DEVELOPING COURSE POLICIES FOR AI

CDI SUPPLEMENTAL ACTIVITY (HTTPS://TINYURL.COM/AICOURSEPOLICY)

CENTER FOR TEACHING AND LEARNING

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ACTIVITY

1. Have a look at Temple University's **Decision Tree** (Dawson, 2023) and the **Classroom AI Use graphic depiction**. What does an initial look at these resources tell you about your burgeoning policies associated with generative AI in your course?
2. Complete the AI Expectations Worksheet, shared with permission from the Wake Forest Center for the Advancement of Teaching (original inspiration from Dr. Ronni Gura Sadovsky).
3. Given your responses to the AI Expectations Worksheet, what are some of the major features or uses of AI that you view as acceptable, conditional, or unacceptable?
4. Given the responses you've given on this supplemental activity so far, what policies would you like to put into place for your course? Where will these policies be located (e.g., your syllabus, assignment instructions, some place else)? When will you speak with your students about these policies?

INTRODUCTION

Colby does not have an institutional policy about using or not using generative AI in our courses. Additionally, at this point, AI is built into so many technology tools that it is impossible to avoid in some circumstances. Furthermore, the use of AI in some disciplines and courses is not only acceptable, it is necessary for student learning in those domains.

But we do encourage you to develop your own policies for generative AI use that you might use for your courses. These policies could be co-created with students, or at the very least, shared with them in a transparent way. Note, as well, that if you have concerns about students' academic integrity in your course, you should seek out information from Colby's Academic Integrity website.

This supplemental activity will help you brainstorm what AI policies might make sense for you, your course, and your discipline so that you can integrate them into your course materials and your conversations with students. We note, as well, that those interested in the ongoing conversation on this topic, would find it useful to join the AI in higher education Google Group. Members of this group provided many of the suggestions featured in this supplemental activity.

ALIGNMENT WITH LEARNING OUTCOMES

Developing policies around the use of AI in your course, or lack thereof, likely entails revisiting your course's learning outcomes. What is the real learning that you want your students to achieve or move toward? Our guess is that you are probably not interested in examining students' ability to Google facts associated with the major content pieces of your discipline. And nowadays, we would also guess that you are not interested in examining students' capability to type prompts into generative AI tools so that they may simply

regurgitate to you the information derived from large language models.

If you are looking for suggestions on how you might revise your learning outcomes because of the advent of generative AI tools, we recommend considering this modified version of Bloom's taxonomy (Oregon State University Ecampus), to maximize the degree to which students are developing their skills.

AI DECISION MAKING

Once you have considered the kinds of learning you want your students to engage in, it is worth considering the kinds of uses of AI that you find acceptable or not acceptable in your course. There are a handful of tools that you might consider for brainstorming this, such as the Temple University's Decision Tree (Dawson, 2023), or a set of questions about what you view as cheating vs. acceptable student work (AI in the classroom: What's cheating, what's OK).

The primary task we will have you complete for this supplemental activity, starting on the next page, is indicating what AI uses you find acceptable, unacceptable, conditional, or irrelevant for your course. This tool was originally developed by the Center for the Advancement of Teaching at Wake Forest University (to access the original copy, click for the AI Expectations Worksheet), drawing substantially on the ideas of Dr. Ronni Gura Sadovsky. After responding to these items, you will use your responses to build out your own course policies associated with AI.

SAMPLE STATEMENTS

After considering the set of questions about the uses of generative AI in your course, you may find it useful to explore some sample language to use in your official course policies. Colby College has developed a set of guidelines for working with generative AI. We also recommend examples from Barnard College (Generative AI & the college classroom), or the much lengthier, open source Syllabus Policies for AI Generative Tools (Eaton, 2024)

TALK WITH YOUR STUDENTS

No matter what method you use to develop your course policies associated with AI, it will be important to be transparent with your students about them. Include language in your syllabus about those policies, and speak with students about them during office hours, in class, and especially, before significant assessments of learning are due. Consider the policies you develop as the start of the conversation with your students so they are well aware of what policies are in place and why.

REFERENCES & RESOURCES

- AI Expectations Worksheet. Wake Forest University Center for the Advancement of Teaching.
- AI in the classroom: What's cheating? What's OK? (2023).
- Bloom's Taxonomy Revisited. Oregon State University Ecampus.
- Dawson, D. (2023). A survival guide to AI and teaching pt.3: "Should I allow my students to use generative AI tools?" Decision Tree. Temple University Center for the Advancement of Teaching
- Eaton, L. (2024) Syllabi Policies for AI Generative Tools.
- Generative AI & the college classroom. Barnard College Center for Engaged Pedagogy.
- Working Paper: Principles, Definitions, and Guidance for Working With Generative Artificial Intelligence at Colby College.

