Writing Assignments and the Presence of AI

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ACADEMIC INTEGRITY

The View from the A.I.R.B

- TurnItIn score alone is not enough
  - "Our AI writing assessment may not always be accurate […] so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred."
  - Outsources judgment away from the judging board
- Multiple positives are no different
- Student must be able to demonstrate that they wrote item
- Instructor should be able to demonstrate what difference AI made
  - Qualitative jump, overly sophisticated, obscure or extrinsic references
- Student has the burden of proof; we defer to instructor's judgment

Labor-Intensive Appeals Process

For Student:

- Stylistic similarities across other college writing
- Contiguity with course notes/other course documents
- Detailed timelines of events
- Flesch Reading Ease and Flesch-Kinkaid Grade Level scores
- Document versioning to show editing history
- Dispositives from various AI

For Instructor:

- Comparison with diagnostic sample
- Dissimilarities with previous course writing
- Qualitative differences in sophistication, etc.
- Similarities to AI prompting
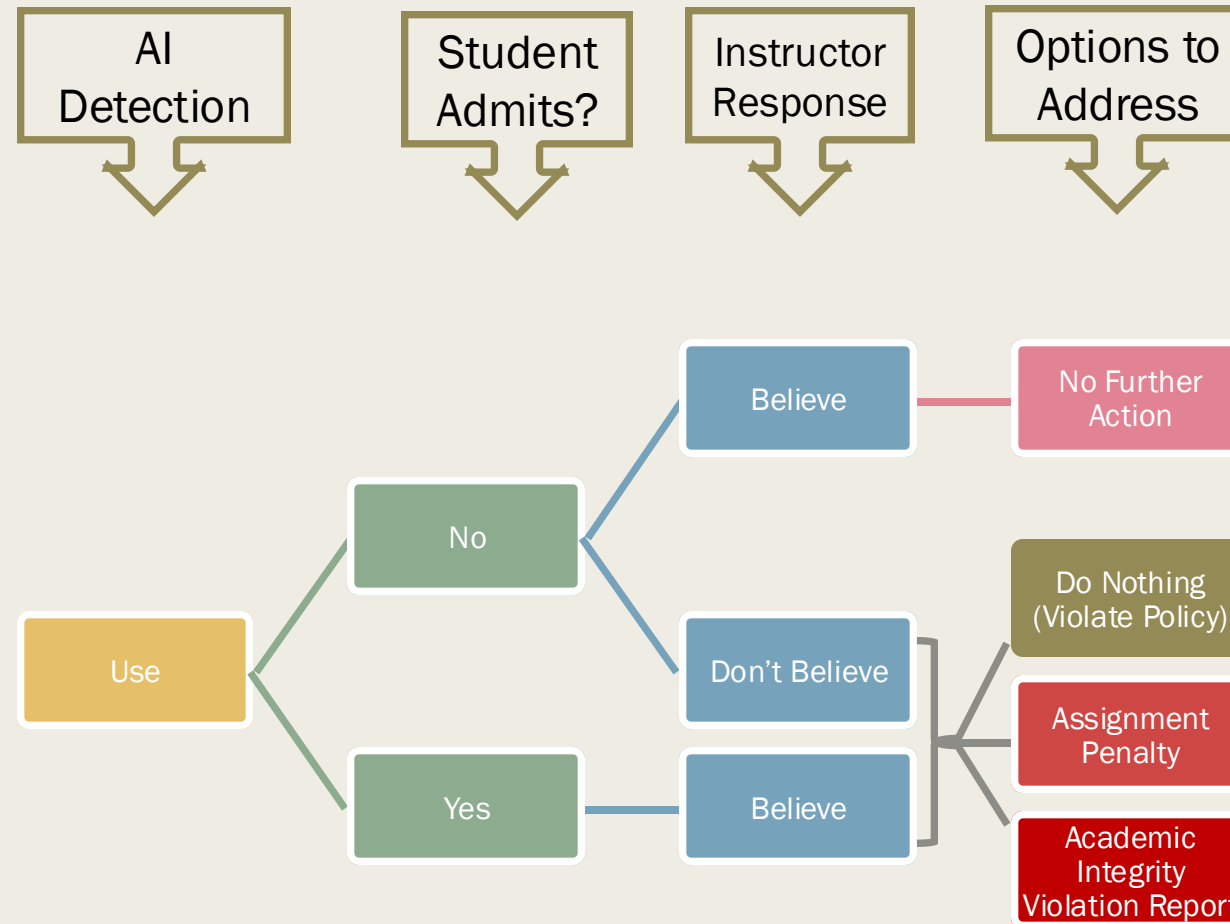- Flesch Reading Ease and Flesch-Kinkaid Grade Level scores

