

Capital University

AI Guidebook:

AI for Teaching and Learning



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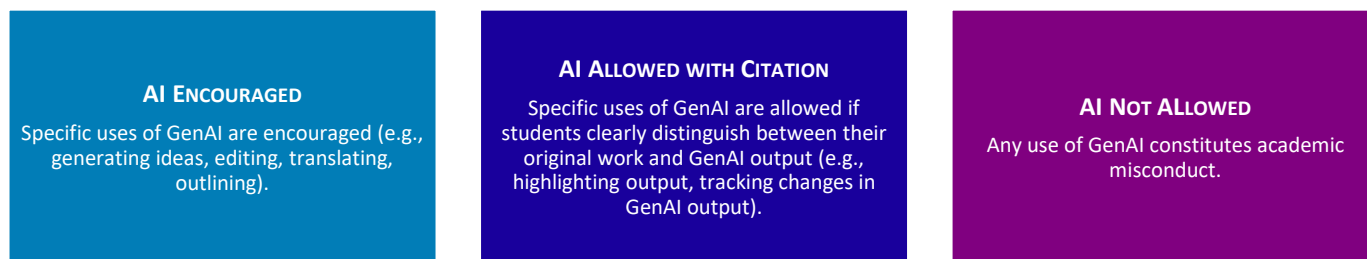
This *AI Guidebook* section is written for faculty and instructional staff, and particularly those who are new to AI for teaching and learning.

Faculty choose when and in what capacity to integrate Generative AI (GenAI) tools into their courses. All faculty are encouraged to have a policy regarding GenAI included in the syllabus for each course, even if the policy is to prohibit the use of GenAI tools. Because of the wide range of GenAI and AI-enhanced tools and usages, faculty are encouraged to engage in clear dialogue with students regarding the use of AI tools in their courses. The following information provides recommendations for implementing policies and teaching practices related to the use of GenAI tools.

Course Policies

To ensure the successful integration and use of GenAI in the classroom, all faculty should establish a clear, written AI policy that is communicated to students. It is recommended that an AI policy be included in each course syllabus; instructors may also consider providing clarifications regarding the usage of GenAI on individual course components.

Course policies fall into one of three categories¹:



AI policies should be transparent, outlining acceptable GenAI usage, ethical considerations, and academic integrity guidelines. Both students and faculty are accountable for adhering to these standards and fostering a responsible and consistent approach to GenAI in education.

An effective AI policy might include:

Acceptable AI Use: Identify when students can and cannot use GenAI for course work. Clear GenAI guidelines help maintain academic integrity and ensure students develop essential skills without over-relying on technology.

Detecting AI Use: Communicate the process for detecting AI use in class assignments to maintain trust, fairness, and academic integrity. Clear communication helps students understand expectations, discourages misuse, and ensures that AI detection methods are applied consistently and ethically.

Consequences for Unauthorized AI Use: Articulate processes and consequences for violating AI practices to reinforce the importance of academic integrity and responsible GenAI use. This may include, for example, requiring a meeting between the faculty member and student to discuss the student's work in cases where AI misuse is suspected. Consequences may include, for example, grade penalties with or without the opportunity to resubmit work and reporting violations to the university as academic dishonesty. Clear processes and consequences establish accountability, deter misuse, and ensure that students understand the ethical implications of improper AI use in their coursework.

Congruence with Other Policies: Faculty should follow department- or school-level policies or standards.

¹ Adapted from [Getting Stated with GenAI: U-M Instructor Guide](#), which is licensed under [Attribution-NonCommercial-ShareAlike 4.0 International](#).

How to Cite AI When Used in Class: Provide clear disclosure and citation guidelines when incorporating GenAI to promote transparency, academic integrity, and responsible usage. Labels such as “AI Edited” help distinguish human input from GenAI assistance, ensuring accountability and fostering ethical practices in education.

