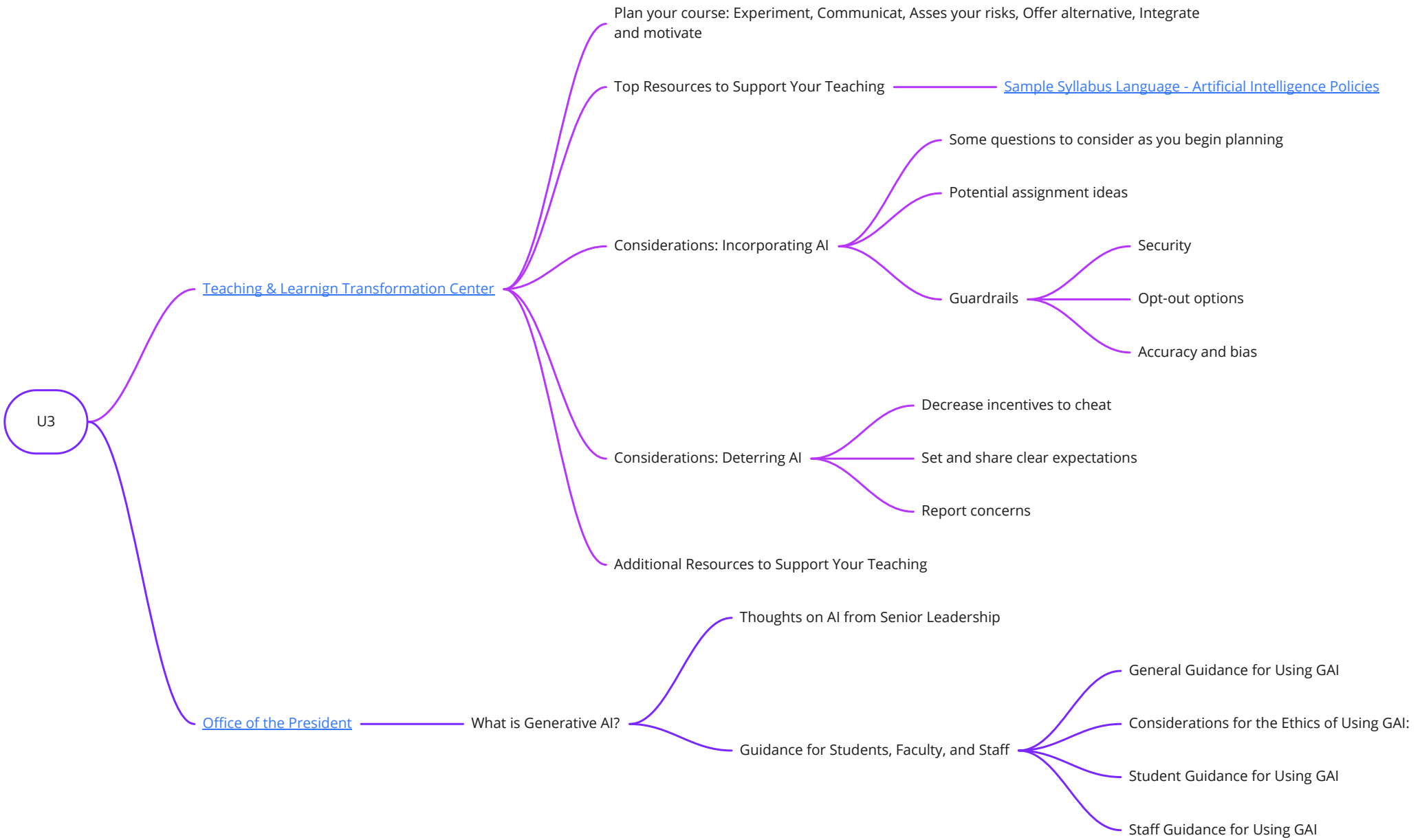

U1
IT Security
Contract/Agreement
Input restriction
AI hallucination
Trustworthy AI attributes
Information Technology Services
General Guidelines
Applicable policies
Using AI securely
Using AI in academics and research
Guidance on Student Facing Chatbots
Use cases
General Use Cases
Teaching and Learning Use Cases
Research Use Cases
Administrative Use Cases
Technical Use Cases
Office of Teaching, Learning, and Technology
How can I tell if something has been written with AI assistance?
What do I put in my syllabus about AI-generated and other externally generated content?
How do I have conversations with my students about course expectations and academic integrity?
What are some examples of assessments that incorporate AI tools?
How can you adapt and develop assessments to discourage student use of AI tools?
What do I need to know about AI browser plugins?
Office of the Executive Vice President and Provost
AI in the Classroom
Explain Appropriate Use of AI Tools to Your Students
Continue to Monitor the Impact of AI
Understand the Capabilities of AI
Adapt Assignments and Assessments for AI
Assess AI's Role in Your Teaching Strategy
Faculty Interest Group

