Developing Guidelines for Generative AI Use

As we come to our decisions regarding whether we should employ generative artificial intelligence (AI) into our courses, an intentional and overt set of guidelines will be important for us and for our students. When or if use of AI is allowed, under what circumstances, on one assignment or another, and to what extent will need to be communicated clearly to prevent students running afoul of our intentions and keeping within our expectations for their work.

When drafting your guidelines, consider communicating some of the benefits the use of generative AI may have. Some of these benefits may be the exact reason you are choosing to use generative AI in the first place. A few of these benefits may include:

- The use of generative AI may be helpful for students to produce rough drafts, outlines, or ideas about a topic.
- Generative AI can simplify dense or complicated text, making it easier to understand, which for non-native English speakers could save precious time which would otherwise be spent trying to translate and decipher these texts.
- The use of generative AI may contribute to language acquisition and improved grammar especially for those for whom English is not the native language.
- Providing opportunities to work and learn with generative AI may create a place to discuss rhetoric, style, voice, digital literacy, and ethics.

As important as knowing the benefits of using a tool would be knowing the detriments to using the tool. Think about how you might communicate the drawbacks of using generative AI. Some of them are:

- A student's ability to ideate or structure writing could be diminished.
- Generative AI can "hallucinate", completely make up facts or provide incomplete or inaccurate information.
- Citations can be mismatched or refer to articles that do not exist.
- There have been instances of direct quoting of authentic sources with no attribution.
- On many occasions, generative AI reiterates biases found in the training corpus.

Additional considerations may help you decide if employing AI is for you.
- What kinds of threats and opportunities you perceive may exist for your teaching because of using AI in your course
- Have you one or more of the generative AI tools to determine if they will apply to the assignment you intend to use them for.

- Are their pre-existing policies in your School or College, Program or Department around using generative AI?

Resources:

Ohio State University. (n.d.). *AI: Considerations for teaching and learning*. Teaching and Learning Resource Center. https://teaching.resources.osu.edu/teaching-topics/ai-considerations-teaching-learning. Accessed 11 Aug. 2023.

Schmidli, Laura. "Considerations for Using AI in the Classroom." *L&S Instructional Design Collaborative*, idc.ls.wisc.edu/guides/using-artificial-intelligence-in-the-classroom/. Accessed 11 Aug. 2023.

Trust, T. (2023, August 4). *Essential considerations for addressing the possibility of AI-driven cheating, part 1*. Faculty Focus | Higher Ed Teaching & Learning. https://www.facultyfocus.com/articles/teaching-with-technology-articles/essential-considerations-for-addressing-the-possibility-of-ai-driven-cheating-part-1/. Accessed 11 Aug. 2023

For more information or to discuss how you might incorporate these ideas into your courses, contact the Reinert Center by _email_.