

Exploring Generative AI in Teaching & Learning at BU

AI INFO SERIES


FALL 2023

BU Digital Learning & Innovation
BU Center for Teaching & Learning

First Week of Class:

COMMUNICATING WITH YOUR STUDENTS ABOUT AI

THURSDAY, AUGUST 24, 2023
11:00 AM - 12:00 PM



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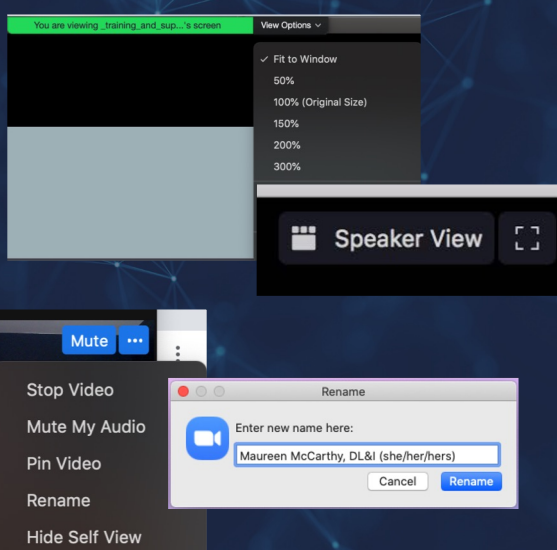
Quick Reminder

For optimal viewing experience, you can change your view options. We recommend **Speaker View** over Gallery View.

➔

Optional: Add your department, program or school to your Zoom name.

➔



The screenshot shows a Zoom interface with a 'View Options' menu open, displaying 'Fit to Window' as the selected option, with other options at 50%, 100% (Original Size), 150%, 200%, and 300%. Below this, the 'Speaker View' button is highlighted. In the bottom right, a 'Rename' dialog box is open, showing the current name 'Maureen McCarthy, DL&I (she/her/hers)' and a 'Rename' button.

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Recording

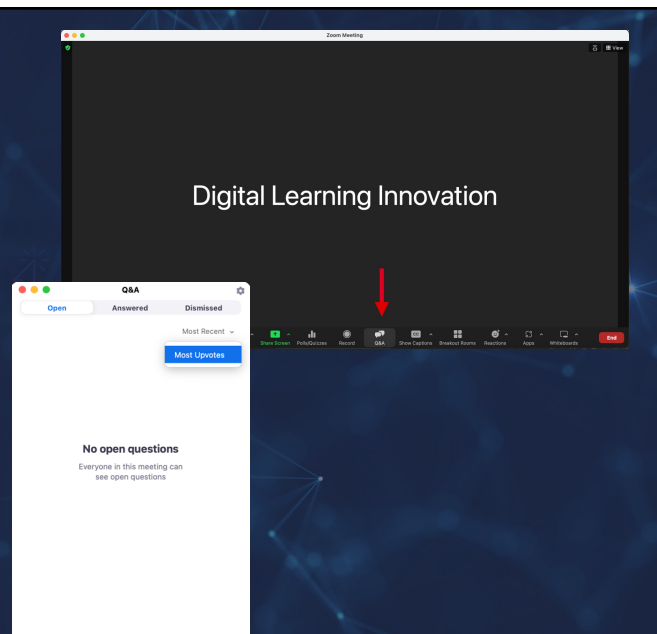
Today's Info Session is being recorded and will be available for viewing via bu.edu/digital later this month.

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Q&A Feature

Ask questions throughout session through Q&A option in your menu

Upvote questions by liking them to make sure we see them, and they're answered live!



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The speakers



Deborah Breen



Lisa Burgess

Deborah Breen is the director of the Center for Teaching & Learning (CTL) where she partners with faculty to enhance learning experiences throughout Boston University.

Lisa Burgess is an assistant director at CTL and specializes in teaching with emerging educational technologies, including artificial intelligence.

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Our plan for today

- Syllabus information as a conversation starter on AI
- Connecting AI guidelines and citation styles
- Creating class guidelines as a collaborative exercise

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Russell Group Principles

- Universities will support students and staff [faculty] to become AI-literate.
- Staff [faculty] should be equipped to support students to use generative AI tools effectively and appropriately in their learning experience.
- Universities will adapt teaching and assessment to incorporate the ethical use of generative AI and support equal access.
- Universities will ensure academic rigour and integrity is upheld.
- Universities will work collaboratively to share best practice as the technology and its application in education evolves.

