

AI Resources at Western

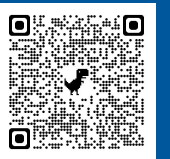
Faculty Senate - Jan. 16, 2024

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Relevant WWU Resources

ATUS and Center for Instructional Innovation

- [AI and Chatbots Teaching Considerations](#) (TLCo-op)
- [AI Detection at Western](#)
- [ATUS/CIIA Teaching, Learning, & Tech ProDev](#)
(self-enroll Canvas course)
- [Evaluating Student Work when AI is Suspected](#)
- [FAQs: Generative AI in Teaching, Learning, & Technology Guidelines](#)
- [Pathways for Academic Use of AI at WWU: Flowchart](#)
- [Plagiarism Detection at Western](#)
- [Syllabi@WWU](#) (Provost & CIIA)
- [Teaching Handbook: Academic Integrity](#)

Academic Honesty Office

- [Academic Honesty Violation Information for Instructors](#)
- [Academic Honesty Violation Information for Students](#)

Disability Access Center

- [DAC Resources for Faculty](#)

Western Libraries

- [Plagiarism Policies & Guidelines](#)

Conference Sessions - AJ Barse

- Adobe MAX 2023 | [Unlocking Generative AI in the Classroom Today](#)
- NWMET 2023 | [Implications of AI in Teaching and Learning](#)

Timeline of AI in IT at WWU

Jan. '23

- 1/9: CIIA suggests updates to plagiarism language on:
 - [Syllabi@WWU](#), [Academic Honesty](#), [About Integrity](#), and [Western Libraries: Plagiarism](#)
- 1/13: ATUS & CIIA create resources:
 - [AI and Chatbots Teaching Considerations](#)
 - [AI and GPT Resources](#)
- 1/27: **ATUS PRESENTATION:**
 - [Re-envisioning Writing Assignments in the Age of Artificial Intelligence](#)

Apr. '23

- 4/4: SimCheck adds free AI Detection pilot in Canvas.
- 4/5: ATUS conference presentation at NWMET:
 - [Implications of AI in Teaching and Learning](#)
- 4/19: ATUS leads AI Q&A with the Hacherl Research & Writing Studio

May '23

- 5/2: **ATUS PRESENTATION:** [GPT in Practice](#)

Aug. '23

- 8/8: ATUS and CIIA evaluate new WA State guidance:
 - [Interim Generative AI Guidelines](#)

Sept. '23

- 9/14: ATUS and CIIA create FAQs; campus email includes:
 - [FAQs: Generative AI in Teaching, Learning, & Technology Guidelines](#)

Nov. '23

- 11/30: ATUS Canvas announcement: AI detection ending

Dec. '23

- 12/4: ATUS, CIIA, & Academic Integrity met with TurnItIn.
- 12/5: ATUS & CIIA created:
 - [Flowchart: Pathways for Academic Use of AI at WWU](#)
 - [Evaluating Student Work when AI is Suspected](#)
- 12/6: **ATUS PRESENTATION:** [Strategies for Detecting or Intentionally Incorporating AI in Student Work](#)
- 12/31: Pilot of AI detection in SimCheck ends.

Jan. '24

- ATUS selects 3 products for AI Detection for internal use.
- 1/11: **ATUS PRESENTATION:**
 - [AI Generative Images for Teaching & Learning](#)
- ATUS and CIIA attend Faculty Senate meeting!
- ATUS and CIIA plan to meet with TurnItIn's competitors.
- ATUS and CIIA plan to create documentation for students.



Syllabi Policies for Students

Updated: December 15, 2023

Academic Honesty

All Western Washington University students have an obligation to uphold the academic honesty policy at Western. Moreover, violations of the academic honesty policy at Western, including plagiarism, copying of work, or arguments of others, nor shall he or she be a participant in an appeal if academic dishonesty has occurred. See [Appendix D: Academic Honesty Resources for Students](#) for appeal rules and timeline.

