ChatGPT and Instruction:
What to do now for your Spring classes

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ChatGPT Edu workshops Facilitation Team:

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Objectives

1. Equip faculty with actionable steps to integrate ChatGPT responsibly into their courses.
2. Evaluate and revise course policies to address appropriate and ethical AI use.
3. Draft clear and student-centered syllabus language on AI tool usage.
4. Develop strategies for communicating AI expectations and boundaries to students.
5. Redesign or adapt assignments to account for and integrate AI tools productively.

What is your current comfort level with integrating AI tools like ChatGPT into your teaching?

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Why ChatGPT Edu Matters Now

Before You Begin: Know Your Teaching Context

- Course modality (online, hybrid, in-person)
- Syllabus & AI policy
- Accessibility , equity and inclusivity
- Student readiness to the integration of AI (how to communicate)
- Types of assignments: writing, projects, exams (course design)
- Academic integrity statements
- Teaching philosophy & learning goals

Create a Clear ChatGPT Policy

Write a Clear Course Policy

- Where to place your policy: syllabus, Canvas, class intro
- Policy models: Ban / Allow with limits / Fully integrate
- Sample language (strict, moderate, exploratory)
- Consider academic integrity, attribution and honesty
- Align with teaching philosophy
- Examples by modality and assignment type

Write a Clear Course Policy

Example: "**AI use is NOT allowed** on Problem Sets 1-3 or the Final Exam. **AI use is allowed** on the Research Project for brainstorming and editing assistance, but you must credit the AI's contributions in your bibliography."

Sample Citation:

OpenAI. (2025). ChatGPT (Jan 7 version) [Large language model]. https://chat.openai.com/chat.

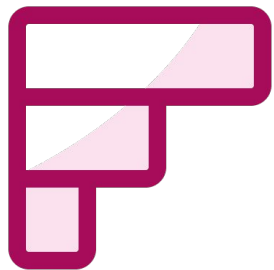[Sample policies](https://chat.openai.com/chat)

Write a Clear Course Policy

- ***No AI Use Allowed***: *"This course assumes all work (drafts, assignments, exams) is created by you without the assistance of AI. Do not use ChatGPT, or any AI tool on any assignment unless I explicitly permit it. Submitting AI-generated material as your own work is considered plagiarism and will be reported."*

- ***AI Use Allowed*** *with Instructor Permission/Caveats: "You may use AI tools like ChatGPT to* **assist** *in this course, but* **only with prior approval for each assignment**. *For instance, you might ask me if you can have ChatGPT help brainstorm ideas or critique a draft. If permitted, you must cite any AI contributions. Using AI without permission or failing to credit it will be treated as an integrity violation."*

Write a Clear Course Policy

- ***AI Allowed with Attribution*** *(Guiding Use): "In this class, you are **allowed – even encouraged – to experiment with AI tools** like ChatGPT for certain tasks (idea generation, outlining, getting feedback on code). **However, you must clearly acknowledge any AI assistance** in your submissions (e.g., 'ChatGPT helped draft the outline of this essay'). You remain responsible for verifying the accuracy of AI-generated content and for doing the critical thinking yourself. Misrepresenting AI's work as your own or failing to credit it is prohibited."*

Write a Clear Course Policy

- ***Fully Integrating AI*** *as a Learning Tool: "This course integrates generative AI into learning activities. You will use ChatGPT and similar tools to help solve problems, write and revise text, and create content –* ***with proper attribution*** *– as part of assignments. We will treat AI as a* ***collaborator****: for example, you might generate a draft with ChatGPT and then improve it using your knowledge.* ***All AI use must be documented*** *(include your prompts and a brief reflection on the AI's input). Our goal is to critically assess AI outputs and learn how to use these tools in an ethical, effective manner. Using AI is not a shortcut here – it's an assigned part of your learning process."*

Which aspect of AI integration are you most concerned about? Please rank.

