Hello. My name is Dayna Durbin, and I'm the Teaching and Learning Librarian at the RB House Undergraduate Library. In response to the rapid adoption of tools like ChatGPT, the Provost and Deans established the UNC Generative AI Committee with broad representation from across campus. The committee collaborated to create guiding documents for both students and instructors on how to adapt to generative AI in the classroom.

These documents are suggested guidance, not policy, and are designed to be adapted as needed. You may be very familiar with generative AI already, or you may have only seen mentions of ChatGPT in the news. Many of our students are already using these tools in their work, and it's important for instructors to understand how to use them effectively and ethically so we can guide students as they develop AI literacy.

Our hope is that these guidelines provide assurance and support for both AI experts and novices as we navigate the use of generative AI in campus classrooms. To begin, generative AI can be a powerful tool to enhance teaching, but it can also bring challenges. For example, the ways that AI tools develop output are often unclear and a little mysterious.

In addition, AI tools can perpetuate biases and misinformation. Their use also raises questions about intellectual property.

Who owns the data the tools were trained on? And did those creators give permission for its use? Who is the author of the output and how do we properly document the use of AI in academic work? One strategy the guidelines suggest is to be transparent with your students about your own use of AI.

The guidelines recommend documenting how and where you use AI in developing instructional materials. For this, make sure to model your own practice. In this example, I'm showing a presentation slide I would use to explain the process of scholarly peer review to first year students. To help me explain it, I generated an image using Adobe Firefly and then used ChatGPT to draft a short explanation of the topic.

Under them, I documented my use by including the name of the AI tools and how they were used. However, as we know, instructors are not the only ones using AI; students are too. To begin engaging students with AI, we recommend having open conversations with them about your experiences and then shifting the focus to the students. To do that, consider asking your students if they've tried ChatGPT, how it's been helpful in their personal lives, or in completing assignments.

Ask if they have a favorite AI tool to edit their writing or create images. What questions and concerns do they have about generative AI? Along with providing guidance to instructors, the committee was charged with providing guidelines for students on ethically and responsibly using generative AI. The guiding principle that we want to convey to students is AI should help you think, not think for you.

As we look ahead to the academic year, we encourage you to make space in your course schedule to talk with students about critically engaging with these tools. For example, you might structure a class discussion by providing students with sample scenarios and asking them to discuss the ethics in small groups. For example, if students use ChatGPT to outline a research paper, how should they ensure that the information it generates is correct and not a hallucination?

Does using an AI as a shortcut take away from the learning value a student could gain by solving a problem on their own? And how can we make sure that we're not perpetuating existing biases when we use generative AI?

I ran into at least one of these ethical concerns when creating the slide I shared with you earlier. Initially, the AI generation tool only gave me images of men when I prompted it to show me a group of researchers.

I had to specifically add “male and female researchers” to my prompt to produce a less-biased result. Talk with students about ways that generative AI can assist with academic work and also discuss its limitations. In the guidelines, there is a chart that provides strategy for documentation. Let me explain how it works. The first column of the chart asks students to identify which parts of their process were supported by AI tools, for example, brainstorming, media creation and revising. The next columns ask students to identify the tool they used and how they edited or changed the tools’ output. The final column provides a place for students to link the conversation with the chatbot they used, if linking is available. These guidelines can be adapted for individual assignments as needed to align with your instructional goals and course policies.

The documents are meant to be suggested sets of guidelines, not formal policy. We know that your teaching schedule probably doesn't leave much time to become an AI expert, so the committee hopes to give you a ready-made document to include in your syllabus and adapt if you prefer. We also hope the guidelines will be a jumping off point for conversations with your students about using generative AI effectively, ethically, and with a critical eye.

Both the teaching and student guidelines are linked below. In the upcoming section, you'll be presented with a scenario. In response, you'll be asked to draw from the guidelines as you work through how you would react as the instructor in that scenario.