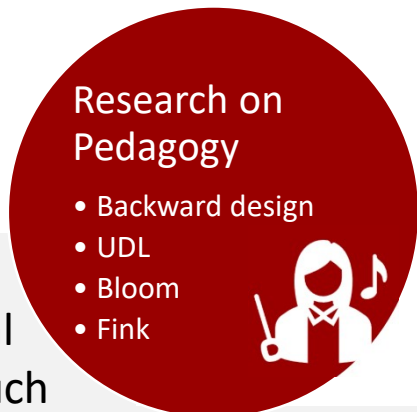
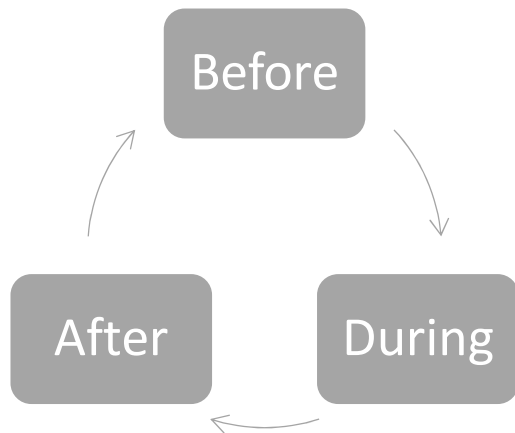


# CDI SPARC

Self reflect on your Big Rocks – What is important to you as the designer and instructor of the course? What is your teaching philosophy, who are your learners and what is the context.

Prompt using a TRACI framework.  
**T**-Task you want AI to do  
**R**-Role AI should take on  
**A**-Audience it is written to  
**C**-Create, response format  
**I**-Intent of the response  
Include academic and pedagogical considerations

Critique the response to determine if it is suitable for you and your course



What pedagogical research such as Bloom's Taxonomy, Universal Design for learning, or Fink's Significant Learning, should inform the response to your prompt.

What academic requirements, such as accreditation standards or discipline-based education research should inform the response to your prompt.

# Incorporating AI into Teaching

- Communicate their policies for use of AI
- Make assignments in order to discourage the use of AI
- Make assignments to support the exploration and critique of AI
- Make assignments to support learning to use AI for academic projects
- Make assignments to support learning to use AI as it may be used in future jobs
- Make assignments to design AI
- Design AI to support student learning (AI generated flash cards, case studies, or study plans)
- Allow students to use AI to take notes
- Use AI assignments to level the playing field for students















# Transparency

## Promoting academic integrity

The TILT has been shown to improve academic success and sense of belonging (Winkelmes et al., 2016). The process centers around communicating

- 1) **Purpose** - Think about what you want students to gain
- 2) **Tasks** -List the steps students will take to complete the assignment.
- 3) **Criteria for success** - Make clear to students your expectations for success on the assignment.

Academic Integrity icons are part of the Carmen Course Template.

Permitted	Not permitted	Potential Rationale
		<b>Getting help on the assignment</b> [is] [is not] permitted.
		<b>Collaborating, or completing the assignment with others,</b> [is] [is not] permitted.
		<b>Copying or reusing previous work</b> [is] [is not] permitted.
		<b>Open-book research</b> for the assignment [is] [is not] permitted and encouraged.
		<b>Working from home</b> on the assignment [is] [is not] permitted.
		<b>Use of generative artificial intelligence</b> for the assignment [is] [is not] permitted.

# Cues and Clues



**Analyze your course to identify crucial elements of student learning that may be impacted by AI**

- Defense is preventing AI from harming learning
- Offense is proactively engaging AI to enhance learning

**For each goal and essential learning outcome (ELO) in your course, ask:**

- Do students need to be able to demonstrate this ability autonomously?
- Do students need to be able to demonstrate all aspects of this ability autonomously?
- Are there moments when AI might provide assistance?

**For all activities and assignments reflect on the role and impact of GenAI**

- Major and Minor Assignments
- Formative and Summative Assignments
- Information Acquisition and Information Processing
- Massed Practice and Interleaved Practice
- Use of AI to Learn Facts or to Enhance Concepts

***Ask yourself, “On Exam Day, what evidence is required for the students to demonstrate achievement of learning outcomes?”***

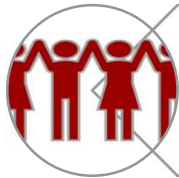
**Based on your experience in this course, what are the most crucial moments for students?**

- Where do they struggle?
- What do students most dislike doing?
- What are concepts, topics, or practices that make everything that follows easier?