- U2
  - Teaching and Learning
    - Generative AI – Instructional Opportunities and Challenges
      - Learn About Generative AI
      - Guiding Principles for Instructors
        - Advance accessibility and equity
        - Protect data and intellectual property
        - Consider educational uses
        - Consider adapting learning experiences and assessments
        - Discuss course expectations and academic integrity with students
        - Address potential misconduct using established policies and processes
      - AI Statements for Course Syllabi
        - Allow/Prohibit
        - Discipline
    - Considerations for using AI in the Classroom
      - Steps to Consider
      - Activity Ideas That Explore Capabilities and Limitations of AI
      - Activity Ideas That Integrate AI into the Writing Process
      - Ways to Establish Norms and Boundaries for Using AI in Your Classroom
    - AI-Generated Text: Considerations for Teaching & Learning Writing
    - Generative AI Research Guide
      - Introduction & Glossary
      - How Do AI Chatbots Work?
      - Using Generative AI in Your Coursework
      - Citing Generative AI
      - Information Resources on Generative AI
      - Ethics and Generative AI
      - Campus Resources
  - IT
    - General policies relevant to AI use
    - Prohibited use and relevant policies
    - Incident reporting policies
    - Trustworthy AI
  - Office of Student Conduct and Community Standards
    - Know your instructors' expectations around using AI tools in your courses
    - Be aware that posting queries or text into AI tools may share that information with the broader internet community
    - Cite your work
    - Uphold the values academic integrity
    - Do you have questions about the academic misconduct process
  - Libraries

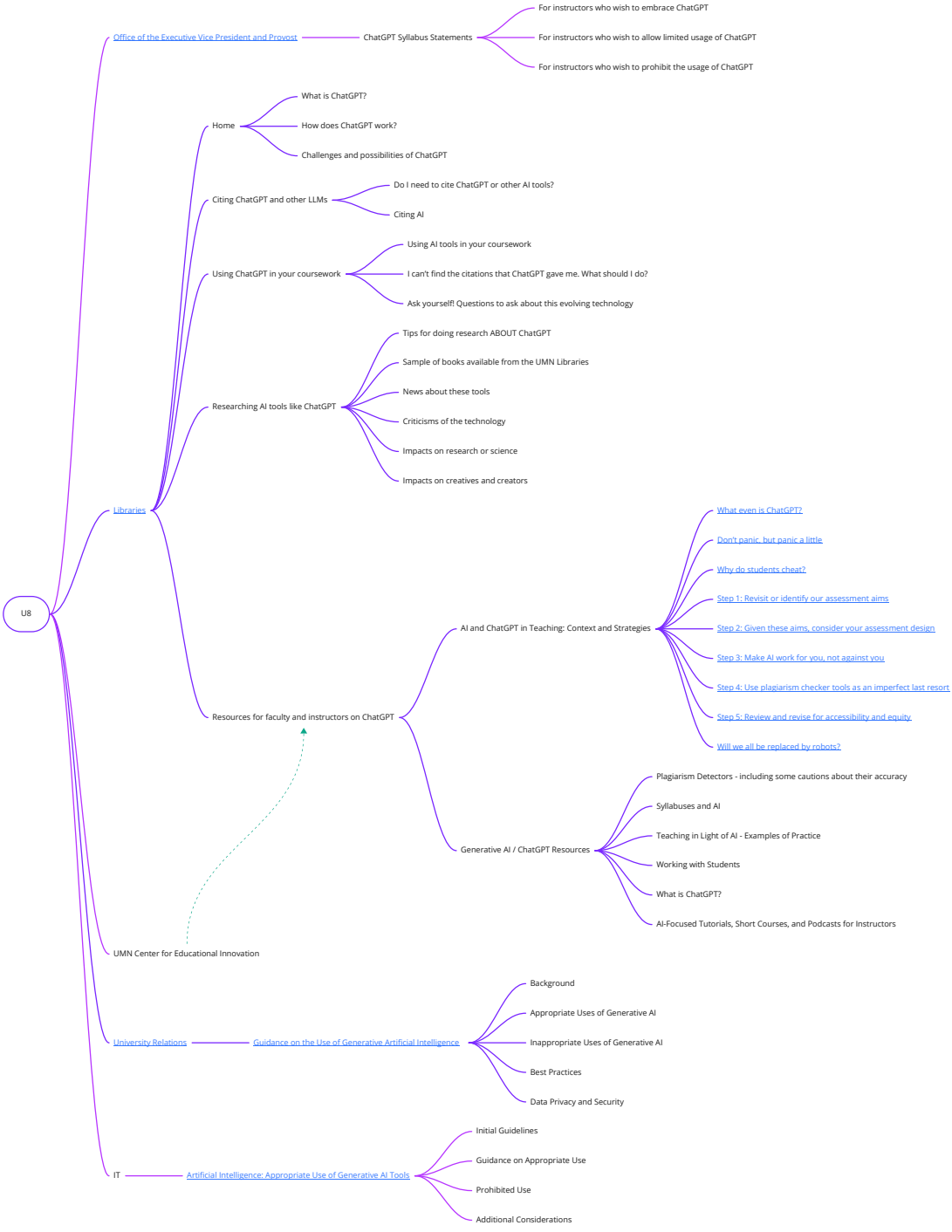

U3
Teaching & Learnign Transformation Center
Plan your course: Experiment, Communicat, Asses your risks, Offer alternative, Integrate and motivate
Top Resources to Support Your Teaching
Sample Syllabus Language - Artificial Intelligence Policies
Considerations: Incorporating AI
Some questions to consider as you begin planning
Potential assignment ideas
Guardrails
Security
Opt-out options
Accuracy and bias
Considerations: Deterring AI
Decrease incentives to cheat
Set and share clear expectations
Report concerns
Additional Resources to Support Your Teaching
Office of the President
What is Generative AI?
Thoughts on AI from Senior Leadership
Guidance for Students, Faculty, and Staff
General Guidance for Using GAI
Considerations for the Ethics of Using GAI:
Student Guidance for Using GAI
Staff Guidance for Using GAI

