

## What is my position on AI use?

To obtain more details on the order in which you might make these decisions or if you have any questions, email [pedagogy@barnard.edu](mailto:pedagogy@barnard.edu).

### Question 1: Is it possible for students to work on my assignments using generative AI tools?

**NO**, it is not possible for students to work on my assignments using generative AI tools. No further steps,

**YES**, it is possible for students to work on my assignments using generative AI tools.

### Question 2: Is it okay with me for students to work on assignments using generative AI?

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

→ **CLOSED**: Students will not use generative AI at all in your course.

- 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).

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

→ **RESTRICTED**: Students may use generative AI within specific, limited parameters set by you.

- 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 the 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.

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

→ **CONDITIONAL**: Students may use generative AI as long as they do not engage the tool in ways not permitted in your course.

- 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 to use AI and why.
- Provide guidelines for citing use of generative AI.

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

→ OPEN: Students may use generative AI at their own discretion

- 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.

**Citation:** 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?

**Question 1:** Do your assignments align with course purpose and/or objectives?

**NO**, my course assignments do not align with course purpose and/or objectives.

Next step: Revise assignments to align with purpose and/or learning objectives. Return to Question 1 after revision.

**YES**, my course assignments do align with course purpose and/or objectives. Proceed to Question 2.

**Question 2:** Are there other ways to assess these learning objectives?

**NO**, there are no other ways to assess these learning objectives. Proceed to Question 3.

**YES**, there are other ways to assess these learning objectives.

Next step: Consider incorporating the following options, which include

- 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
- Exploring risks or benefits of AI within these assignments with students.

**Question 3:** Is it feasible & appropriate to experiment with transparent use of AI in the assignment?

**NO**, it is not feasible & appropriate to experiment with transparent use of AI in the assignment. Proceed to Question 4.

**YES**, it is feasible & appropriate to experiment with transparent use of AI in the assignment.

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

**Question 4:** Do you, or can you, require drafts, process notes, or ways for students to show their work?

**NO,** I do not require drafts, process notes, or ways for students to show their work.

Next step: 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.

**YES,** I require drafts, process notes, or ways for students to show their work.

Next step: 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.