

[Verse]
Empty halls screens aglow
Silent cries minds in tow
Lecture ghosts pixels preach
Far from touch just out of reach

[Verse 2]
Binary rules wisdom lost
Knowledge fades at such a cost
Faces blank eyes so cold
Future tales left untold

[Chorus]
Digital dystopia hearts collide
Wires tangle learning denied
Mechanical minds filled with void
Human spirit fate destroyed

[Verse 3]
No more books echoes bare
Echoes whisper in despair

AI for teaching and learning

The Graduate School, Timely Topics:
AI is here to stay: now what? February 6, 2025

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[Suno song](#)

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IN TEACHING & LEARNING

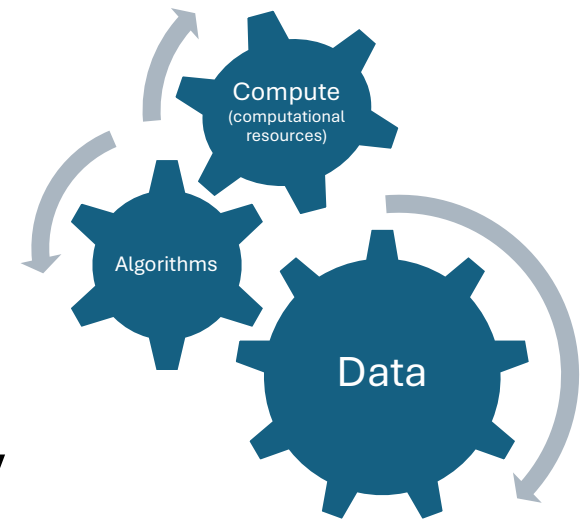
Learning Objectives for this mini-presentation

By the end of this mini-presentation, you will be more prepared to:

- Locate generative AI tools
- Distinguish between AI-resistant and AI-inclusive assignments
- Select an approach for AI use in your class
- Write an AI policy statement for your syllabus
- Develop a strategy for talking to students about AI

What is Generative AI?

- Text and image generation and inference tool
- Algorithms applied to (“trained”) on foundational models (LLMs, etc.) and augmented retrieval
- LLMs include large parts of the internet, especially Reddit, etc.
- Uses algorithms to predict the next word, phrase, or image element that would be an appropriate answer to your query.
- You get a different response every time.
- Examples: ChatGPT (OpenAI); Microsoft CoPilot; Claude (Anthropic); Gemini (Google); Llama (Meta/open source); Dall-E (OpenAI); Midjourney
- Also refers to algorithmic analysis tools like Perplexity, Research Rabbit, etc.
- Free versions, paid versions, and license/enterprise contractual versions



How do I find CoPilot?



Here are a couple of options:

OPTION #1

- Open your browser and go to Bing.com
- You might need to sign in with your Microsoft account if you are not already logged in
- Click on the Co-Pilot icon to start interacting (navigation tabs at top of page)

OPTION #2

- Sign in with your Microsoft account and in Microsoft Apps look for the Co-Pilot icon



Benefits and concerns

- Personalized learning
- On-demand learning
- Time saving content creator
- Time saving synthesis
- Communication equalizer
- Where did the learning go?
- Can everyone afford the version with better functionality?
- Accuracy
- Illusion of explanatory depth
- Linguistic & other bias
- Harms labor
- Energy- and water-intensive
- Copyright

Before teaching with GenAI

What objectives could it serve?

How will I protect privacy or copyright with the tools I select?

Do I want occasional integration of GenAI, or do I want a dedicated class session or unit as it relates to my course?

What caveats do I need to clearly name for my students?

- Professional AI policies on its use
- Privacy concerns
- Biased output
- Environmental concerns
- Technical issues like made-up content

Highly recommended to begin with CoPilot, due to UConn contract

AI-inclusive teaching

Generative AI can support. . . .

- Discovery
- Understanding
- Creation

[Ithaka S+R](#)



Image generated by MS CoPilot, “Can you generate an image for ‘garbage in, garbage out?’”

2 Key Skills for Students to Learn (out of many)

AI Prompting Teach students prompting techniques. The UConn library [LibGuide](#) can help. Ask students to evaluate the output that results, using an [AI Query Log](#) (Eaton). Ask students to provide screenshots of their conversation with AI. Suggest protocols like [CAPTURE](#), PCT, five-S, or [CLEAR](#).

