

Artificial Intelligence and Academic Integrity: Expectations Worksheet*

Student Use of AI Tools

Directions: [Make a copy of this sheet to select dropdown items](#). If you knew that your students used a text generating AI (GAI) tool, would you find these uses acceptable, unacceptable, or acceptable in some conditions?

AI Tool as a Reading Aid

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| Acceptable ▾ | A student asks a GAI Tool to generate an overview of an assigned text. |
| Acceptable ▾ | A student reads a text and asks AI Tool clarification questions to help them understand it as they go. |
| Acceptable ▾ | A student copies a complex passage from a text and asks AI Tool to explain the text in simpler terms (e.g., "explain this to a five-year-old" or "explain this to a 15-year-old.") |

AI Tool as a Writing Aid

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| Acceptable ▾ | A student gives a GAI tool a writing prompt and asks it to generate a few possible ideas for a thesis statement. The student chooses one of the ideas AI Tool generated and writes an essay defending it. |
| Acceptable ▾ | A student gives a GAI tool a paragraph they wrote and asks it to provide illustrative examples to support their argument. The student adds one of the examples ChatGPT generated to their draft. |
| Acceptable ▾ | A student gives a GAI tool a writing prompt and uses its response as a model for the structure and scope of their response, which they write independently. |

AI Tool as an Editing Aid

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| Acceptable ▾ | A student gives a GAI tool 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 Tool's feedback and submits it. |
| Acceptable ▾ | A student gives a GAI tool a few sentences from their rough draft and an exemplary essay that you provide. They ask AI Tool to rewrite their work, matching the style of the example. The student revises their own work based on AI Tool's example. |
| Acceptable ▾ | A student gives a GAI tool individual sentences from their paper with your feedback. They ask AI Tool to give examples of 3-4 different ways to implement your feedback. The student selects one of them and adds it to their paper. |

AI Tool as a Study Aid

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| Acceptable ▾ | A student prompts a GAI tool to help fill out a notetaking guide you have provided. The student uses a GAI tool's answers to prepare for the exam. |
| Acceptable ▾ | A student pastes in passages from a complex text and asks a GAI tool to generate a multiple choice quiz so the student can assess their understanding of the material. |
| Acceptable ▾ | A student asks a GAI tool to generate likely exam questions or essay questions based on passages from the course readings and uses these as a study guide. |

*Written by the Center for Excellence in Teaching and Learning at Oakland University.

Adapted from an extended [worksheet developed by Dr. Ronni Gura Sadovsky, Trinity University, March 2023](#).

Which of the following beliefs do you think were driving your choices during this exercise?

- ☐ Students' graded work should reflect their own original ideas.
- ☐ Students should engage authentically with course content, with professors, and with peers.
- ☐ GAI Tools are error-prone and biased and therefore unreliable.
- ☐ GAI writing is bad. (formulaic, impersonal, bland...)
- ☐ Many of the tasks we give students are not valuable in their own right; they are valuable because students need to do something educationally valuable in order to complete the tasks. When students use GAI tools, these assignments no longer work as intended.
- ☐ Students need to practice using GAI tools in order to prepare for a changing world.
- ☐ GAI tools are a perfectly acceptable tool when they function as a _____. (brainstorming partner, writing tutor, search engine, etc.)

Other:

Faculty Use of GAI Tools

Directions: Mark one of the three responses below in the blank next to each statement as it relates to faculty use of GAI tools.

AI Tool as a Faculty Work Aid	
Acceptable ▾	Writing shorter promotional text based on your longer description to share in marketing (e.g., department event, public event, community activity).
Acceptable ▾	Draft messages to be sent to students based on specific conditions (e.g., students not attending class, general concerns about their participation).
Acceptable ▾	Create a multiple-choice quiz on a reading, which you review and edit before giving students.
Acceptable ▾	Draft messages to people (colleagues, community members) requesting their participation in an event or activity.
Acceptable ▾	Writing an abstract for your journal article manuscript.
Acceptable ▾	Revising your syllabus to condense sections, make the tone friendly, delete repetition, etc.
Acceptable ▾	Revising an assignment description to increase student clarity, such as breaking down complex directions and providing concrete examples.

Other Considerations

What other ways do you know or anticipate faculty are using these tools, or discussing the appropriateness of their use?

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