LCC Faculty Guide on Use of AI Tools - Version 5.0

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I. Orienting Students to the Use of AI Tools

- ***Expectations***. Every course syllabus should explicitly acknowledge the existence of generative AI software and tools such as ChatGPT. Posting a general university or LCC statement in your syllabus and on course Sakai/Canvas sites is important to provide clear and consistent communication to students. This should also be discussed with students in class at the start of a course.

    - Possible syllabus text suggested by Don:
        - For producing written work, only use AI tools in ways that are allowed by your instructor for a particular assignment.
        - If you are not sure whether using AI tools in a particular way is appropriate or acceptable, ask your instructor.
        - In your written work, include a short note saying how you did/did not use AI tools.
        - Remember that our goal as teachers is to help you learn how to generate your own ideas and communicate them clearly and effectively in the target language. If/when we limit your use of AI tools, it is not because AI tools are "bad"; instead it is because we want you to learn for yourself how to effectively communicate your own ideas.

- ***Dangers***. We recommend including a statement in the syllabus reminding students of the potential dangers of using AI generative software. For example, as these software platforms have not been developed for educational purposes, DKU cannot protect students from how their language, assignment content, and personal data may be mined, used, and stored.

- ***Rubrics***. You should develop, communicate, and share clear rubrics and assessment guidelines with students to set out clear expectations of (in)appropriate generative AI use for each assignment. Ideally, such rubrics will be developed collaboratively by faculty and shared with colleagues.

- ***Talking Points***. Remind students that one of the most important things they should learn at DKU is how to think for themselves, generating fresh new ideas and insights, and how to present these ideas in a clear and convincing way. While AI tools are good at recycling and repackaging language and ideas from other people, they can't replace your ability to think for yourself.

*__Expect Changes__ - The developments around generative AI are in flux and the rules that are expressed in your syllabi may need to change at short notice. This may affect the contents/design of assignments, as well as your evaluation strategy (Steipe, 2023).

II. Designing Writing Tasks/Prompts More Challenging for AI Tools

- ***Format***. Alter the assessment format. Include creation of more vlogs, presentations, role plays, simulations, interviews, vivas, multimedia and multimodal productions that demonstrate students' achievement of course learning outcomes.
- ***Personalisation***. Require more personal reflection linked to course/unit content. This may include asking students to include details on how course content relates to their experience/life or that they state their opinion or personal perspective related to the content, which necessarily include explanation.
- ***Contextualise/Specify.*** Link part of the assessment requirements to an image, course lecture/video, DKU campus context, recent event, recently published course reading or news articles.
- ***Complexity***. Focus more on higher order skills e.g. critical thinking, evaluation, creation. Tasks involving analytical and critical thinking should focus on processes such as inference, synthesis, reflection, justification, assessment, and evaluation to name a few.
- ***Authenticate Sources***. Require citation of readings from the course or reference to discussions or content from a class session and use readings that are as current as possible. When asking students to find sources, require students to use sources with DOI numbers or active web links to validate the resources they have used. Crossref is an excellent tool for validating resources, and students could include a report with their bibliography showing the Crossref results and explaining any mismatches/errors that appear.
- ***Process***. To promote self-awareness and metacognition in students, encourage them to reflect on their process of completing assignments, especially in writing. Students can submit multiple drafts, track changes, and identify their development and improvements in the text. Encourage students to focus on their thought process, including reasons for changes made to drafts and steps taken during the brainstorming process to develop a focused writing topic.
- ***Collaborate***. Involve an element of collaboration in the assessment and require students to reflect on their personal contribution and the contributions of their team members.
- ***Feedback Literacy***. Generally focus more on students' learning and development through the feedback process as opposed to the final product and final grade.
- ***Ungrading***. Consider adopting an ungrading approach or adopting some ungrading principles to reduce students' motivation to commit AI violations.
- ***Rubric Adjustments.*** Evaluate samples created by AI writing tools using prompts from the course and the rubric for the assignment. This will provide insight into how the rubric might be adjusted to focus on higher order thinking skills and other elements AI doesn't perform well on.
- **Baseline.** Include an in-class diagnostic writing task at the start of a course, where AI technology has not been used. This text can then be graded for language level and used as a comparative baseline for future submissions where AI infringements are suspected. The reason for this task should be made explicit to students.

III. Giving Assignments with Clear Boundaries

It is recommended that instructors clearly state the prohibition or allowance of tools for **each assignment** directly on the assignment sheet provided to students. Indicate specifically how

students are allowed and/or not allowed to use tools and discuss this in class with students. Following the guidance from Monash University, faculty have 4 options as follows:

1. **AI tools cannot be used in this assignment**
   In this assignment, you must not use artificial intelligence (AI) to generate or check any materials or content in relation to the assessment task.
2. **AI tools are restricted for this assignment**
   In this assignment, you can use the following artificial intelligence (AI) only- [insert names of AI tools, or types of tools (e.g., image generators/text generators/translation software/grammar checking software)]. Any use of AI must be appropriately acknowledged (see how here).
3. **AI tools are restricted for certain functions in this assignment**
   In this assignment, you can use artificial intelligence (AI) in order to [insert functions for which use is permitted] only. Any use of AI must be appropriately acknowledged (see how here).

   Example functions might include:
   - ➔ generate passages of text that must then be transformed to apply to each student's particular context.
   - ➔ produce summaries of topics that provide a basis for further non-AI-assisted enquiry.