July 4, 2023

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Wordcloud created by participants in the ChatGPT Symposium, Boston University, March 27, 2023

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Student Voices



- 43%** Students who have used ChatGPT or similar AI tool
- 54%** Students who reported their instructors have not openly discussed AI tools with them
- 60%** Students who reported that their instructors or institutions have not specified how to use AI tools ethically or responsibly
- 61%** Students who think that generative AI tools will become the “new normal”

From Best Colleges Survey, March 27, 2023

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Your syllabus as a conversation starter

- Tone
- Language
- Transparency
- Clear expectations
- Creating a syllabus that is a “motivator to learn”



(Harrington and Thomas, 2018)

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Poll 1

- Are you planning to use generative AI tools in your courses this Fall?

• Yes

• No

• Unsure

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Common Use Permissions

Adoption of AI generated assignments, projects or general use within a course should be

- clearly stated within the syllabus;
- discussed with students in the first week of class; *and*
- reinforced and revisited throughout the semester.

Use with Prior
Permission

Free Use
Permitted with
Acknowledgement

Free Use
Permitted without
Acknowledgement

Use Prohibited

Adapted from Univ. Delaware Center for Teaching & Assessment of Learning
Considerations for Using and Addressing Advanced Automated Tools in Coursework and Assignments

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Use with Prior Permission

Instructor permission to use generative AI or other automated content generating tools is:

- required prior to student use for any assignment, assessment, or project in the course;
- If permission is not granted, students are expected to complete their own work without the assistance of others.

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Use with prior permission

Sample syllabus statement

You may use one or more generative AI tools from the approved list for this class for the following assignment only: Essay 1. We will be using generative AI to brainstorm ideas, to gain feedback on drafts, and to check for grammar and syntax on final versions. AI tools are not permitted for other assignments as we will be comparing how processes and products differ with and without the use of AI tools. Students who do not follow these guidelines will not be able to satisfactorily complete the final assignments (Essay 2 and a written reflection) or meet the learning goals for the class.

(Adapted from Theories and Methods of Social Services HSC100, Volunteer State CC)

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Free use permitted with acknowledgement

- Instructors permit students to use generative AI or other automated content-generating tools as long as each use is acknowledged and properly cited.
- Instructors should remind students that accurate acknowledgments will also require disclosure of the prompts used to generate the content.

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Free use permitted with acknowledgement

Sample syllabus statement

You may use one or more generative AI tools from the approved list for this class for the following assignments: Essay 1, group project, and Essay 2. In each case, you are required to disclose the prompt/s you used and provide appropriate acknowledgment of the AI tool/s using APA Style. This specific approval is given to allow you to become familiar with AI tools, to increase your AI literacy, and to understand how to use AI in appropriate ways within an academic context.

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Use with Prior Permission

Free or Limited Use Permitted with Acknowledgement

Free Use Permitted without Acknowledgement

Use Prohibited

Free use permitted without acknowledgement

Students are allowed to use generative AI or other automated content generating tools in the course without formal citations.

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Free Use Permitted Without Acknowledgement

Sample syllabus statement

1. *Students may complete this assignment using generative AI. While you are not required to attribute your use of AI tools for this assignment, please consider maintaining your own records of prompts and answers you generated so that you can reflect on the success of your prompt formulation. Note that other assignments in this course will require you to acknowledge your use of AI.*
2. *Students may complete this assignment using generative AI. While you are not required to formally attribute your use of AI tools, you are required to add 2-3 sentences that explain your use of AI in completing this assignment.*

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Sample Statement of Generative AI Use in Class

Generative AI tools have quickly become a part of the academic environment. In this course, the use of AI is recognized and permitted within specific guidelines. It is important to know the limitations and privacy issues regarding the use of AI as well as its appropriate and ethical use.

- The use of AI generated work in this course is limited. Below are basic guidelines for what is and is not acceptable use.
 - **Generative AI tools (ChatGPT, DALL-E, Bing, Bard, etc.) are allowed to be used for the following:**
 - Brainstorming ideas
 - Focusing research questions
 - Drafting an outline or map of thoughts
 - Checking grammar and style
 - **Generative AI tools may not be used for any of the following:**
 - Completing an essay or paper
 - Impersonating you in a discussion or other assessment
 - Being represented as your own work
 - Writing a draft of an assignment or copying complete sentences, paragraphs or phrases for use in an assignment.
 - Any use on an assignment or assessment in which instructions, verbal and/or written, specifically state its use is prohibited.

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Use with Prior Permission

Free Use Permitted with Acknowledgement

Free Use Permitted without Acknowledgement

Use Prohibited

Use Prohibited

Students are not allowed to use any generative AI or automated content creation tools in this course. Use of AI will be considered a violation of course policy and academic dishonesty.

