SP 26 LUNCH AND LEARN | WORKSHOP 4

AI Resilience via Transparency

UHD CENTER FOR TEACHING AND LEARNING EXCELLENCE

FACULTY-DRIVEN | EVIDENCE-BASED | STUDENT-CENTERED

WELCOME FROM THE

UHD Center For Teaching and Learning Excellence!

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Our Mission

"Promote student success by providing targeted faculty support promoting evidenced based instructional strategies, and cultivating an innovative and collaborative learning environment at UHD."

AI Resilience via Transparency

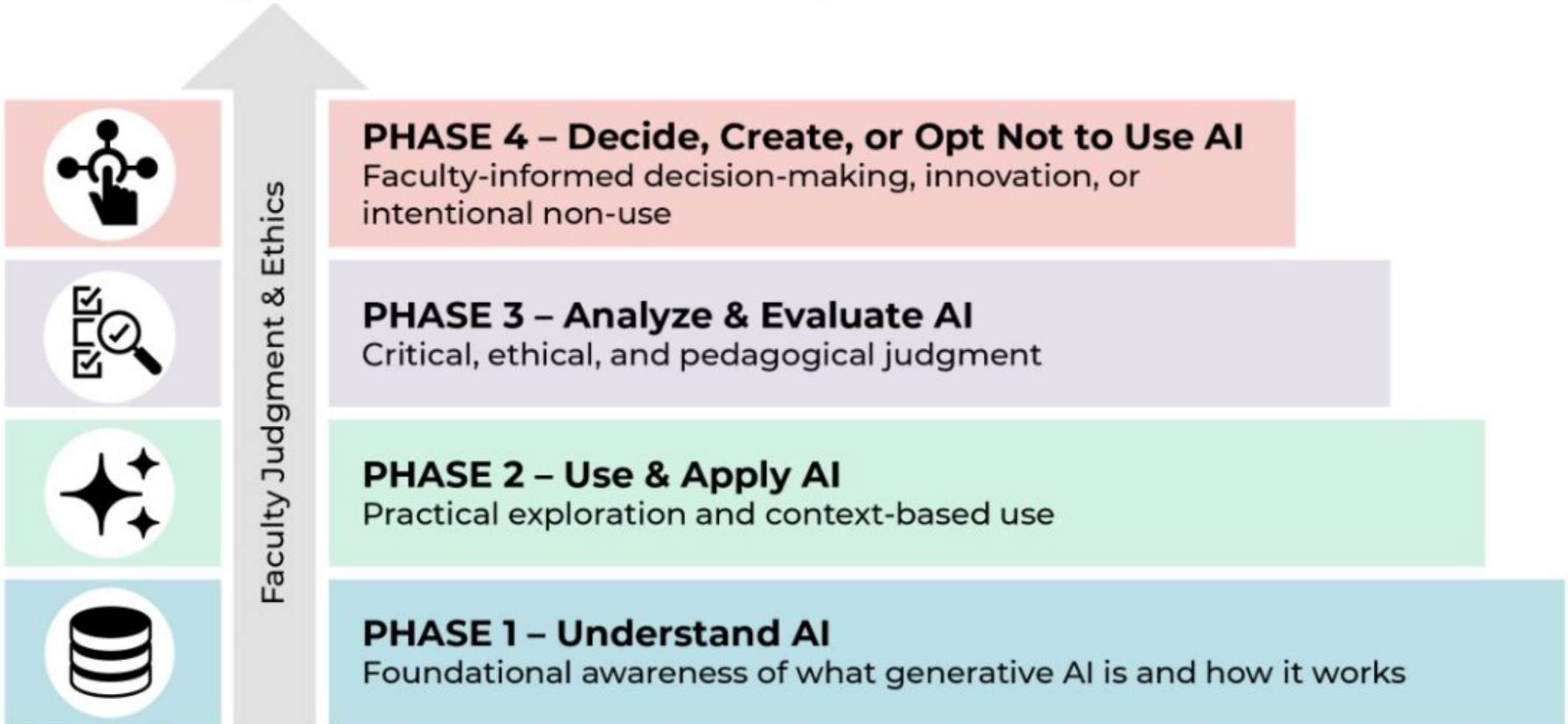
This workshop invites faculty to explore how transparency can strengthen resilience in the age of AI. Faculty will have the opportunity to reflect on their own AI use along with expectations for students. We'll look at case studies of student and faculty AI use in higher education and consider strategies for building course statements that set clear expectations. By promoting transparent guidelines and human-centered approaches, this workshop offers practical guidance for thoughtfully communicating about AI use in your courses.

