AI in Education
Creating Your Course Policy

DATE

NAME
TITLE
UNIT
CONTACT
Today’s primary learning objectives

• Reflect on the purpose(s) of syllabi and course policies.
• Compare different AI policy syllabus statements.
• Determine an appropriate policy for your course
• Begin drafting an AI policy statement for your syllabus
Acknowledgements

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- **Smartsheets** for automating registration.
- **Outlook** and **Zoom** for event coordination.
- **Google** for web search...
Let’s be flexible
Why do you need an AI course policy?

• Students want clarity and guidance
• Every course is different, no one size fits all
• Campus policy guidance leaves AI use to instructors to decide
Good pedagogy is good pedagogy
How many do you currently address in your syllabus?

- Information and links to academic integrity policy
- Guidance and resources on plagiarism, attribution, and citation
- Explanation of grading system and criteria
- Instructions on how to access course technology tools
- Links to campus tech support resources
- Rationale for why the course or assignments are worth caring about
- Statement of support for student well-being
What does a good syllabus do?

<table>
<thead>
<tr>
<th>Clearly states course expectations and logistics</th>
<th>Starts building an inclusive learning environment</th>
<th>Gets students engaged and motivated to learn</th>
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<tbody>
<tr>
<td>• Aims for transparency and clarity</td>
<td>• Fosters connections</td>
<td>• Explains why the course is interesting or meaningful</td>
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<td>• Uses examples</td>
<td>• Expresses respect and commitment</td>
<td>• Initiates dialogue</td>
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<td>• Gives a reasoning and rationale</td>
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Example AI policy syllabi statements

For more examples, see Classroom Policies for AI Generative Tools, created by Lance Eaton
EDLD 710 Professional as Writer & Researcher
Andrew Longhofer, Pacific University

“While there is a place for technology in the scholarly writing process, this course holds the philosophical position that writing is primarily a human social pursuit. The writing that students submit must consist exclusively of the product of their own cognitive, creative, interpretive, and decision-making processes.

The goal of this course is to “practice writing skills,” and students are expected to “demonstrate the ability to produce writing that is clear, concise, and mechanically proficient.” The use of generative artificial intelligence or other automated methods for producing text directly contradicts these goals. Additionally, the use of generative artificial intelligence in scholarly writing risks the so-called “hallucination” of plausible-sounding references that do not actually exist, undermining the scholarly basis for the work.

Submission of text generated by artificial intelligence or other automated methods, whether or not mediated by human revision, cannot demonstrate achievement of course or activity learning objectives.

If the use of generative artificial intelligence is suspected, instructors will check the revision history of documents to verify that the writing was generated iteratively over a period of time realistic for human production, and references will be checked to verify authenticity. If suspicions persist, instructors will discuss their concerns with the student and with the Program Director to determine the appropriate course of action.”

“Artificial Intelligence (AI) is defined, for the purpose of this course, as any computer system or program that simulates, substitutes, and/or enhances problem-solving that typically requires human intelligence. While students may use simple AI, such as built-in features of a word processor like spelling and grammar checks, they are not permitted to utilize Generative AI at any stage of completing work (graded or ungraded) unless explicitly noted in the instructions for a deliverable. Generative AI is defined here as AI which has the capacity to ideate, summarize, generate, rewrite, or validate content; including, but not limited to, tools such as ChatGPT, Bard, and DALL-E.

Students may formally request, in writing, an exception to the above. Such requests must include:

1. which assignment the student is requesting to use AI with
2. which specific AI tool the student wishes to use
3. what they plan to use the tool for (e.g. to generate ideas, summarize a longer document, create a unique scenario, etc.), and
4. why, specifically, they are requesting the exception (e.g. to reduce time spent on a tedious task, to identify relevant sources for further investigation, to experiment with AI, etc.).

Requests will be considered on a case-by-case basis. In the event of any exception (whether it is an individual exception, or that a given deliverable permits the use of Generative AI), the professor will specify guidelines, if any, upon which the student’s use of Generative AI must be documented.”

