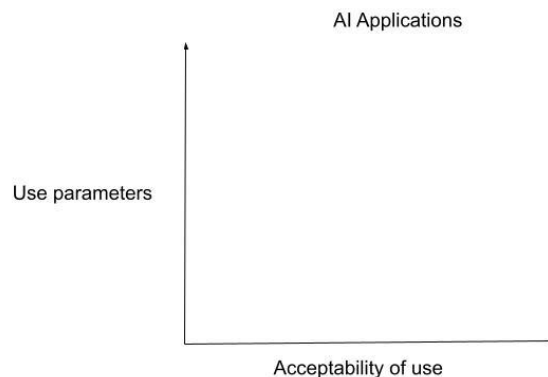


Grid activity

Consider the main uses of AI with applications for your discipline. If you're not sure, start simple with two of the most common possible uses - its use as a research tool, and its use as a writing aid. (You may want to open a discussion with your students to brainstorm additional categories, such as computation or code development, depending on the discipline).

For the purposes of laying out this activity, we will focus on the two categories of research and writing. Within each of those two categories, there are a spectrum of behaviors, some of which you may consider acceptable, others you may not (opinions about acceptability will almost certainly differ among instructors and students). For a thought provoking activity that can be used in a professional development setting or with students, create a grid or even a simple axis with one end of the axis being "acceptable" or even "encouraged" and the other end being "academic integrity violation" or "zero tolerance," etc. Your other axis could plot out parameters of use (i.e., free to use without consultation, use only if you provide citation verification, use only with consultation with instructor, no use permitted, etc.).



You may have students plot different activities on their own grids and have a discussion about why they consider different activities to be more or less appropriate. You could develop a class contract around what consensus you reach. Or, if you have a set idea about what uses you will or will not allow but want students to have a visual representation of the spectrum, you can present them with a completed grid, and focus your class discussion around making sure they understand your expectations.

This is just one way in which a grid presenting a spectrum of behaviors or uses of AI can be useful for class discussions or policies. You could consider additional grids or just simple axes that plot out other aspects of using the tool, such time savings vs. effectiveness, general pros and cons, or ethical pros and cons.