# A logo for teaching and learning club  Description automatically generated with low confidenceArtificial Intelligence Responses

Teaching will require faculty to stay nimble in our teaching strategies and processes to be able to adapt to an ever-changing world with Artificial Intelligence. The TLC will continue to monitor and update faculty with new information and tips. Here are some first steps to take.

## Adjust Rubrics

Grading rubrics need to be adjusted to remove or reduce the weight of dimensions that are easily done by an AI. ChatGPT is the current frontrunner, although several others (such as Jenny.AI) are coming along. Right now, AIs are good at doing two things well: 1) pulling together information from available resources (on the internet) and synthesizing them, and 2) formatting, grammar, and structure. Therefore, it is important to reduce the weight of those dimensions in the scoring of the rubric.

1. Put all the dimensions about formatting, grammar, and structure into one dimension and set the weight to just 5-10% of the grade.
2. Papers that require literature reviews or similar tasks should limit that section to 10-20% of the weight of the grade.
3. Focus the grading on aspects of the paper that are difficult for an AI to do well such as:
	1. Connect the findings in the literature review to the information discussed in class. Be sure to cite sources from class (course readings, class lectures, and student presentations) as part of your analysis.
	2. Relate the findings to the future of the discipline. What questions remain? What areas of the discipline are under-researched?
	3. Relate the findings to yourself. What questions do you still have about this topic? What seems most interesting to you? Explain how your prior learning or professional experiences have caused you to become interested in these questions.
	4. Generate new ideas and questions about the topic based on the literature review and course materials. What do you now know that was not known before? How are you seeing this topic and the broader field differently as a result of your readings?

## Require Links to Citations

Currently, AIs are not good at citing real research. The AI will create fake citations that sound good (this is being called “hallucinating” or “hallucinations” in the literature about AIs). That means the reference lists at the end of the paper are also likely fake. It would take hours for you to track down all those references, so have your students do the work prior to submitting their paper. Libraries have permalinks to resources, so others can easily find cited material. Teach students to use permalinks and to turn their reference list or works cited page into a list of linkable sources.

[Felten, P., Cook-Sather, A., & Bovill, C. (2014). *Engaging students as partners in learning and teaching: A guide for faculty*. John Wiley & Sons.](http://libproxy.calbaptist.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cat02305a&AN=cbu.372162&site=eds-live&scope=site)

This is a book that I want to cite. This citation is now a permalink to the library record, so anyone reading the paper can easily find and verify the source.

1. Create the citation
2. Find the book or article in the library database.
3. Look at the right-hand menu of tools and look at the bottom of that list
4. Click on Permalink
5. Copy the Permalink
6. Highlight the citation and right-click it
7. Paste the permalink into the link address space
8. Click ok

## Require Revisions with Track Changes

Although AIs are good at writing a first draft of a paper, they are not yet good at revising papers. Have students turn in a first draft of their paper early in the semester. Explain that you will continue to teach important content, but that they need to ground their paper in a good first draft. Then, have them use that paper as the basis to write the rest of the paper and require track changes. As they write, Word will keep track of all the changes and additions they make on the paper.

Some of you will have small enough classes that you will be able to give feedback on their first draft. Focus on providing feedback about the content and the thinking represented in the paper rather than the format. Make it a requirement that they address your feedback and leave a comment on the paper (using the Word comment feature) explaining how they addressed your concern. You can even give feedback on their paper using the Comment feature and have them respond to that comment. This will improve their writing ability and prepare them for graduate and doctoral work.

## Require an Acknowledgements Section

Many of us ask our colleagues to read and provide feedback on critical work before submitting a manuscript for publication. It is customary to acknowledge others who have helped in the development of the work using an Acknowledgement section. Most styles have requirements for how acknowledgements should be formatted. Here is a guide for APA format: [General format](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

ChatGPT has an acknowledgement template on the site, so students should incorporate that into their acknowledgement if they used ChatGPT to help with a draft or structure a sentence.

A course policy or a section on the directions for the assignment can help. It might look something like this:

“If you choose to use an AI during the writing process, it is important that you acknowledge that fact in your paper. Follow the APA guidelines for the acknowledgement section of your paper and be specific about the type of support you received from the AI. If I have questions or concerns about your use, I will address those with you privately.”

## Teach Ethical and Effective Practices with AIs in the Discipline

Artificial Intelligence has already permeated our lives in many ways (Siri, Alexa, etc.). As faculty preparing the next generation, we cannot push away or turn our backs on AI. Instead, we must investigate the proper uses of various AIs in connection with our discipline and share those connections with our students. Think carefully about when it is good to use an AI, what the limits should be, and why. Share those with students in lectures, on your syllabus, and in Blackboard assignments. Engaging with students in productive conversations will help our students learn to harness the productive power of AIs while continuing to maintain high ethical standards and practices. Here is an example:

“The purpose of any class is to help you, the student, become more knowledgeable and conversant on a topic within a discipline. Therefore, it is important that you engage in the thinking and development to create a paper or presentation because that is how you will be the type of person you set out to be by joining this degree program. In light of that, it is expected that you will use any artificial intelligence in a responsible, ethical, and effective way. For example, it is appropriate to use an AI to help you rewrite a paragraph where you are struggling to express a new idea. However, two things should be true: 1) the idea should be your idea (not from the AI), and 2) you should use the generated paragraphs as samples that you use to improve your writing skills for this paper and for the future. In other words, you do not want to rely on the AI to do your thinking for you, and you do not want to rely on the AI to rewrite all your paragraphs for you. You want to develop your own ideas and your own writing ability and style yourself. “

## Avoid AI Detection Tools

AI detection tools are unreliable at best. They put the instructor and the student in impossible situations. It is impossible to prove that a student used an AI. It is also impossible for the student to prove that they did not. Because we cannot use detection tools with absolute confidence, we should avoid using them. Instead, think carefully about how the assignment can be restructured or improved to reduce the ability for students to use AI tools to complete the work. Then, consider why students are “cheating” on this particular assignment. Is there something about the task that seems overly difficult? Can we use that information to improve the education within the class? Finally, consider how to use those moments as ways to speak into the lives of our students in positive ways. Why would you want to use an AI instead of doing this thinking on your own? Do you see the purpose of this course? Is there another way that I can explain why this assignment is important?