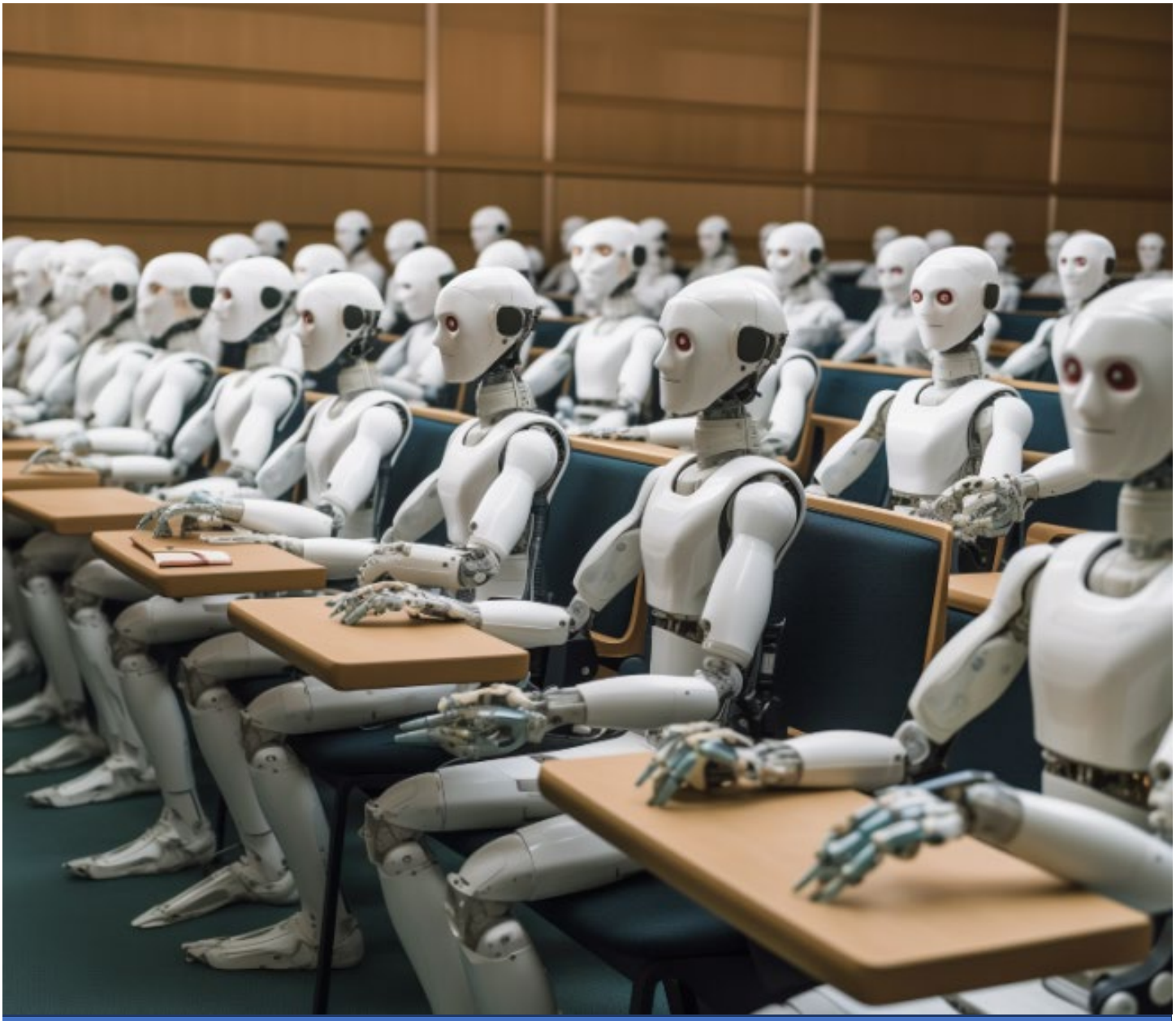

GUIDELINES
For Use of Generative AI in Teaching and Learning

A resource created by the AI Task Force, 2024

Members of the AI Task Force 2024

Bill Badke, Associate Librarian

Jason Burtt, Sessional Assistant Professor Sociology

Emily Keery, Assistant Director of LC, Learning Centre

Colin Madland, Manager Online and Instructional Technologies

Laurie Matthias, Associate Provost, Teaching + Learning

Gordon Reisdorf, Sessional Assistant Professor of Global Education

Kevin Schut, Professor of Media + Communication

Teresa Federici, Executive Assistant, Teaching + Learning

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INTRODUCTION

This guide serves as support for the Use of Generative AI in Teaching + Learning policy. All TWU faculty, students, and academic staff must familiarize themselves with its content to comply with the policy. As AI technology rapidly changes, these guidelines will be updated to remain as current as possible.