Best Practices for Faculty

Faculty need strong teaching practices when incorporating GenAI in the classroom to ensure that technology enhances learning rather than replacing or circumventing essential human skills, such as critical thinking and creativity. GenAI tools can personalize education, streamline administrative tasks, and provide instant feedback, but without proper guidance, they may lead to issues such as misinformation, over-reliance, or ethical concerns related to bias and data privacy. Clear guidelines prevent over-reliance, misuse, and ethical concerns, ensuring students use GenAI responsibly and effectively. By following structured approaches, educators wishing to integrate GenAI responsibly can use it to support diverse learning needs while maintaining human oversight. Best practices help instructors create a balanced learning environment where GenAI is a tool for engagement and enrichment rather than a substitute for thoughtful instruction. Well-structured GenAI integration can foster equity, engagement, and preparedness for a GenAI-driven future. Best practices include:

Course Policies: Talk with students about GenAI early and often. Tell students directly about course policies regarding GenAI use, reasons for this decision, and potential consequences when policies are not followed². All GenAI use should comply with department or school policies and standards.

Course Activities: Students should be able to complete course requirements without compromising their privacy. Assignments that require the use of AI tools which have not, yet, been vetted for FERPA compliance may need alternatives for students concerned about their privacy.

Address GenAI usage on individual course components, even if it is prohibited in your course. Clearly define acceptable AI use for each course component (i.e., assignment, project, assessment) in terms of that component’s goals. This may include finer-grain discussions that are practical and useful for students. For example, if you permit GenAI use for editing purposes, it is helpful for students to know to what extent AI-generated text may appear in their submitted work, as one student may assume they can only edit for grammar, spelling, and usage while another may assume they can allow AI to paraphrase or completely rewrite their work, which may or may not be in-line with the assignment’s goals. Here are actions you can take to keep the focus on student learning and intellectual development:

Modify or redesign course components that are easily completed by GenAI with little student effort. Reconsider each course component’s intended learning outcome as part of an AI-capable world to give students the opportunity to develop their human skills and discourage overreliance on GenAI and GenAI misuse.

Design assignments and projects which emphasize human processes over finished products. This may include outlining, peer review, drafting, showing work/work-process, and in-person discussion that offer students the opportunity to focus on their human contributions aside from or preliminary to AI intervention.

Reduce or eliminate the finished-product stakes to place more emphasis on the student’s human work process.

Require preliminary steps to submit a finished product (e.g., the student cannot submit a final paper without having first submitted the required work-process steps).

Have students create a disclosure statement to explain their AI use to ensure academic integrity, transparency, and accountability in order to understand how GenAI contributed to their work and distinguish between original thought and GenAI-assisted content. Provide examples of disclosure statements.

If particular GenAI tools or common usages are prohibited, include this information in the course or assignment AI policy. Be readily able to explain why such usages are disallowed or problematic for the assignment.

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Critical Thinking and AI Use: Work with students to use conversational GenAI processes productively beyond just the initial prompt, using their human input, critical thinking, and creativity to develop, refine, or explore GenAI's outputs.

Detecting AI Use: Use multiple AI detection methods because each method has its weaknesses. Use AI detectors where ethically appropriate but use these methods in tandem with additional human processes, such as comparing various samples of a student's work, comparing draft materials, and in-person discussions. Layering models improves accuracy, reduces false positives, and helps ensure fairer assessments.

GenAI Tools: Recommend GenAI tools that align with course objectives and ensure students understand their functionality, limitations, and ethical implications. Avoid AI tools that require students to provide their personal data. Be aware of any financial burden required to use GenAI and remember that students with access to paid GenAI tools may be unfairly advantaged. Avoid AI tools that students must pay to use.

Intellectual Property: Talk with students about intellectual property. Help them understand that they forfeit their intellectual property when they submit their work to AI tools. Discuss how some AI tools have been trained with and use the intellectual property of others without their consent.

Prompt Library: Create a structured prompt library that provides students with a variety of well-designed prompts for different GenAI applications, such as research, writing assistance, coding, and creative problem-solving. If AI use is integrated into an assignment, consider providing prompts or showing students examples of acceptable/useful versus unacceptable/problematic prompt engineering.

Responsible AI Use: Talk with students about responsible GenAI use, real-world impacts, and staying updated on GenAI advancements to ensure students become informed and ethical users of GenAI.

Student Knowledge: Don't assume students know how to use GenAI tools. Don't assume students know how to engineer useful prompts (see *AI Guidebook* GenAI Tools section).