Plagiarism

Plagiarism is presenting as one's own—in whole or in part—the argument, language, creations, conclusions, or scientific data of another (without explicit acknowledgment) or that is the result of using an artificial intelligence (AI) platform. Note that the use of generative AI is prohibited in course work, except where faculty have specifically authorized its use (see [Pathways for Academic Uses of AI at WWU: Flowchart](#)). See the Library's [Plagiarism Policies & Guidelines](#) for examples and citation guides. See [Appendix D: Academic Honesty Policy & Procedure](#) of the catalog for examples, procedures, and methods of appeal and [Academic Honesty Resources for Students](#) for appeal rules and timeline.

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AI and Chatbots Teaching Considerations

by [Justina](#) | Jan 27, 2023 | [Assignments](#), [Course Content](#), [Course Design](#), [Educational Technology](#), [Engagement](#), [Tech Tools](#)

Updated 12/12/23

Research and articles about artificial intelligence (AI) and chatbots such as Chat GPT have exploded onto the education scene, along with much concern and fascination. ATUS instructional designers developed the following considerations based upon an evaluation of and collective review of [recent publications](#).

Other relevant resources by ATUS & CIAA at WWU:

- [Evaluating Student Work when AI is Suspected](#)
- [FAQs: Generative AI in Teaching, Learning, & Technology Guidelines](#)
- [Pathways for Academic Use of AI at WWU: Flowchart](#)
- [Plagiarism Detection at Western](#) | [AI Detection at Western](#)

Rethinking Practices to Discourage Use of AI Generative Services

Reevaluate the Purpose of Writing.

Imagine how writing will evolve in the face of AI innovations in the next 10 years and work with students to find value in both human-produced writing AND AI-produced writing.

- Require expressions of purpose and context in writing, explaining why things matter to them.
- Incorporate critical AI literacy to recognize its weaknesses and human strengths.
- Tie course content to ethical concerns or to examples from students' personal lives and their own growth.

Disincentivize Cheating.

When students are desperate or confused, they are more likely to cheat. Provide a framework for success and ensure consequences are appropriate.

Assess During Class (handwriting, verbal, etc.).

When feasible, incorporate in-class activities that are a little "old school." Consider accessibility concerns for students with certain accommodations, but do not avoid writing or speaking without AI assistance. Emphasize frequent, short writing vs. less frequent, longer writing.

Reevaluate the Use of Class Time.

The flip model of instruction puts application, writing, collaboration, and discussion in class, while the distribution of information (usually via video or text) as homework.

Explain the Bias Problem.

The LLM (Large Language Model) used by AI have the potential to amplify existing stereotypes, stereotypical, biased, racist, sexist, etc.

Adapt as Technology Adapts.

Today, many chatbot-based AI have a timeframe they are locked to with respect to incorporating current-day events and information or able to read into video or audio quickly. Some more advanced ChatBots are able to read video and audio (e.g., search engines) data and search results into their outputs.

Design Considerations

Provide clear academic honesty/privacy expectations.

Refer to [WWU syllabi policies](#) and your own in your syllabus & assignments.

- "Use of an AI text generator when an assignment does not explicitly call for it and no authorization is plagiarism."¹
- "Collaboration with ChatGPT or other AI composition software is not plagiarism."²
- "Please obtain permission from me before collaborating with peers or using AI in your course."²
- "If using third-party AI or chatbot applications for permissible course content, do not post or provide any private information available on a public site. Do not post or provide any private information about your coursework will not require you to disclose any personally identifiable information."³
- "I expect you to use AI tools, such as ChatGPT and image generation to help you learn. Learning to use AI is an emerging skill. ... Be aware of the limits of AI. AI will get low quality results. You will need to refine your prompts in order to get what you need. Do not trust anything it says. If it gives you a number or fact, assume it is wrong and check with another source. Generated content could be biased or promote stereotypes. Do not use any errors or omissions provided by the tool. It works best for topics you are familiar with. Acknowledge using. Please include a paragraph at the end of any assignment stating the date you used it, the tool you used, and what prompts you used to generate the content. 4) Be thoughtful about when this tool is used in your course." ⁴

There are many nuances for including or excluding AI in a course. For more information, see the following resources:

- [Syllabi Policies for AI Generative Tools](#) – a GoogleDoc collection by ATUS [to Try with Faculty](#))
- [University Policies on Generative AI](#) – a Padlet collection of AI language policies from the Center for Excellence in Teaching and Learning, Western University of Health Sciences

Make it focus on higher-level learning.

