THE CITADEL

CENTER FOR EXCELLENCE AND INNOVATION IN TEACHING, LEARNING, AND DISTANCE EDUCATION

Adapting Classes and Assignments for the AI Era

6R Approach

6R

- *R*eview your learning outcomes
- *R*un your assignments through ChatGPT
- *R*eflect on what Gen. AI does not do well and incorporate it
- *R*evise existing assignment if possible
- *R*emake assignments if necessary
- *R*emind students of the role AI should play

NEXT →

Review your learning outcomes

- Consider Bloom's Taxonomy
- Focus on higher-order thinking skills
  - Analyze
  - Evaluate
  - Create
- Reframe what students need to know and do
- Check for alignment between outcomes, activities, and assessment
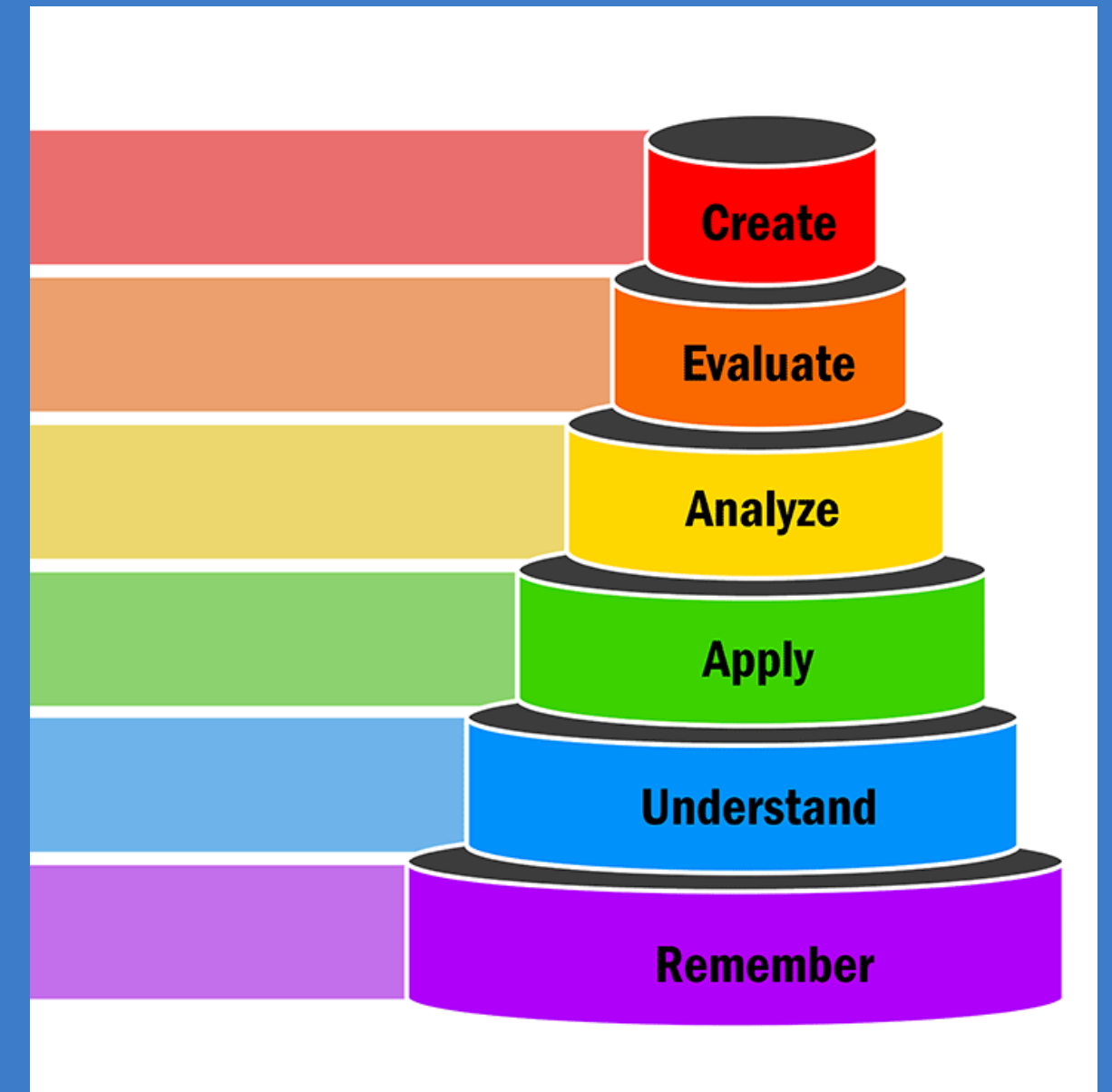
Bloom's Taxonomy Revisited

