

Generative AI and the Classroom: Tips and Ideas

As AI tools become more prevalent (and more difficult to avoid), it's important to learn more about them in relation to your discipline. The links below provide a helpful overview.

Learn more about how students are using AI tools as part of their regular study habits and as part of their research and writing practices. A current student at Columbia has [written about this in the Chronicle](#). Remember that the incoming class of 2027 will have encountered AI tools as part of their high school education.

Talk to your students about the drawbacks and limitations of AI tools. Help them understand that learning, thinking, and writing are skills and processes that they must ultimately cultivate and develop on their own, over time. Make sure they understand the limitations of AI tools in relation to your particular discipline.

Discuss AI tools with your students and be clear about your rules and expectations

You should consider addressing AI tools in your course policies. When it comes to AI tools, how do you define appropriate use in the context of your course(s)? When and how should students disclose their usage of AI tools? A crowd-sourced list of [course policies from various institutions is available here](#). And see the end of the document for links to useful resource pages and samples of syllabus language developed by members of the ASC and the ChatGPT working group.

Consider how you might adjust your assignments, taking AI tools into account:

- Refine your assignments to reduce the likelihood that students will turn to AI tools.
 - Think about your goals: what is the best way to achieve them, and how will you assess whether or not students have actually learned things? Test your prompts on ChatGPT, for example, to get a sense of what it can and cannot do, and remember that you can generate different outputs by refining your prompt.
 - Be specific and require students to engage closely with course materials and ongoing in-class discussions (AI tools such as ChatGPT won't have access to the particular ideas raised in your class, for example)
 - Require students to incorporate quotations and citations (AI bots have difficulty with both, at least for now...)
 - Ask your students to demonstrate their learning in a variety of ways (both in and out of class, written and oral, etc.)
- Think beyond the traditional analytical essay assignment
 - Oral components (presentations, debates, etc.)
 - Multimodal projects
 - Applied/experiential learning
 - Written assignments that center on personal/local experience or that incorporate creative modes and elements
 - Seminar journals/responses – between one class and the next, have students reflect on what came up in class
- Incorporate AI tools on your own terms

- Shape students' use of AI tools by making them part of the assignment (lots of ideas can be found in the resource pages below)
- Strategize about how your students will be writing and submitting their work
 - Make use of in-class writing, either by hand or on an institutional device (e.g. with wifi disabled).
 - If you would like to use one of CMC's technology classrooms (Kravis 165 and Roberts North 12) for some kind of writing exercise or assessment, you can book a time using the [room reservation request form](#). (These classrooms are generally available after 4:15pm Mon-Thurs, after 12pm on Friday, and over the weekend.) Stay tuned for more information from ITS about access to wifi-disabled equipment during midterms and finals week.
 - Require students to save multiple drafts/versions in google docs or Box
 - Set clear expectations about citation and attribution

What to do when you suspect a student used AI tools

- Consider your rules and expectations
 - What policies with respect to AI tools do you have in place? And how/when have you communicated with your students about using AI tools?
- Consider whether the submitted work actually fulfills the assignment.
 - This in itself could be grounds for not accepting it, giving it a low grade, or asking the student to resubmit.
- Identify what, in particular, made you suspect that AI tools might be involved. For example:
 - voice, tone, formulaic/repetitive structure
 - lack of engagement with sources; citations are strange, wrong, or absent
 - writing goes off topic, does not engage with course materials
- Things to consider about AI detectors:
 - AI detectors flag any written text that bears hallmarks of AI (including text generated by software programs such as Microsoft Word, online document creators such as GoogleDocs, and web-based resources such as Grammarly)
 - AI detectors are unreliable. No AI detector can provide definitive proof.
 - AI detectors are getting easier to evade (for example, a student can quickly paste AI-generated text into a paraphraser such as Quillbot) Research suggests that [AI detectors are biased against non-native English speakers](#).
 - CMC maintains an institutional license to Turnitin.com, which now includes AI detection. Email Ben Royas in IT (Ben.Royas@ClaremontMcKenna.edu) to create your account. You should know that Turnitin [recently acknowledged higher false positivity](#) rates in some instances.
 - If you plan to use detectors, it's important to use them in consistent ways. Consider using them on everyone's writing, or on a random sampling.
 - You may also want to consult more than one AI detector for comparison, since they are likely to generate different results. Many AI detectors are free, but if you'd like to purchase a subscription, you may use your IFA.

Bringing cases to the Academic Standards Committee (ASC)

When you suspect that a student has committed an academic integrity violation by making inappropriate use of AI tools, you should report it to the ASC. The ASC may consult and compare AI detector scores as part of an investigation, but faculty should also provide additional evidence when

possible (e.g. other examples of the student's writing, for comparison). You should also provide insight into what led you to suspect the inappropriate use of AI tools.

Useful resource pages from other colleges and universities

- Barnard College, [“Generative AI and the College Classroom”](#)
- Caltech, [“Resources for Teaching in the Age of AI”](#)
- Carleton College, [“Working with AI”](#)
- Columbia University, [“Considerations for AI Tools in the Classroom”](#)
- Harvard University, [“Artificial Intelligence”](#)
- Rutgers University, [“Adapting College Writing for the Age of Large Language Models such as ChatGPT: Some Next Steps for Educators”](#)
- UC Berkeley, [“Understanding AI Tools and their Uses”](#)
- UPenn, [“ChatGPT and its Implications for Your Teaching”](#)
- Washington University in St. Louis, [“ChatGPT and AI Composition Tools”](#)
- Yale University, [“AI Guidance”](#)

Sample Syllabus Language

Whether or not you plan to limit the use of AI tools, it's important to be clear with your students about your expectations. Given that AI technology, usage, and detection are evolving rapidly, we all need to stay flexible: any policy you write may become obsolete or be difficult (if not impossible) to enforce.

