

# Supporting AI Use for Teaching and Learning

May 9, 2024

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**Northern Illinois University**  
*Your Future. Our Focus.*



# Teaching and Learning Core to Our University Mission



# Supporting Excellent Teaching & Learning



# Supporting Technology Integration in Teaching

Blackboard®

zoom

 KALTURA

 VOICETHREAD

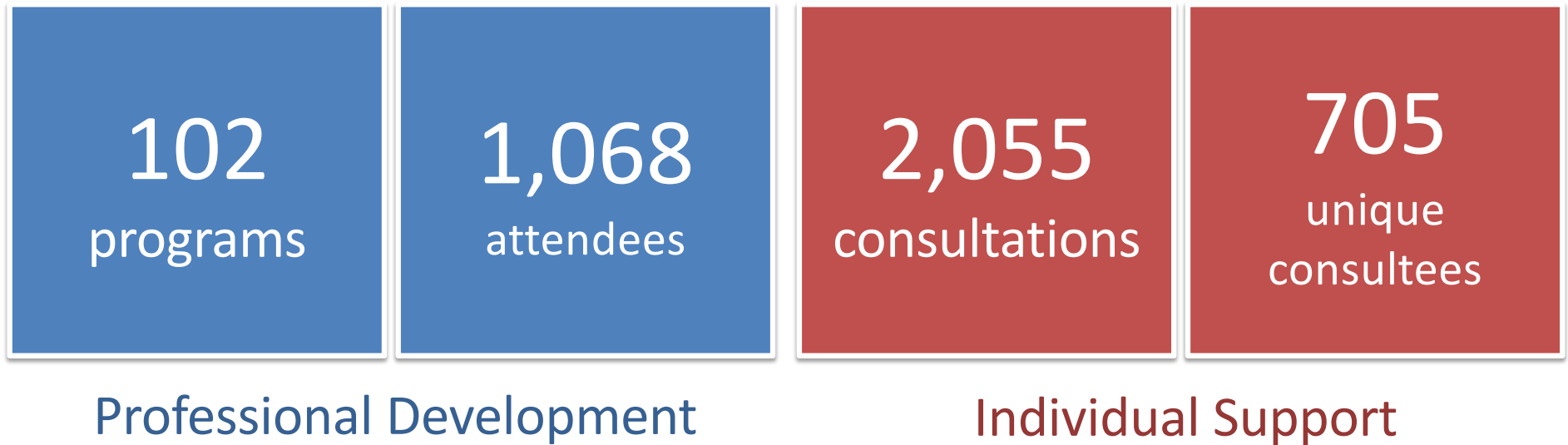
Yellowdig

Respondus®

 Adobe Creative Campus



## Teaching Support This Past Year



# Generative AI

## THE CHRONICLE OF HIGHER EDUCATION

[NEWS](#) | [ADVICE](#) | [THE REVIEW](#) | [TOPICS](#) | [CURRENT ISSUE](#) | [VIRTUAL EVENTS](#) | [STORE](#) | [JOBS](#) | [SEARCH](#)



TECH AND TEACHING

By [Beth McMurtrie](#) | MARCH 6, 2023

**IHE** Inside Higher Ed  My account [Become a Member](#) [Find A Job](#)

January 11, 2023

## ChatGPT Advice Academics Can Use Now

To harness the potential and avert the risks of OpenAI's new chat bot, academics should think a few years out, invite students into the conversation and—most of all—experiment, not panic.

By [Susan D'Agostino](#)



Search

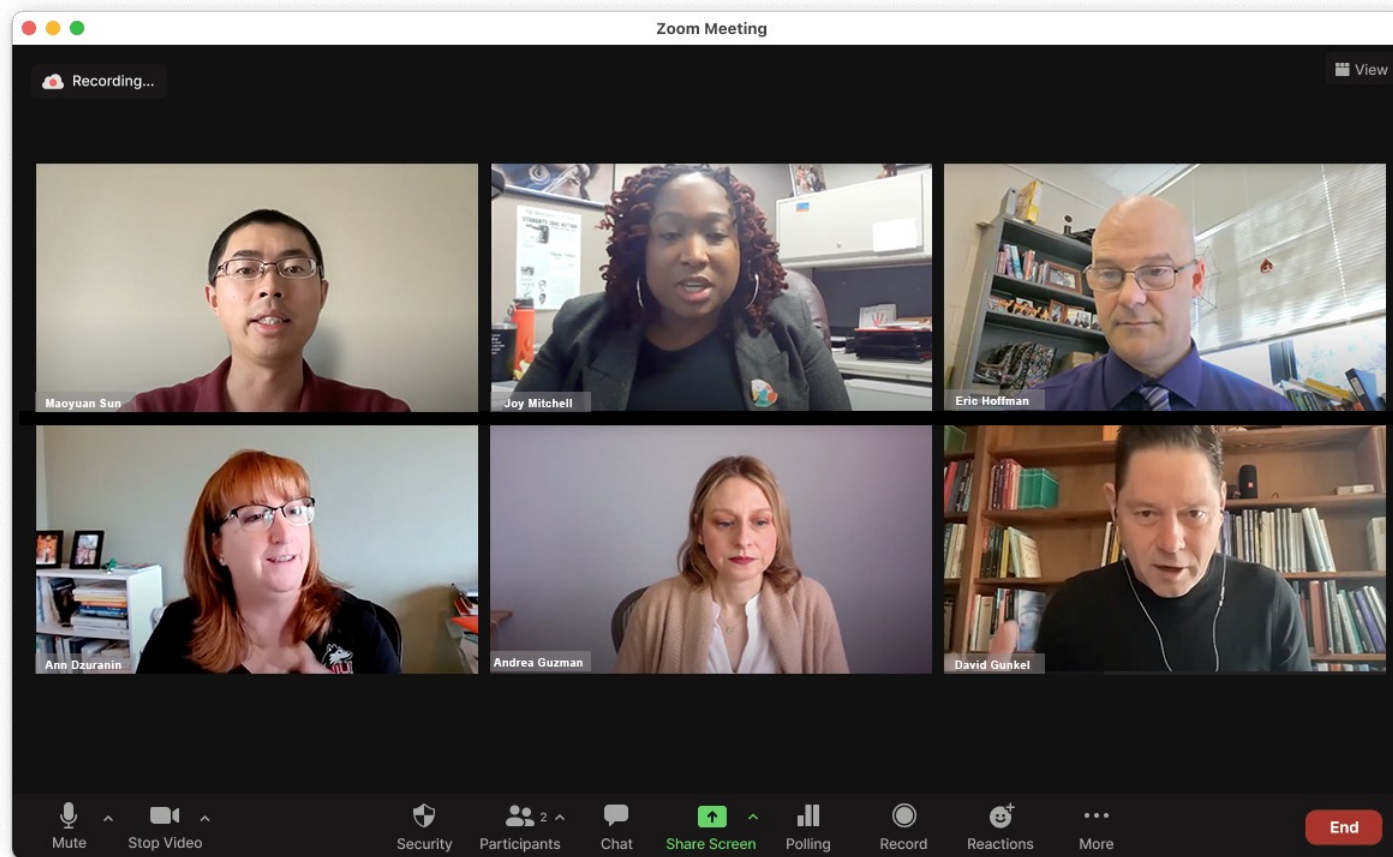
## EDUCAUSE QuickPoll Results: Adopting and Adapting to Generative AI in Higher Ed Tech

