Generative AI Teaching & Learning Resources
A curated collection focusing on creating assignments
and advising students in using GenAI tools - March 2025

Introduction:

This curated resource brings together ideas and suggestions to understand the basics of gen AI as well as suggestions as to how you may consider incorporating AI tools in course activities and assignments. They offer ideas about integrating AI into academic integrity praxis, ethical considerations, and student guides for using AI tools as part of completing academic work. The University of Minnesota's Artificial Intelligence Community of Practice maintains a curated list of generative AI articles, events, and groups.

AI Literacy

- Educause's *A Framework for AI Literacy* features a four level "meet folks where they are at" introduction to AI literacy.

Course Policies about AI

- Sample Policy Statements for syllabuses, papers/presentations, and journals:
  - A gdoc with UMN guidelines, with additional course, professional organization, and academic journal examples.

  Leon Furze's *AI Assessment Scale: Version 2* blogpost provides instructors with clear language that is flexible enough to work across disciplines and assessment types on *how* and *why* AI can or cannot be used for a given task. The scale provides explicit guidance to learners for each of the five levels: 1) No AI, 2) idea generation and structuring, 3) editing; 4) task completion with human evaluation, and 5) Full AI. (2024 publication on which the blogpost is based)
  - Interested in co-creating a syllabus policy with your students? This slidedeck (with Note field annotations) and gdoc combination offers a glimpse into setting up that process.
  - "AI in the Syllabus" blogpost provides three examples to what the writer calls "the challenge" instructors face in creating syllabus policies even as tools and access change.
  - The crowdsourced **"Syllabi Policies for Generative AI"** spreadsheet includes links from departments across disciplines and continents.
    - Overwhelmed by what spreadsheet offers? Daniel Stanford's blogpost distills key characteristics in three examples - one open use, one moderate use, and one don't use.

Ethical Use of AI

- Leon Furze's Teaching AI Ethics provides a comprehensive overview of nine ethical issues regarding AI usage. He includes teaching points, suggested activities, and a wealth of related resources.

Plagiarism Detection - including some cautions about their accuracy

- "Programs to detect AI discriminate against non-native English speakers, shows study" - an [open access journal article](#) shares researchers' work "trac(ing) the discrimination to the way the detectors assess what is human and what is AI-generated."
- On knowing limitations of AI Text Detectors - [slidedeck](#) as guidebook.

Teaching in Light of AI - Examples of Practice

- Bloom's Taxonomy Revisited, a [webpage with embedded pdf of chart](#) that adds "AI Capabilities" and "Distinctive Human Skills" columns to the familiar learning taxonomy framework. The navigation bar on the left side of this page includes further links to AI topics including course planning, literacy, strategies, and samples.
- "Generative AI: a problematic illustration of the intersections of racialized gender, race, ethnicity" (Version 2, 2023) created by Nayiri Keshishi and Dustin Hosseini offers a [blogpost](#), along with resources for conducting an analysis of generated images with students: [slidedeck](#), analysis [matrix](#) with [template](#). The materials are stored in the [National Teaching Repository](#).
- Monash University's Generative AI and Assessment [webpage](#) offers suggestions for modifying assignment prompts, alternative assessments, targeting higher order thinking, using formative assessment, as well as future-focused and other alternative assessments.
- The Online Learning Consortium's [Canvas site](#) showcases "Assignment Design Strategies for Utilizing AI and Ed Tech to Increase Student Participation." The site's aim is to "ChatGPT proof" a range of assignment types while also providing ideas for using a range of technology platforms/ applications. Assignment suggestions are linked to analytical and creative writing assignments, as well as discussion- and presentation-based activities and assessments.
- Student Use Cases for AI, a Harvard Business [website](#) offers research-and practice-based recommendations ways students and instructors might use AI as a feedback generator, personal tutor, team coach, and learner. Each of the four sections includes an open-access detailed prompt meant to guide students in using AI in educationally and ethically wise ways

Working with Learners

- **Academic integrity**
  - **Preserving artistic integrity while creating AI art** addresses questions including "How can we attain integrity when the process by which AI creates images is not clear? [webpage](#)
  - **UMN resources include** a [gdoc](#) focused on communicating about integrity and originality offers an Artificial Intelligence Use Message to share with students, a Style Guide [webpage](#) on Citing Sources from UMN Libraries, and an Academic Integrity [webpage](#).

- **Generative AI and Accessibility in Education**
  - Elon University & AACU's [Student guide to navigating college in the artificial intelligence era](#) guides students through thoughtful and appropriate use of gen AI.
  - From the UK National Centre for AI, the Generative AI and Accessibility [web resource](#) examines ways AI has been integral to many assistive technologies, as well as noting some key concerns and challenges.
    - The [gfolder](#) Accessibility Focused AI Resources for a deep dive.

- **Student Perceptions of Generative AI**
  - UMN students' perspectives on Generative AI: November 2023 focus groups results - [blogpost](). Students address concerns about (1) losing practice/instructions in critical thinking via use of GenAI, (2) inconsistent messaging about acceptable AI use, and (3) AI embedding existing cultural biases, and role AI will play in career futures.
  - **"**I'm a Student. You Have No Idea About How Much We're Using ChatGPT" is a *Chronicle of Higher Education* [essay]() by a Columbia University student walking readers through their use of ChatGPT/AI in the creation of one course assignment.
  - "Student Perceptions of Generative AI," the National Centre for AI in Tertiary Education's [pdf]() report based on UK students' anonymous comments in online and in person focus groups. The analysis reflects/reinforces research studies focused on US students.

What is Generative AI?

- GenAI in Teaching - Context and Strategies - [gdoc](#) created by CEI Spring 2023
- Generative AI: Lifeline for Students or Threat to Traditional Assessment. Student and academic staff co-authors address principles for AI and assessment - [gdoc](#).

AI-Focused Tutorials, Short Courses, and Podcasts for Instructors

- The **"**Generative AI in Higher Education" [FutureLearn online course](#) guides participants through two weeks of spaced learning, with optional discussion forum activities, that focuses on "understand[ing] the uses and limitations of generative AI to address its challenges and harness its potential for higher education."
- Monash University's **"Generative artificial intelligence technologies and teaching and learning"** [website](#) offers webinar recordings for diving into webinar topics as well as 10 minute chats focused on a range of AI teaching and learning topics.
- In "AI in the Curriculum," a Tea for Teaching [podcast with transcript](#), associate professor Mohammad Tajvarpour talks about developing an MBA course on ChatGPT for Business.
- The ChatGPT Report [podcast series](#) offers 20-minute segments focused on ChatGPT news and addressing AI what ChatGPT tools and strategies are being developed.
- **AI Pedagogy Guide** - [webpage](#) from Harvard's AI Pedagogy Project group. The 3 parts of this resource provide an introduction to AI concepts/tools/classroom policies, a guided demonstration for new and experienced uses, and select resources.
- **The "Prompt Engineering for ChatGPT"** [Coursera offering](#) offers guidance in working effectively to create, use, and "create complex prompt-based applications for your life, business, or education."
- **The Artificial Intelligence in Education (AIED)** [listserv](#) points to resources of use to higher education instructors and academic technologists around the world. The resource is offered by Jisc, a UK organization that provides educational support and praxis-oriented research focused on digital literacy and transformation in higher education.

Archived versions of this document: [June2024](#), [February2024](#), [March2023](#), [June2023](#), [Oct2023](#), and [Dec23](#). Questions or suggestions to [cei@umn.edu](#).