CMC's [Statement of Academic Integrity](#) includes the following statement about electronic media use:

All rules and standards of academic integrity apply equally to all electronic media, particularly all intranet and internet activities. This is especially true for any form of plagiarism, ranging from submission of all or part of a paper obtained from an internet source to failure to cite properly an internet source.

Many of the resource links above include suggestions about syllabus language. Below are samples of syllabus language developed by members of the ChatGPT working group and the ASC.

SAMPLE 1

It is appropriate to use A.I. assistance only in those ways that it is appropriate to use human assistance (e.g., it's ok to ask your friend to proofread your paper, making red-pen notes on your spelling and grammar, which you will then use to improve your paper, but it's not ok to ask your friend to simply rewrite your paper for you).

SAMPLE 2

Students are expected to know and to follow the college's guidelines for academic honesty. Academic misconduct can occur in a variety of ways, including (but not limited to) cheating, fabrication, and plagiarism. Please note that CMC's Statement of Academic Integrity specifies that “all rules and standards of academic integrity apply equally to all electronic media ... [which] is especially true for any form of plagiarism, ranging from submission of all or part of a paper obtained from an internet source to failure to cite properly an internet source.” Accordingly, students are prohibited from submitting papers that include text generated from a large-scale language model (LLM) such as ChatGPT. Students are expected to know and respect the boundary between using these technologies to generate text and

using them for editing or polishing original text that the student has personally authored. When in doubt about whether some academic practice is acceptable, ask the instructor for assistance. Always err on the side of avoiding misconduct.

SAMPLE 3

I expect all assignment submissions to reflect the result of your independent thinking. To avoid inadvertently appropriating the ideas of others, please do not discuss course assignments with classmates before you submit them. Generally, the assignments in this course are designed in a way that does not require you to consult outside sources (i.e. sources that are not part of your assigned readings). Nevertheless, if you end up consulting any outside source while completing an assignment, you should always cite those sources to avoid plagiarism.

You are allowed to receive only two categories of help while completing an assignment:

- If you have questions about an assignment or need help completing it, please email me or visit me during office hours.
- If you receive help on your writing from any outside source including friends, tutors, or AI tools, you should acknowledge the nature and extent of the help in a separate note to be submitted along with the assignment

If I see evidence of unacknowledged help received from others, misrepresentations about the nature of a submitted work, or unacknowledged use of sources that are not part of the required readings, I will refer the case to the Academic Standards Committee at CMC or the office that handles academic integrity matters at the student's home campus. For more on CMC's policies on academic integrity, see the College's [Statement of Academic Integrity](#). If at any point you have questions about what is allowed or not allowed in this course, please contact me for clarifications.

SAMPLE 4

ChatGPT and similar AI technologies offer exciting possibilities for learning and discovery. They can serve as valuable tools in our academic pursuits, particularly for writing assistance and idea generation. However, these tools must be used judiciously and ethically. This policy provides specific guidelines for the use of ChatGPT in this course.

Purposeful Usage: ChatGPT may be used as a tool for brainstorming, structuring thoughts, improving language, and enhancing understanding of complex concepts. However, the content generated by ChatGPT should not replace your own original thoughts and ideas. Instead, use it as a catalyst to spur your own creativity and critical thinking.

Attribution: If you incorporate text generated by ChatGPT into your assignments, you must appropriately attribute the source. Just as you would cite a book or website that you paraphrased or quoted, you should acknowledge the contribution of AI tools. Misrepresenting AI-generated content as your own original work constitutes plagiarism.

Citation of AI tools in academic writing is still a developing area, and traditional citation styles like MLA, APA, Chicago/Turabian have not yet established specific guidelines for AI-generated sources. However, based on current standards for citing online sources, we can make an approximation. Here is an example of how to cite an AI language tool, using ChatGPT as an example, in approximation for each style:

- MLA: OpenAI. "Title of Document or Topic of Discussion." *ChatGPT*, Day Month Year of Acces.
- APA: OpenAI. (Year). Title of Document or Topic of Discussion. *ChatGPT*. URL (if applicable).
- Chicago/Turabian: OpenAI. "Title of Document or Topic of Discussion." ChatGPT. Accessed Month Day, Year.
- Footnote format for Turabian: 1. OpenAI, "Title of Document or Topic of Discussion," ChatGPT, accessed Month Day, Year.

Proportional Use: While ChatGPT can provide helpful input, your assignments should primarily showcase your own understanding, analysis, and creativity. Accordingly, direct content from AI tools (including ChatGPT) should comprise no more than 10% of your assignment.

Academic Integrity: Using ChatGPT to complete quizzes, exams, or any other assignment intended to test your individual understanding and skills is not permitted and will be considered a breach of academic integrity.

Responsible Use: ChatGPT responsibly and ethically. This includes respecting the guidelines and terms of service provided by OpenAI or any AI service provider, as well as treating the tool as an extension of the classroom learning environment.

Questions and Concerns: If you are uncertain about any aspect of this policy, or if you have questions about whether your intended use of ChatGPT aligns with these guidelines, I encourage you to speak with me before proceeding.

The use of AI tools such as ChatGPT can open up new avenues of exploration and learning. However, it's essential that we do so in a manner that respects the principles of academic integrity and the purpose of our course—to develop and express your own analytical and writing skills. Your understanding and compliance with this policy ensure a fair and productive learning environment for everyone.