4. **AI tools are not restricted for this assignment**
   In this assignment, you can use artificial intelligence (AI) to assist you in any way. Any use of AI must be appropriately acknowledged (see how here).

For all electronically produced writing assignments, have students add a short note stating how AI tools were or were not used. Examples of statements could include the following:

- I did not use AI tools at all for this assignment.
- I used ___ for this assignment to polish my language after I wrote the first draft on my own.
- I used ___ to generate ideas and language, which I then refined.
- This text was generated mainly by an AI tool.

IV. Showing Students Appropriate Use of AI Tools

Like anything, being a good consumer and understanding what generative AI does well and poorly today will help us best adapt to leveraging the tool. As we increase our awareness of the AI tools and their potential benefits and risks for language and writing education, we could then integrate teaching about AI tools into our class instruction or assessment design in appropriate ways and promote good AI literacy and etiquette among our students.

Example – Using ChatGPT for Genre Analysis

- Positive: students can use it to enter a prompt for a particular genre and check what it produces against the conventions they have learnt for that genre; this raises students'

awareness that we 'know it's out there' etc; demonstrates that they still need to understand and recognise genre conventions in order to determine whether or not the AI has done a good job
- Negative: provides students with the temptation to 'lift' phrases from the sample/from ChatGPT for other prompts

Other Text-generative AI Tools

Tools like ChatGPT could be seen as general-purpose writing assistants. They can produce original content with any prompt fed by users. Some other commonly used tools include:

- Jasper (https://www.jasper.ai/?fpr=anne-laure13): Famous for creating social media content
- Lavender (https://www.lavender.ai/): Professional email generator
- Surfer (https://surferseo.com/): Blog post generator
- Nyle (https://www.nyle.ai/): Description generator, text rewriter, grammar corrector
- Copy. Ai (https://www.copy.ai/): General-purpose text generator, including websites

Audio/Video-generative AI Tools

To foster students' better understanding of academic writing and language use, sometimes we might assign tasks focusing on students' oral proficiency in various formats including podcasts, videos, presentations, etc. The tools below could generate those audio-visual products with relevant prompts.

- Podcast.ai (https://podcast.ai/): Podcast generator
- Dubverse (https://dubverse.ai/): AI-powered video dubbing
- Astria (https://www.astria.ai/): Video generator
- Tavus (https://www.astria.ai/): Video generator that could personalize numerous videos based on one record from the user
- Colossyan (https://www.colossyan.com/): Video generator with AI actors
- Beautiful.ai (https://www.beautiful.ai/): Presentation generator
- Presentations.ai (https://www.presentations.ai/): Creates decks from text description

Research Assistive AI Tools

With academic reading and research paper writing being a part of our EAP learning, students will propose their own research questions, conduct literature reviews, and experience the entire research process. There are also some AI tools aiming to assist in solving research problems.

- Elicit (https://elicit.org/): Automating research workflows by answering users' questions.
- Genei (https://www.genei.io/?genei_segment_id=93b460cc-cc30-4549-96f9-57add3b54782): Summarizes background reading and produces reports.
- Wizdom.ai (https://www.wizdom.ai/): Analyzes and determines research trends and identifies researchers and institutions for collaboration.

V. Responding to Suspected Misuse of AI Tools

Misuse of AI Tools:

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• ***AI-Based Writing***. Using an AI-based tool to write an essay assignment and representing that work as their own.* • ***Text Spinning or Manipulation***. Taking content written by another and running it through a software tool or manipulating text with the intention of misleading plagiarism detection software. * • ***Non-English Text Translation***. Taking content written in a language other than English (either by the student or by a 3rd party), running it through a translating tool, and presenting that work as their own. • ***Language Editing***. Using an AI-based tool to proofread the writing for grammatical and other language use issues beyond the sentence level unless explicitly allowed.

*Source: https://www.turnitin.com/blog/what-are-the-new-and-emerging-plagiarism-trends

Turnitin AI Writing Detection:

- Do NOT take the percentage at face value. Understand that both AI-created and AI-revised texts could be detected by Turnitin AI Writing Detection e.g., grammar/language checking software.
- Compare with the student's previous draft(s), if available, for any obvious and noticeable changes.
- Schedule a meeting with the student to discuss the issue. If the student has used AI tools to write, translate, or revise their work, see below for responses.

Suspected Inappropriate Use of AI Tools

Sometimes students may not initially be clear about what is or is not appropriate use of AI tools for a given assignment. The goal at this point, if you suspect inappropriate use of AI tools, is to help the student learn from the experience. For this reason, having a conversation to discuss the issue and how they could avoid repeated offenses. [Discuss → Offer support → Rewrite]

Repeated Inappropriate Use of AI Tools

- ***First Offense***. [0% for the assignment → Rewrite → Cap at D/ 60%] In the UG program, this requires a Faculty Student Resolution form, which means a record is kept in the UG office.
- ***Second Offense***. [0% for the assignment - No rewrite opportunity → Refer to the DKU academic review board for resolution.]

Rationale for the procedure suggested above:
Treat the misuse of AI the same as any other academic integrity issues/ infringements. Therefore 1st/2nd offense refers to ANY infringement of academic integrity (not just AI).

References

Steipe, B. (2023) “Syllabus Resources”. *The Sentient Syllabus Project* http://sentientsyllabus.org Accessed 11 April 2023.