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Use Prohibited

Sample syllabus statements

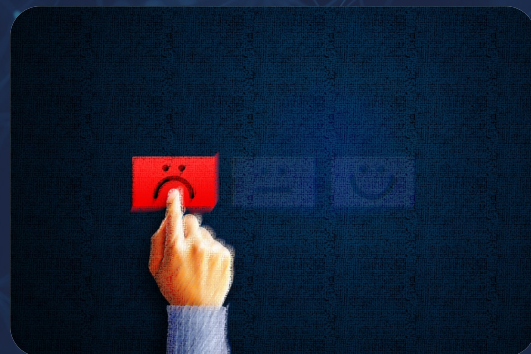
1. *In this class, we prioritize critical, analytical thinking applied to materials within our discipline. To become competent in our field requires that students must read, understand key points, and synthesize information from a variety of sources to offer plausible interpretations, without the assistance of generative AI. Since AI is specifically prohibited in this class [or for this assignment], its use will lead to a grade reduction for the assignment [and/or the overall class].*
2. *Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism. Ethics still matter and plagiarism is a serious Salem State University offense. (Creative Writing, Salem State Univ.)*
3. *In this course, Generative AI resources are not permitted. Students are expected to do all coursework themselves, as an individual or collectively, as designated by the instructor per assignment. The use of a Generative AI Tool to complete coursework constitutes academic misconduct for this course. (Tennessee Tech, Closed AI syllabus statement, Provost)*

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Sharing information about disadvantages

Issues to share with students

- Bias
- Returning false or inaccurate information
- Providing fake resources or citations
- Privacy concerns



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Disadvantages of AI Use Sample Syllabus Statement

Chat GPT and other generative AI and automated content tools are known to return incomplete, incorrect, and/or biased information, along with fake citations or sources. Therefore, they are not considered a completely reliable resource. It is the student's responsibility, when using these tools, to ensure that all information presented in assignments is accurate.

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Privacy Statement

For assignments in this class, we will be using ChatGPT-3. Creating a ChatGPT account requires that you provide personal information, such as an email address. Please review the privacy information supplied by [OpenAI](#) so that you are aware of the uses of your information. As your instructor, I abide by FERPA (Family Educational Rights and Privacy Act) Guidelines and will not create or respond (for example, through feedback or grades) to assignments in any way that will impact the privacy of your student records.

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Poll 2

Which syllabus guidelines best reflect how you will use generative AI in your course this fall?

- Use with prior permission
- Free use with acknowledgement
- Free use without acknowledgement
- Use Prohibited

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Citation Resources

Standard Citation Systems

[MLA Citation Style Guide for Generative AI](#)

[APA Citation Style Guide for Generative AI](#)

[Chicago Citation Style Guide for Generative AI](#)

Guidelines for when to cite Generative AI

- Paraphrasing, quoting, or incorporating any content into your own work
- Acknowledging functional use of tools (editing, spelling, translation)
- Always check secondary sources and sources cited by the tools

Consider creating a short in-class assignment that guides students through the relevant citation style to be used in your course.

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Developing guidelines as a collaborative exercise

Involving students in discussion about guidelines can

- Increase awareness and understanding of the tool/s
- Help instructor understand students' view points and perceptions
- Help instructor clarify any misconceptions
- Create "buy-in" for the students

BU Today article, February 27, 2023

Image: Professor Wesley Wildman and CDS DS 380 students




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Quick Guide

Using AI Responsibly for Learning

QUESTIONS FOR STUDENTS



U Do I **UNDERSTAND** this AI tool, its purpose and how it can be used appropriately?

S How does this tool **SUPPORT** my learning and give me opportunities to think more deeply?

E Do I know the **EXPECTATIONS** for purposeful learning, academic integrity and safety?

M How am I **MODELING** good use of AI in interactions with my peers, through evaluating and discussing our work?

E How am I considering the **ETHICS** of AI and the implications & opportunities of AI to make a difference?

-

A How can AI support my work in solving **AUTHENTIC** & meaningful problems and making personal connections?

I How is my learning **INSPIRING** me to take meaningful action and can AI help with innovation & creativity?

Source: <https://learn.wab.edu/innovation/ai/useme-ai>

*Check that your teacher does not prohibit the use of AI.
See the syllabus for their
Academic Misconduct Policy.*

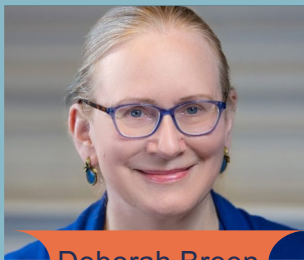
Classroom Student Guide to AI, 2023, New England University Center for Excellence in Teaching and Learning

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Q and A

ASK AWAY!

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Deborah Breen



Lisa Burgess

Thank You for attending our
Information Session.

Questions or Comments?



ctl@bu.edu

Get in touch

Fill out post-event survey

<https://bit.ly/Alsession-2>

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References

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