



Adapting Assignments in the Age of Artificial Intelligence (AI)

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Problem: Student Learning Outcomes (SLOs) tend to be written as:



Analyze connections between



Examine



Articulate



Understand



Describe fundamental concepts



The Problem Continued:

- Students asked to complete assignments that demonstrate an ability to summarize, examine, or demonstrate understanding have the temptation of AI tools that easily and swiftly generate documents that could fulfill assignment expectations, particularly in 1000 levels courses.
- Therefore, how do we acknowledge the realities of AI tools while also adhering to our SLOs in a way that maintains the utility of current assignments?

Solutions:

Student Interactions with AI



Keep your assignments as is, but integrate AI consultation as a step in the process of student's brainstorming, writing, editing, etc.



Build in reflection opportunities that contrast student's original work with AI-generated content (e.g., similarities, differences, inaccuracies, missed opportunities, etc.).



Add into an assignment that *summarizes* a student's POV on the material as it is reflected in 2025 (e.g., politics, environment, contemporary, issues & trends, etc.).



Add into an assignment that *analyzes connections between* a component of local, campus-related issues as they relate to the topic

Solutions: Instructor Interactions with AI



Explore AI tools before assigning work to students (e.g., Microsoft's GenAI product, Copilot)



Learning to write effective prompts is a great investment (e.g., concise, logical, explicit, revise as needed)



Ideas from the Department of Human Services and Counseling faculty



Don't forget assignment directions/a syllabus statement about the use of AI



The Truth: One Unexpected Outcome of My Work as a Peer Associate

- Before the first month of being a Peer Associate was over, I had shifted my project from how to (mostly) encourage students to avoid AI to how to build AI into my existing assignments in a meaningful way.

References

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