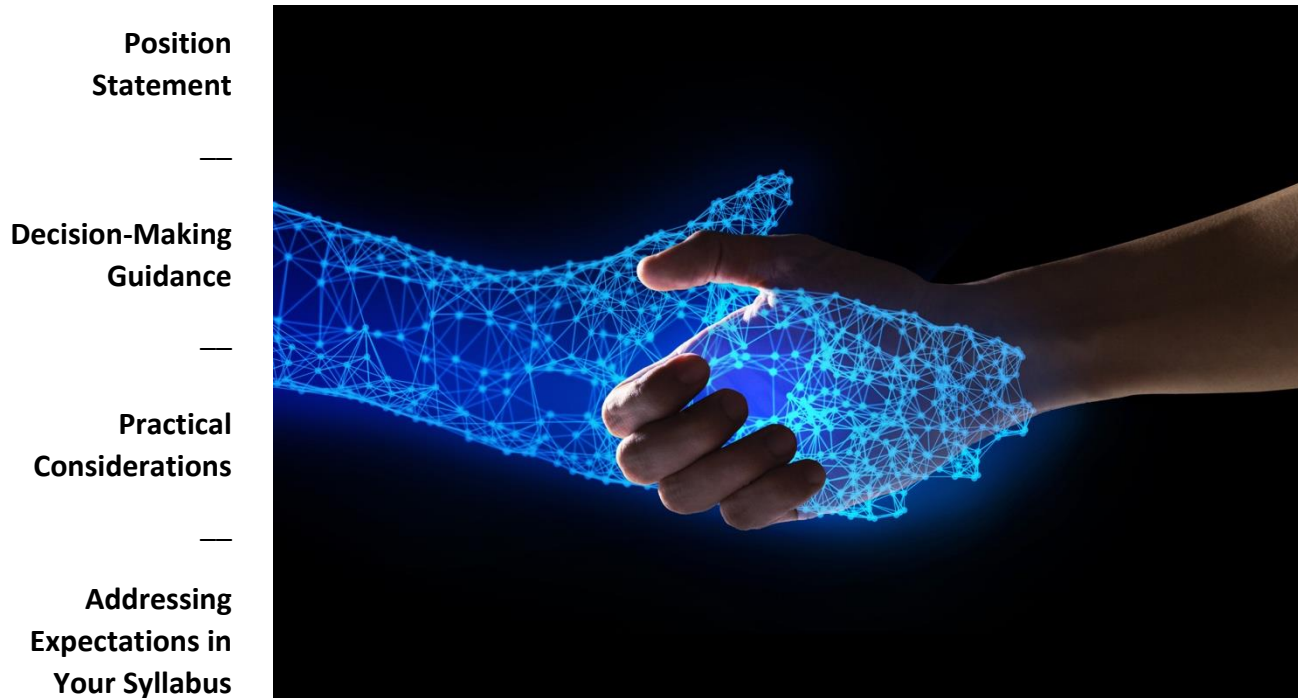


Teaching & Learning

With Generative AI



Position Statement

This document was developed collaboratively by Northeastern University’s Office of the Provost, Office of the Chancellor, Center for Advancing Teaching and Learning through Research, and Office of Student Life.

Northeastern’s [Code of Student Conduct](#) states that “The promotion of independent and original scholarship fosters an environment where students derive the most from their educational experience and their pursuit of knowledge.” Generative AI has raised many questions about what qualifies as “original scholarship.” As an institution, Northeastern aims to preserve faculty autonomy and agency in deciding what constitutes appropriate use of Generative Artificial Intelligence (AI) in their disciplines and courses.

Generative AI has recently emerged as a potentially powerful tool that could be harnessed for education. This new tool offers incredible new opportunities to extend how and what we teach, and how and what students learn. It also creates new questions about what constitutes academic integrity.

We will need to consider this technology in our teaching and learning environment as it will be part of our world and our students' careers moving forward. This means that we will actively consider how and when it is appropriate and permitted for students to leverage AI in their learning.

As educators, it is up to each of us to determine whether and how, depending on a given learning scenario, AI can further our students' learning and prepare them for their futures.

