**Simple Ways to Get Started with AI in your Classroom**

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Everywhere that we turn, it seems like we hear about artificial intelligence and predictions about its impact. This is no different in the higher education context where we hear faculty in conversations that range from excitement about a new way to engage students to significant concerns about responsible and ethical AI use. From the student perspective, 72 percent of respondents to a winter 2023 Student Voice survey by Inside Higher Ed and College Pulse believe their institution should be preparing them "a lot" or "somewhat" to use AI in the workplace. You may be feeling pressure if you haven't yet waded into the AI waters, but this paper offers some ideas to help you get started.

Dean Inara Scott at Oregon State University suggests although a "one size fits all" approach to AI is ill-advised, one universal directive is clear: Faculty cannot ignore AI. Our students are using it now and will be using it in their future careers. Perhaps the starting point is to assess your digital mindset (Neeley and Leonardi, 2022), in other words, to reflect on your attitudes and behaviors about AI and consider how you may need to stretch to see new ways of thinking about adopting AI and potential changes to your teaching. All of that said, do you need to learn how to code and understand every AI tool on the market? Absolutely not. Here's a simple plan adapted with permission from Dean Scott's suggestions to our context here at Texas Tech:

1) **Learn the basics.** If you haven't already, spend time using some form of generative AI. Your discipline's tools may vary, but at a minimum, everyone can start with free versions of ChatGPT or Bing to get familiar with the technology. Does this sound overwhelming? Contact the TLPDC and ask for Lisa Low, our faculty fellow. Lisa would be glad to meet with you to have a hands-on look and conversation about your classes. There are also many articles online related to ChatGPT and generative AI in the classroom. Consider this flow chart developed by the AI Resources and Guidelines Committee or this overview and list of resources from the Oregon State University Center for Teaching and Learning.

2) **Choose your AI policies.** At Texas Tech, instructors set the AI policies for their classes based on their teaching philosophies and learning goals. You can find three recommended syllabus statements from the AI Resources and Guidelines Committee. Consider the ways in which your students might use AI. For example, they might use it for light text editing (think Grammarly or even just MS Word), idea generation, drafting entire essays, providing 1:1 tutoring assistance, brainstorming, etc. It is essential that you communicate clearly to students what is allowed in your course and what is not. The Committee does not recommend prohibiting AI in your course as you are likely to

spend too much time policing this policy and AI is now woven into almost all forms of web searching, word processing, spreadsheet generation, and presentations software. Regardless of what policy you select, talk to your students about your “whys.”

3) **Consider Modifying or even Eliminating "Busy Work" Assignments.** Students will be inclined to use AI to do work that they do not see the value of or don't have to engage with, which might include summarizing a reading, responding to simple discussion prompts, or the traditional 2–3-page essay assignments.

To modify these types of assignments, could you allow students to use AI in the assignment, but have them turn in the prompts they used and the "chat" they had with the application when developing their assignments? Focus on process by asking students to show how they refined, edited, or changed the AI-generated work.

4) **Review more difficult assignments: Are you testing critical human skills?** Students will be inclined to use AI for high stakes assessments particularly if they aren’t confident and of course, we know that this is not a new practice, but just a new form of temptation). It is the instructor’s prerogative and disciplinary expertise that allow them to know what students need to learn but in our new AI environment, it’s worth considering what information is foundational and needs to memorized and what skills are essential.

In a recent letter to the Chronicle of Higher Education, Lindsay Doukopoulos, (Auburn University) describes the AI crossroads where faculty may find themselves now and the choices that we have to hope that students ignore AI or join our students on an AI journey. She says, “If we reimagine our classrooms as spaces of equity — horizontal rather than hierarchical — and reframe our role from performer-of-teaching to producer-of-learning, we can move through our grief to acceptance.” There’s help at the TLPDC! We would love to help you think about how to get started or experiment with AI. Our philosophy is that no one person can know everything about AI and we’re all learning together.

**References**

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