

Shiny new thing (**Policy on Generative AI**):

OILS faculty believe that generative AI can be a learning partner. While there are genuine ethical concerns about how these programs were developed and how they are being used, it is also clear that AIs are changing our world, our workplaces, and our educational systems. Rather than taking the stance that any AI-generated work is plagiarism, in this class, we advocate for more ethical uses of AI as a learning partner. Yet, there are situations in which using an AI would be academic dishonesty—for instance, generating an entire paper or assignment using an AI and turning it in without indicating this. **In this class**, students may use AIs as learning partners, in which the following criteria are met:

- **Learning:** Learning is a process of growth. We learn in many ways as we engage with sources and experiences. To help you learn with AI, follow the guidance and when turning in work, answer the questions below:
 - **Skeptical:** AIs cannot actually think. They are not experts, they are amazing mimics that remix information. They will make mistakes that your instructor will notice. As the human learner, it is your job to critically evaluate what they produce. **Question: What mistake did you find or how did you improve on the AI's work?**
 - **Inquisitive:** Ask the AI to explain ideas to you in another way or to offer real-world examples. **Question: What did you ask? Was it helpful?**
 - **Resourceful:** Ask the AI for links or references. Are these sources credible for the task purpose? **Question: What sources did the AI offer? Were they credible?**
 - **Reflective:** Compare your initial ideas to what you notice in the AI version. **Question: What did you learn or what changed in your understanding as a result of working with the AI?**
- **Originality:** The submitted work must include your own original work and thinking as detailed in the assignment. Examples:
 - **Okay:** You write a paragraph and ask the AI for feedback on improving it. You read what the AI suggests and correct an error it added.
 - **Okay:** You are unsure of a task on an assignment. You ask the AI to generate three examples of the task. You write your own version, incorporating some of what the AI generated.
 - **Okay:** You are unsure how to get started on an assignment. You ask the AI to write a draft. You track changes showing what your inputs were.
 - **Not okay:** You are unsure of a task on an assignment. You ask the AI to generate the task and you turn that in without editing or including information about transparency.
- **Transparency:** Be transparent about *how* you used the AI as a partner. When turning in work, answer the following questions:
 - **Which AI did you use?**
 - **What did you ask the AI to do? Include verbatim prompt to help us all learn!**
 - **How did you alter the text the AI generated, if at all? If you did not, why not?**

In this class, it is always okay to use AI to assist with spelling/grammar, but please help us learn from your experience so that we can better advise students:

- Please answer the following questions when submitting an assignment:
 - **What AI did you use for spelling/grammar?**
 - **Would you recommend it to others? Why or why not?**

Likewise, I may use an AI as a teaching assistant. For instance, I might generate examples, refine my emails and assignments, and get help crafting feedback. I would also like to use an AI to assist with grading for the following reasons: (1) I can get feedback to you more quickly; (2) The AI is better than a human at staying true to the instructions. Humans are prone to being more critical when they encounter spelling and grammar errors, even when the content is otherwise excellent, and conversely, less critical when a piece is written beautifully but does not address the prompt fully. Despite these two advantages, the feedback the AI provides is almost always flawed. As your instructor, I still read your paper and the AI-generated comments, and alter them to ensure they make sense and can help you improve. If I do this, I will follow the criteria below:

- Consent: I will only enter your work if you have given permission. You are not required to give permission, and if you gave permission initially, but change your mind, just let me know and I won't enter your assignments going forward. If you do not give consent, I may still draw from AI-generated comments, but these will not be created by an AI in response to your work.
- Transparency: I will let you know (a) if I generated comments using an AI, and (b) generally how I altered them. Based on prior experience and emerging research, it is clear that AIs often get the nuance and details wrong. I don't want to create confusion by including comments that are erroneous, so I generally won't share the original AI-text, but I am usually willing to share the instructions I gave the AI. Usually it is something along the lines of this, which you can try yourself:
 - Can you provide feedback written from a professor to a student. The assignment was this: "[put prompt here]" The student wrote "[paste student writing if they consented to this]"
 - Can you identify which sentences contain grammatical errors in the following passage: "[paste student writing here if they consented to this]"
 - Can you simplify these instructions to make them easier to follow? "[paste instructions here]"

Finally, it is important to note that AIs are evolving rapidly, that research on learning with AIs is evolving, and university policies are evolving. As a class or program, we may need to alter this policy in order to better support student learning. We welcome your feedback on this policy.