

Faculty Guide on Teaching and Learning

Illinois Tech's mission lends itself to authentic learning experiences. To support this mission, the Center for Learning Innovation (CLI) works with faculty to help Illinois Tech students to critically and productively use emerging technologies—like generative AI—to become effective learners. Recent events like the Learning Innovation Symposium at Illinois Tech encouraged the university to discuss topics like generative AI in teaching and learning.

Best practices include guidance and resources for developing syllabus language, aligning the course with the program, and developing assessments. [Academic Affairs](#) and [Faculty Resources in the Profession](#) also have a number of resources. To continue to identify and address challenges, CLI will continue to identify and address student success at Illinois Tech.

Guiding principles to inform best practice in teaching

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Best practices to consider as you plan your course in light of generative AI

Use backwards design concepts to align course learning objectives to assessments and related active learning activities. Doing so can reveal how generative AI could be used to make a positive impact in your course.

Post clear expectations on the use of AI in your course syllabus. [Academic Affairs](#) provides some brief examples of possible language. Externally, many [additional examples](#) are being collected by [Lance Eaton](#) from instructors around the country and posted in an open Google Doc; [WCET](#) highlighted 3:

“All work submitted in this course must be your own. Contributions from anyone or anything else- including AI sources, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation, and I will follow the institution’s policy to the letter in those instances.”

“You might be permitted to use generative AI tools for specific assignments or class activities. However, assignments created with AI should not exceed 25% of the work submitted and must identify the AI-generated portions. Presenting AI-generated work as your own will have consequences according to university policies. Importantly, while AI programs like ChatGPT can help with idea generation, they are not immune to inaccuracies and limitations. Further, overreliance on AI can hinder independent thinking and creativity. Note that, in the spirit of this policy, it was written in part by ChatGPT.”

“Within this course, you are welcome to use generative artificial intelligence (AI) models (ChatGPT, DALL-E, GitHub Copilot, and anything after) with acknowledgment. However, you should note that all large language models have a tendency to make up incorrect facts and fake citations, they may perpetuate biases, and image generation models can occasionally come up with offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI model.

If you use an AI model, its contribution must be cited and discussed:

- What was your prompt?
- Did you revise the Ai model’s original output for your submission?
- Did you ask follow-up questions?
- What did you learn?

Having said all these disclaimers, the use of AI models is encouraged, as it may make it possible for you to submit assignments and your work in the field with higher quality and in less time.”

If you use text-matching software or anti-plagiarism checkers such as Blackboard’s SafeAssign or [IIT’s own chatGPT detector](#), first, be sure to post that notice in your syllabus. Then encourage your students to use the tools as well. These tools compare

generative AI. Also mention to your students that in cases of possible infringement of your course policy, a result from one or more of these tools may be used as circumstantial evidence to report the student's infringement to the DDAD. Finally, do keep in mind that the results of these tools only reveal similarity (ie, drafts and final versions of work submitted may result in 100% similarity). Reports based on these tools are typically the starting point for additional conversations before investigating actual policy infringement or actual plagiarism.

If you embrace the use of generative AI in your course, avoid making its use a requirement, unless you plan to also offer alternative ways to achieve similar objectives. It is a question making your course accessible: not all students may have the same access or the ability to use generative AI. Offering alternatives is also a general principle in [universal design for learning](#), and can help make your course more accessible for all learners.

Integrating AI tools, or motivating compliance with relevant rationale, can be more effective than banning, restricting and detecting AI-generated content with technology tools.

Like many other software/apps available on the web (free or not), access to AI-based tools requires users to agree with specific terms of service and privacy policies.

Instructors and students should carefully read these documents and understand the risks associated with their use, prior to accepting the terms.

Looking for more help with your course? Contact CLI, cli@iit.edu to set up an appointment with CLI's Instructional Designer.

Concerns regarding academic integrity and student work? [See or refer an issue to Academic Affairs](#).

Want to learn more about teaching with AI? See additional resources below and keep in touch with [CLI](#) for additional faculty development opportunities.

For more information and resources on teaching and research with generative AI at Illinois Tech, please see [Illinois Tech's Guideline on Academic Honesty and Generative AI](#), as well as the following faculty guides: [Assigning Writing and Generative AI](#), and [Sources, Research, and Generative AI](#).

Additional Resources

[AI-Generated Content in the Classroom: Considerations for Course Design](#) (Illinois State University)

[How to Productively Address AI-Generated Text in Your Classroom](#) (Indiana University)

[Artificial Intelligence Tools and Teaching](#) (University of Iowa)

[Artificial Intelligence \(AI\)](#) (University of Maryland)

[ChatGPT and Generative AI in the Classroom](#) (University of Toronto)

[ChatGPT and AI Composition Tools](#) (Washington University in St. Louis)

[Why I'm Not Scared of ChatGPT](#) (The Chronicle of Higher Education)

[Classroom Policies for AI-generative Tools](#), an open Google doc created by Lance

Eaton, collecting course policies from a variety of higher é

California professors test out AI in the classroom, even as cheating debate continues, an article from CalMatters' College Beat discussing the use of AI at California Universities, includes examples in class.

[BestColleges survey of college student on AI usage](#)
[The AI Index Report from Stanford, according to Educause,](#) “

YouTube (Columbia University's Teachers College):

[AI Hype, Classroom Experiments and an Educator's Dilemma with Alex Bowers, Teachers College, Columbia University](#)

[Interacting with AI in a Meaningful and Positive Way with Jin Kuwata Teachers College](#)
[Way with](#)

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