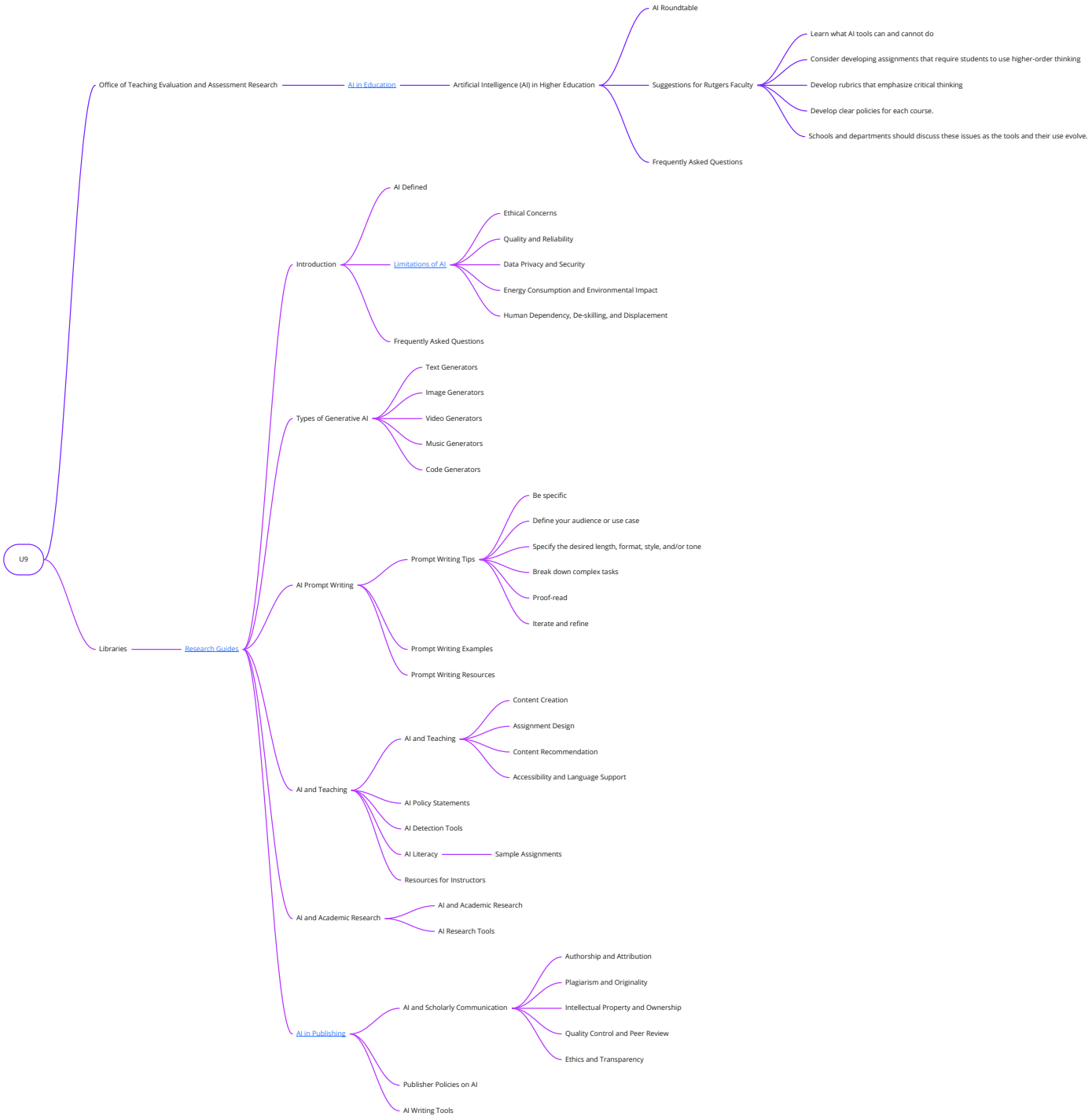
- U4
  - #iteachmsu Commons
    - Center for Teaching and Learning Innovation
      - Complete Guide to Incorporating Generative AI in your Syllabus
        - Developing and Communicating a Course-level Generative AI Use policy
          - Set clear expectations
          - include time for ethics discussions
        - Example Syllabus Statements for the Use of AI Tools in Your Course
        - Example Statements from Current USA, Higher Education Educators
        - Developing your Scholarly and Ethical Approaches to Generative AI
          - Beyond Syllabi Language
            - Communicate your perspective about AI use
            - Different levels of familiarity
            - Connect to critical thinking skills
            - Adapt assessments
  - Technology at MSU
    - Interim Guidance on Data Uses and Risks of Generative AI
      - Introduction
      - Expectations regarding data stewardship
      - Additional risks and limitations of generative AI
        - Misinformation and inaccuracies
        - Bias and unintentional harm
        - Inappropriate content
        - Algorithmic implications
      - Current recommended practices
  - University Communications
    - Guidelines for Use of Generative AI
      - Exploring the Use of AI
        - Explored Use Cases
      - AI Landscape
        - Things to Keep in Mind
          - Data Privacy and Ethics
          - Bias and Fairness
          - Over-Reliance on AI
          - Flexibility and Adaptability
          - User Agreements and Terms of Service
      - Useful Terminology
        - Large Language Model (LLM)
        - ChatGPT
      - Disclaimers
      - Guidelines for Use
        - General AI Usage
          - Follow MSU IT's guidance on use of generative AI
          - Practice and experiment to build skill in writing AI prompts.
          - Be aware of copyright limitations and terms of service.
        - Meetings and Operations Tasks
          - AI tools can take notes and summarize meetings, when appropriate.
          - Build trust with colleagues by alerting all meeting attendees and obtaining consent.
          - AI tools are powerful but vary in their degree of activity. Read the fine print.
        - Writing and Editing
          - AI tools can assist with initial editing.
          - AI tools can assist with generating early drafts of writing.
          - AI tools lack human context, so use sensitivity as to when AI-generated content is appropriate.
        - Graphics, Photo and Video
          - AI tools can create images that can then be modified and polished for publishing.
          - AI-generated images can be great design elements, but context is key to their presentation.
          - AI tools can speed up video and audio transcription and captioning processes.
      - Summary
      - Tools & Resources
  - OFFICE OF RESEARCH AND INNOVATION
    - Interim Guidance on Generative Artificial Intelligence (AI) for Research and Creative Activities
      - Data Compliance
      - Data Classification:
        - Public Data
        - Confidential/Private Data
        - Research Data
        - Intellectual Property
        - ITAR, EAR, and CUI Compliance
      - General Risks and Limitations
        - Recommended Practices for using 3rd party Generative AI Systems:
      - Preparing Publications
        - Journal Policies on AI Use
        - Authorship and Originality
        - Data Integrity Verification
        - Disclosure of AI Involvement
        - Review for Biases or Inaccuracies
      - Peer Review
        - Confidentiality and Integrity
        - Intellectual Property Exposure
        - Compliance with Regulations
      - Grant Preparation
        - Agency Policies
        - Investigator Responsibility
        - Originality Assurance
        - Non-Compliance
        - Risk Acknowledgment
      - Equitable, Inclusivity, and Ethical Use
        - Lack of Transparency
        - Bias
        - Ethical sourcing of training material:


U5
AI, Pedagogy, and Academic Integrity
FAQ
Syllabus Statements
Sample Syllabus Statement
Recommended Addendum for Assessment Instructions
AI Literacy Unit: Canvas Modules
Instructions for Importing Modules Into Canvas
AI Glossary
AI Authoring Tools
Additional Reading
Academic Integrity
AI usage violates academic integrity
Limitations of AI models
AI Hub
Guidance
General Guidance
Follow applicable state and federal laws
Learn how to prompt
Check AI output
Protect you data
Research Guidance
Verify the accuracy and validity of the output
Confirm the appropriate citation of sources and correct reference
Disclosure the use of AI
Document what parts of the research process included use of generative AI
Be knowledgeable of applicable policies, such as those related to data security and privacy
Accessibility Considerations
AI Tools and Platforms
General Use AI Tools
Platforms for Building with AI

- UIS
  - University Information Technology Services
    - Precautions about using ChatGPT at IU
      - Overview
        - Contract/Agreement
        - Input restriction
      - ChatGPT in IU classes
        - Disclaimer (privacy concerns)
      - Incidental personal use of ChatGPT
        - Consent
    - Acceptable uses of generative AI services at IU
      - Precautions
      - Acceptable uses
        - Syllabus and lesson planning
        - Correspondence when no student or employee information is provided
        - Professional development and training presentations
        - Event planning
        - Reviewing publicly accessible content
    - AI at IU
      - What can AI do for me?
        - Faculty
        - Staff
        - Student
      - What AI services are offered? (Contracted)
      - How can I use AI securely at IU?
  - Center for Innovative Teaching and Learning
    - How to Productively Address AI-Generated Text in Your Classroom
      - What are ChatGPT and AI-generated text?
      - How can you most productively address Chat-GPT and other AI text tools?
      - Why might students use AI-generated text?
      - How can you identify AI-generated text?
        - Text-matching isn't very useful.
        - Available detection tools.
        - Look to your discipline.
        - Know your students' writing
      - How can you address AI-generated content in your syllabus and course design?
        - Focus on positive aspects of academic integrity
        - Focus on benefits of learning
        - Have clear course policies about whether and how students may use AI tools in your class
        - Specifically discuss Chat-GPT and other AI tools
        - Reduce workload and focus on process to disincentivize cheating
      - How can you adjust assignments to make them more AI-resistant?
        - Avoid simple fact-based questions
        - Use class-specific cases and examples
        - Break large assignments into smaller stages
        - Ask for meta- or reflective statements
        - Mix in some in-class writing
        - Ask for personal connections and examples
        - Use sources AI cannot access
        - Use images in prompts
        - Utilize alternative assignments
        - Run your own assignments through ChatGPT
      - How can you talk to students about potential misuse of generative AI?
      - How can you embrace the AI tools for improving student learning?
        - Have students analyze AI-generated text
        - Use AI for generating early drafts or starting points
        - Use AI as a heuristic
        - Engage students in understanding how AI can shape their future work
        - Be aware of costs associated
  - Learning At
    - Understand Syllabus
    - Working with AI to Learn
      - AI hallucination
      - *learn interactively, in person, with each other*
      - *you make yourself*
    - Ideas for Using AI
      - Start with your instructors! What do they say?
      - Time Management
      - Getting more out of your class notes
      - Learning and explaining concepts at multiple levels
      - Papers, speeches, and creative projects
      - Reading/watching/listening
  - Teaching, IU
    - OVERVIEW
      - Types of generative AI
        - Text generation
        - Image generation
        - Other types of generation
      - Other types of generation
    - USES IN TEACHING AND LEARNING
      - Warning about Generative AI
      - Example Use Cases for Generative AI
      - Discussing generative AI in the classroom
      - Create formative assessments
      - Create hypotheticals, examples, and question variations
      - Write, revise, and edit