Oregon State University Ecampus

Use this table as a reference for evaluating and making changes to aligned course activities and assessments (or, where possible, learning outcomes) that account for generative Artificial Intelligence (AI) tool capabilities and distinctive human skills.

All course activities and assessments will benefit from **review** given the capabilities of AI tools; those at the **Remember** and **Analyze** levels may be more likely to need **amendment**.

	RECOMMENDATION	AI CAPABILITIES	DISTINCTIVE HUMAN SKILLS
CREATE	Review	Suggest a range of alternatives, enumerate potential drawbacks and advantages, describe successful real-world cases	Formulate original solutions incorporating human judgement, collaborate spontaneously
EVALUATE	Review	Identify pros and cons of various courses of action, develop rubrics	Engage in metacognitive reflection, holistically appraise ethical consequences of alternative courses of action
ANALYZE	Amend	Compare and contrast data, infer trends and themes, compute, predict	Critically think and reason within the cognitive and affective domains, interpret and relate to authentic problems, decisions, & choices
APPLY	Review	Make use of a process, model, or method to illustrate how to solve a quantitative inquiry	Operate, implement, conduct, execute, experiment, and test in the real world; apply creativity and imagination to idea & solution development
UNDERSTAND	Review	Describe a concept in different words, recognize a related example, translate	Contextualize answers within emotional, moral, or ethical considerations
REMEMBER	Amend	Recall factual information, list possible answers, define a term, construct a basic chronology	Recall information in situations where technology is not readily accessible

NEXT →

Run your assignments through ChatGPT

- Gives you an idea of what to expect if students are using AI
- If you get a reply that makes no sense you know it is a "good" assignment
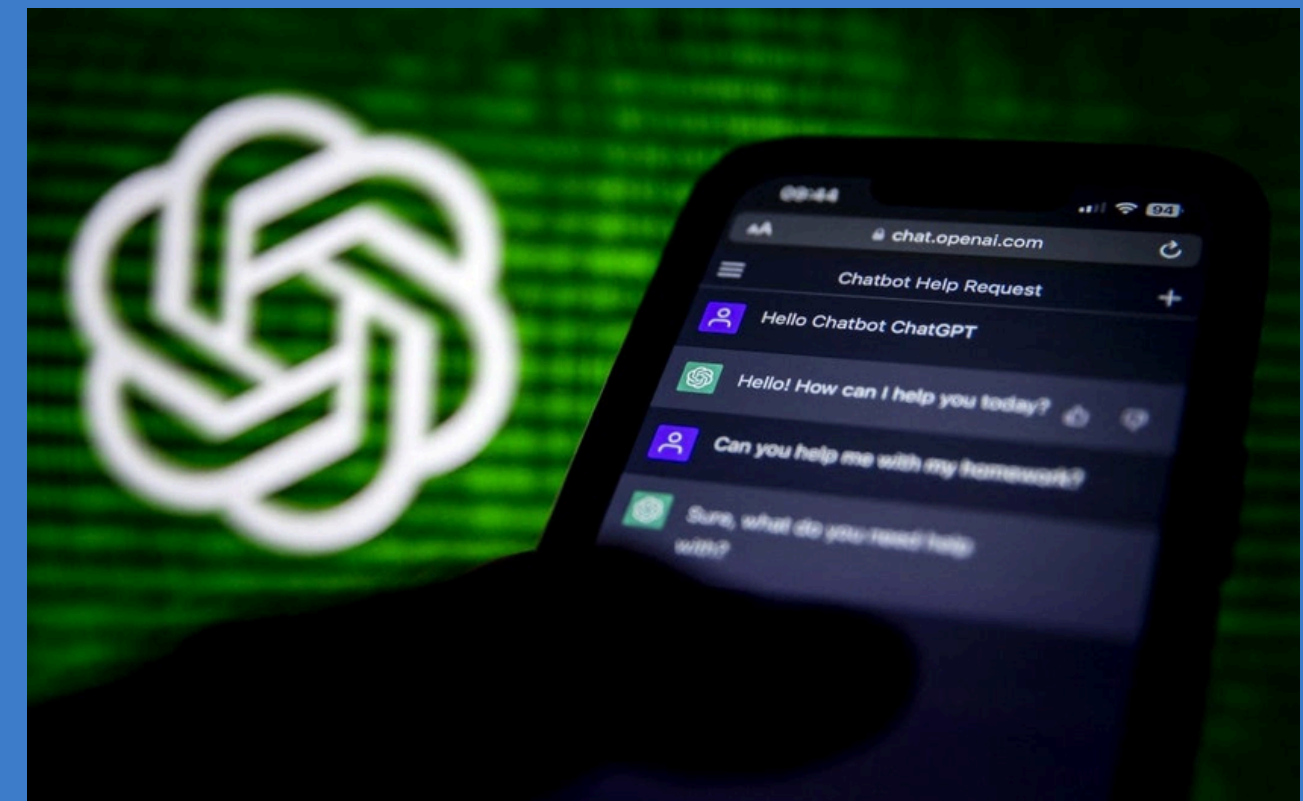- Try at least:
  - ChatGPT
  - Gemini
  - Copilot
  - Claude