Outline

1. AI Use Reflection
2. Talking To Students About AI
3. Course Level Transparency
4. Discipline Specific Examples
5. Case Study Investigation
6. TILT In The Age of AI
7. Creating Rubrics With Copilot
8. Student Transparency
9. AI Exit Ticket For Students

Faculty Generative AI Framework

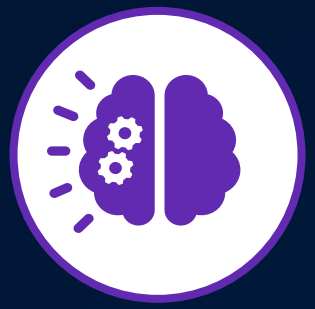
A Scaffolded Approach to Informed-Decision Making



Adapted from Educause AI Literacy in Teaching and Learning: A Durable Framework for Higher Education

AI Use Reflection

Pair & Share



REFLECTION

- What are you currently reconsidering about your use of AI in teaching or learning?

- What feels like your next intentional step?

Safeguarding Academic Integrity in the Age of AI

Thoughtful Design

- Collaborative Inquiry
- Authentic Engagement
- Metacognition
- Resilient Design

Mediation with

- Instructor Presence
- Communication
- Guidance
- Dialogue

Transparency in

- Student AI Use
- Grading Policies
- Faculty AI Use
- Assessment

AI Shared Understanding

- AI Literacy
- AI tools
- AI Policies

Talking To Your Students

Talking to Students- Topics

Technology

Discuss with students the technology itself, including GAI's strengths, limitations, and biases.

Expectations

Explain course expectations and requirements around GAI.

Usage

Offer clear examples of when and how GAI can, cannot, or must not be used.

Citation:

If GAI is allowed and/or required, explain how to cite.

Consequences:

Discuss the consequences of unauthorized use of GAI tools or a failure to acknowledge permitted use.

TALKING TO STUDENTS:
Start with Your Teaching Goals

Start with your stance:

- What **skills** does this course develop?
- Where might AI **help or hinder** those goals?
- What kind of **student growth** do I want to see?
- How do I **connect students** to the value of learning?
- How can AI use be framed **ethically**?

What We Want Students to Understand About AI

AI is a tool, not thinking

AI output is NOT inherently accurate

Responsibility stays with the student

Transparency makes things clear for both of us

"Course Level" Transparency

1	**NO AI**	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	**AI PLANNING**	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	**AI COLLABORATION**	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	**FULL AI**	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	**AI EXPLORATION**	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Syllabus Statement of Responsible AI Use

Big syllabi statement resource includes different institutions and specific disciplines:

bit.ly/SyllabiAI

Syllabus Discipline Specific Language

English 101

- We will use AI to **support** our writing."
- "We will **not** use AI to **think for us.**"
- "I'm interested in how ***you*** write an essay."
- "I want to hear **your unique** and all-about-you voice."
- "Academically Honest Usage **includes:...**"
- "Anytime you interact with Gen AI, you will **provide a full transcript.**"

Problems in Biomedical Engineering

- "Using **appropriate tools effectively** is part of engineering."
- "Using tools effectively means three things:"
  Thoughtful. Ethical. Responsible.
- "Using AI to replace learning or replace your thinking is **bad for engineers.**"
- "Think of AI like an e-bike."
- **"RAD** use of AI tools:"
- "There is no penalty for using AI per se."
  "There is a **penalty for not disclosing** AI."