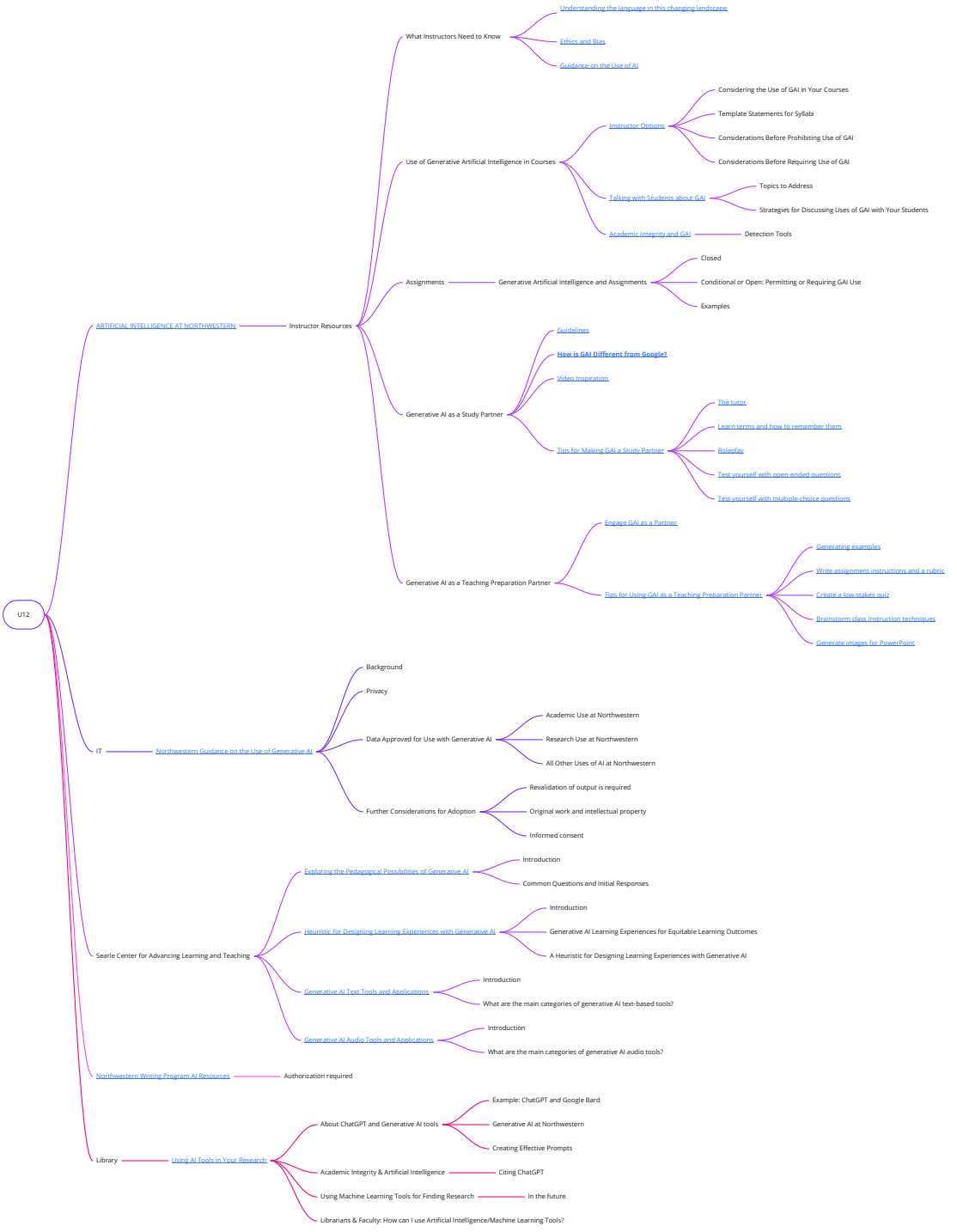
- U7
  - Generative Artificial Intelligence
    - U-M GenAI Guidance
      - U-M Guidance for Students
        - University of Michigan's GenAI offerings
        - Choosing a GenAI tool to use
          - Privacy risks
          - Misleading costs
          - Learn to use
          - Understand limitations:
          - Use reputable resources
        - Considering the ethics of using GenAI
          - GenAI is not sentient
          - GenAI is biased
          - GenAI can mislead
          - GenAI prefers English
        - Questions to ask yourself
        - Examples of GenAI-based tools
      - U-M Guidance for Faculty/Instructors
        - Getting Started with GenAI: Instructor Guide (12 pages)
        - Academic Technology@Michigan (Resources)
        - Specific Implications for Writing and Other Disciplines
        - University of Michigan's GenAI offerings
        - Academic/Teaching Implications
          - Evaluate if you need to make changes to your course and assessment practices
          - Academic Misconduct Policies
          - Draft a syllabus statement
          - Talk with Students about ChatGPT and Generative AI Early and Often
        - How Faculty Can Use the U-M Maizey AI Tool to Improve the Classroom Experience
        - Three Simple Steps to Build Your Own AI Tutor for Your Classroom
      - U-M Generative AI Guidance for Staff
        - University of Michigan's GenAI offerings
        - Resources for Research
          - GenAI Potential and Research
            - Can I...?
              - Using Generative AI for Writing
              - Using Generative AI to Improve Productivity
              - Using Generative AI for Data Generation and Analysis
              - Reporting the Use of Generative AI
              - Considerations for Choosing Generative AI Models
          - Principles Related to using GenAI in Research
            - Responsible Use
            - Documentation
            - Account for and Limit Bias
            - Privacy Protection
        - Choosing a GenAI Tool to Use at Work
        - Considering the Ethics of Using GenAI
        - Questions to Ask Yourself
        - Examples of GenAI-Based Tools
      - Custom GenAI Services for the U-M Community
    - IT
      - Artificial Intelligence and U-M Institutional Data
    - Libraries
      - What is ChatGPT and Generative Artificial Intelligence (AI)?
      - Citing ChatGPT and AI
      - Concerns with ChatGPT