Evaluating AI Output

Yee, Whittington, et al suggest asking students to evaluate:

- correctness
- hallucinated sources
- soundness of the argument
- GenAI predictions and extrapolations
- logical fallacies
- bias

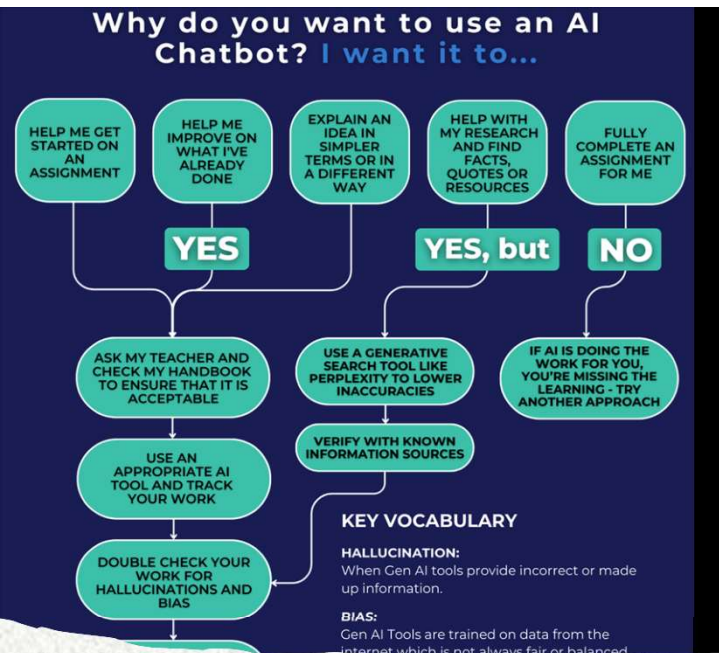
... what about AI-resistant assignments?

- Transparency (explain the purpose)*
- Assign Real World Applications*
- Embrace Universal Design for Learning*
- Require Social Knowledge Construction*
- Focus on Trial and Error*
- Give an AI usage survey (see [this form](#) by Lance Eaton for an idea)
- Provide hints for productive uses of AI during problem solving
- Require metacognition (reflection on using AI)
- [Bradner-Appendices.pdf \(apaonline.org\)](#) – students complete a table/rubric on their usage
- Require version history docs
- Flip your classroom
- [AI sandwich](#) (Ippolito)
- [AI marble layer cake](#) (Cardamone)
- Include some assignments that cannot be completed entirely with GenAI.

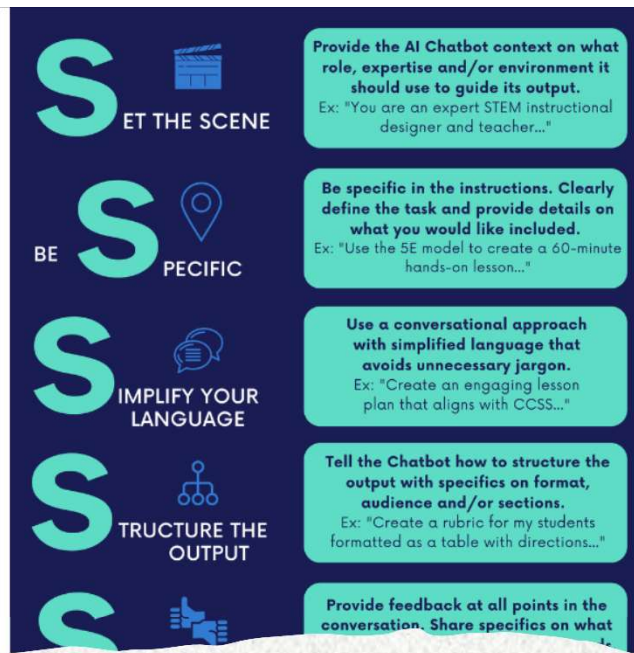
*Essential Considerations for Addressing the Possibility of AI-Driven Cheating, Part 2 | Faculty Focus