Syllabus Discipline Specific Language

Environmental Science

- "Reading, writing, and speaking are **integral** to thinking"
- "You may not rely on AI to generate written **drafts** or prepare your final presentation materials"
- "Examples of **Prohibited** AI Use: …"
- "Examples of **Proper** AI Use: …"
- "In all cases, **you are responsible** for critically evaluating AI"
- "If in **doubt, please ask** your instructor

Key Components

- AI literacy
- Discipline ethics
- What matters
- Examples
- Specific assignments
- Clear language

Resource: Syllabi Statements for GenAI tools - different institutions and specific disciplines

Case Study Investigation

ACTIVITY
CASE STUDIES IN AI

In Groups:

- Skim/Read one CASE STUDY.
- What is the REAL issue?
- What is the GRAY area?

Choose A Speaker To:

- Report ONE tension or uncertainty.
- Report how TRANSPARENCY could change the outcome.

"Assessment Level" Transparency

Assessment Effective Practice:

Transparent Design in Grading

Purpose

- Clarify Objectives
- Enhance Understanding

Task

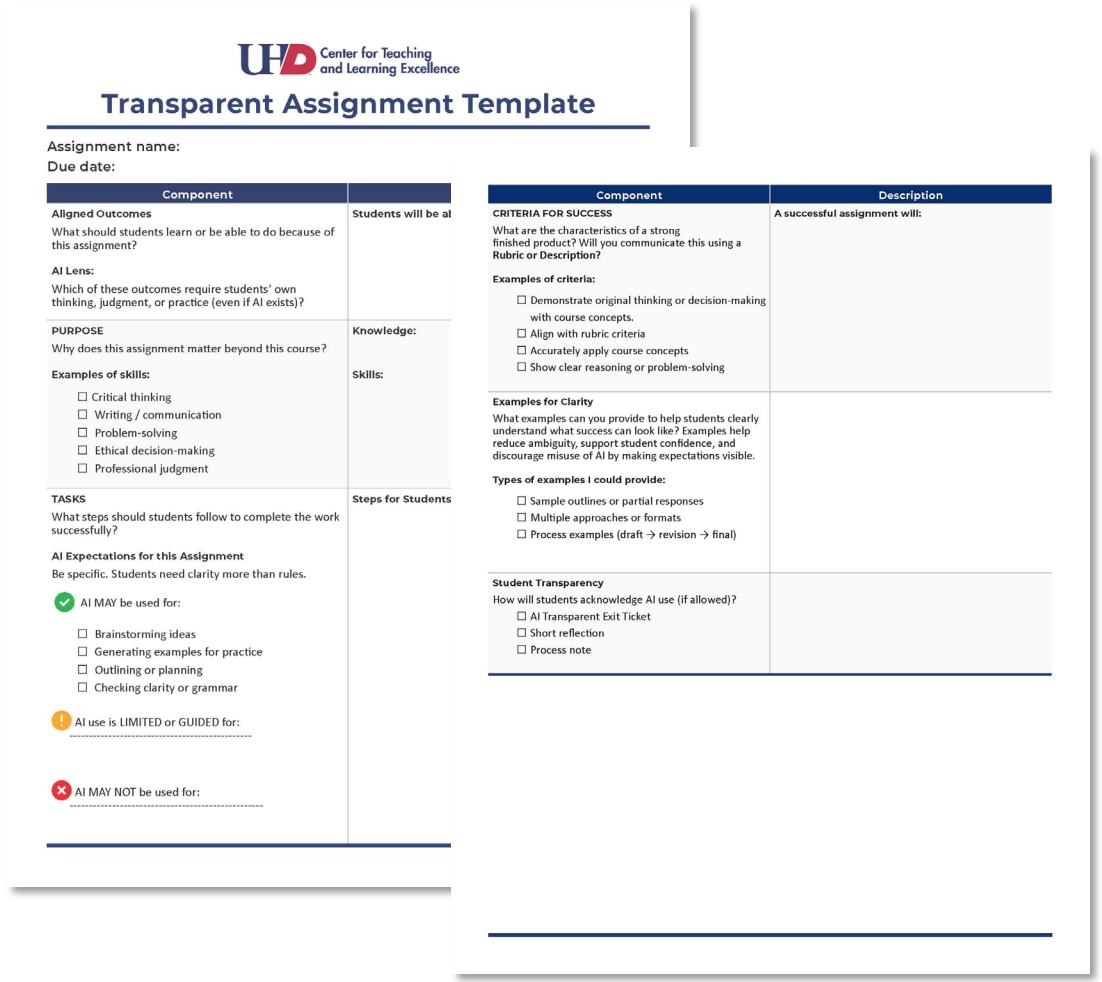
- Detailed instructions
- Examples and Models