SPACE TO COMPLETE THIS ACTIVITY

Use this sheet, adding pages as needed, to complete the tasks for this activity.

1. **To start, have a look at Temple University's Decision Tree (Dawson, 2023) and the Classroom AI Use graphic depiction. What does an initial look at these resources tell you about your burgeoning policies associated with generative AI in your course?**

2. **Complete the AI Expectations Worksheet, pasted below and shared with permission from the Wake Forest Center for the Advancement of Teaching (original inspiration from Dr. Ronni Gura Sadovsky).**

Directions: Imagine you knew for certain your student used AI in the following ways. Indicate whether you would consider such use acceptable, conditional, unacceptable, or irrelevant to your course.

AI Explains	
Unacceptable	A student asks AI to summarize a topic *instead of* attending class and engaging the relevant course material (e.g., readings, videos, podcasts).
Acceptable	A student asks AI to summarize a topic *in addition to* attending class and engaging the relevant course material.
Irrelevant	A student asks AI to provide alternative explanations tailored to their unique needs (specific interests, prior knowledge, native language, etc.)
Conditional	A student asks AI to identify and explain connections between course concepts with prose, charts, or diagrams.
Acceptable	A student asks AI to fill out a study guide you have provided. The student uses AI's answers to prepare for the exam.
Conditional	A student asks AI to explain and interpret confusing sections of the syllabus, assignment prompts, or instructor feedback.
Conditional	A student uploads your assignment prompt, rubric, and any model answers you have distributed. They then ask AI to explain how the examples respond to the prompt and meet the criteria in the rubric.
Conditional	A student asks AI to answer questions about calendars, policies, or resources.
Conditional	A first-generation student asks AI to explain the unwritten rules of college.

AI Demonstrates	
Conditional	A student asks AI to help them understand a mechanism or process by demonstrating (or describing a demonstration of) that process.
Conditional	A student describes the skill they are trying to learn (e.g., solving specific kinds of problems, coding, speaking a language, writing in a particular genre, etc.) and asks AI to demonstrate the skill and explain the steps involved.
Conditional	A student uploads your assignment prompt and grading rubric. AI drafts a response aligned with the rubric. The student uses the draft as a model for the structure and scope of their response, but completes the work on their own.

AI Facilitates Reflection and Practice	
Conditional	A student describes specific learning experiences and asks AI to generate questions to help them reflect on their learning.
Conditional	A student shares the learning outcomes for the course, topics covered, and specific course materials assigned. They then ask AI to develop and ask them various kinds of questions (multiple choice, short answer, short performance tasks, essay prompts etc.) to help them reinforce their learning through practice.
Conditional	A student in a foreign language course asks AI to engage them in conversations (both written and oral) as if it were a native speaker of the target language.
Conditional	A student asks AI to act as an expert tutor in the field, skilled in the Socratic method. They then ask it to engage them in a dialogue that will help them develop the knowledge and skills targeted by the course.
Conditional	A student asks AI to act as a novice who needs the student to help them develop the relevant knowledge and skills. The AI then asks questions that require the student to think about whether and how the material should be taught.

AI Checks for Knowledge and Provides Feedback on Learning	
Conditional	A student asks AI to develop a set of questions to help them assess their progress in their course. They complete the assessment on their own.
Conditional	A foreign language student asks AI to correct and explain their mistakes when conversing in the target language.
Conditional	A student asks AI to develop and administer short quizzes after each unit; to use the results to identify areas for improvement; and to provide concrete guidance about what they might do to improve.

AI Brainstorms Ideas	
Conditional	A student uses AI brainstorming to *inspire* their own brainstorming.
Conditional	A student uses AI brainstorming as a *replacement* for their own brainstorming.
Conditional	A student uses AI to brainstorm solutions to an assigned problem.
Conditional	A student uses AI to brainstorm approaches to solving assigned problem, but arrives at the solution themselves.
Conditional	A student uses AI to brainstorm topics for a research project, but completes the research project on their own.
Conditional	A student uses AI to brainstorm a thesis statement, but develops an argument to defend the thesis on their own.
Conditional	A student uses AI to brainstorm illustrative examples to support an argument they have developed on their own.
Conditional	A student uses AI to identify potential counterarguments, but develops their own responses to those arguments.