United Nations & Globalization
Daniel Naujok, Columbia University

“GenAI can be a powerful tool. When using genAI, such as large language models (ChatGPT, etc.), for course assignments for this course, you must (a) use genAI only as additional tools and in limited ways; (b) always critically (question and check the results); (c) think hard about how you use it & your prompts; (d) genAI outputs can never replace your intellectual inputs; (e) you must add a note about how you use genAI.

Let me explain the reasoning: Applications, such as ChatGPT, may give you an output that looks and reads good but (a) genAI can perpetuate social biases (gender, race, etc.); (b) genAI can hallucinate, that is, ChatGPT makes up stuff; and (c) the outputs it generates are almost always incomplete. For this reason, if you use genAI fact-check everything, rethink everything and polish the language...

The final output (a memo, analysis, program proposal, or reflection) is not the main reason for course assignments. The assignments and the process of writing them are meant to train you. Possibly in 10-20 years, AI programs can do most of the writing and thinking, but if you enter the job market in 1-2 years, key skills and determinants for success in the job are the ability to come up with innovative ideas, discuss and evaluate alternatives, write in a compelling way, analyze and conceptualize analysis, etc. Make sure the convenience of genAI does not rob you of a learning opportunity!

As mentioned above, for transparency, if you use genAI for any of the assignments, you must add a short note about how you used genAI.

What else might you include in a course policy statement?
What to include in your policy

• The policy and specific tools it applies to
• Conditions or contexts where AI is allowed or not allowed
• Process for compliance
• Consequences for non-compliance
• Rationale and reasoning for the policy
• Support resources for students
• Statement of support for student well-being
Considerations when deciding your policy

- Campus Policy
- Instructor Readiness
- Pedagogy
- Student Readiness
Stanford’s AI policy guidance

OCS—AI guidance

Instructors can decide their own AI course policy and should communicate it in their syllabi.

Absent any course policy, AI use is considered **same as assistance from another person**.

Students, when in doubt ask the instructor and disclose use.

- What specific behaviors do we mean by “assistance”?
- Who is the other person giving assistance?
- When do you already allow or prohibit assistance from another person?
- How might that inform how we think about AI?
Stanford’s plagiarism policy guidance

Board on Judicial Affairs—Plagiarism

“[P]lagiarism is defined as the use [of another person's original work] without giving reasonable and appropriate credit to or acknowledging the author or source... whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s). Moreover, verbatim text from another source must always be put in (or within) quotation marks.”

• What is “reasonable and appropriate” for your course?

• Should we acknowledge AI the same way we acknowledge another person?

Pedagogic considerations

• What are the learning objectives?
  • Would a generic AI pass my course?
  • Are the objectives things that could only, or best be done by a human?
  • Could an AI support or enhance how the objectives are met?

• How do I assess student learning?
  • How would a generic AI submission do on my grading rubric?
  • What are my assignments truly assessing?

• How important is AI literacy for my students?
Student readiness for AI

• Can I help develop their study and digital literacy skills?
• How can I foster intrinsic motivation to learn?
• How can I foster a sense of belonging, trust, and connection to me, each other, and the course?
• Is there equitable access to AI tools?
Instructor readiness for AI

• How well do I understand how AI tools would be used in my course?

• How much time and resources do I have to work on enhancing my course?
  • Do I have colleagues, teaching team, support staff to help me?
  • Am I motivated and feel positive enough to do the work?

• Can I hold myself to the same standards and policies as my students?
What kind of AI policy might be the best fit for your course?
Worksheet for creating your AI course policy statement

1. Make a copy of the [Worksheet for Creating your AI course policy](http://tinyurl.com/AI-policy-worksheet) in Google Docs
2. Choose snippets of sample language
3. Manually copy and paste your selections together
4. Use the provided prompt and your selections in a chatbot to generate a draft
5. Edit your draft and copy it into your syllabus
What are your next steps for your course?
Continue to engage

• Use AI chatbots for your work tasks
• Read the AI Teaching Guide on the Teaching Commons website
• Attend upcoming CTL workshops on AI
• Talk about AI with colleagues and students
Wrap-up activity

Insert QR code and link to your survey here.
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