U8
Office of the Executive Vice President and Provost
ChatGPT Syllabus Statements
For instructors who wish to embrace ChatGPT
For instructors who wish to allow limited usage of ChatGPT
For instructors who wish to prohibit the usage of ChatGPT
Libraries
Home
What is ChatGPT?
How does ChatGPT work?
Challenges and possibilities of ChatGPT
Citing ChatGPT and other LLMs
Do I need to cite ChatGPT or other AI tools?
Citing AI
Using ChatGPT in your coursework
Using AI tools in your coursework
I can't find the citations that ChatGPT gave me. What should I do?
Ask yourself! Questions to ask about this evolving technology
Researching AI tools like ChatGPT
Tips for doing research ABOUT ChatGPT
Sample of books available from the UMN Libraries
News about these tools
Criticisms of the technology
Impacts on research or science
Impacts on creatives and creators
Resources for faculty and instructors on ChatGPT
AI and ChatGPT in Teaching: Context and Strategies
What even is ChatGPT?
Don't panic, but panic a little
Why do students cheat?
Step 1: Revisit or identify our assessment aims
Step 2: Given these aims, consider your assessment design
Step 3: Make AI work for you, not against you
Step 4: Use plagiarism checker tools as an imperfect last resort
Step 5: Review and revise for accessibility and equity
Will we all be replaced by robots?
Generative AI / ChatGPT Resources
Plagiarism Detectors - including some cautions about their accuracy
Syllabuses and AI
Teaching in Light of AI - Examples of Practice
Working with Students
What is ChatGPT?
AI-Focused Tutorials, Short Courses, and Podcasts for Instructors
UMN Center for Educational Innovation
University Relations
Guidance on the Use of Generative Artificial Intelligence
Background
Appropriate Uses of Generative AI
Inappropriate Uses of Generative AI
Best Practices
Data Privacy and Security
IT
Artificial Intelligence: Appropriate Use of Generative AI Tools
Initial Guidelines
Guidance on Appropriate Use
Prohibited Use
Additional Considerations


U9
Office of Teaching Evaluation and Assessment Research
AI in Education
Artificial Intelligence (AI) in Higher Education
AI Roundtable
Suggestions for Rutgers Faculty
Learn what AI tools can and cannot do
Consider developing assignments that require students to use higher-order thinking
Develop rubrics that emphasize critical thinking
Develop clear policies for each course.
Schools and departments should discuss these issues as the tools and their use evolve.
Frequently Asked Questions
Libraries
Research Guides
Introduction
AI Defined
Limitations of AI
Ethical Concerns
Quality and Reliability
Data Privacy and Security
Energy Consumption and Environmental Impact
Human Dependency, De-skilling, and Displacement
Frequently Asked Questions
Types of Generative AI
Text Generators
Image Generators
Video Generators
Music Generators
Code Generators
AI Prompt Writing
Prompt Writing Tips
Be specific
Define your audience or use case
Specify the desired length, format, style, and/or tone
Break down complex tasks
Proof-read
Iterate and refine
Prompt Writing Examples
Prompt Writing Resources
AI and Teaching
AI and Teaching
Content Creation
Assignment Design
Content Recommendation
Accessibility and Language Support
AI Policy Statements
AI Detection Tools
AI Literacy
Sample Assignments
Resources for Instructors
AI and Academic Research
AI and Academic Research
AI Research Tools
AI in Publishing
AI and Scholarly Communication
Authorship and Attribution
Plagiarism and Originality
Intellectual Property and Ownership
Quality Control and Peer Review
Ethics and Transparency
Publisher Policies on AI
AI Writing Tools

