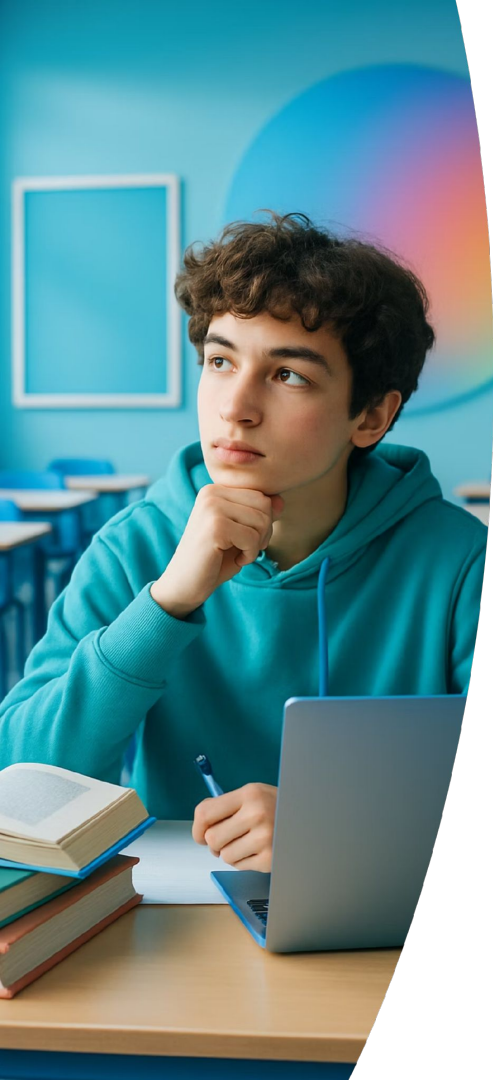




Old Habits, New Tools:

Encouraging Engaged Learning with AI

ISSUE: OFFLOADING EFFORT

There has been a timeless temptation to off-load effort.

Parents "helping" with science-fair volcanoes.

Peer "collaboration" or group work where one person does the work.

Remember the "Don't trust Wikipedia" days?).

Online answer bank sharing.

GenAI amplifies this issue by generating increasingly complex, human-like solutions faster every day.



ISSUE: ASSESSMENT INTEGRITY

Assessment integrity has always been a struggle.

Online courses use systems like Respondus Monitor, which many find problematic.

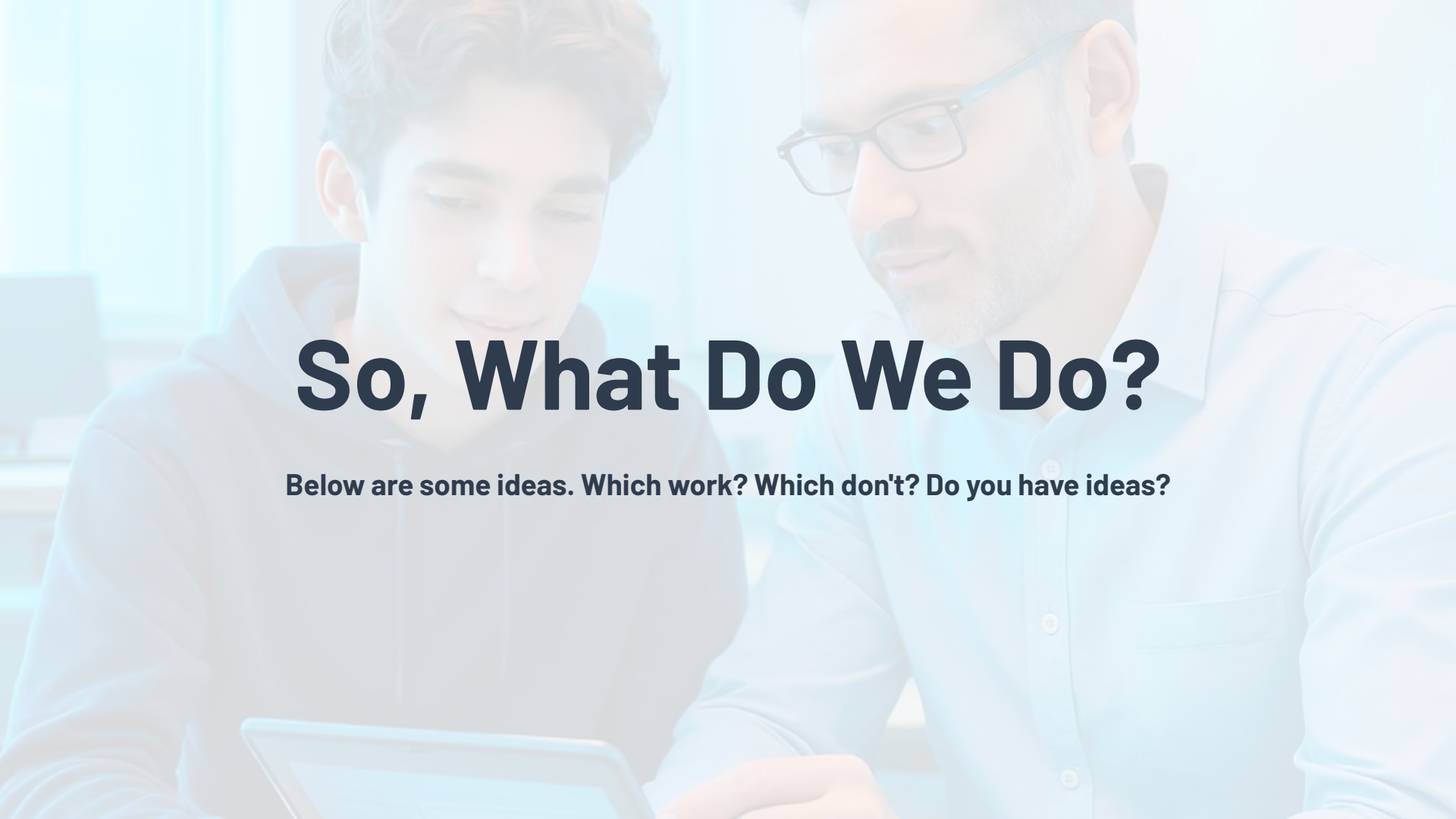
Some courses have gone back to bluebook testing, a throwback to yesteryear, but deemed essential.