Policy Options

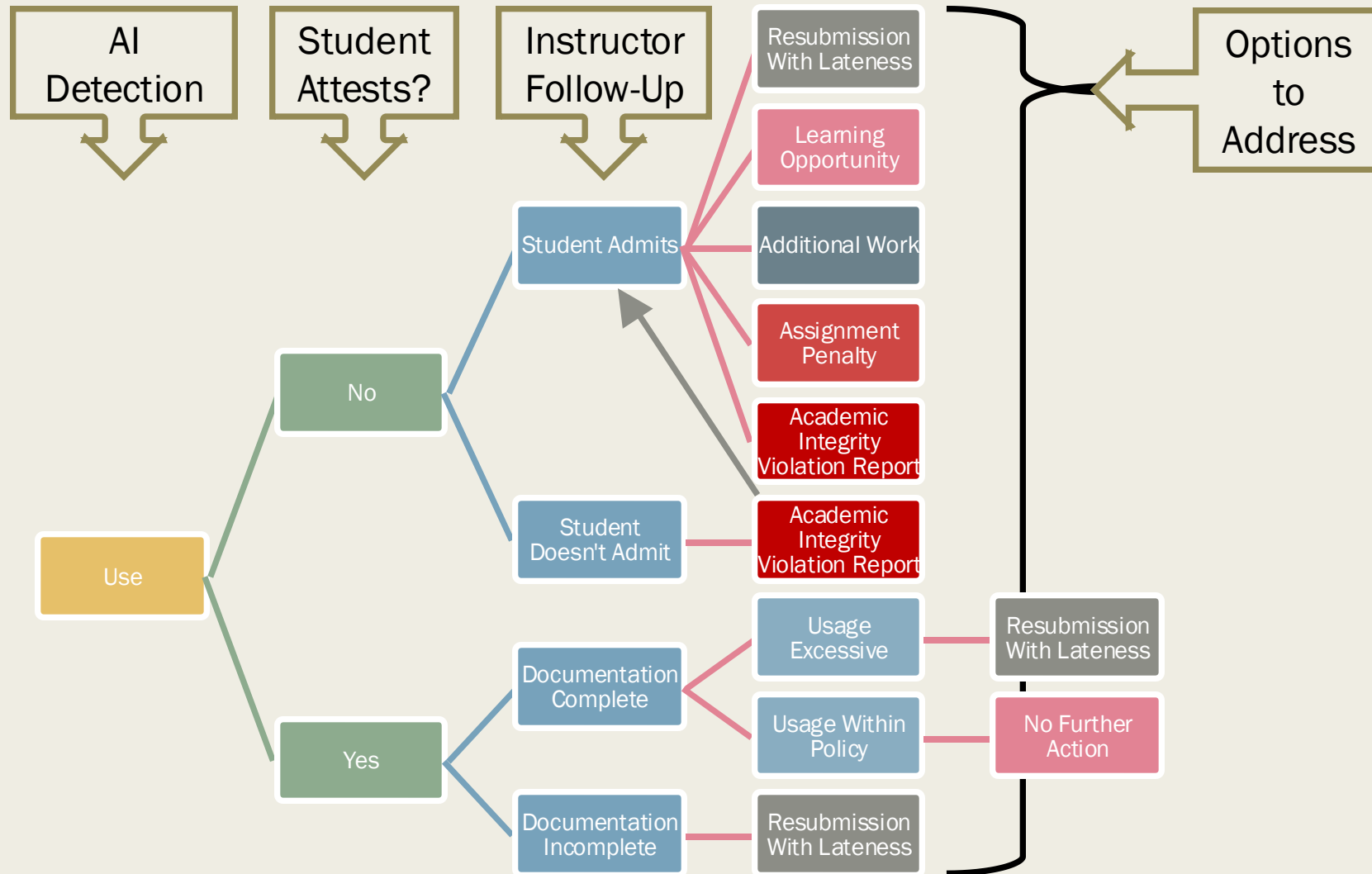Prohibition and deterrence

Sanctioned, defined use

Attestation of use with resubmission options

Information about AI limitations

Prohibition Decision Tree

Attestation Policy Decision Tree

Syllabi AI Policy Repository

Lance Eaton, Ph.D., **Senior Associate Director of AI in Teaching and Learning at Northeastern University**

Assigning Writing with AI in Mind: Evaluating Your Course Design

Course Design Request and Information:

Craft an AI Policy for Your Syllabus

- Are you going to use AI in the classroom?
- Are you going to show students why they shouldn't use it?
- Are you going to allow students to attest to using it and explain why/how they use it?
- Are you going to review and select from a use scale?

