

Newly Added Resources:

4/5/23 [How To Create Compelling Writing Assignments in a ChatGPT Age](#)

3/23/23 [Chat GPT Article](#)

Student Learning in an age of ubiquitous artificial intelligence (AI)

There is a lot of material available for faculty interested in thinking about, working with, banning, and assessing student assignments that use (or are asked not to use) artificial intelligence (AI) tools. Here is a compilation of some of the best resources I've seen in the past few months.

(AI disclaimer: This list was generated by humans in conversation with each other, using technology. ☺ The humans involved were Drake faculty and staff, listed here alphabetically by first name: Amy Letter, Brett Sikkink, Chris Porter, Clayton Mitchell, Dan Chibnall, Heidi Manetter, Megan Brown, Natalie Bayer, and Renée Cramer.)

My Favorite Resources – if you're short on time, or need a primer, start here

- [A very good set of basic tips](#) written by Ryan Watkins, faculty member in Educational Technology Leadership and Human-Technology Collaboration at George Washington University
- Staff and faculty at [Syracuse University's Writing Center](#) has compiled a terrific GoogleDoc to refer to
- [Cynthia Alby's piece for Faculty Focus](#), on getting used to, and thinking about using, AI in the classroom and on assignments.
- [A compilation of terrific resources from global faculty writing for THE: Times Higher Education](#)
- [University of Iowa's Office of Teaching, Learning, and Technology](#) has put together a comprehensive guide with syllabus statement ideas, teaching tips, and best practices.

[NPR's terrific coverage of ChatGPT](#)

[Academic integrity in the age of \(the other\) AI](#) – a TurnItIn curated set of resources

And, of course:

The [Atlantic Essay](#) (... AI kills the college essay ...) that got everyone talking.

If you've decided to allow, or even encourage, the use of AI capabilities

If you've decided that [If You Can't Beat 'Em, Join 'Em \(GPT-3 edition\)](#), and you decide to allow or encourage the use of AI capabilities here are some [the practical guides to using AI](#).

This is a terrific essay: [5 Days in Class with chatGPT](#) This [twitter thread](#) explains how to ask good questions of AI technology. And, I really appreciate this [recent NPR coverage of how Wharton School of Business faculty use AI in their classrooms](#) and this essay, where Tracy Mitrano, a [faculty member at Cornell's Brooks School of Policy](#) weighs in, regarding AI and her assignments.

Additionally, these AI-enhanced tools are pretty powerful for academic work:

[perplexity](#) - cites scholarly and not-so-scholarly sources to answer general questions more truthfully than chatGPT

[Elicit](#) - this has completely replaced Google Scholar for me when doing literature reviews (which had replaced library databases which had replaced physical books etc. etc.) Ask Elicit a scholarly question and it will generate a summary of the answer along with 10 or more peer-reviewed papers that deal with the question

[Lex.page](#) - word processor with LLM built in that generates paragraphs based on a topic sentence or previous paragraphs.

[The University of Maryland's Teaching and Learning Transformation Center](#) has some terrific sample syllabus language, **if you decide to have a policy against AI use, or a policy that wants to outline acceptable use of the technology**. I also appreciate similar sample language from Illinois State University's [Center for Integrated Professional Development](#).

If you have a policy against student use of AI, you will want to know how to spot it, should students use it without authorization

[MIT Technology Review, how to spot AI in assignments](#)

[How to spot unauthorized use of AI in assignments](#)

<https://goldpenguin.org/blog/check-for-ai-content/>

<https://www.technologyreview.com/2022/12/19/1065596/how-to-spot-ai-generated-text/>

Focusing on a single tool like ChatGPT would be insufficient, there are multiple tools and Chrome extensions that students could access. If you want to be familiar with them, here is an incomplete list:

<https://chat.openai.com/chat>

<https://www.jasper.ai/>

<https://rytr.me/>

<https://www.articleforge.com/>
<https://writesonic.com/>
<https://www.the-good-ai.com/>
<https://www.essayailab.com/>
<https://essaygenius.ai/>
<https://chrome.google.com/webstore/detail/writecream-ai-powered-wri/aabfjmnamlhmllicgeogldnfaaklfon>
<https://chrome.google.com/webstore/detail/hyperwrite-ai-writing-com/kljioeapehcmaphfcjkmabhkinoaopdnd>
<https://chrome.google.com/webstore/detail/scalenut-ai-powered-write/hihmdflioglieahhkcllmngdmpijboae>

Some thoughts about AI and the Creative Process

[The Ethos of AI is Empty](#)
[Artificially Intelligent Art](#)
[Can AI be a Critic?](#)

And finally: just for fun

[A Flash Lyric Essay on a Faculty Meeting about AI](#)
[ChatGPT writes a Nick Cave song](#)