Understanding AI: Teach students to evaluate GenAI tools by explaining how they work, their strengths, and their limitations. Students should learn key evaluation criteria such as accuracy, bias, transparency, and ethical considerations.

How do I use GenAI in my classes³?

Approach GenAI with an experimental mindset, draw on what we know, prioritize high-impact pedagogical strategies, and plan for incremental, sustainable instructional development. High-impact pedagogy includes collaborative learning, interactive learning, higher-order thinking, service or community-based learning, research, authentic learning and assessment, and writing-intensive courses. In preparation, here are questions to ask yourself:

What are the course objectives and rationale for using the GenAI tools? Can GenAI be used to meet any of the objectives?

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?

What tasks do students need to complete to demonstrate they meet the learning objectives?

How will learning be assessed?

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?

³ Content adapted from [Getting Stated with GenAI: U-M Instructor Guide](#), licensed under [Attribution-NonCommercial-ShareAlike 4.0 International](#).

Ways to use AI in Classes⁴

Before using GenAI tools with your students, experiment with having GenAI tools help you prepare a class lecture, discussion, or handout. Get comfortable with writing prompts, tailoring prompts to better obtain the information you seek, and evaluating output.

The examples used below do not require students to upload any of their own content to GenAI tools. All uses of GenAI in classes should include students thinking critically about the AI output – this can be in a written critique or class discussion, etc.

Learning Outcome	Activity	Student Discussion
Career Exploration	<ul style="list-style-type: none"> Students ask different GenAI tools to describe a typical day for careers they are interested in. 	<ul style="list-style-type: none"> Compare output across tools.
Career Exploration and Application⁵	<ul style="list-style-type: none"> Students ask GenAI how course topics apply to their major or expected career. 	<ul style="list-style-type: none"> Evaluate the completeness of the response and identify what was unexpected.
Communication	<ul style="list-style-type: none"> Students prompt GenAI to develop an outline for an oral presentation or paper. Students compare AI-generated essays or arguments with human-written ones. 	<ul style="list-style-type: none"> Analyze and critique the output regarding how generic the outline is and what needs to be added Can students detect AI writing? What makes writing "human"?
Diversity and Inclusion	<ul style="list-style-type: none"> Students to prompt GenAI with the same question using different demographic characteristics, e.g., gender, race, religion, socioeconomic status. Students use the same prompt across different GenAI tools. 	<ul style="list-style-type: none"> Analyze and critique biases in AI outputs. Compare output across tools for diversity and bias.
Understanding Theory	<ul style="list-style-type: none"> Students prompt GenAI to explain theories and complex concepts in simple terms. 	<ul style="list-style-type: none"> Students evaluate the accuracy and clarity of the response and refine the explanation if needed.

Where do I start?

Start small and become comfortable with the AI tool you plan to use in class before using the tool with student. It's good to just play with the AI tool for a while, but if you are not sure how to do that, then here are brief activities to get you started. None of these activities require you to input any of your intellectual property or the intellectual property of others. For these activities, use the free version of ChatGPT (<https://chatgpt.com/>) and click on the "Stay logged out" so you don't need an account.

Prompt: "Explain *[theory or construct from your discipline]* in simple terms for first-year college students." Read through the response. Ask follow-up prompts, if needed. Ask yourself: What was good about the response? What was missing? What was incorrect? What hadn't you thought of before?



Prompt: "What content should be included in a college class discussion about *[insert your topic]* in *[insert course name]*?" Read through the response. Ask follow-up prompts, if needed. Ask yourself: What was good about the response? What was missing? What was incorrect? What hadn't you thought of before?



Prompt: "Help college students learn about *[insert your topic]* in *[insert course name]*." Read through the response. Read through the response and ask yourself. Ask follow-up prompts, if needed. Ask yourself: What can you use? What was missing? What needs to be edited?

⁴ Adapted, in part, from Yee, Whittington, Doggette, and Uttich (2023).

⁵ For use in Signature Learning courses and courses that serve many majors.

Sources

Information and Technology Services (2023). Getting Started with Generative Artificial Intelligence: U-M Instructor Guide. University of Michigan. <https://genai.umich.edu/resources/faculty/instructor-guide>

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Document History

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