

Aga Khan University
Network of Quality, Teaching and Learning

Guidelines for Faculty and Teaching Assistants on using Generative AI tools in Teaching and Learning at AKU

Generative Artificial Intelligence (AI) tools can produce content such as text, images, and other media type, based on the data they are trained on. Current examples of the Generative AI tools include ChatGPT, Bing, DALL_E. While these tools offer new opportunities for enhancing teaching and learning, there are also concerns about their ethical and responsible use. To ensure we take advantage of the possibilities and address the challenges, the Network of Quality, Teaching and Learning has prepared the following guideline for faculty and teaching assistants to help them use these tools constructively¹.

1. **Use Generative AI Tools:** The best way to understand how the currently available AI tools can help our teaching is to use them. Familiarize yourself with the tools, their features, and potential applications in teaching and learning. Stay updated with the developments and explore how these tools can enhance your teaching practices. Participate in the "AI in Education Playground" sessions by the Blended Digital Learning Team to gain practical experience. For information about the sessions, email us at aiep@aku.edu.
2. **Consider incorporating AI tools into your teaching:** Explore how using ChatGPT and other Gen AI tools can help make your teaching more engaging. For example, you can use ChatGPT for lesson/course planning by generating different lesson plans and activity ideas. You can use ChatGPT as a "peer" to get feedback on your course learning outcomes, assessment, or rubrics and make necessary revisions. You can also improve your task instructions, develop discussion guides, quizzes. By incorporating these technologies, you can introduce greater efficiency into your teaching process. Stay open to feedback, adapt as needed, and collaborate with colleagues and students to understand the potential of these tools.
3. **Learn to write prompts:** Generative AI tools create content in response to the prompts. In simple words, prompts are instructions we give to the tool like ChatGPT to get the output we want. Writing good prompts is now an essential skill. To enhance your prompt-writing skills, you can refer to the following resource:
 - [How to write better ChatGPT prompts \(and this applies to most other text-based AIs, too\)](#)
4. **Use of AI tools in the writing process:** Here are some journal guidelines resources about the use of ChatGPT and other tools in the writing process:

¹ These guidelines will likely evolve as AI technologies and how we address them to continue to advance.

Nature: [Tools such as ChatGPT threaten transparent science; here are our ground rules for their use](#)

Sage: [ChatGPT and Generative AI](#)

APA: [How to cite ChatGPT](#)

Most journals allow the use of Gen AI tools, but they cannot be included as authors.

- 5. Be clear and transparent about students' use of AI tools:** Currently, AKU does not have a policy on AI usage. Therefore, you may choose to allow students to use AI tools in the learning process with caution. Talk to your students about the use of AI tools for learning, and their current limitations. Set your course guidelines regarding the use of generative AI tools, and clearly state them in the course handbook. Talk to your students about good practices, including reasons for any restrictions. You may consider including a statement in your handbook, such as:

"Use of AI tools, including ChatGPT or other similar tools, in this course is subject to the following principles: *[examples provided below]*.

It is important for you to understand the ethical and responsible use of AI tools, and any violations of these policies may result in consequences as outlined in the AKU [Student Academic Integrity Policy](#)."

Examples:

Statement for allowing the use of AI tools in your course:

"We recognize that technology, including AI tools, can enhance the learning experience. As such, students are allowed to use AI tools in this course to support their learning and academic work. However, it is important to ensure that the tools are appropriately referenced using the reference style (e.g., APA) defined by the course facilitator."

Statement allowing limited use of AI tools in your course:

"While the use of AI tools can be beneficial, it is important to strike a balance between relying on technology and developing independent skills. In this course, limited use of AI tools may be allowed for specific tasks or assignments, with prior approval from the course faculty (e.g., proof reading for spelling and grammar, brainstorming ideas, generating an outline). However, it is crucial to clearly acknowledge and cite any use of AI tools, and not rely solely on them for completing course requirements. Academic integrity and originality are highly valued in this course."

If you want to forbid the use of one or more AI tools, be sure to give a strong justification. An illustration is shown below:

"Please note that the use of AI tools for [automated content generators and translation] is prohibited in this course. This course is designed to prioritize the development of academic

reading and writing and critical thinking skills among students. It encourages critical thinking, problem-solving, and originality, which are essential for academic growth and success. We appreciate your adherence to this policy as we strive to create a conducive learning environment that fosters independent learning and authentic language development."

By including a clear statement in the course handbook, you can set expectations and provide guidance to students regarding the use of AI tools, while ensuring transparency and accountability in your course policies. This will help promote the responsible use of AI tools in the classroom and foster a positive learning environment.

6. **Review course assessment:** The impact of AI tools on assessment is far-reaching and not fully known. However, some guidelines can help. The use of "authentic assessment" can enable us to assess students' learning through tasks that require application of their knowledge and skills in real-life scenarios. Because AI systems rely on language models and cannot think or comprehend the intricacies of a topic, they may have difficulty in generating content for a student's work in authentic assessments. Enable students to submit drafts instead of focusing only on final written paper. Discuss with a member of the HTD-Teachers' Academy or Teaching and Learning (TL_net) team to discuss how you can incorporate authentic assessment in your courses: qtlnet@aku.edu
7. **Share your experiences and collaborate:** We encourage you to share your thoughts and ideas with us, including questions or examples of how you are integrating these tools in your lessons or adjusting in light of them to help us collectively explore innovative ways of enhancing teaching and learning. Please email us at bdlnet@aku.edu

Suggested Readings:

- Edtech Lounge led by Azra Naseem, AKU | [Unleashing the Power of AI-Generated Content: Implications for Higher Education: An EdTech Lounge Session](#)
- Yale University, Poorvu Center for Teaching and Learning. [AI Guidance](#)
- University of Alberta, [Teaching in the context of AI](#)
- Stanford University's Teaching Commons - [AI Tools in Teaching and Learning](#)
- Forbes - [AI In The Classroom: Pros, Cons And The Role Of EdTech Companies](#)
- International Journal of Information Management - ["So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy](#)
- [Why Chat GPT is an opportunity for Schools](#)

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