PFW AI Use in Teaching and Learning Guidelines

Overview

The rapid development of Artificial Intelligence (AI) and the publicly available AI tools such as ChatGPT, BingAI, Claude, and Codex may change the way we teach and learn. Purdue University Fort Wayne supports the freedom of faculty and instructors to choose AI tools that fit their teaching philosophy, emphasizing their autonomy in deciding how to use, or not use, AI in their courses. There is currently no official university policy or guidance restricting or governing the use of AI tools in teaching and learning. Since the beginning of 2023, the Center for the Enhancement of Learning and Teaching (CELT) has been researching publicly available generative AI tools, attending webinars and workshops, and consulting with both technology experts and faculty to understand the benefits, limitations, and potential risks of generative AI on teaching and learning. As a result, CELT has compiled some suggested practices to help faculty understand the potential impact of AI on their teaching practices, to choose appropriate AI use policies, and better communicate acceptable student use policies in their classes.

Syllabus Statement

Many students are aware of popular AI tools such as ChatGPT, yet often lack understanding and guidance of effective utilization without overreliance on technology. Because student use of AI in their coursework may either enhance student learning or result in students skipping the learning process, all instructors are strongly recommended to determine and, within the syllabus and/or assignment descriptions, inform students which, when, and in what ways the use of AI is authorized or unauthorized in the course. AI use policy may vary from course to course based on a number of factors such as the course requirements and learning objectives, students' needs, and department guidelines.
In the course syllabus, instructors should consider including specific guidance on:

- Acceptable use of AI tools by students for assessed work in the course. For example: Use of AI to create a working outline, brainstorm project ideas, etc.
- The ways in which the instructor(s) may attempt to detect the use of AI on graded and non-graded work. Non-graded work could include early assignments in a scaffolded project with several components.
- Clearly describe the specific tools they will (or will not) use in attempts to detect the unauthorized use of AI.
- The procedures to follow if an unauthorized use of AI is suspected.
- The potential consequences faced by students who are determined to have used AI tools in an unauthorized way, including any impacts on grades and possible referral to the Office of Student Conduct and Care, the chair of the department in which the course is offered, and the chair of the student's department (if different from above).

See CELT's [Teaching in the Age of AI page](#) for specific sample syllabus statements, including ones that prohibit AI use without expressed permission from the instructor. If you have new syllabus examples you feel may be valuable to share with others, please send them to [celt@pfw.edu](#).

Responsible and Effective AI Use Considerations

The rapid advancement of AI tools presents both challenges and new opportunities for enhancing teaching and learning experiences. For example, AI tools such as ChatGPT could potentially become a learning tool for students who lack prior knowledge in a course, providing them with accessible and personalized explanations through chats to bridge their knowledge gaps. However, students might not be aware of the possibility of AI generating inaccurate or fake content. Therefore, we strongly recommended that instructors lead open dialogues with their students on the potential benefits and drawbacks of using AI tools during the learning process for non-graded tasks, such as summarizing assigned readings or generating practice questions. Please take the following factors into consideration.

- **Copyright Issues**: For AI produced content to be relevant and personalized, students might need to upload copyrighted material such as assigned readings, assignment instructions, grading rubric. The legality of such practices is yet largely undetermined. In the least, it should be made clear to students that they are required to follow [copyright guidelines](#) when using such materials. In addition, remind students that while faculty and instructors do not own copyright to facts or ideas in their discipline, they do own copyright to their expression, explanation, and presentation of those facts and ideas in course notes, PowerPoint slides, etc. including assessments constructed for the course. As such, those instructor-generated materials should never be uploaded to any third-party site (whether AI oriented or not) without the permission from the instructor. In addition to the use of copyrighted works, instructors should be aware that copyright at Purdue includes the shared ownership of works created at Purdue. Please visit the [Copyright and Intellectual Property at Purdue](#) page for more details.
- **FERPA and Other Privacy Issues**: Some AI tools, even those claiming to detect AI-generated content, learn from the data users provide. Instructors must always follow FERPA laws to protect student information and privacy. Instructors and the instructional teams should never share personally identifiable information about students with any third-party AI tool.

Please note third-party AI tools differ greatly in how they handle privacy and security. Given the fast advancing of AI technology, there is lack of clarity on copyright issues. Instructors can contact their [subject librarians](#) for support and guidance.

Use of AI Detection

As concerns about misuse of generative AI tools rise, AI detection tools have also rapidly emerged. In April of 2023, TurnItIn, the University supported plagiarism checker, also released their AI indicator feature. However, AI detection tools currently exhibit very high false-positive rates, potentially disadvantaging certain learners (e.g., non-native English speakers). Additionally, AI tools such as ChatGPT can also be used to edit content, making it difficult for AI detectors to distinguish AI generated from human produced content.

Given these challenges, we strongly recommend instructors avoid using or approach results from AI detection tools with significant caution. At present, it is especially important that a positive result from one of these tools is not the sole determining factor of an academic integrity violation and subsequent consequences. Suspected cases should be carefully reviewed with due diligence and according to a procedure outlined to students on the syllabus.

Use of AI for Grading

The use of AI tools may change the workflow for the instructor(s) and assigned graders by shifting the kind of grading tools and processes used. With the potential use of AI to analyze student work, instructors are encouraged to explore and test the benefits and drawbacks of using AI tools to evaluate student work or to provide feedback to students. Before using any AI tools for grading and/or feedback, instructors should create and follow a process by which any AI-based tools used for grading student work ensures the production of explainable and defendable grades and feedback. This process should:

- Ensure that a human remains in the loop to the maximum extent possible, assigns the final grade on any/all assessment/assignments, and approves all feedback.
- Integrate a quality assurance procedure to ensure grading automation features work accurately and as intended.
- Embrace transparent and verifiable grading methods that ensure consistency and clarity in student work assessment.
- Ensure no sensitive, restricted, or otherwise protected data are entered into any generative AI tools or service. This includes, but is not limited to, FERPA-protected information and Health information protected by HIPPA.
- Consider the appropriateness of using AI detection tools.

CELT's AI Resource Group

There are benefits for colleges and departments to discuss and determine AI use guidelines that are applicable to each college or department. An AI Resources Group has been established, led by CELT and with representatives from CELT, ACITAS, the Library and ITS. The primary goal of the AI Resources Group is to assist colleges and departments in developing instructor use guidelines and effective use, use cases may be a secondary goal. Interested colleges/departments can submit a request to the AI Resource Group. Availability will be limited. Consultations will take place in the order requests were received.

References
- Purdue University Fort Wayne Academic Misconduct Regulations
- Purdue Fort Wayne Academic Regulations on Grades and Grade Reports
- Purdue Fort Wayne Student Conduct Subject to University Action
- Purdue West Lafayette draft guidance on AI use in teaching and learning
- Purdue Intellectual Property Policy (1.A.1)

- [Use of Copyrighted Materials for Educational and Research Purposes (I.A.3)](#)
- [Purdue Acceptable Use of IT Resources and Information Assets (VII.A.4)](#)
- [GPT Detectors are Biased against Non-native English Writers](#)
- [Why AI Detectors Think the US Constitution was Written by AI](#)

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