- Write prompts that require students to analyze or apply concepts to novel situations.
- Require that writing be cohesive and that it have a context that flows throughout the piece.
 - Since writing is a recursive process, ask students for a reflection on how their writing evolved.
- Consider projects that are multi-modal or collaborative.

Make it customized.

- Ask for process. *Value drafts, notes, showing work. Incentivize showing the learning process/struggles.*
- Ask for examples specific to the experience of the current course.
- Ask for current/personal...*events, news, research, primary research, reflections, and connections to their personal, lived experiences.*
- Have students annotate existing content to show their thinking.

Test your prompts and be watchful.

- Test your prompts in AI generators. Adjust your prompts and repeat to make them too difficult for AI generators to function well. Learning what the output looks like can help you identify it when you see it in student work.
- Watch for style & citation inconsistencies.
- Use [WWU's plagiarism detection tool SimCheck](#) which includes an AI originality report. *Underscore consequences of plagiarism via Generative AI. AI written work may result in flags by plagiarism detectors—especially for the second student to submit. Note that the Plagiarism Review SimCheck option is available for assignments, and is not available for discussions or quizzes.*

NOTE: An earlier version of this document included "Make it hard to index" as a consideration; however, this is becoming less possible with current advances in AI technology.

Using AI and Chatbots as a Learning Tool

Customize learning.

- Use as "online tutors," with pre-tested prompts, to ensure equitable starting points in terms of prerequisite knowledge.
- Use as an extra challenge after engaging in a writing prompt to get virtual feedback.
- Use as a debate partner to take a side on a topic to provide potential alternative viewpoints and spur discussions

Incorporate AI within editing.

- Have students incorporate an AI quote into writing, cited as 3rd party AI content. See [APA](#), [MLA](#), and [Chicago style guides for guidelines on citations](#)
- Have students create an effective prompt for an AI generator and then use track changes to show heavy editing of the generated text.
- Use as a way to break "writer's block," provide feedback on written copy or code, act as a primer to start writing, to help create a title with rephrase tools, or do a citation search for additional references.


Analyze.

- Have students grade an AI-generated essay, providing feedback and analysis.
- Have a chatbot generate several conclusions to a conundrum or set of data, possibly using different voices/tonality and analyze them during class discussions.


Create.

ProDev & Learning Sessions

ATUS-CIA Teaching, Learning, & Technology ProDev

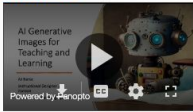





WELCOME



Welcome to "Teaching, Learning, & Technology Professional Development," brought to you by CIA & ATUS.

WINTER 2024 OFFERINGS

OFFERING	ACCESS	RESOURCES	RECORDING
Generative AI Imaging for Teaching and Learning: AJ Barse, WWU Instructional Designer, explores the possibilities with creating images and graphics with AI from Adobe and Microsoft.	Available as of 1/11/24.	Slides (requires WWU login)	Recording (36 min.) 
Artificial Intelligence			
OFFERING		RESOURCES	RECORDING
GPT in Practice, 3/9/23		Slides AI/GPT Resources AI & Chatbots Teaching Considerations TurnItIn AI Checker	Recording 
Re-envisioning Writing Assignments in the Age of Artificial Intelligence (AI), 1/27/23		Slides AI & Chatbots Teaching Considerations	Recording 
Strategies for Detecting or Intentionally Incorporating AI in Student Work, 12/6/23		Slides AI/GPT Resources (curated by AJ & Justina) AI & Chatbots Teaching Considerations (TLCO-op post) TurnItIn AI Checker (AJ's Blog post)	Recording 

- **Available Thurs. 3/15/24, 4-5PM | LIVE Q&A:**
The Fractious Journey of Academic Integrity and Artificial Intelligence: Join our team to discuss best practices and challenges with AI's place in higher education as well as the latest developments at WWU.
- **1/11/2024** *Generative AI Imaging for Teaching and Learning: AJ Barse, WWU Instructional Designer, explores the possibilities with creating images and graphics with AI from Adobe and Microsoft.* [Recording](#)
- **12/6/23** | *Strategies for Detecting or Intentionally Incorporating AI in Student Work* [Recording](#)
- **5/2/23** | *GPT in Practice* [Recording](#)
- **1/27/23** | *Re-envisioning Writing Assignments in the Age of Artificial Intelligence (AI)* [Recording](#)

EVALUATING STUDENT WORK WHEN AI IS SUSPECTED

Where to Start

While Western does not allow any form of plagiarism, it is important to recognize that when a student is falsely accused of using AI inappropriately, it can interrupt their learning, demotivate them, and put them on the defensive. An exploratory conversation about the student's work can clarify some of the factors that could have resulted in a false positive or it might result in the student explaining why and how they used AI. Either way, this conversation is essential prior to reporting an academic violation with the [Academic Honesty](#) office.

