRIATE TO
EXPERIMENT WITH
TRANSPARENT USE OF AI
IN THE ASSIGNMENT?**

YES

NO

Consider permitting
transparent use of AI
and engaging students
in reflection on process
and/or ethics.

**DO YOU, OR CAN YOU,
REQUIRE DRAFTS,
PROCESS NOTES OR WAYS
FOR STUDENTS TO SHOW
THEIR WORK?**

YES

NO

Consider:

- offering students options for demonstrating learning (e.g., creative alternatives to traditional assignments) or opportunities to show progress,
- inviting students to co-author or comment on evaluation criteria, and
- exploring risks or benefits of AI within these assignments with students.

Require students to show their work or reflect on how they arrived at conclusions, calculations, or final product. Consider using time in class for students to draft or provide updates on progress.

Discuss with students the value of demonstrating learning in this way, including how the purpose connects to discipline and skills they can apply in other contexts. Explicitly state your policy on AI.

