Session Overview
With the rapid development of generative artificial intelligence (GAI), educators across the Universities of Wisconsin must now address the impacts that tools like Microsoft Copilot, Google Gemini, and ChatGPT will have on their classrooms. This session will use experiences from across campus to discuss GAI basics and some of the ethical questions raised by its use. Presenters will also share multiple methods for incorporating these tools into your assessments and course design.

Introduction
Since the public release of ChatGPT in late 2022, generative artificial Intelligence (GAI) has sparked discussion, debate, and reflection about the place of higher education in what looks to be a new era in the information age. The OPID Faculty College provides us with an opportunity to engage with and participate in these dialogues and we would like to thank you for joining us. The information provided here offers some definitions, prompting ideas, and some suggested readings.

Instructor Uses
GAI can assist instructors in several ways, including:

- **Generate comprehensive rubrics** that include quality scales and extensive criteria descriptions.
- **Compose lesson plans** and session schedules
- **Generate images** for use in course materials
- **Generate assignment ideas** and content for descriptions, objectives, etc.

Terms & Concepts

**Artificial Intelligence (AI):** a complex system of algorithms designed to simulate human behavior and activity.

- **Generative Artificial Intelligence (GAI):** AI that creates content (text, imagery, audio, code, and others) from vast amounts of training data,

- **Natural Language Processing (NLP):** a field of AI focusing on the use of language as a form of human-computer interface (HCI)

**Large Language Model (LLM):** a form of AI that uses probability to generate word sequences (Carlini et al., p. 2633)

**Generative Pre-Trained Transformer (GPT):** a form of LLM developed by OpenAI that uses neural networks—a system of algorithms designed to mimic human brain function—to produce content in a human-like fashion.

- **Generative** refers to the ability to create new, original content based on patterns and probability
- **Pre-Trained** refers to the use of an LLM or other large dataset to serve as a base for determining the above patterns and probabilities; it also refers to enhancing a model using additional, smaller datasets to produce more desirable content
- **Transformer** refers to the reflexive capacity of an AI model to utilize and manipulate the relationships between words
Prompt Basics

Be clear and avoid ambiguous wording.
Write your prompt in a concise manner, specifying
the information and desired format or genre.
“Create a rubric for a professional writing course” is
a good start but could be improved using some
more specifics like criteria, assessment values, and
point range for each.

Provide context, purpose, and audience.
Apply a basic rhetorical framework to ensure the AI
produces language that is appropriate for your needs.
In the example above, generating a rubric for “a
professional writing course” could be more effective
by providing details about the assignment objectives
as well as some criteria to provide clear revision
suggestions. Describing the audience (freshmen
college students majoring in business) will better
ensure that the language is skill-level appropriate.

Request desired voice, tone, and length.
Tailor the response to emulate styles and formats.
Microsoft Copilot offers several options with the
ability to create more.

Refine as needed.
If the initial response is not ideal, rephrase or add
more details to the prompt and try again.

References & Readings of Interest

Bowen, José Antonio and C. Edward Watson. Teaching
with AI. Johns Hopkins, 2024.

Buolamwini, Joy. Unmasking AI: My Mission to Protect
What is Human in a World of Machines. Random

Christian, Brian. The Alignment Problem: Machine

Harari, Noah Yuval. Homo Deus: A Brief History of

Mollick, Ethan. Co-Intelligence: Living and Working
with AI. Penguin Random House, 2024.


Polson, Nick and James Scott. AIQ: How People and
Machines are Smarter Together. St. Martin’s, 2018.

Russell, Stuart. Human Compatible: Artificial
Intelligence and the Problem of Control. Penguin
Random House, 2019

Syllabus Statement Examples

When composing syllabus statements regarding GAI
usage in your class, it is important to be transparent,
clear, and explicit. More prohibitive statements,
for instance, should be sure to define what is
considered GAI (do you include Grammarly?).
For less prohibitive approaches, be sure to explain
limitations of the tools, encourage critical evaluation,
and emphasize the importance of original thought
and creative processes. Here are some examples:

Prohibitive Statement
Students are strictly prohibited from using
generative AI tools (such as ChatGPT, Copilot,
etc.) to complete any portion of their coursework,
assignments, or exams for this class. All work must
be the original effort of the student. Any detected
use of AI-generated content will be considered a
violation of the academic integrity policy and will
result in disciplinary action.

Cautionary Statement
While generative AI tools can be valuable resources
for brainstorming and inspiration, students should
use them with caution. Any ideas or content
generated by AI should be critically evaluated and
significantly revised into your own original work.
Reliance on AI-generated content without proper
understanding and modification may compromise
the learning process and academic integrity.

Encouragement Statement
Students are encouraged to explore and experiment
with generative AI tools to enhance their work for this
course. When using these tools, proper citation is
required using guidelines provided. This approach
promotes transparency and fosters a responsible and
innovative use of technology in your academic work.

Note: Because students will encounter a wide
variety of approaches to GAI in any given semester,
be sure to inform students that your policies are
for your courses only and do not apply to those of
their other instructors.