GENERATIVE AI COURSE REFLECTION

UNIVERSITIES OF WISCONSIN
OFFICE OF ONLINE & PROFESSIONAL LEARNING RESOURCES

Use this document to have a conversation with your instructional designer about how AI might impact your course revision or development. Additionally, you might take the following steps to prepare your course for AI:

1. **Review your course.** Go through the checklist on the preceding pages and take notes on areas where you may need (or want) to adjust your course.
2. **Identify your top opportunity.** You may have lots of ideas but try to focus on the most crucial elements.
3. **Create an action plan.**
4. **Update your syllabus (see Step 6).** Every course should have a statement about acceptable AI use so that expectations are clear to students.

Before you begin

If you haven't used or aren't familiar with generative AI tools, this section will provide a little background on the topic and answer some common questions. The information in this section isn't exhaustive, and because generative AI is a rapidly evolving technology, further research is recommended.

What is generative AI, and what is it capable of doing?

Generative AI is a form of "conversational" AI that can create content, such as papers, outlines, summaries of text, and functional code. It was made popular by the introduction of ChatGPT. For additional information, consider reviewing one of the following:

- Watch the [webinar from the Office of Online & Professional Learning Resources (formerly UW Extended Campus) about ChatGPT.](#) It covers what ChatGPT is (including a demonstration), its strengths, its limitations, and strategies for addressing AI in your course.
- Read [ChatGPT and Artificial Intelligence in Higher Education (UNESCO).](#) The following sections are recommended reading:
    - Getting Started with ChatGPT (p. 5)
    - Figure 1: When is it "safe" to use ChatGPT? (p. 6)
    - Applications of ChatGPT in higher education (p. 8)
    - Challenges and ethical implications (p. 10)

Are there ways to prevent students from using generative AI?

Some methods have been suggested to deter students from using generative AI (such as in-person tests), but completely preventing the use of generative AI in an online setting is likely not possible.

I've heard of programs that can detect if AI was used. Can I use those?

Several tools have been developed, such as Turnitin, but they are not completely reliable. In some cases, they provide false positives or false negatives because the AI tools continue to evolve. If you use AI detection tools, use them with caution and never use them to accuse a student of cheating. Detection by an AI detection tool should be seen as, at most, a reason to have a constructive conversation with the student.

Are there recommendations for how students should cite the use of ChatGPT?

- APA: https://apastyle.apa.org/blog/how-to-cite-chatgpt
- MLA: https://style.mla.org/citing-generative-ai/

Generative AI Course Reflection Checklist

Step 1. Analyze the Impact of AI on Your Course

Understanding your students will guide the role of AI in your course. For example, students new to a topic or concept shouldn't rely heavily on AI, but more advanced students might benefit from learning how to use it. Consider the following:

Content Level:
- Is your content foundational (e.g., Marketing 101) or advanced (e.g., Marketing 301)?
- Do students have adequate background knowledge to evaluate the output of a generative AI tool?
  - Example: In math, students first learn to do the basics before they are allowed to use a calculator.

Industry Expectations:
- Will students be expected to use AI in your field? If so, how?
  - Example: Writing marketing copy, co-coding, and conducting data analysis are ways AI is being used.

Assignment Compatibility with AI:
- Can critical assignments be easily completed with AI?
- Have you tried to complete some of your assignments using AI (e.g., ChatGPT)? What were the results?

Notes:

Step 2. Review Your Objectives and Goals*

Think about how generative AI will influence course objectives like writing, problem-solving, coding, brainstorming/creativity, and content generation. Consider the following:

Impact on Course Goals:
- If students will be using AI in their field, how might this affect your course goals/objectives?
  - Example course goal: Use a variety of techniques for brainstorming/generating and developing creative works.
    - This goal likely will not change, but generative AI might be a new technique to consider as part of the coursework.
  - Example course goal: Independently apply effective strategies in the writing and research processes, including invention, drafting, peer review, revision, and editing.
    - It is likely the wording of this course goal would change since students could be expected to integrate AI tools into the writing process.

Interaction with AI:
- Do students need to understand AI's strengths and limitations in your field?
- Should they be taught about ethical or legal issues related to AI?

Opportunities:

Step 3. Assess Your Summative Assignments/Assessments

Assess the influence of generative AI on assessment methods. Consider the following:

Emphasizing the Learning Process:
- o Are there opportunities to focus on the learning process rather than the final product?
    - Example: Encourage draft submissions and iterative refinement of research papers or coding projects.

Real-World Assignments:
- o Are there opportunities to make assignments more authentic using AI?
    - Example: If coders are expected to use AI, your assessment might need to be modified to include some AI use to make it more authentic.

Uniquely Human Demonstrations:
- o Are there opportunities for students to demonstrate knowledge in uniquely human ways?
    - Example: Incorporate collaboration, hands-on work, oral presentations, or evaluating scenarios when they align with course objectives.

Opportunities:

Step 4. Evaluate Practice Assignments

Low-Stakes Assessments:
- o Do formative assignments provide the opportunity for students to practice and provide high-quality feedback?
- o Are formative assignments low stakes or ungraded? Are multiple attempts allowed?

AI in Practice and Feedback:
- o Can or should students use AI for practice or feedback?
    - Example: Allow coding students to use AI for feedback on their work. Alternatively, students could be encouraged to use AI for an assignment to determine the strengths and limitations of AI in their field.

Opportunities:

Step 5. Review Course Content, Learning Resources, and Media

Examine if AI integration requires updates to learning materials (i.e., topics, instructor commentary, lectures, readings, videos, audio, graphics, etc.). Consider the following:

Updates to Course Media:
- o Are updates needed to existing media or resources to match course changes?
    - Example: Show how to use AI effectively in coding assignments using a screen capture video (e.g., types of prompts to use, how to iterate with the tool, emphasizing the need to double-check the output).

Address AI Topics Relevant to Your Field:
- o What are the issues relevant to your field or industry?
    - Foundational topics (e.g., responsible AI use for students)
    - Ownership of AI-generated content (e.g., intellectual property rights, AI-generated art)
    - Ethical concerns (e.g., AI applications in the legal system)
    - Systemic issues (e.g., impact on scientific research, perpetuation of biases)

Opportunities:

Step 6. Communicate Your AI Policies

Ensure consistency and transparency in AI use in your communication with students (i.e., course policies, announcements, assignment guidelines, lesson introductions, etc.). Consider the following:

[Essential] Course Policy on AI Use:
- Do you have specific policies on AI use or non-use? Is it acceptable to use AI tools in some cases and not in others?
- Can certain AI tools be used while others cannot?
- How should students cite their use of AI tools? Are they expected to alter AI-generated content before submission?

Reason for AI Use or Non-Use:
- Have you explained why AI tools may or may not be used?
- Will AI use be an expectation in your field, enhance learning, or potentially harm the learning experience (consider novice vs. expert learners)?

Opportunities:

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*Program Outcomes cannot be changed without the agreement of all partner campuses; this is rarely a part of the course revision process. Course objectives/outcomes can be changed as part of the course revision process.