- + **Consider Your Standards**
- + **Evaluate the Work**
- + **Talk to Your Student(s)**
- + **When Case is Resolved with No Grade Penalty**
- + **Report Academic Honesty Violations When Grade is Impacted**

× Consider Your Standards

- Is an AI policy present and clear in the syllabus and/or assignment?
 - If not, you can still pursue an intervention or violation report based on University plagiarism policies; however, consider adding clarifying language.
- Are you checking the work of students in a fair and equitable manner?
- If using an AI detection tool, is it possible there was a false positive? These are more likely in certain situations:
 - Student Use of Editor Tool Assistance (e.g., Grammarly, Microsoft Editor, etc.)
 - Small Sample Size of Written Work (less than 300 words)
 - Students with Accommodations
 - Non-native English Speakers

FAQS: GENERATIVE AI IN TEACHING, LEARNING, & TECHNOLOGY GUIDELINES

ATUS and Learning Systems are exploring how generative artificial intelligence tools, such as ChatGPT, are being used in higher education. We are coordinating with relevant offices and entities as we continue to learn more about the implications for teaching, learning, technology, policies, and procedures. See also:

- [AI and Chatbots Teaching Considerations \(TLCo-op\)](#)
- [Evaluating Student Work when AI is Suspected](#)
- [Pathways for Academic Use of AI at WWU: Flowchart](#)
- [Plagiarism Detection at Western](#) | [AI Detection at Western](#)

Updated 9/14/23: Check this FAQ often as we will continue to update it with what we know. This information is subject to change.

Background Information

- + What is Generative AI?
- + What guidelines are available from Washington State?
- + What information is available at WWU about AI?
- + How can instructors address AI in their courses?

AI-Generated Content

- + Is AI-generated content in student work considered a violation of academic integrity at WWU?
- + If it is determined—either by a professor or other entity—that using AI generated content is appropriate for a task, how should it be cited?
- + Is it possible that AI-generated content might include copyrighted material?
- + What are some considerations for reducing bias and harm?

AI Detection Tools

- + What AI detection can be used at WWU?
- + What do students agree to when AI and/or plagiarism detection tools are used with Canvas assignments?
- + Can an instructor use freely-available AI-detection tools to evaluate student work?
- + What are the privacy concerns with AI detection products?
- + What are the copyright and intellectual property concerns with AI detection products?
- + Are there concerns with AI detection tools incorrectly identifying student work as AI generated?



AI Detection Tools

× What AI detection can be used at WWU?