The current proliferation of generative AI is a disruptive moment in our society, but it is a particularly disruptive moment for education, as its capacity to rapidly generate coherently meaningful material (e.g., text, image, sound) challenges widely used educational practices, especially the assignment of assessments intended to be completed outside the classroom setting.

ESSENTIAL INFORMATION

Canadian Context

Please familiarize yourself with the Government of Canada's Guide on the Use of Generative AI available here. While this TWU guide draws from its content, it is incumbent on all of us to know and understand the broader context in Canada.

Ethical and Legal Issues

There are ethical and legal issues related to the use of generative AI about which we all need to be informed.

1. **Inaccuracy and Misinformation:** Generative AI tools draw on human content, which is often inaccurate and debatable. They do not know how to argue and defend a position using recent citations from peer-reviewed sources.

2. **Bias:** Because AI data sets come from the real world with its inherent biases, generative AI tools can also generate discriminatory outcomes.

3. **Privacy and Security:** Because generative AI evolves through its interactions with humans, even if users delete their accounts, OpenAI retains all the prompts they have added.

4. **Copyright and Intellectual Property:** The materials used to create the data sets are largely taken without permission or informed consent, and it has not yet been determined who owns its outputs. The legal status of generative AI services specifically related to intellectual property and copyright laws is currently unsettled in Canada.

5. **Exploitation of Labour:** Like many technological tools that we use, AI Bots are made usable on a large scale because of underpaid and traumatic labour in the global South. We need to acknowledge this fact and consider how using these tools conflicts with our Christian values and ethical principles.

6. **Environment:** The race to develop increasingly sophisticated generative AI is not carbon neutral. Given our commitment to sustainability, this issue must also be considered.

Educational Issues

1. More post-secondary students use generative AI tools to complete course assignments than we may think.

2. At the same time, most post-secondary students want their educational experiences to be meaningful and transformative.

3. There are no generative AI detection tools that are 100% accurate. As quickly as they are improving, the AI Bots themselves are improving, and so on.

4. AI tools are rapidly adapting to mimic human generated content.

5. Because of this rapid development of generative AI, preventative solutions that work now may soon be ineffective.

For Students

It is vitally important that you understand the purpose of your Christian liberal arts university education at TWU. In order to equip you to think truthfully, act justly, and live faithfully for the good of the world and the glory of God, we know that you must grow in your ability to engage in genuine critical thinking, generate original work, and express your own ideas in an organized and clear manner. Quite simply, generative AI tools can shortcut that process. We urge you to avoid thinking of your education as transactional (produce something, get a grade, get a degree) and instead consider it as transformational (helping you to become a better human being).

At the same time, we also understand that we are preparing you for a life and career after graduation wherein the use of generative AI tools will become more commonplace. To that end, we hope to guide you toward its use in ethical ways that do not shortcut the overall purpose of your education but rather enhance it.

Your responsibility is to ensure that you understand the ethical and legal issues inherent in the use of these tools, avoid the use of any tool that shortcuts the learning process, and pay close attention to the expectations that each of your professors has based on the learning outcomes for each course that you take at TWU. If anything is unclear, please ask.

For Faculty

There are at least three dimensions of the impact of AI that post-secondary educators need to consider seriously in terms of how it challenges us to:

1. reconsider our notions of academic misconduct and the ways in which we uphold our policy and procedures;

2. re-imagine our pedagogy (course design, instructional practices, and assessment creation); and

3. prepare our students for a workplace in which AI technologies are and/or will be deployed, understanding that the adoption of these technologies will vary from industry to industry, from workplace to workplace, and from task to task, and that future developments of the technology are hard to predict.

In considering these dimensions, we encourage faculty to allow this question to guide their decision-making: ***What is uniquely human about learning in this course?***

The remainder of this guide will provide principles, parameters, and practical suggestions to assist decision-making for the use of generative AI in the teaching and learning environment at TWU.