AI Develops Plans	
Conditional	A student shares their thesis, asks AI to create an outline for an essay that defends that thesis, and then drafts the essay according to that outline.
Conditional	A student develops their ideas by writing a disorganized first draft. They upload this draft, ask AI to organize the elements into a coherent outline, and complete the second draft according to that outline.
Conditional	A student shares their idea for a business, and AI develops the business plan.
Conditional	A student shares a hypothesis and asks AI to propose a research design that would test that hypothesis. The student then uses that design in their study.
Conditional	A student uses AI to schedule and prioritize academic tasks and deadlines.

AI Conducts Literature Reviews	
Conditional	A student uses AI to identify key papers and articles relevant to their research topic, manually reviewing each to understand their significance.
Conditional	A student uses AI to summarize abstracts of selected articles, aiding in quicker comprehension while they critically analyze the full texts.
Conditional	A student uses AI for a comprehensive literature review, including sourcing, summarizing, and synthesizing information.

AI Cleans and Analyzes Data	
Conditional	A student uploads a quantitative data set and asks AI to remove duplicates, correct typos, fill in missing values, or standardize formats.
Conditional	A student uploads a qualitative data set and asks AI to identify themes.
Conditional	A student uploads a quantitative data set, asks AI to perform advanced statistical analyses, and uses the AI-generated insights to guide their hypothesis testing.
Conditional	A student uploads a qualitative data set and asks AI to identify and *interpret* patterns and sentiments.
Conditional	A student uploads a data set and asks AI to represent that data visually.

AI Drafts Work	
Conditional	A student gives AI a writing prompt and submits its response to you wholesale.
Conditional	A student gives AI a writing prompt, edits AI's response, and submits it.
Conditional	A student writes most of an essay and asks AI to complete it.
Conditional	A student asks AI to generate a script for an oral presentation. The student then memorizes and delivers the scripted presentation in class.
Conditional	A student asks AI to generate a discussion forum post and post AI's response as their contribution.

Conditional	A student gives AI another student's discussion forum post and asks it to generate a response. The student submits the AI's output, after some light edits.
Conditional	A student gives AI another student's paper draft and asks AI to generate constructive feedback. The student selects two of AI's suggestions and submits them as peer feedback.

AI Provides Feedback on Drafts	
Conditional	After using AI to test for knowledge, a student asks AI to provide personalized feedback that highlights areas for improvement.
Conditional	A student gives AI a paragraph and asks it for editorial feedback (e.g. "what can I do to make this clearer?") The student revises the essay based on AI's feedback and submits it.
Conditional	A student uploads a rough draft and a copy of your rubric and asks for detailed, forward-looking feedback that provides concrete guidance about how they can improve their writing to meet the criteria.

AI Edits or Revises Drafts	
Conditional	A student uses AI to find and correct bugs in their code.
Conditional	A student gives AI their rough draft and an example of good writing that you have provided. They ask AI to rewrite their draft, matching the style of your example. The student then submits AI's output as their first draft.
Conditional	A student gives AI a first draft and your feedback and asks AI to revise the paper. The student submits the output as their revised paper.
Conditional	A student gives AI individual sentences from their paper with your feedback. They ask AI to give examples of 3-4 different ways to implement your feedback. The student selects one of them and adds it to their paper.
Conditional	A student records themselves giving a practice presentation that goes much longer than it should. They transcribe the recording and give it to AI, asking it to cut the length down by a third. The student implements AI's suggestions.
Conditional	A student writes a short paper and asks AI to convert it into an outline for a 5-minute presentation. The student then uses AI's outline as a basis for their presentation.

AI Supports Accommodations	
Conditional	A student with visual impairments uses AI-powered text-to-speech software to access written course materials and textbooks.
Conditional	A student with hearing impairments employs AI-based real-time captioning during lectures and video presentations for better comprehension.
Conditional	A student with dyslexia utilizes AI-driven reading assistance tools that adapt text readability and provide interactive learning support.
Conditional	A student who is a non-native speaker of English uses AI to translate lectures and course materials into their native language.

3. Given your responses to the AI Expectations Worksheet, what are some of the major features or uses of AI that you view as acceptable, conditional, or unacceptable? Don't type all your responses here; keep it big picture.

Acceptable

Conditional

Unacceptable

4. Given the responses you've given on this supplemental activity so far, what policies would you like to put into place for your course? Where will these policies be located (e.g., your syllabus, assignment instructions, some place else)? When will you speak with your students about these policies?