- U10
  - Office of the Provost
    - Guidance on the Use of AI in Teaching and Learning
      - AI In Teaching And Learning Resources
      - Existing Relevant Policies And Regulations
      - Syllabus Language
      - Instructional Team Roles And Responsibilities, Grading
      - Use Of AI Detection
      - Copyright Issues
      - FERPA And Other Privacy Issues
  - Teaching @ Purdue
    - Artificial Intelligence in Education
      - Considerations for Your Syllabus and Course
        - AI and Your Course Syllabus
          - What to know about AI
          - Sample Syllabus Statements
          - Concerns with AI Use and Monitoring
          - Assignment and assessment guidelines
          - Academic integrity
          - Ethics
      - Measuring Learning
        - Learning Outcomes
        - Relevance
        - Expertise
      - Engaging with Large Language Models
        - Course Administration
          - Prompting
          - Prompting “Enhancement” Strategies
          - Building Practice Assessment Questions
          - Modifying Lectures
          - Engaging with Students
            - Illusion of Explanatory Depth
            - Explore Rhetoric and Argument
            - Example Topics for Evaluation
            - Critically Examine the LLM Itself
            - Getting Started with Writing
          - Practical Student Use
            - Thesaurus
            - Audio Transcription
            - Additional Group Member
          - Purdue Supported Tools
      - Algorithmic Literacy
        - A Gap Between Information Experiences
        - A Pathway Forward: Valuing the “Why” and “How”
        - Teaching and Learning with AI: Applying Algorithmic Literacy
          - Process orientation
          - Inquiry
          - Reflection
          - Transformative action

- U11
  - Center for Transformative Teaching
    - Teaching and Generative Artificial Intelligence like ChatGPT
      - AI Exchange Blog
      - What Does Generative Artificial Intelligence Mean for Higher Education?
      - What is Generative Artificial Intelligence?
      - How to Explore ChatGPT
        - Write an essay about [insert your topic here].
        - Provide feedback on [insert passage here].
        - Give me a recipe for [insert food item here].
        - Design a lesson plan for [insert topic here].
        - Tell me a story about [insert topic here].
        - Write me a letter of recommendation.
      - Classroom Implications
        - Student Use
        - Communicating with your Students
          - Existing and Emerging AI Writing Tools
          - Acceptable uses of AI assistance
          - Unacceptable uses of AI assistance
        - Instructor Use
      - Developing course policies around A.I.
        - Consideration
          - Having an A.I. policy is important
          - You may have different policies based on assignment type
          - Explain the ‘why’ behind your policy
          - Give guidance for citation of A.I.
          - Ask for help.
        - A.I. Syllabus Policy Examples
          - Unrestricted use.
          - Use allowed under specific circumstances.
          - Use prohibited entirely
      - Impact on Assessment Practices
        - Be Intentional with Your Prompts
        - Grading with Intent and Practice
        - Teaching How to Write
        - Consider Other Forms of Assessment
        - Assessment Related Resources
      - Implications Outside Higher Ed and Future Development
        - Professional Use
          - Medical Diagnosis
          - Criminal Justice
          - Increased Audio and Visual Media
          - Accessibility
      - FAQ
        - Instructors
        - Students


U12
ARTIFICIAL INTELLIGENCE AT NORTHWESTERN
Instructor Resources
What Instructors Need to Know
Understanding the language in this changing landscape
Ethics and Bias
Guidance on the Use of AI
Use of Generative Artificial Intelligence in Courses
Instructor Options
Considering the Use of GAI in Your Courses
Template Statements for Syllabi
Considerations Before Prohibiting Use of GAI
Considerations Before Requiring Use of GAI
Talking with Students about GAI
Topics to Address
Strategies for Discussing Uses of GAI with Your Students
Academic Integrity and GAI
Detection Tools
Assignments
Generative Artificial Intelligence and Assignments
Closed
Conditional or Open: Permitting or Requiring GAI Use
Examples
Generative AI as a Study Partner
Guidelines
How is GAI Different from Google?
Video Inspiration
Tips for Making GAI a Study Partner
The tutor
Learn terms and how to remember them
Roleplay
Test yourself with open-ended questions
Test yourself with multiple-choice questions
Generative AI as a Teaching Preparation Partner
Engage GAI as a Partner
Tips for Using GAI as a Teaching Preparation Partner
Generating examples
Write assignment instructions and a rubric
Create a low-stakes quiz
Brainstorm class instruction techniques
Generate images for PowerPoint
IT
Northwestern Guidance on the Use of Generative AI
Background
Privacy
Data Approved for Use with Generative AI
Academic Use at Northwestern
Research Use at Northwestern
All Other Uses of AI at Northwestern
Further Considerations for Adoption
Revalidation of output is required
Original work and intellectual property
Informed consent
Searle Center for Advancing Learning and Teaching
Exploring the Pedagogical Possibilities of Generative AI
Introduction
Common Questions and Initial Responses
Heuristic for Designing Learning Experiences with Generative AI
Introduction
Generative AI Learning Experiences for Equitable Learning Outcomes
A Heuristic for Designing Learning Experiences with Generative AI
Generative AI Text Tools and Applications
Introduction
What are the main categories of generative AI text-based tools?
Generative AI Audio Tools and Applications
Introduction
What are the main categories of generative AI audio tools?
Northwestern Writing Program AI Resources
Authorization required
Library
Using AI Tools in Your Research
About ChatGPT and Generative AI tools
Example: ChatGPT and Google Bard
Generative AI at Northwestern
Creating Effective Prompts
Academic Integrity & Artificial Intelligence
Citing ChatGPT
Using Machine Learning Tools for Finding Research
In the future
Librarians & Faculty: How can I use Artificial Intelligence/Machine Learning Tools?