Reflect on what Gen. AI does not do well and incorporate it

- Ways to "AI Proof" while knowing that is not 100% possible
  - Analysis of the materials used in class including images, video, and other media
  - Connections to local issues
  - Credible sources/ references
  - Opinions
  - Personal connections
  - Recent news events
  - Reflections

Revise existing assignments if possible

- Add feedback/ iterative revisions
- Add metacognition exercises
- Ask students to present along with turning in written work
- Go low-tech
- Have students explain their work or process or add design statements

Revise !

Remake assignments if necessary

- Diversify your assessments to show mastery
  - Consider having students submit audio files, a podcast, a video, infographics, or other multimedia texts instead of just written essays
  - Add authentic assessments or project-based
- Emphasize the learning process over the product when appropriate
  - Assign scaffolded tasks developed through several stages (low-stakes writing, proposals, outlines, drafts, peer review, revision, and track changes)

Remind students of the role AI should play

- Establish and communicate your course policy on AI
  - State your policy in your course syllabus
  - Personalize your Generative AI Statement in your Canvas course
  - Follow up in class with your students
- Have an open discussion
  - Emphasize the importance of learning and explain why you are having them complete the assignments you use
  - Be transparent about what you are requiring or prohibiting
- Discuss how you plan to deal with possible instances of misuse

