Encouraging Academic Integrity in the Age of ChatGPT: Tips & Guidelines

Be Clear About Your Learning Goals & Course Policies

Being clear about your goals will help you develop academic integrity & AI policies that support students' deep learning.

- Articulate your "deep" course goals: What skills would you like students to have 3-5 years from now?
- Define the learning objectives for each lesson and assignment and how they connect to your big-picture course goals: What skills are you building? How will students use those skills?
- *Consider - If Generative AI will be used in your field, should you be teaching students to use it responsibly?*

Be Transparent with Your Students

Communicating about what is and isn't AI-OK and *why*, will build trust.

- **What is your policy around use of AI technologies, and why?** If students are not allowed use of AI, what is the reason? What is the impact on their learning? Is this policy the same for every assignment and activity, or does it depend on the particular assessment?

- **How might your AI policy be similar to other policies** about open-book, open-note, calculators, internet. Is use of an external aid acceptable for the initial phases of a project, but not the final deliverable? Students should not *submit* work generated by AI as their own. But what about:

  - Summarizing a 200-page book chapter?
  - Translating a reading into their native language, or their own writing into English?
  - Giving a student generic tutoring on a topic they're struggling with?
  - Sparking ideas for themes or topics? Developing thought provoking questions to explore?
  - Listing important research literature about a particular topic?
  - Suggesting an outline for a paper?
  - Creating graphical representation of data?
  - Improving writing quality (e.g. grammar & spell-checking)

- **Require attribution** any time AI is used at any point in the process, and a rationale for its use..

- **Familiarize yourself with GPT**: Feed the tool some of your typical questions or assignment prompts to see how it responds and get familiar with its "voice". Practice writing questions and instructions that it doesn't answer well.

- **Discuss the promises and pitfalls of AI** with your students. What are some real-world benefits and dangers of generative AI for your field? Remind students of the hazards and consequences of AI:
  - Biases
  - "Hallucinations" (made up facts, citations, authors) and/or outdated information
  - Sounds convincing even when it's wrong (it will sound plausible to you, but not to me!)
  - Doesn't do verbal math well
  - Consequences for cheating/plagiarism at HES

Encourage Academic Integrity and Its Purpose

Discourage the illicit use of AI by *encouraging* academic integrity from the start.

- **Communicate about learning goals:** Ensure that students understand the purpose of each assignment. Take time to understand students' motivations and goals for their own learning, and connect your goals to theirs.

- **Articulate specific and concrete grading criteria & guidelines:** Provide students with clear instructions and detailed rubrics, especially for complex assignments. (*Note - Be careful about using quality writing as a proxy for quality thinking. In your grading, reward quality of ideas and skills.*)

- **Develop *authentic* assessments** - assessments with clear, real-world applications & transferable skills. Instead of writing a paper or taking an exam, could students work in teams to create a research poster presentation, business pitch, prototype, or website? Could they conduct field research and present their findings or interview an industry expert?

- **Don't assign busywork.**

- **Build structured opportunities for students to reflect upon their own learning at multiple stages:** Incorporate reflections, feedback surveys, portfolios, and self-evaluations as required deliverables.

- **Reduce panic by rewarding learning instead of punishing failure:** Give students low-stakes opportunities to make mistakes. Scaffold complex deliverables with multiple deadlines, feedback, and opportunities to practice and improve. Build flexibility and choice into assessments (*e.g., on an exam, reduce the fear factor by giving students the option to answer X of Y questions, or providing multiple opportunities for extra credit*).

Redesign your Assignments

Design projects, activities, and assessments that are collaborative and student-led.

- **Collaborative/Interactive:**
    - Develop team & group projects in which roles and responsibilities are clearly defined for different stages of the assignment; create assignments that include both group and individual components (for example, perhaps students collect and analyze data in teams, but must submit individual findings or reports.)
    - Build structured peer review exercises with clear guidelines for giving strong feedback.
    - Follow up live or recorded presentations with Q&A and discussion so that students must expand upon ideas or conclusions in their submitted work.
    - Have students reflect upon and respond to in-class activities, exercises, and experiences such as guest speakers; ask them to draw upon live discussions and activities in their written work.

- **Student-interest driven:** Bring in students' personal experiences, narratives, and topics of interest by having them relate course concepts to their own lives. Follow up submissions with in-class questions and discussions about their stories. Ask students to conduct interviews with local people and organizations, or design projects about their home countries, cities, governments, etc.

Design projects and assignments that are difficult for generative AI

- **Multimedia:** When possible, allow the submission of process and final deliverables in a variety of formats. Encourage the creation of podcasts, videos, graphics, diagrams/charts, presentations, and portfolios, for example:
    - Ask students to video- or audio-record responses to questions
    - Have students interview each other or an outside individual and submit a video
    - Ask students to label a diagram or map, create a flowchart, mindmap, or graphic timeline
    - Use social annotation (Perusall, Feedback Fruits, Canvas Annotations) in which students can make inline comments on course readings, or for peer review.
    - Have students apply course knowledge to a very recent event
    - *Note: If using mixed media, verify that it will be accessible to all students.*
      Have alternative assessments ready for students with particular disabilities.

- **Verify student work** to make it inconvenient, undesirable, or detectable to cheat.
    - Use proctoring software for exams
    - Schedule brief post-exam appointments with students to ask about their responses
    - Incorporate reflections after exams or major assignments
    - Give feedback on work, have students resubmit and explain how they used your feedback
    - Ask students to compose work in software with version tracking (e.g. Google docs) and verify that a paper grew organically instead of being pasted from elsewhere

- **A Final Note: Don't depend on automated detection tools!** Beware magic bullets. AI will probably stay ahead of the ability to detect it, and a false positive may be worse than a false negative.

Resources on Generative AI

Harvard Policies

- Harvard Undergrad Guidance (including draft syllabus policies)
- Guidelines for Using ChatGPT and other Generative AI tools at Harvard
- Generative Artificial Intelligence, Initial Guidelines for Use from HUIT
- Academic Integrity | Harvard Extension School (including AI policies)

Getting Started

- Explore Generative AI Tools from HUIT
- Getting Started with ChatGPT from the Metalab@Harvard (includes tips on prompting)
- Citation Style Guide for GenAI from Dalhousie University
- ChatGPT
- Google Bard

Teaching with AI

- ChatGPT In Your Classroom - DCE Faculty Development Team
- Artificial Intelligence, advice from the Bok Center
- A Survival Guide to AI and Teaching from Temple University (includes sections on misinformation, equity, and academic integrity)
- A Framework for Designing Assignments in the Age of AI, Harvard College Writing Program
- Teaching With ChatGPT: Assignment Tips & Ideas from Montclair State
- Eberly Center's Generative AI FAQ from Carnegie Mellon University

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