PRINCIPLES

1. We acknowledge that there is a spectrum of appropriate responses to the use of generative AI within our community.

2. We view a non-response as outside that spectrum. In other words, pretending that education can continue as it has in the past will not make the challenges disappear. Faculty in particular have a moral responsibility to reconsider their

teaching and assessment practices in light of the current reality of generative AI.

3. We support faculty members' desire to fulfill their calling to the professoriate rather than policing for academic misconduct.

4. We renew our commitment to focusing on instruction and assessment choices that support and measure the TWU Student Learning Outcomes.

5. We renew our commitment to exploring the role of new technology in our pedagogy, specifically related to the improvement of student learning and equipping students for life and career post-graduation.

6. We believe that TWU students have the right to expect clear communication regarding the use of generative AI in their coursework.

PARAMETERS

1. In an effort to honour faculty choice while also providing clarity across the university, we offer three options for the use of generative AI in TWU courses: limited, partial, and full (see chart below).

2. Banning the use of generative AI for an entire course is not an option (although choosing "limited" can come close, and banning for particular assignments is permitted).

3. Allowing the use of generative AI without guidelines that honour the development of critical thinking and personal involvement in generating content is equally unacceptable.

4. TWU does not support tools designed to detect generative AI. These tools have been widely proven to be unreliable, and they disproportionately generate false positives for those writing in an additional language.

5. We discourage attempts to switch lengthy writing assignments from home to class. Doing so disadvantages those with learning disabilities and language barriers.

6. By policy, faculty shall include a generative AI policy in course syllabi. However, this form of communication is a baseline; faculty should also actively

communicate, both in person and in writing, when possible, the policy's implications for specific assignments. It is especially important to highlight what AI cannot *reliably* do, such as provide factually accurate information or demonstrate what is uniquely human about learning. This is also an opportunity to emphasize the purpose of a liberal arts education, specifically, that the ability to think critically in an organized and effective fashion and to express ideas effectively still matters.

PRACTICAL SUGGESTIONS

Choosing an Approach

We offer three different approaches to the use of generative AI in TWU courses: limited use, partial use, and full use. Faculty should make informed decisions about their approaches based on: 1) the unique aspects of their academic discipline; 2) program and course learning outcomes; and 3) course level and academic level of students. The chart below offers clarification regarding definition, rationale for its choice, and challenges associated with that approach. We also acknowledge there may be nuances within each of the three approaches.

Approach	Definition	Rationale	Challenges
Limited Use	Discouraging use without permission of the instructor and/or allowing exceptions under unique circumstances	Honours all ethical, legal, and educational concerns. Reinforces academic expectations for critical thinking, originality, personal responsibility. Especially important for courses focused on teaching writing such as WRTG 100, WRTG 101.	Must be attentive to violations without relying on detection tools. Consistent reporting on incidents of academic misconduct. Does not prepare students for use of generative AI post-graduation.
Partial Use	Permits some use with guidance and/or with citations and supplemental material.	Recognizes the difficulty of policing use while also holding students accountable for their choices. Honours ethical, legal, and educational concerns while also acknowledging the ubiquitous nature of generative AI and the need to reinforce the purpose of a Christian liberal arts university education.	Requires preparation to guide students. Extra time to process citations and supplemental material. More attention to communicating detailed instructions for every assignment.

Full Use	Focuses on allowing and encouraging use to demonstrate to students both limitations and possibilities.	Highlights the preparation of students for their futures. Positions instructor as co-learner/guide.	Implementing major revisions to course and assignment design.

Syllabus Statements

All syllabus statements about the use of generative AI must refer directly to the TWU policy. Additionally, each syllabus statement must include content from each of the categories in the chart below. We have offered some possible wording for adoption, but faculty are welcome to merge, revise, add, and/or clarify based on the unique characteristics of their course design and content.

