A.I. Preparedness Checklist

- Write a Syllabus Statement
- Review Course Assignments
- Support Your Students
- Take Care of Yourself

A.I. Preparedness Checklist

❑ This checklist contains the most important, before-start-of-term tasks that establish expectations around use of A.I. and what "academic integrity" means within the specific course.

❑ Additionally, it includes tasks that serve to augment transparency, trust and dialogue around A.I. use in the classroom and assessments.

❑ Resources accompany each task. You are welcome to reach out to clt@dal.ca to discuss any of these items, or any concerns or questions regarding GenAI, with an educational developer.

Write a Syllabus Statement

❑ Check in with your department head to see if there is a department- or Faculty-wide syllabus policy, or templated language created.

❑ Write a policy for A.I. use in your course (or edit templated language) to include in your syllabus. This statement defines academic integrity in your course. This policy should outline:

- For which purposes, or tasks, students are permitted to use A.I. (e.g., brainstorming, editing, drafting, etc.)

- For which purposes students are NOT permitted to use A.I., and why

- How students should cite, or disclose, their A.I. engagement

Resources

- Should you permit students to use GenAI or not? **It depends on your learning outcomes**. Here is a quick way to think about it

- See what other faculty use as **syllabus statements for their classes**

- **Cite and disclose AI use** by following the AI Attribution & AID Framework

- Check out the Dalhousie Libraries **GenAI Citation Style Guide**

Review Course Assignments

❑ Conduct an "**assessment audit**." Can A.I. do the assessment? If students were to use A.I. for the assessment, would the assessment product still provide you valid evidence of student learning and achievement of outcomes? If not, spend some time re-designing the assessment.

❑ For each assessment/assignment, write a few sentences outlining the pedagogical rationale. What will students gain by doing this assessment? Short narratives about why this kind of assessment was important to your own learning journey while a student can be very impactful. **Share this rationale** in writing, verbally, and/or in a short video attached to Brightspace assignments instructions.

Review Course Assignments

- ❏ If relevant to your course, check out the "**Online Exam Toolkit**" resource to assist you in the design of online exams and how to communicate exam conduct expectations.

- ❏ For every assessment designed or re-designed, **identify any unintentional barriers to access or participation**. For example, requiring essays to be handwritten in class may create accessibility barriers for some students.

  - The **Universal Design for Learning** framework can help you develop assignments designed with multiple means of expression, representation and engagement.

Resources

- **For assessment audits and assignment re-design,** discuss with an educational developer (email CLT) or move through the "Teaching & Learning" submodule of Dal's *GenA.I. Orientation* (log into Brightspace, and navigate to Academic Support > Self Registration > Generative AI Orientation).

- **Identify and remove any barriers** to student access and participation by using the Faculty and Staff Guide to Accommodations & Accessibility

- **Brightspace support virtual drop-in** (in Teams) can show you how to create a feedback survey for your course

- Design online exams and communicate exam conduct expectations using **Online Exam Toolkit** as a guide

Support Your Students

❏ Discuss the **importance of Academic Integrity** during your first class. Facilitate an open discussion that aims to gather student thoughts and ideas about A.I.

❏ Include **links to Student Supports** (e.g., Writing Centre, Accommodations, etc.) on your Brightspace Homepage and in your Syllabus. The "Brightspace Template" includes a Student Supports Homepage widget.

❏ Develop an **anonymous feedback** mechanism for students to share their questions and concerns about A.I., such as a survey (Microsoft Forms or Brightspace) or a "Q&A" Discussion topic in Brightspace.

Resources

- **Not sure how to talk to your students about GenA.I.?** Use this fully customizable PowerPoint presentation in your class.

- Read more about the **Brightspace templates** to jumpstart a student-friendly online course design.

Take Care of Yourself

❏ **Be transparent about your own use of A.I.** in the development of your resources, design, lesson plans, communications, etc., to model appropriate use and to build and preserve trust in your classroom.

❏ Identify resources, events and people **who can support you** during the academic year. Consult the links and find a colleague in your department who can be your sounding board.

Resources

- Consider the **"AcknowledgeAI" scale** to disclose your use of GenA.I.

- CLT hosts an array of **workshops and events, online resources, and individual faculty consultations** on teaching and learning in the age of GenA.I.

- The CLT GenA.I. in Teaching and Learning website includes info about the GenA.I. Community of Practice and other online resources