

Revising Course Learning Experiences in the Age of GenAI

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SIUE CIC - 2025



Learning objectives for today's workshop:

1. Reflect on the purpose and outcomes of (at least) one learning experience tied to your teaching.
2. Engage in a guided process to think about how your learning experience could be adapted to:
 - i. re-examine learning objectives for your students
 - ii. support or deter student use of GenAI
 - iii. communicate with even more clarity than might already exist
3. Share outcomes from your work and provide feedback to others in attendance.

Before we dig in, we
have a few questions
for you...





How many of you currently allow your students to use GenAI in some form or fashion as part of a course you teach?

How knowledgeable do you think most faculty are about GenAI uses/applications?

How about students?



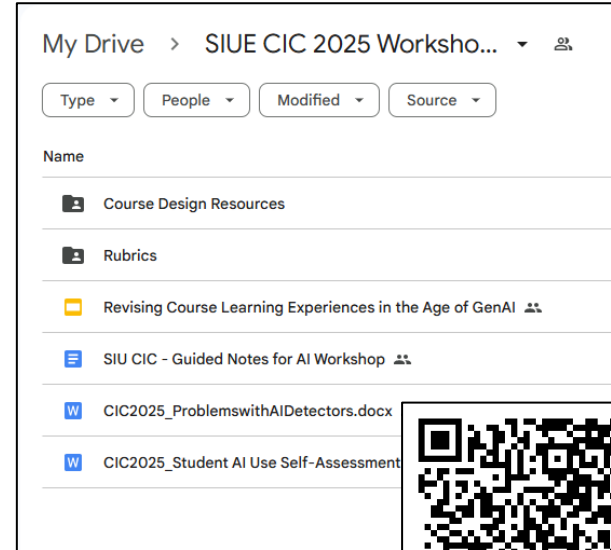


What do you think the biggest disconnect is between instructors and students in the age of GenAI?

We have created a resource folder with supports for you!

This folder contains:

- a copy of our slide deck
- guided notes for today's workshop (download a copy to use!)
- decision trees/thought maps for assignment design with/without GenAI
- assignment redesign template
- rubrics as models for writing (with/without GenAI)
- information about AI Detection
- student checklists for self-assessment



Let's think about GenAI in your own courses.

We have eight guiding questions (and some resources) for creating transparent learning experiences. Let's work through those together!



Briefly describe the learning experience you have in mind as your focus for today's workshop.



What do you want your students to learn as a result of engaging in this learning experience?

Bloom's Taxonomy Revisited

Use this table as a reference for evaluating and considering changes to aligned course activities (or, where possible, learning outcomes) that emphasize distinctive human skills and/or integrate generative AI (GenAI) tools as a supplement to the learning process.

All course activities and assessments will benefit from ongoing review given the evolving capabilities of GenAI tools.

Version 2.0 (2024)



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	Distinctive Human Skills	How GenAI Can Supplement Learning*
CREATE	Engage in both creative and cognitive processes that leverage human lived experiences, social-emotional interactions, intuition, reflection, and judgment to formulate original solutions	Support brainstorming processes; suggest a range of alternatives; enumerate potential drawbacks and advantages; describe successful real-world cases; create a tangible deliverable based on human inputs
EVALUATE	Engage in metacognitive reflection; holistically appraise ethical consequences of other courses of action; identify significance or situate within a full historical or disciplinary context	Identify pros and cons of various courses of action; develop and check against evaluation rubrics
ANALYZE	Critically think and reason within the cognitive and affective domains; justify analysis in depth and with clarity	Compare and contrast data, infer trends and themes in a narrowly-defined context; compute; predict; interpret and relate to real-world problems, decisions, and choices
APPLY	Operate, implement, conduct, execute, experiment, and test in the real world; apply human creativity and imagination to idea and solution development	Make use of a process, model, or method to solve a quantitative or qualitative inquiry; assist students in determining where they went wrong while solving a problem
UNDERSTAND	Contextualize answers within emotional, moral, or ethical considerations; select relevant information; explain significance	Accurately describe a concept in different words; recognize a related example; translate to another language
REMEMBER	Recall information in situations where technology is not readily accessible	Retrieve factual information; list possible answers; define a term; construct a basic chronology or timeline

*AI capabilities derived with reference to an analysis of the MAGE framework, based on ChatGPT 4 as of October 2023. See Zaphir, L., Lodge, J. M., Lisee, J., McGrath, D., & Khosravi, H. (2024). How critically can an AI think? A framework for evaluating the quality of thinking of generative artificial intelligence. arXiv preprint arXiv:2406.14769.

Some tips for thinking about learning objectives:

- Speak/write plainly, identifying the thing or things you want your students to take from a learning experience. Consider sharing these with your students!
- Focus on what students will learn, not what you are going to teach.
- Ask yourself how you would observe and measure the verb that you use in your objective. If you are unable to identify how to observe and measure it, you might need a different verb.

(Adapted from UConn, n.d.)



If used for this experience, would student use of GenAI help or hinder their learning? How so?