LIMITED USE OF AI

	The columns are not meant to convey any category. Rather faculty may choose to use these statements as they wish.		
Providing information about generative AI	TWU places a high value on academic integrity. Using an AI tool can shortcut the process of critical thinking, academic originality, and personal responsibility for content.	AI tools may provide inaccurate or biased information, and generally they do not serve your academic development.	The use of generative AI can undermine the overall purpose of your Christian liberal arts university education, particularly related to the TWU Student Learning Outcome, Cognitive Complexity.
Intersection of AI and Course Learning Outcomes	Since this is a writing course, writing is how we expect you to demonstrate your ability to think critically, create original content, and take personal responsibility for your	One of the primary purposes of this course is to deepen your ability to think critically, create original content, and take personal responsibility for your work (see Course	The use of generative AI is strongly discouraged in this course. You must demonstrate your critical thinking and learning process to meet the course learning outcomes, and the assumption of your

	work. Therefore, you should avoid the use of AI. Exceptions would be extremely rare and only with prior permission from the instructor.	Learning Outcomes #). Therefore, you should assume that using AI will shortcut those goals unless otherwise instructed.	instructor is that writing is the best way to do that.
Expectations for Students	The use of generative AI for any assignments in this course without securing prior permission will be considered academic misconduct. Please familiarize yourself with the procedures and potential consequences.	As your instructor, I have designed the assignments of this course in ways that discourage the use of AI. Therefore, I will assume that should you use an AI tool to complete assignments, you are deliberately choosing to shortcut the learning process. I consider this to be academic misconduct and will process such incidents in accordance with TWU's policy and procedures.	As your instructor, I understand that meeting the course learning outcomes might be challenging for various reasons. I would much rather you approach me to discuss these challenges than for you to shortcut your education by using an AI tool to complete assignments. Please communicate with me instead.

PARTIAL USE OF AI

	The columns are not meant to convey any category. Rather faculty may choose to use these statements as they wish.		
Providing information about generative AI	TWU places a high value on academic integrity. Using an AI tool can shortcut the process of critical thinking, academic originality, and personal responsibility for content. Allowing	The demonstration of information literacy requires us to effectively access, evaluate, and use information. Generative AI tools may provide inaccurate or biased information,	Learning to use generative AI tools is an emerging skill. As with any new tool, it is important to understand how it works and, more importantly, how to use it responsibly and

	partial use of AI in this course should not be viewed as circumventing this process.	improper citations, or unethical access to resources or research.	ethically in the academic context.
Intersection of AI and Course Learning Outcomes	Use of AI tools is permitted in this course but only as a tool to assist you in meeting the course learning outcomes, not as a way of circumventing them. It is essential that you attend to specific instructions here and for each assignment.	Assignments in this course were designed to assess the course learning outcomes, and each one is unique. Therefore, the use of AI tools may be permitted for some but not all assignments.	Because assignments in this course require you to demonstrate a high level of critical and original thought, the use of AI tools for producing initial content is permitted in some cases, but only as a starting point.
Expectations for Students	Considering all that we know about generative AI, please be thoughtful and purposeful about choosing to use an AI tool. What are your reasons for doing so? How will it help rather than hinder your learning? Ask your instructor if you are unsure.	If you use an AI tool to complete assignment, you must: Fact check with original sources. You will be responsible for any errors or omissions provided by the tool. Cite all AI tools used and submit the prompts and outputs. Failure to do so is in violation of the Policy for Academic Misconduct and Fraud.	If you use an AI tool to complete an assignment, you must also explain your learning process to demonstrate that you met the course learning outcomes the assessment is intended to measure. Specific instructions of how to do this will be provided for each major assignment.

FULL USE OF AI

	The columns are not meant to convey any category. Rather faculty may choose to use these statements as they wish.		
Providing information about generative AI	TWU places a high value on academic integrity. Using an AI tool irresponsibly can shortcut the process of critical thinking, academic originality, and personal responsibility for content.	Since AI tools may provide inaccurate or biased information, they provide an opportunity for us to explore what is uniquely human about learning.	It is possible to honour the TWU Student Learning Outcome Cognitive Complexity by using generative AI responsibly. AI tools can enhance your learning and help you be aware of your own learning process.
Intersection of AI and Course Learning Outcomes	One overall purpose of this course is to prepare you for a future where the use of generative AI will be commonplace. Therefore, the use of generative AI tools is encouraged. Assignments were designed to assess course learning outcomes with this assumption.	This course and its learning outcomes are intended to contribute to your transformative education at TWU. To that end, there will be an emphasis on the learning process, not simply the product.	Every attempt has been made to design this course and its assessments with the assumption that full use of AI tools is permitted. However, since the use of these tools is relatively new in educational settings, please consider this an academic journey that we are taking together.
Expectations for Students	Ethical use of AI tools will be demonstrated in class. Parameters may vary for each assignment. Please ensure that you understand these parameters and ask questions for clarification if needed.	When you use an AI tool for producing an assignment, it is your responsibility as a scholar to clearly communicate how you used the tool in your work. Specific instructions will be provided for each	You should be prepared at any time to explain, either orally or in writing, how the use of an AI tool contributed to your meeting the course learning outcomes.

		assignment throughout the course.	