Criteria

- Rubrics and Standards
- Consistent Application

Keys to TILT: communication, student involvement, continuous improvement

Adapted TILT Template



Center for Teaching and Learning Excellence

Transparent Assignment Template

Assignment name:
Due date:

Component	
Aligned Outcomes What should students learn or be able to do because of this assignment? **AI Lens:** Which of these outcomes require students' own thinking, judgment, or practice (even if AI exists)?	**Students will be al**
PURPOSE Why does this assignment matter beyond this course? **Examples of skills:** ☐ Critical thinking ☐ Writing / communication ☐ Problem-solving ☐ Ethical decision-making ☐ Professional judgment	**Knowledge:** **Skills:**
TASKS What steps should students follow to complete the work successfully? **AI Expectations for this Assignment** Be specific. Students need clarity more than rules. AI MAY be used for: ☐ Brainstorming ideas ☐ Generating examples for practice ☐ Outlining or planning ☐ Checking clarity or grammar AI use is LIMITED or GUIDED for: AI MAY NOT be used for:	**Steps for Students**

Component	Description
CRITERIA FOR SUCCESS What are the characteristics of a strong finished product? Will you communicate this using a **Rubric or Description?** **Examples of criteria:** ☐ Demonstrate original thinking or decision-making with course concepts. ☐ Align with rubric criteria ☐ Accurately apply course concepts ☐ Show clear reasoning or problem-solving	**A successful assignment will:**
Examples for Clarity What examples can you provide to help students clearly understand what success can look like? Examples help reduce ambiguity, support student confidence, and discourage misuse of AI by making expectations visible. **Types of examples I could provide:** ☐ Sample outlines or partial responses ☐ Multiple approaches or formats ☐ Process examples (draft → revision → final)	
Student Transparency How will students acknowledge AI use (if allowed)? ☐ AI Transparent Exit Ticket ☐ Short reflection ☐ Process note	

[TILT Transparent Assignment Template Resources]

[Adapted for AI Transparent Assignment Template]

RUBRICS

Nathan W Pyle
@nathanwpyle

me: look at my Rubric Cube

you: you mean Rubik's Cube

me: [puts a checkmark in the "does not do what I ask" box on my Rubric Cube]

Creating Rubrics With AI

Part 1: Chose Your "Rubric Prompt "Ingredients"

- Course name
- Assignment Description
- Individual or Group Work
- Learning Objectives
- Total Points
- Performance levels
- Accuracy
- Use of Evidence
- Real-world application
- Evidence of process
- Learning reflection
- Citations & references
- Organization and Clarity
- Required formatting
- Accessibility

Part 2: Create Your Prompt

Part 3: Refine & Revise

Student Transparency

AI- Use Statements: Supporting Transparency

Clarify how students should document their AI use.

Students Can Be Transparent About AI by:

- **Citation** A basic reference acknowledging AI-generated content
- **Explanatory Statement** A description of *how* and *why* AI was used
- **Reflection** An explanation of decisions, learning, and limits of AI use
- **AI Transcript** / **Audit** Prompts, outputs, and how the student reviewed or revised them

Explanatory asks student to document:

- Tool
- How it was used
- Where in the assignment
- Prompts used
- How was information verified

AI-Transparent Exit Ticket

- **Multi-Purpose Transparency Tool**
  - Disclose if and how students used AI.
  - Self-evaluate on accuracy, achievement.
  - Reflect on learning.

THANK YOU

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Leave Us Your Feedback!