Students would copy text from books, websites, or peers, and now AI. The generative nature makes it harder to model appropriate use.

AI-generated content can be so polished that it becomes even harder to distinguish between genuine understanding and superficial completion.

GenAI amplifies this issue by generating increasingly complex, human-like solutions faster every day.



A background image showing two men in a professional setting. On the left, a younger man with dark, wavy hair is wearing a dark hoodie and looking down at a tablet. On the right, an older man with glasses and a beard is wearing a light blue button-down shirt and looking at the same tablet. The image has a light blue tint and a soft focus.

So, What Do We Do?

Below are some ideas. Which work? Which don't? Do you have ideas?

Policies Often Just Need a Refresh

Instead of starting from scratch, many existing academic integrity policies can be adapted to account for generative AI. The key is to refresh them with clarity and focus on learning outcomes.

Focus on Learning Goals

Shift emphasis from tool avoidance to developing skills.

Adapt Existing Guidelines

Integrate AI use into current academic integrity frameworks.

Clarify Expectations

Provide explicit instructions on acceptable and unacceptable AI usage.



Practical Guidance for Students (and Those Who Help Them)

1

Collaborate, Don't Delegate

Peer review is healthy; having someone else do the work is still off-limits.

2

Verify Everything

Treat AI outputs like any web source - double-check facts before trusting them.

3

Master Process Before Product

Like showing your math work, focus on how you reach an answer, not just the final result.

4

Beware "Illusions of Knowing"

Memorizing solutions can *feel* like learning, but real understanding sticks only when you solve problems yourself.



Assessment Redesign: Beyond "Don't Cheat"

Shift Deliverables

Emphasize oral defenses, in-class mini-builds, whiteboard explanations, or reflective memos on AI-assisted work.

Evidence of Process

Require version histories, prompt logs, screenshots, or "compare/critique" artifacts demonstrating the student's journey and original thought.

Authentic Tasks

Assign work using local data, fieldwork, interviews, or course-specific datasets that generic AI models cannot easily solve.



AI Use Policies Students Can Actually Follow



Permission Grid

Provide a clear, assignment-specific matrix of what's allowed, encouraged, needs citation, or prohibited when using AI.



Attribution Norms

Offer simple citation templates for AI prompts and model assistance, empowering students to be transparent in their work.



Detection Stance

Acknowledge the limits of AI detection tools and emphasize learning-focused integrity practices over a tech arms race.

Can I Use AI on this Assignment? Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code, etc). This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Bard, etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for Specified Task Completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI Use with Human Oversight	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NC DPI)
from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason McVough
Link to Original Work



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