AI Policies are Course Design

AI Use Assignment Scale

Assist in completing an essay assignment

1. **Idea Generation:** Brainstorm essay topics using AI based on assignment guidelines.
2. **Title Suggestion:** AI helps create a relevant and engaging title for the essay.
3. **Outline Creation:** Structure essay outlines with AI, outlining key points for each section.
4. **Research Guidance:** AI directs potential research areas (cannot perform actual research).
5. **Draft Writing:** AI assists in writing initial drafts using outlines and research insights.
6. **Revision Suggestions:** AI provides feedback to refine the draft, focusing on clarity.
7. **Proofreading:** AI checks for grammatical errors and punctuation.
8. **Style Refinement:** AI ensure the essay's style is appropriate for academic settings.
9. **Final Review:** AI reviews the essay's coherence, structure, and persuasiveness.
10. **Complete Essay Writing:** AI compiles the entire essay from provided details and research.

Todd D. Zakrajsek, Lew L. "AI Boundaries: Setting the Rules of Engagement with Your Students.", https://onehe.org/resources/ai-boundaries-setting-the-rules-of-engagement-with-your-students/?no_frame=1.

REEVALUATING WRITING IN YOUR CLASSROOM: A +1 APPROACH

| Evaluate how you get to the major assignment | Evaluate types of assessments | Evaluate framework of course |

- AI assignment use scale

- Show your work. Show your thinking. Turn it into writing.
  - **Annotate** (Perusall, course materials)
  - **In-class sharing** of notes and resources
  - **Knowledge organizations** (maps, timelines, <u>graphic organizers</u>, grids, <u>whiteboards</u>
  - <u>**Thinking routines**</u>

Other suggestions:
- In-class time/workshop on project
- Collaborate: co-write assignments, rubrics, peer review
- Save time for in-class work through Canvas
- "Good" failure: what's allowed?

Evaluate how you get to a major assignment

Writing and Other Modalities:

- Podcasts
- Videos: <u>digital storytelling</u>, social media, micro-course, TEDTalk
- Artist statements
- PSAs
- Conference panels
- Guides/manuals/teaching materials
- Google maps [connect to public example]
- Archival materials and presentations/exhibits
- Exhibitions
- App development
- Timelines
- Mind maps
- Blogs

Evaluate types of assessments: What are you assigning, and why? What do students need to think and do?

Assign less and practice/discuss more

Review your assignment and support: Would you cheat?

Question purpose: Why do we write papers if many of us are never going to write them after graduation?

Culture of care: Exit tickets, Stop/Keep/Start

Evaluate framework of course: Content isn't enough

OneHE

OLC Webinars

AAU&C

OER on writing tools: How Arguments Work

TLT & AI

PC Lib Guide

AI Use Scale

Harvard's AI Pedagogy Project

TLT Canvas Training

Example Policies

Resources

PEER ED. CONSTELLATION
Writing & Tutoring Centers

- One-on-one support (8,000+ individual sessions in `24-`25)

- Course-embedded tutoring (PSGLs, writing fellows)

- Learning Assistant Program (SNHS)

- Custom writing workshops (20+ in `24-`25)

- Media Production Studio

- Oral presentation practice/feedback in `25-`26.

CUSTOM WRITING WORKSHOPS

Discuss

Purpose & objectives

Schedule

& Integrate strategically

Share

Assignment/Canvas details

2024-2025 results: 16 faculty partnerships.

23 custom writing workshops. 575 students.

- Invention
- Thesis development
- Close reading/analysis
- Integrating sources
- Podcast development

- THL
- SOC
- PHL
- ENG
- HIS

- WGS
- SPN
- DWC
- HON DWC

PARTICIPANT FEEDBACK

2024-2025 custom writing workshop evaluation results:

- 98% of student respondents (n=267) reported making meaningful progress on their assignment
- 95% reported learning skills or strategies they can apply to future projects
- 98% would recommend the model to other students & faculty
- 100% of faculty respondents (n=13) answered "yes" when asked if the WC custom workshop met their expectations
- 100% of faculty respondents would "recommend the model to other faculty"

MEDIA PRODUCTION STUDIO

- Partnership between the Writing Center & the Library (digital projects team)
- Located in the WC. Soundproofed space w/ high-quality microphones, recording & editing software, etc.
- Students can work with writing consultants to develop content plans, scripts, etc. For podcasts & other recorded projects
- Space & initial equipment tutorial available for students to book online. Students record/edit projects & save to OneDrive
- Oral presentation practice/feedback coming in `25-`26

Example AI Policies Collected by **Lance Eaton**

PC Library: AI Policy Guides

Peter Rogers, Head of Research and Education)

Megan Lessard, Head of Digital Projects and Metadata