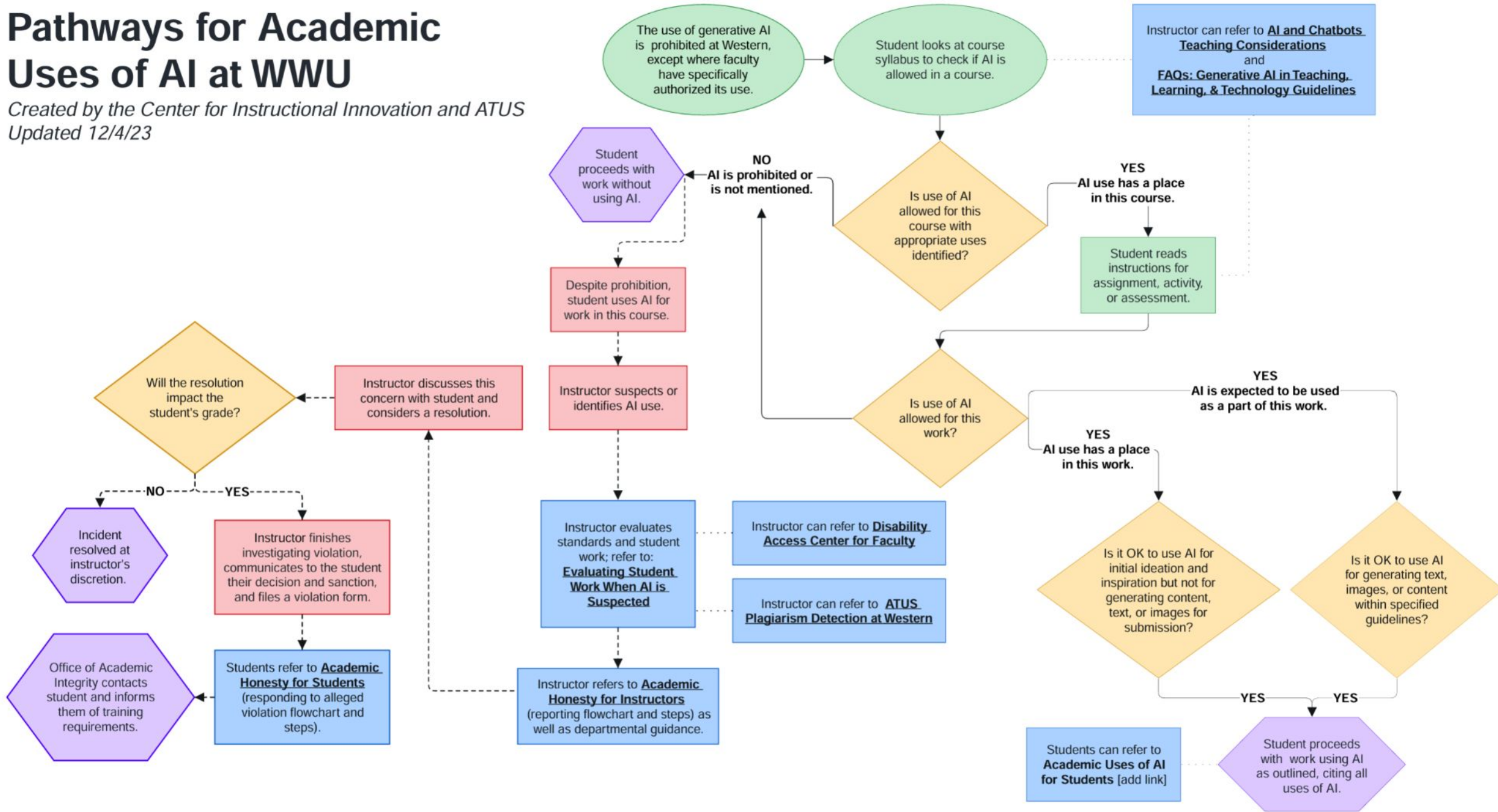
- Until **12/31/23**, WWU's current plagiarism-detection tool is *Simcheck by TurnItIn* within the Canvas learning management system. This plagiarism detection tool includes AI detection and reports both plagiarism and AI usage to instructors who activate it in assignments in the Canvas. When utilized in assignments with the Submission Type set to "Text Entry" or "File Uploads," instructors can view the plagiarism report in the gradebook and click through to view the AI detection report for each student. Please note: The Simcheck plagiarism-detection tool is not available for Discussions, Quizzes, or Surveys.
- As with plagiarism detection reports, no one product is sufficient to determine that a submission is 100% free from AI-generated content. See [Simcheck AI Writing Detection](#).
- To continue this function, ATUS is evaluating the upgrade to *Originality by TurnItIn* for use **in 2024**.

× What do students agree to when AI and/or plagiarism detection tools are used with Canvas assignments?

When instructors have enabled plagiarism/AI detection in Canvas assignments, students are presented with the following: *"I agree to the tool's [End-User License Agreement](#). This submission is my own, unique writing and work. I understand that if I use ideas or words that are not my own, without giving appropriate credit/citations, I could be reported for violating the Academic Honesty Policy."* Students must check the box next to this statement in order to submit their work.

Pathways for Academic Uses of AI at WWU

Created by the Center for Instructional Innovation and ATUS
Updated 12/4/23



Relevant WWU Resources

ATUS and Center for Instructional Innovation

- [AI and Chatbots Teaching Considerations](#) (TLCo-op)
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