NEXT →
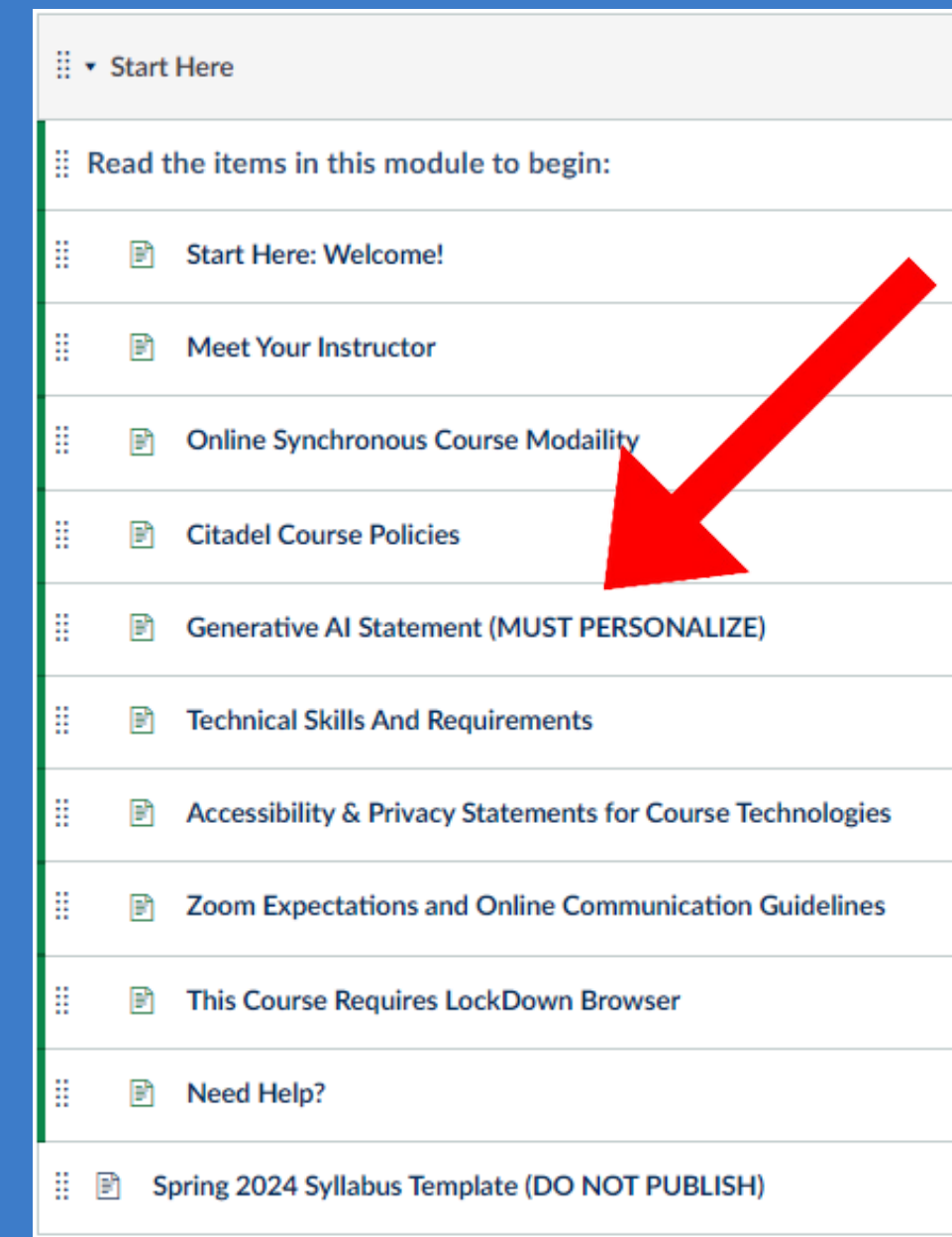
Set Citation Guidelines

- Discuss with your students how to check the facts
  - AI sources may write responses with inaccuracies, bias, or fake citations
- Require your students to declare their use of AI sources
  - Describe which tool they used and how they used it
- Require your students to cite the specific AI-generated content they use or take ideas from
  - The APA Style Blog
  - The Chicago Manual of Style
  - The MLA Style Center

NEXT →

Ways to use ChatBots in assignments

- Brainstorm initial ideas for an essay or project
- Explain or paraphrase complex information or challenging text passages in simple terms
- Generate additional examples of a problem, concept, or scenario
- Provide feedback on writing or an argument
- Represent and visualize data in different ways
- Summarize long or difficult text, including research articles or data sets

Ways to use Generative AI with student writing

- Create assignments in which students start with ChatGPT and then have discussions about its strengths and weaknesses.
- Have students compare the output from AI writing platforms, critique that output, and then create strategies for building on it and improving it.
- Have students generate an AI text (with or without a bibliography and citations) about your class topic. Then students must detect all factual or citation errors. Students can also work to correct the inaccurate text or find proper sources.
- Do a peer review and analyze what 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?

References

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