Decision-Making Guidance

1. **“Academic Integrity” occurs when learners embody and enact essential values such as active engagement in the production of work and knowledge-building.** Generative AI makes it imperative that you discuss with your students their values related to their learning, as well as your own. When presented as a place to come together around everyone wanting what's best for students, “academic integrity” can be understood as a useful concept and ally. It is important to address your concerns with positive intentions for students' success, as phrases like “integrity,” “honesty,” and “cheating” can sometimes suggest a stance of suspicion and punishment in relation to students.
2. **Generative AI can produce a growing array of finished products, including images and audio as well as text, making it crucial that students understand how *the abilities and skills* acquired from learning activities will serve them beyond just your class.** We teach because we want students to bring new ways of thinking into their lives—they need concrete information about what that can look like and how it can benefit them.
3. **Don't assume that you are always able to tell what is human-created and what is AI-generated.** If you suspect a student may have turned in work that uses AI inappropriately, collect more information by talking with the student about their process in creating the work.
4. **AI-detection tools are currently unreliable, and it is inadvisable to depend on them.** Accommodating the realities of AI is ideally accomplished through assignment design and in relationship with your students. Certain approaches to assignments can help ensure that students are doing their own work *and* yield evidence if learners are making inappropriate use of other tools. Some practical considerations for assignment design are provided below.

Practical Considerations for Leveraging AI

1. **Begin thinking about AI in your teaching by thinking about AI in your discipline and your professional field.** Consider how AI is already being used in your profession or discipline—how it

is changing the tasks in that world and how they are accomplished? Are there examples of ways that AI is already being used positively? Conversely, are there examples from your field of inappropriate uses of AI and what the consequences for those have been? These can be fruitful starting points for conversations with your students.

2. **Learn about AI by using it.** The time has come for us all to learn about AI by using AI so that we can determine its most appropriate place in the teaching and learning experience. As you consider new or updated assignments, try completing them yourself with AI as if you were a student.
3. **Consider addressing your thinking about appropriate use of AI in your syllabus.** Appropriate use of AI can vary across disciplines and course contexts. See example syllabus statements below.
4. **Communicate expectations clearly to students.** Acceptable use of AI can vary across disciplines and individual assignments. It is important to discuss with students what uses of AI are acceptable and your expectations. It is also important to convey the value of a given assignment, for example, the skills and abilities students will gain or practice through actively engaging in the work. Consider including these points to make clear what is appropriate and what is not:
 - Are students allowed to use any AI tool? If they are limited, which tools are acceptable?
 - What evidence do they need to share with you about how they used AI and how it shaped their thinking?
5. **Encourage students to use AI to think *with* them, not *for* them.** AI tools challenge us to [understand, access, prompt, corroborate, and incorporate information](#) in new ways. Educational experiences that help students develop these capabilities will equip them to use AI effectively. For example, ask students to generate an AI response to a prompt, then critique and fact check the product. What questions can the tool answer adequately? What are its limitations? In what aspects is the response flat-out wrong? Another option is to have students develop successive drafts of work with ChatGPT, documenting how they refined prompts for each draft and reflecting on the strengths or limitations of the prompt in light of the output. They will increase their understanding and critical thinking about the topic while also developing key technology and information literacy skills.
6. **Help students cite AI as they would other resources.** If students are using AI tools, help them learn how to cite its use properly (e.g., [How to cite ChatGPT](#)).

Example In-text:

When prompted “Why is feedback important for learning?” the ChatGPT-generated text indicated that “feedback acts as a compass in the vast ocean of learning, guiding learners towards their goals

and helping them navigate challenges more effectively. Without it, learners may feel lost, uncertain, or even become complacent, which can hinder their progress and growth.” (OpenAI, 2023)

Example in reference list:

OpenAI. (2023). ChatGPT (Mar 23 version) [Large language model]. <https://chat.openai.com/chat>