# Experiential Learning



Reflection, critical analysis and synthesis.



Opportunities for students to take initiative, make decisions, and be accountable for the results.



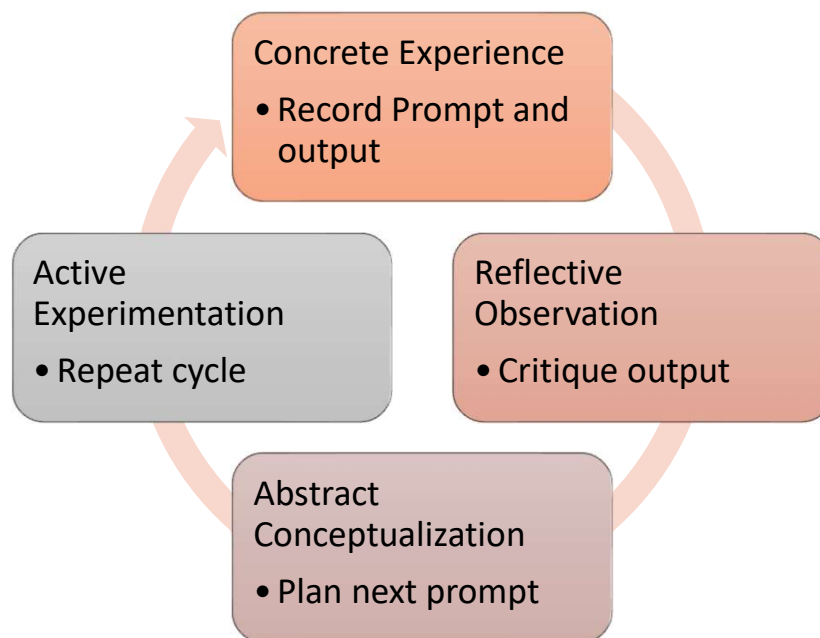
Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.



A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.

<https://experientiallearninginstitute.org/resources/what-is-experiential-learning/>

## Experiential Learning and the AI audit Trail



# OSU Examples

Vince Castillo Fisher College of Business

[Innovating Supply Chain Higher Education with Generative AI - Supply Chain Management Review \(scmr.com\)](#)

Ted Clark Chemistry

[Investigating the Use of an Artificial Intelligence Chatbot with General Chemistry Exam Questions | Journal of Chemical Education \(acs.org\)](#)

Health Professions

- Writing clinician patient communication scripts
- Writing practice assessments
  - MCQ
  - Fill in the blank
  - Paragraph
- Writing summaries of learning
- Writing lighthearted introductions

EHE

- Writing lesson plans

# Resources

<https://go.osu.edu/ai-assignments>

## Ohio State University Resources

- Teaching and Learning Resource Center -
  - [AI: Considerations for Teaching and Learning\(link is external\)](#)
  - [AI Teaching Strategies: Transparent Assignment Design\(link is external\)](#)
  - [AI Teaching Strategies: Having Conversations with Students\(link is external\)](#)
- Office of Academic Affairs - [Artificial intelligence and academic integrity\(link is external\)](#)
- [Artificial Intelligence Offers Opportunities and Challenges for Teaching: Perspectives from the Drake Institute](#)
- [Committee on Academic Misconduct\(link is external\)](#)
- [COAM Instructor Resources\(link is external\)](#)
- [Don't Fall Victim to Clickthrough Agreements: Use Supported Tools Instead\(link is external\)](#)
- [Copilot with Data Protection Now Available to University Faculty and Staff\(link is external\)](#)
- [Copilot - Administrative Resource Center\(link is external\)](#)

## Additional Resources

- Sites with assignment ideas:
  - [Artificial Intelligence and Assignment Design\(link is external\)](#)
  - [AI in the Classroom\(link is external\)](#)
  - [ChatGPT Assignments to Use in Your Classroom Today\(link is external\)](#)
  - [How Do I \(Re\)design Assignments and Assessments in an AI-Impacted World?\(link is external\)](#)
  - [Generative AI for Assessments Guide\(link is external\)](#)
  - [Assignments and Generative AI - Center for Faculty Excellence | Montana State University\(link is external\)](#)
  - [AI in Assignment Design | Center for Teaching Innovation \(cornell.edu\)\(link is external\)](#)



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