5 for 5: Beginning with Generative AI

Here are five entry points to get started meeting your teaching and learning goals in a world of generative AI tools. And for each entry point, five ideas to get you going a little deeper. The guide is intended to provide considerations as you begin integrating generative AI into your coursework.

SET CLEAR EXPECTATIONS

Make it clear to students what generative AI can and cannot be used in your course. Explain academic integrity policies regarding its appropriate use. Consider some approaches in the CITL AI Course Policy Guide.

- **WHEN TO USE**: Explain what types of assignments students can and cannot use generative AI in your syllabus and discuss with your students. Consider different uses for both on high-stakes and low-stakes assignments.
- **CITATION GUIDELINES**: Clearly articulate when it is important to cite AI-generated content and the citation format expected.
- **SELECTIVE USES**: Consider selective use of AI to generate ideas and brainstorming but require original writing for final products.
- **AMPLIFY THEIR VOICE**: Encourage students to ensure their own perspective, analysis and elaboration are represented in their work, emphasizing the value of their voice versus simply replicating an AI output.
- **CONNECT WITH DISCIPLINE STANDARDS**: Your discipline is currently thinking about AI-generated work as well. Connect students to journals or professional societies and model any discipline expectations established around generative AI.

FOCUS ON HIGHER-ORDER SKILLS

Generative AI is good at summarizing information, but still requires a human approach for critical thinking and evaluation of output. Structure assignments and discussions to go beyond basic comprehension.

- **DEEPER THINKING**: Design assignments that demand critical thinking, not just summarization of content. Students could extract or critique key themes and concepts from AI generated work.
- **SCAFFOLD UP**: Consider breaking large assignments or tasks into smaller pieces that can more accurately assess students individual skills and help develop transparent processes in working with generative AI tools.
- **GENERATE POTENTIAL:** Ask students to use AI for developing initial hypotheses, concepts or frameworks and evaluate the usefulness of the outputs.
- **INTENTIONALLY BUILD**: Have students expand on AI-generated text or interpret AI-generated art through their own analysis and writing.
- **GO META:** Prioritize reflection and having students explicitly document how they used generative AI, and how they incorporated their own efforts into an assignment.

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DEVELOP ANALYTICAL SKILLS

Students need to learn how to evaluate generative AI content for accuracy, biases, factual errors, etc. Teach them to be critical consumers of AI-generated text.

- **UNDERSTAND LIMITS:** Show examples of bias, errors, factual inconsistencies in AI output.
- **INTENTIONAL ACTIVITIES:** Ask students to assess the credibility and accuracy of AI content, including comparing to source material and explain any differences.
- **EVALUATE CONTEXT:** Have students assess how well AI content fits the context it was generated for by examining aspects like relevance and tone.
- **EMPHASIZE THE HUMAN:** Explain limitations of current technology, automation biases, and the need for human judgment of output.
- **FOSTER CRITICAL THINKING:** Encourage scrutiny and skepticism rather than blind acceptance of generative content.

EMBRACE ITS CAPABILITIES

Leverage the skills generative AI is currently good at: brainstorm ideas, get unstuck when writing, and gain new perspectives. Encourage appropriate applications.

- **GETTING STARTED:** Allow AI use for brainstorming ideas, essay outlines, rough drafts.
- **PROMPT ENGINEER:** Suggest exploring different prompts and inputs to improve quality of output.
- **GENERATE PERSPECTIVES:** Have students critically analyze multiple AI-generated perspectives and texts, examining the assumptions or biases expressed in the output.
- **CONVERSATIONS:** Use AI content creation to spark discussion among students, emphasizing analysis, and deeper examination of material related to learning goals.
- **FINAL VOICE:** Guide students to use AI as an iterative tool while retaining their own agency over final submitted work.

BE PREPARED TO ADAPT

This technology is evolving rapidly. Stay informed about new developments and be prepared to reassess how generative AI can best support student learning continuously.

- **REMAIN INFORMED:** Stay connected to new developments in generative AI through USF programs, discipline publications, sharing with colleagues and experimenting with new tools as they emerge.
- **READY FOR CHANGE:** Be willing to regularly re-evaluate your policies and assignment design as new opportunities and risks emerge.
- **RESERVE JUDGEMENT:** Don't dismiss new AI capabilities out of hand or assume they can't be useful in your teaching. Adopt an open-minded, flexible mentality.
- **STUDENT VOICES:** Solicit student feedback frequently to understand how they are using AI for learning. Identify emerging needs and challenges.
- **STAY GROUNDED:** Keep your learning objectives and outcomes at the forefront. Use AI as an evolving tool to meet your goals, not a replacement for strong pedagogy.