<https://genai.umich.edu/resources/faculty/redesigning-assessments>

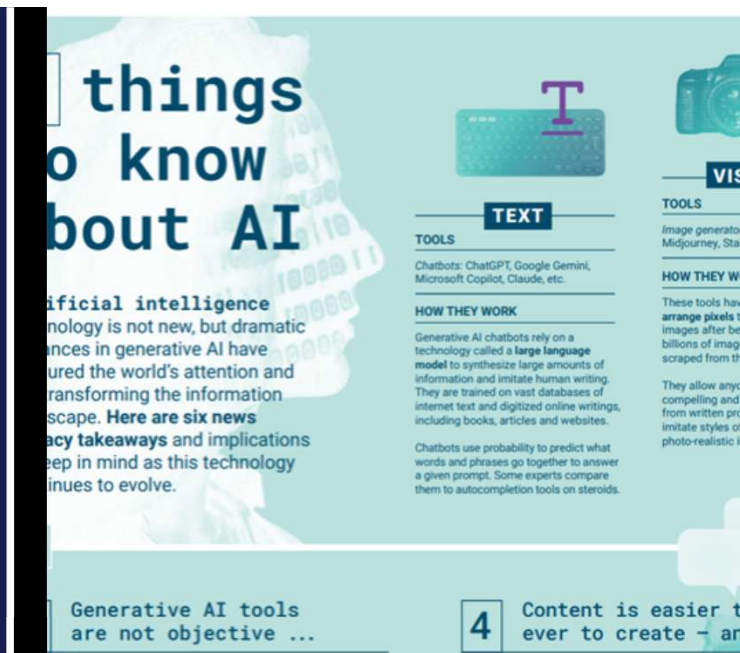
AI Marble Layer Cake Approach to a Term Paper	
Inside Class: Collaboration & Performance	Outside Class: Learning & Reflection
<ul style="list-style-type: none"> • Explore potential applications of course topics • Individual writing • Collaborative brainstorming • Peer feedback on ideas • Instructor provides examples 	<ul style="list-style-type: none"> • Preliminary research • Expand or refine ideas with AI • Instructor feedback on feasibility
<ul style="list-style-type: none"> • Research: dive deeper into existing literature and relevant background • Information literacy workshop for finding & evaluating sources • Peers critique source relevance and quality • Instructor feedback on sources 	<ul style="list-style-type: none"> • Read and explore sources in class • Create annotated bibliography • Research-specific AI may help understand sources
<ul style="list-style-type: none"> • Develop main arguments and, where applicable, collect and analyze data • Collaborate on analysis, e.g., using statistical tools • Peer & instructor feedback on ideas & analysis 	<ul style="list-style-type: none"> • Independent or group analysis • AIs may assist in analysis or data collection • Share presentations with asy • feedback
<ul style="list-style-type: none"> • Present research findings and supporting evidence in a logical structure • Potentially in-class writing time • Activity using AI generated draft to model peer feedback • Peer feedback guided by a rubric 	<ul style="list-style-type: none"> • Writing of drafts • AI assist with writing, organizing, refining text.
<ul style="list-style-type: none"> • Incorporate feedback and polish the work to meet academic standards • Students reflect on what they learned during the research and writing process, how their understanding of the topic evolved, and when AI was or was not helpful 	<ul style="list-style-type: none"> • Revising of text and results • AI tools for grammar and spelling • Creation of final product



Student Guide for AI Use — AI for Education



Five S model for creating prompts



News Literacy Project infographic

Share infographics with students on your syllabus

AI in higher education and at UConn

- Discipline-specific tools and norms for use – see, e.g., [FASEB](#) (Bio)
- Licenses – [ITS](#)
- Policies – [University Senate](#), [Office of the Provost](#)
- Learning about AI as an instructor – [CETL GenAI series](#); [UConn Library](#)
- Learning about AI as a student – [UConn Library](#); [The Graduate School](#), etc.

University policy vs. Course policy

At this moment, UConn does not have a university AI policy.

- CoPilot is the recommended AI chat tool (contracted with UConn)
- In tools other than CoPilot, it is recommended to manage data control settings to prevent use of data for training the model. E.g., do this for [ChatGPT](#).

In all cases, it is extremely important to avoid uploading:

- any student work without permission
- grades, profile pics, and other data covered by the [data classification policy](#)

Optional, but recommended: write an **AI policy** for your syllabus.

[Resource](#) (Kevin Gannon article in Chronicle of Higher Ed)

[Resource](#) (Lance Eaton's searchable syllabus policy samples)

[Resource](#) (CETL page with sample syllabus language)

Example: Within this class, you are welcome to use foundation models (ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub Copilot, and anything after) in a totally unrestricted fashion, for any purpose, at no penalty. However, you should note that all large language models still have a tendency to make up incorrect facts and fake citations, code generation models have a tendency to produce inaccurate outputs, and image generation models can occasionally come up with highly offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or a foundation model. If you use a foundation model, its contribution must be acknowledged in the handin; you will be penalized for using a foundation model without acknowledgement. Having said all these disclaimers, the use of foundation models is encouraged, as it may make it possible for you to submit assignments with higher quality, in less time. The university's policy on plagiarism still applies to any uncited or improperly cited use of work by other human beings, or submission of work by other human beings as your own.

FOUNDATION MODEL CLASS POLICY, v1.0 Ryan S. Baker May be used under Creative Commons-ShareAlike 3.0, CC BY-SA 3.0

Should I use GenAI in my course?

1. What are the course objectives and rationale for them? Can GenAI be used to meet any of the objectives?
2. Are there new learning objectives in the areas of knowledge, skills, or values about GenAI that students need to meet? Will students have equitable access to GenAI for these objectives?
3. What tasks do students need to complete to demonstrate they meet the learning objectives?
4. How will learning be assessed?
5. Do the objectives, tasks, or assessments present problems with respect to equity, inclusion, diversity, or accessibility? If so, can they be adjusted to ensure fairness and inclusion?

Generative AI and related workshops 2025



Generative artificial intelligence (GenAI) for text and image poses challenges and opportunities for teaching and learning. Join UConn faculty, students, and staff who are thinking about GenAI risks and benefits for college students, now and in the future. Sessions explore practical uses, limitations, and ethical implications.

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<https://cetl.uconn.edu/generative-ai>

Questions? Comments?

For consultations, [contact us!](#)

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