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Communicate the Policy to Students

Having a **policy** is only **half** the battle – *how* you convey it to students will determine its effectiveness

Talk to Students about AI

- Provide rationale: **"the goal is improved learning."**
- Set tone: learning-focused, ethical use.
- Address common questions & assumptions.
- Incorporate syllabus review & classroom discussion.

Talk to Students about AI : Frame it in Terms of Learning

- If you're **disallowing** ChatGPT on **certain** assignments, you might say,
  "I want to see your own writing and reasoning so I can gauge what you have learned and where you might need help. If you use AI on this assignment, I won't be able to tell that, and you also won't get the practice you need. That's why I'm asking you not to use it here."

- If you're **allowing** AI, stress that it's not a replacement for learning but a tool to augment it:
  "We'll be using ChatGPT in this class in specific ways. Part of the reason is to prepare you for real-world scenarios where AI is available, but also to teach you critical thinking – for example, we'll use it to draft something and then together evaluate how good or bad that draft is. This way, you learn to use the tool critically."

Talk to Students about AI

- **Include in the Syllabus:**
  - Add a dedicated section on AI tools and their role in the course.

- **Discuss in Class:**
  - Dedicate time during the first week to explain the policy and answer questions.
  - Frame the discussion positively: "AI can enhance your learning if used responsibly."

- **Provide Examples:**
  - Show how to properly cite AI contributions (e.g., "This paragraph was generated using ChatGPT").

- **Reinforce Throughout the Semester:**
  - Remind students of the policy before major assignments.

Review and Adjust Assignments

Does this assessment truly measure the learning I intend, given that a student could use AI?

Redesigning Assignments

- What ChatGPT can do easily (summarize, solve, translate).
- Examples of AI-resistant assignments.
- Process-oriented and oral/in-class assessments (drafts, reflection).
- Prompts that require context, reflection, or creativity.
- Emphasize critical thinking and originality.

Redesigning Assignments

- **Focus on Process Over Product:**
  - Require students to submit drafts, outlines, or reflections alongside final submissions.
  - Example: *"Submit three drafts showing your thought process and revisions."*

- **Incorporate In-Class Work:**
  - Use in-class writing or problem-solving sessions to assess individual understanding.
  - Example: "*Complete a short coding exercise during class to demonstrate your skills."*

Redesigning Assignments

- **Emphasize Critical Thinking:**
  - Ask students to evaluate, critique, or synthesize information rather than simply generate it.
  - Example: "*Use ChatGPT to generate an argument, then write a response explaining why you agree or disagree.*"

- **Leverage AI as a Tool:**
  - Encourage students to use ChatGPT for specific tasks (e.g., debugging code, outlining essays) but require original analysis or synthesis.
  - Example: "*Use ChatGPT to generate pseudocode, then implement the solution in Python.*

Integrating AI as a Learning Partner

- Guided AI use: prompts + critique
- Using AI for early drafts or peer review
- "Reverse assignments": evaluate AI output
- And more..

Recap

What You Need to Know Before Implementing ChatGPT

- **Syllabus**: Include a clear AI policy.
- **Policy**: Align with institutional guidelines.
- **Modality**: Adapt assignments based on course format.
- **Course Design**: Ensure alignment with learning outcomes.
- **Types of Assignments:** Focus on process and critical thinking.
- **Accessibility:** Provide alternatives for students who cannot use AI tools.
- **How to Talk to Students**: Be transparent and frame AI as a tool.
- **Differences Between ChatGPT Versions**: Understand Free, Paid, and Edu versions.
- **Recognizing AI Disruption**: Acknowledge its impact on traditional teaching methods.
- **Teaching Philosophy**: Reflect on how AI fits into your goals.

Discussion and Q&A

"AI is not the future, it's the **present**. Let's **prepare** our **students** to thrive in this new landscape."

*Use AI when it **enhances** learning,*
*Constrain it when it **undermines** learning.*

Thank you