

AI and Academic Integrity		
Program Goal To equip students with an understanding of how AI influences academic ethics, enabling them to identify ethical dilemmas related to AI in academia, evaluate the implications of AI-driven tools on academic integrity, apply ethical principles in scenarios involving AI, and create strategies to promote ethical use of AI in their academic work.		
Student Learning Objective (SLOs)	Instructional Strategy	Assessment and Evaluation Method
Identify ethical dilemmas related to artificial intelligence (AI) in academia. (Knowledge)	Present an interactive lecture that introduces AI and its applications in academia. - Review Definitions and Key Concepts - Describe Use Cases in Academia - Identify Dilemmas and Challenges - Review the University's Instruction Guidelines for GenAI	Use Poll Everywhere to conduct a series of interactive quizzes throughout the lecture. These quizzes will test students' recollection of the definitions, key concepts, use cases, and ethical dilemmas related to AI in academia.
The learner will be able to explain the key ethical principles that should guide the development and deployment of artificial intelligence, including fairness, transparency, accountability, and privacy. (Understand)	Case study to identify ethical issues and potential solutions. <i>Towards a framework for local interrogation of AI ethics: A case study on text generators, academic integrity, and composing with ChatGPT</i> https://doi.org/10.1016/j.compcom.2024.102831	Ethical Decision-Making Exercise: Present students with a series of hypothetical ethical scenarios and ask them to make decisions and justify their choices.
Differentiate commonly experienced ethical issues associated with AI use during a course. (Evaluate)	For an online class, using technology as a group or individually. Provide students with Google scenarios/examples of common areas where AI is used. Student will - - Decide if an issue exists. - Determine if it is unethical. - Choose the violation category the offense may fall under. - How can the violation(s) be corrected?	Class discussion via teaching platform (Zoom, Google Meet), games (Kahoot or Jeopardy), or presentation via Blog

The learner will develop an AI prompt based on the ethical principles they have learned to be used by students in an assignment. (Create)	[For an on-site class using technology] After learning about the ethical use of generative AI in the classroom, learners will develop a prompt for ChatGPT based on their domain of knowledge. They will consider a lesson they teach and how the prompt could help students gather information about the assignment, learn how to formulate the assignment, or evaluate a portion of the assignment. After developing the prompt, they will partner with another learner whose knowledge domain differs from their own. First, they will introduce the proposed assignment to their partner. The assignment should be challenging enough that their partner would need assistance in completing it. Then, they offer the prompt to their partner. Their partner will enter the prompt into ChatGPT and consider the response. They will then discuss how the ChatGPT response would or would not be helpful in completing the assignment. Then, the partners will switch and complete the steps for the other partner.	Each partner will assess the effectiveness of the ChatGPT prompt and the ChatGPT response to better understand the lesson. They will provide immediate feedback to their partner.
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Resources:

<https://ai.uta.edu/instruction-guidelines/>

<https://guides.library.ualberta.ca/generative-ai/ethics>

https://forms.workday.com/en-us/reports/the-ai-trust-gap/form.html?step=step1_default

<https://doi.org/10.1016/j.compcom.2024.102831>