Mark McCormack | Monday, April 17, 2023 | [EDUCAUSE Research Notes](#)

9 min read



# Faculty Panel Discussions on AI in Teaching



# AI in Teaching Toolkit



AI QUICK START  
GUIDE



USING AI IN THE  
CLASSROOM



LEADING CRITICAL  
DIALOGUE ABOUT  
AI



CHATGPT AND  
EDUCATION



POLICIES FOR AI



BLACKBOARD AI  
DESIGN ASSISTANT



RESOURCES ON AI



WORKSHOPS ON AI



**NEWEST GUIDE**  
USING MICROSOFT  
COPILOT IN  
EDUCATION



# Sample Class Policies Developed and Shared by Faculty

## **USE ENCOURAGED AND PERMITTED**

*[This syllabus statement is useful when you are allowing, and perhaps encouraging, broad use of generative AI tools.]*

You are welcome/expected to use generative AI tools (e.g. ChatGPT, Dall-e, etc.) in this class as doing so aligns with the course learning goal *[insert the course learning goal use of AI aligns with]*. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example, *[Insert citation style for your discipline. See these resources for APA guidance, and for other citation formats.]*

## **USE PROHIBITED**

*[This syllabus statement is useful when you are forbidding all use of generative AI tools for any purpose in your class.]*

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class; therefore, any use of AI tools for work in this class may be considered a violation of Temple University's Academic Honesty policy and Student Conduct Code, since the work is not your own. The use of unauthorized AI tools will result in *[insert the penalty here\*]*.

# Blackboard AI Design Assistant Pilot



Recommend images from Unsplash based on auto-generated keywords



Generate new images for learning modules and Ultra Documents



Propose test questions



Propose authentic prompts for assignments, journals, and discussions



Suggest learning modules to build a course structure



Generate an assignment rubric

# ACUE AI Course for Faculty

Quick Study	Quick Study	Quick Study	Quick Study
<b>Leveraging AI to Develop Course Resources</b>	<b>Writing Effective AI Prompts</b>	<b>Empowering Students to Use AI Responsibly</b>	<b>Teaching with AI-Inclusive and AI-Resistant Learning Experiences</b>
Utilize AI to create instructional materials and generate resources to support student learning.	Create AI prompts using reflective questioning to refine outputs and efficiently craft engaging course announcements.	Learn how to develop students' understanding and responsible use of AI by setting clear expectations and teaching them to use it to support their learning.	Develop skills in designing and creating assignments that effectively leverage AI, including assignments that are AI resistant.
1 - 2 hours       Self-Paced	1 - 2 hours       Self-Paced	1 - 2 hours       Self-Paced	1 - 2 hours       Self-Paced
1 Module       Online	1 Module       Online	1 Module       Online	1 Module       Online
<a href="#">Explore Quick Study</a>	<a href="#">Explore Quick Study</a>	<a href="#">Explore Quick Study</a>	<a href="#">Explore Quick Study</a>



# AI Action Team

Formed by Provost Elish-Piper with the charge to develop an initial plan for short-term strategies to address AI opportunities to support **student recruitment, student success, teaching, curriculum, and academic programs**



Reva  
Freedman



David  
Gunkel



Andrea  
Guzman



Robert  
Brinkmann



Dave  
Grewell



Sol  
Jensen



Jason  
Rhode



## AI Educator Meetups

- Facilitated by Andrea Guzman, Associate Professor, Communication
- Two meet-ups attended by over 40 individuals
- Generated ideas for support faculty need to be more efficient in teaching as well as more effective in teaching students about AI



# Ongoing and Future Support



## Learn More



[go.niu.edu/ai-toolkit](https://go.niu.edu/ai-toolkit)