Considering impacts of GenAI use on student learning

- Will my students lose or gain opportunities to think critically and creatively if they use GenAI tools as part of their work?
- Am I asking students to do something that has low or high level cognitive demands?
- Would the use of GenAI hinder my students in meeting the objectives for this learning experience?
- Would the use of GenAI for some aspects of this learning experience help/hinder my students' learning?
- Would some sort of debrief help me or my students better understand the impacts of GenAI use on this learning experience?
- Are there threats or barriers to my students' learning that are connected to access to GenAI or lack of knowledge about GenAI programs?
- Is MY comfort level with GenAI impacting my pedagogical choice?



How will you clarify your expectations related to student use of GenAI for this learning experience?

Suggested Syllabus Language for Teaching in the Age of AI

These suggestions were inspired by and adapted from the work of the Auburn University Biggio Center for Teaching and Learning's guidance for course instructors.

Option 1

Generative AI use in this course is welcome with proper attribution.

Option 2

Generative AI can be used in this course at specified times with proper attribution.

Option 3

While students might use generative AI tools to support independent study practices (e.g., creation of extra practice problems, brainstorming of ideas), content created in whole or in part by AI may not be incorporated into any assigned coursework.

Option 4

Generative AI use is not permitted in this class.

Excerpted from:
<https://prodev.illinoisstate.edu/pedagogy/syllabus/#t-abs-accord-accordion25>

Seven Levels of Possible GenAI Usage

From Friberg & Giovagnoli, 2024

Level descriptor:		What this looks like in practice:
Level 0	No use of GenAI	Students will create their own, original work without the use of GenAI for any manner.
Level 1	Organizational use of GenAI	Students will create their own, original work without the use of GenAI; however, the use of GenAI for personal efficiency (i.e., summarizing notes/readings, clarifying content) is acceptable.
Level 2	Use of GenAI for brainstorming or idea generation	Students can consult GenAI as a tool for brainstorming or idea generation, but are expected to create their own, original work without the use of GenAI.
Level 3	Use of GenAI for feedback	Students create their own work, then use GenAI as a tool to provide feedback on their work. Students are expected to use feedback from GenAI to conduct their own revisions of their own work, so any work submitted should be GenAI-supported, not GenAI-created.
Level 4	Use of GenAI to co-create and revise work	Students can use GenAI to develop drafts/outlines of their work but are expected to carefully edit and revise GenAI-created content as appropriate for their learning context. It is expected that any use of GenAI-created content is properly disclosed and attributed.
Level 5	Unrestricted, attributed use of GenAI	Students can freely use GenAI if the use of any GenAI-created content is properly disclosed and attributed.
Level 6	Unrestricted, unattributed use of GenAI	Students can freely use GenAI in any form. Attribution is not necessary. <i>Note: While it is possible to use GenAI in an unrestricted manner without attribution, any who apply this level of GenAI use in their course should carefully consider ethical and legal implications of such AI use.</i>

Other ways of providing transparency/clarity

Guidelines for Students (from Peterson's Assignment Redesign Template)

- Expectations for AI Use:
 - If included, specify:
 - Approved tools (e.g., ChatGPT, DALL-E, Grammarly).
 - Permissible activities (e.g., generating ideas, drafting outlines).
 - Required documentation of AI use (e.g., "Attach the AI-generated content used in your draft").
 - If excluded, clarify:
 - Why AI use is discouraged (e.g., "This assignment focuses on personal critical thinking skills without external assistance.").
 - Consequences of unapproved AI use.



Given the prior four questions, how might you revision your learning experience to meet your needs and those of your students?

Reflection questions:

1. Compared to past work with this learning experience, what might you change about this experience for your future students?
2. What kind of communication plan can you create for this learning experience that provides transparency in your expectations – not only for things students need to do, but for whether/how they might use GenAI?



How have/will you handle questions of academic integrity for your learning experience?

Guidelines for Students (from Peterson's Assignment Redesign Template)

If GenAI Tools Are Included:

- Provide a policy for citing AI use.
 - Example: "Cite AI-generated content by stating the tool used, the input given, and the date of use."
- Include a checklist for ethical AI use:
 - AI use must align with assignment objectives.
 - AI-generated content must not substitute core learning tasks.

If GenAI Tools Are Excluded:

- Describe steps to ensure compliance:
 - Use plagiarism detection tools (e.g., Turnitin, Originality.AI).
 - Require incremental submissions (e.g., outlines, drafts) to track progress.



How will you assess student learning as part of your learning experience?

Assessment should match your learning objectives, but could include:

- Student reflections can help students debrief on their processes and moments of learning.
- Rubrics allow a transparent explanation of what level of performance is expected – and observed.
- Demonstrations can help students show their own work in professional and/or creative ways.
- Portfolios can archive student work to show learning over time.



What supports do you need to supply to students to help them learn/succeed (with or without GenAI use)?

Potential supports for students:

- conversations about academic integrity and what constitutes threats to the ethos of your course
- introduction to which GenAI platforms align with your course and your vision of which tools might best support student learning
- explicit discussions about prompt engineering to maximize the utility of the GenAI tools students can use
- sharing a list of technologies supported by your institution
- bringing in a guest speaker to help students understand various issues related to ethics, professionalism, and GenAI

**Questions?
Comments?**

**Thank you for joining
us!**

Please feel free to reach out to us after
this workshop:

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