Elevate Student Learning with Use of GAI

This approach moves past prohibition and support to a full-throttled application of GAI, not just as tools to manage or support coursework, but as catalysts to transform assignments and activities in our classrooms. GAI tools afford educators the unique opportunity to elevate student learning. GAI can act as a personal tutor, allowing all students to master more content faster. This can allow greater focus on higher levels of Bloom's taxonomy, especially those at which GAI does not excel, including the application, evaluation, and creation levels of Bloom's Taxonomy. Rather than simply partnering with students to learn, in this approach, faculty lead their students to the forefront of learners seeking to leverage GAI tools to achieve and surpass their educational and professional goals. In addition, students partnering with GAI on assignments are reported to experience greater enjoyment of the assignment.

Taking first steps

- **Integrate academic integrity education into your course.** Establish a course-wide framework for integrating academic integrity instruction. This is vital to obtaining student valuation for following the rules that you establish in your course for GAI use. Consult CITL resources for integrating academic integrity in your teaching.
- **Understand your starting point.** Ask your students how they are using GAI and what they hope to learn about GAI tools in your course. You can ask these questions via formal or informal conversations, with an anonymous survey, or using email or communication tools in the LMS.
- **Recalibrate learning outcomes:** Consider what learning you will require of students. Higher levels of learning complexity, such as application, evaluation, and creation in which various forms of learning are integrated in novel ways are the levels of Bloom's Taxonomy at which GAI is least proficient. Emphasizing these skills allows students to focus on improving the outputs of GAI.
- **Recalibrate grading:** Those who get and keep the jobs of the future will be those who can do better with GAI than GAI or the individual can do alone. There will no longer be a place for "C" work, since this is within the capabilities of GAI. Consider recalibrating rubrics so that GAI alone would not be able to pass your course.

Adapted from Teaching with Artificial Intelligence, Presented by the Biggio Center for the Enhancement of Teaching & Learning at Auburn University Module 5 Elevate Student Use of AI.

If you are interested in taking this course, Visit the CITL website.

References and Resources

Bowen, J. A., & Watson, C. E. (2024). *Teaching with AI: A practical guide to a new era of human learning*. Johns Hopkins University Press.

Khan, Sal. (2023). TED Talk How AI Could Save (Not Destroy) Education