- U13
  - Teaching & Learning Resource Center
    - AI Considerations for Teaching and Learning
      - What is Artificial Intelligence?
        - Examples of generative AI
        - Approved AI
        - Security, privacy, and accessibility
      - Generative AI: Benefits and Limitations
        - Potential Benefits
          - Provides learners a tool for generating rough drafts, outlines, and brainstorming notes.
          - Summarizes and clarifies longer or potentially difficult texts.
          - Assists learners with automated grammatical assistance and language acquisition.
          - Promotes wider classroom discussion around rhetoric, style, and AI literacy.
        - Known Limitations
          - Generates incomplete, inaccurate, or false information.
          - Creates inaccurate or fabricated citations.
          - Includes plagiarized text without proper attribution.
          - Reiterates biases and is prone to discriminatory, non-inclusive language.
          - Replicates, but cannot replace, human agency and expression.
        - Additional Considerations
          - Generative AI may harvest and share student data.
          - The copyright status of AI-generated works remains unclear.
          - AI platforms may transition into subscription-based and pay-to-use services.
      - Teaching and AI: Strategies and Examples
        - Align to Learning Goals and Outcomes
          - Examples (Active Learning)
          - Design for Transparency
            - Set clear expectations for students' use of AI in your syllabus and discuss them openly.
            - Design transparent assignments and activities, and share explicit assessment criteria for them.
            - Involve students in decision-making to give them ownership in AI policies and assessment criteria for your course.
            - Discuss the ethical implications of AI in real-world contexts beyond the classroom.
          - Support Academic Integrity
            - DEFINE CLEAR EXPECTATIONS FOR INTEGRITY
              - Include university policies for academic integrity in your syllabus.
              - Communicate your course-specific policies for academic integrity and AI use in your syllabus.
              - Share specific guidelines for AI use and integrity for individual assignments and assessments, as needed.
            - CREATE OR ADAPT ASSIGNMENTS TO PROMOTE INTEGRITY
              - Leverage multimodal assignments.
              - Emphasize the process, not the product.
              - Prompt student reflection and metacognition.
              - Connect to current events or build upon in-class comments.
              - Create authentic assignments with real-world value.
              - Consider workload.
          - Reflect on Teaching
            - Review summative assessment data.
            - Review formative assessment data.
            - Collect and consider student feedback about AI use in your course.
            - Track your own observations and reflections about AI use in your course.
    - AI Teaching Strategies: Transparent Assignment Design
      - Plan your assignment.
        - Step 1: Define your purpose
        - Step 2: Define the tasks involved.
          - Promoting academic integrity
        - Step 3: Define criteria for success.
      - Present and discuss your assignment.
        - Questions to consider
        - Explore available resources
      - Examples
        - Using the Transparent Assignment Template
        - Sample Assignment: AI-Generated Lesson Plan
  - Michael V. Drake Institute for Teaching and Learning
    - Artificial Intelligence and Instruction
      - AI: Opportunities and Challenges for Instruction
        - AI & Learning Goals
          - Learning Goals
          - Student Role Example
          - Instructor Role Example
        - AI & Active Learning
          - Active Learning Strategies
          - Ideas to Implement While Planning Active Learning with AI
          - Ideas to Implement Early in the Term
          - Ideas to Implement During or After Specific AI-Integrated Activities
        - Transparency
          - Strategies
          - Source
          - Details
        - Reflection
          - Strategy
          - Data Source
          - Details

- U14
  - Center for Innovation in Teaching & Learning
    - Generative AI Tools
      - Image Generation Tools
      - Text Generation Tools
      - Audiovisual AI
    - Generative AI Implications for Teaching & Learning
      - Gen AI and Learning
        - Individualized Student Support
        - Enhancing Creativity
        - Inclusive Learning
      - Gen AI Literacy
      - Potential of Gen AI in Higher Education
        - Content Creation
        - Automated Assessment
        - Enhanced Engagement
        - Data-Driven Insights
        - Real-World Applications
        - Career Development
      - Guiding Principles & Academic Integrity
        - Student Rights
        - Equal Access
        - Accuracy and Bias
        - Difficulty in Policing AI Use:
        - Teach your students about academic integrity
        - Share your Experience
      - Ethical Considerations
        - Inherent Bias
        - Academic Integrity
        - Privacy and Data Security
        - Accessibility and Equity
        - Production and Spread of False Information
        - Cognitive Offloading
      - Assessments
        - Re-think current writing-based assignments
        - Use alternative assignments/assessments
      - Course Syllabus Guidance
      - Recognize Limitations of AI Detection Tools
    - Illinois Community
      - Generative AI in Education community in Microsoft Teams
      - Voices from the Campus