7. Consider AI-informed approaches for adapting or designing assignments.

- Emphasize the work development process in assignments, and set [interim deliverables](#) for major assignments that include rounds of instructor and peer feedback (e.g., brainstorming questions/ideas, finding and annotating sources, outline/draft, final in-person or recorded presentation that accompanies the work). Have students include a written explanation or reflection of how they used the feedback they received to improve their work, citing specific changes, and lessons learned.
- Require student work to incorporate in-class experiences and class-specific content, such as referring in their written work to specific class discussions or activities.
- Ask students to use direct quotes from references (which can ensure they go to the source directly), and cite quotes appropriately, including page numbers.
- Tap into the uniqueness of students’ lives. Ask them to identify questions that are personally interesting to them, [tell the story](#) of what sparked their curiosity and how they went about finding answers to their questions.
- Consider having students represent their work in several formats, such as a [digital poster](#) in addition to a written document.
- Consider incorporating a routine of asking a few students each class to talk for a few minutes about how they are thinking about course material in relation to assignments and activities. This need not feel like a “pop-quiz” but can be conversational while still both motivating them to prepare and giving you a view into how they are engaging with the material.

Addressing Expectations in Your Syllabus

Whether you are new to teaching or have taught for many years, as you prepare to teach you will need to consider your expectations for students’ use of Generative AI in their coursework. Is Generative AI categorically prohibited? Is Generative AI permissible under certain circumstances, and if so when? Will Generative AI be incorporated into certain assignments, and if so what are the parameters or guidelines to which students should adhere? What, if any, specific AI tools are permissible and/or not allowed?

These questions may be new for many of us, but it is something we need to address. Below are four sample statements that may provide ideas for language you might want to incorporate into your syllabus and/or verbal communication with students. Additional syllabi statements across a range of disciplines and institutional contexts can be found in Texas A&M University's [Generative AI Syllabus Statement Considerations](#) and a crowdsourced collection of [Classroom Policies for AI Generative Tools](#).

Balazs Szelenyi, Northeastern CPS, Philosophy, Globalization, Sociology and History

Please be advised that while AI tools like ChatGPT and DALL-E can be invaluable for brainstorming and enhancing learning, they must be approached with critical discernment due to their potential imperfections, including producing imprecise or biased outputs. Maintaining academic integrity is paramount: any content assisted or generated by AI must be properly attributed, and students should specify the role of the AI, the tool employed, and any input prompts at the end of assignments. Misrepresentation of AI-generated content as one's own or failure to accurately cite such contributions is a violation of our academic integrity policy and will be addressed accordingly. For optimal results with AI tools, it is recommended that students engage with them on familiar topics and provide clear, precise prompts, leveraging the synergy between human knowledge and AI capabilities.

Kate Goodman, University of Colorado, Engineering

Utilizing ChatGPT or other AI tools is becoming more common. While I would prefer you not use these tools and instead commit to the productive struggle that is learning, I recognize that these tools are not going away. Rather than ban them, we will treat them similarly to other resources you use. This means you MUST follow the four points above. 1. Give notice that you used the AI tool, which one you used and how you used it in the comments of your code. 2. Rigorously test and alter the program to suit the assignment and your understanding. 3. You must understand any code you submit and be prepared to explain it to me. And 4. all comments should be your own words. Sample code with the appropriate credit statement will be shown in class.

Holly Fernandez-Lyn, University of Pennsylvania, Medical Ethics

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any plagiarism or other form of cheating will be dealt with severely under relevant Penn policies.

Alexa Alice Joubin, George Washington University, English

Using an AI-content generator such as ChatGPT to complete assignments without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.

Learning to use AI responsibly and ethically is an important skill in today's society. Be aware of the limits of conversational, generative AI tools such as ChatGPT.

Quality of your prompts: The quality of its output directly correlates to the quality of your input. Master “prompt engineering” by refining your prompts in order to get good outcomes.

Fact-check all AI outputs: Assume it is wrong unless you cross-check the claims with reliable sources. Current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.

Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies. If you merely use the instructional AI embedded within Packback, no disclosure is needed. That is a pre-authorized tool.

Here are approved uses of AI in this course. You can take advantage of a generative AI to:

- Fine tune your research questions by using this tool <https://labs.packback.co/question/>
Enter a draft research question. The tool can help you find related, open-ended questions
- Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts
- Check grammar, rigor, and style; help you find an expression

August 2023