7 Tips for Teaching with (or Around) ChatGPT

Making It Difficult for Students to Use AI

These first few tips focus on well-crafted prompts that avoid ChatGPT's wheelhouse.

1. Require unique and specific knowledge from **this semester** (referencing in-class discussions, images/videos, local issues, guest speakers, field trips, etc.). If appropriate, students might also reference their own experiences and cultural capital. Students will need to smoothly integrate their experiences and show evidence of original thinking to respond to the prompt.
2. Require students to **cite verifiable sources** throughout the essay, including a strong variety of facts, concrete details, quotations, or examples. Tip from our librarians: "One way to ensure students are using verifiable sources is to make them include the first page of the article to the paper or have them submit their works cited again with a copy of the first page or the actual articles they used."
3. Focus on **critical thinking** and/or reasoning. Require students to skillfully analyze and synthesize the issue. Students should infer a logical conclusion considering multiple expert viewpoints based on what the prompt demands. The prompt should encourage students to create new knowledge based on novel ideas.

This next one is for instructors assessing a learning objective that does not necessarily need to be in the form of an essay.

4. Require an **alternative medium**, like oral presentation, video, recording a podcast, or creating a webpage or advertisement...
   a. Rebecca's personal favorite: Annotated Timelines and the Biography of an Idea | Faculty Focus

Collaborating with AI

This category is for assignments that intentionally incorporate AI usage or for when you suspect that students will use it regardless of your wishes. USE IT AS A TEACHING TOOL. Have students

5. **Analyze** how AI writes. What content does AI include? What does it not include? How does AI organize its writing? What sentence structures does AI favor? Analyze the style in terms of voice, tone, diction, and syntax. Is there rhythm in AI language? What assumptions about good writing are revealed when AI writing is analyzed? What is AI incapable of doing in its writing?
   a. **Compare and contrast**—present a comparison/contrast of AI versus human writing. Without knowing the author, can students tell which text is written by a human and which by AI? Who writes better? Which writing "sounds" better? Compare line-by-line, thesis statements, voice, organization, evidence and support, arguments and logic, overall impact, and persuasiveness of the pieces.
6. **Revise** or refine AI generated text. Use AI as a starting point and then have students correct inaccurate information, ask them to experiment with re-arranging the contents of an AI written piece. Have students expand the paragraphs, combine the sentences, add support, and rewrite conclusions.

a. **Refinement**—try to make AI refine its writing with a focus on the rhetorical situation. Have students compose several variations of the same prompt to fine tune the result that AI produces. Are there limits to how much we can refine the writing?

This final tip is for instructors who want students to utilize AI as a research or study tool.

7. Help students become **AI literate**. Show students how to prompt ChatGPT to scaffold their ideas for writing assignments, how to create low-stakes, formative assessments (like quizzing themselves), etc. If you are aware of how AI is being used in your discipline, perhaps you can build in an assignment that starts developing that skill.

BONUS: Strategies to Verify Authenticity of Student Work

The following suggestions *could* help ensure or verify authenticity of student work:

- Conduct a short individual **dialogue** with students about their submission where they talk about the process of producing their submission.
- Ask students to supplement their work with a short personal **statement** about their learning during the module/coursework (e.g., what they found challenging, what helped them learn, what surprised them).
- Ask students to supplement their submission with a **visual** representation of their work (e.g., infographic, drawing, video).

Worksheet for Self-Assessment

How will the availability of AI impact your current course(s)?

Student Learning Outcomes (SLOs)	Assessment or related activity	AI Disruption 1 – 5 (1 is least, 5 is most)