Citing AI Bots

If you choose to require your students to cite the use of AI Bots, here are some helpful resources.

APA

Chicago

MLA

Advice on Assignment Design

Drawing upon time-honoured best pedagogical practices and adding current information in light of the challenges presented by generative AI, we offer faculty the following advice for (re)designing assignments.

1. Clarify the purpose of each assignment. Tell students why you are assigning it, what you hope that they gain from the learning process, why it matters.

2. Break larger assessments into smaller steps. While there is recent evidence that AI bots are catching on to this approach, it is still the best advice that we can offer. Here is where moving some of the work to an in-class approach can be especially effective. For example, if the major assignment is a research paper or longer essay, asking students to draft and hone a thesis statement in class and receive feedback from peers and from you as the instructor sets the stage for the entire assignment. Setting aside class time for exploration of resources from the library also helps them avoid creating a (usually false) bibliography via an AI bot. These are, of course, simply examples.

3. Ask students to reflect, either in writing or verbally, on the learning process. How did they reach the conclusions that they reached? What were the challenges or barriers that they encountered? Were there any moments of clarity, and if so, what happened? Focusing on process reinforces the overall transformational purpose of their educational experiences.

4. Use a generative AI tool to demonstrate to students how it works and what it cannot do. For example, factual inaccuracies can provide an excellent opportunity for deeper learning. Ask them to explore the key question “What is

uniquely human about learning?" as it relates to your course assignment. Change your expectations to acknowledge the use of the tool as a starting point and then require your students to do more critical thinking, organization of thoughts, analysis, synthesis, and evaluation at higher levels.

5. In preparing your students for their lives post-graduation, keep in mind that it is likely that in many industries, workers will use AI to generate a great deal of low-stakes material (e.g., text for a newsletter or segments of a research report or imagery for a promotional campaign, etc.). In such work contexts, the skill that will be of particular importance to employers is something like *curation*: the ability to effectively commission work (writing prompts for AI generation engines), edit and arrange the material produced, and possibly build upon it. Consider how your course assignments might prepare your students to think like curators.

Resources

AI Observatory

A collection of Canadian post-secondary policies and guidelines.

The AI Pedagogy Project – metaLAB (at) Harvard

Created by humanities professors at Harvard University, this gem offers valuable resources on everything from helping faculty understand how AI Bots function to the nitty gritty of sample assignments.

Artificial intelligence in education

Quick FAQ guide.

Azusa Pacific University

Resource for APU faculty that includes sample syllabus statements, strategies, and samples for assignment make-overs.

Faculty Help: ChatGPT Comprehensive Resource Guide: ChatGPT 101

From the library at Sante Fe Community College. Comprehensive guide, including general information, syllabus statements, assignment guides, ethics, etc.

Collection of Sample Syllabi Policies

Created by Lance Eaton, this offers a plethora of possible policies from which you may draw if you want to use something other than what this guide offers.

Generative AI tools and assessment: Guidelines of the world's top-ranking universities

Synthesis of guidelines from post-secondary institutions worldwide.

Government of Canada, Guide on the Use of Generative AI

Important information from the Government of Canada.

MLA-CCCC Joint Task Force on Writing and AI

Helpful guide specifically addressing challenges inherent with writing assignments and generative AI.

Office of the Privacy Commissioner of Canada

Principles for responsible use of generative AI.

Sample Assignment on ChatGPT

If you want your students to explore the various dimensions of generative AI, here is an excellent group project assignment that they can work on in class.

Sample Writing Assignment using ChatGPT

Senior writer for The Chronicle of Higher Education Beth McMurtrie shares one English professor's experiment with the use of ChatGPT and how his students became skeptical about generative AI.

University of Waterloo

One of the best post-secondary guidelines we found.

University of Wisconsin Madison

More sample syllabus statements.

Select Bibliography

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