



Supporting AI Use for Teaching and Learning

May 9, 2024



Northern Illinois University
Your Future. Our Focus.



Teaching and Learning Core to Our University Mission



Supporting Excellent Teaching & Learning



Supporting Technology Integration in Teaching

Blackboard®

zoom

 **KALTURA**

 VOICETHREAD

Yellowdig

Respondus®

 **Adobe Creative Campus**





Teaching Support This Past Year

102
programs

1,068
attendees

Professional Development

2,055
consultations

705
unique
consultees

Individual Support

Generative AI

THE CHRONICLE OF HIGHER EDUCATION

NEWS | ADVICE | THE REVIEW | TOPICS ▾ | CURRENT ISSUE | VIRTUAL EVENTS | STORE ▾ | JOBS ▾ | Q



TECH AND TEACHING

By [Beth McMurtrie](#) | MARCH 6, 2023



My account

Become a Member

Find A Job



January 11, 2023

ChatGPT Advice Academics Can Use Now

To harness the potential and avert the risks of OpenAI's new chat bot, academics should think a few years out, invite students into the conversation and—most of all—experiment, not panic.

By [Susan D'Agostino](#)



Search

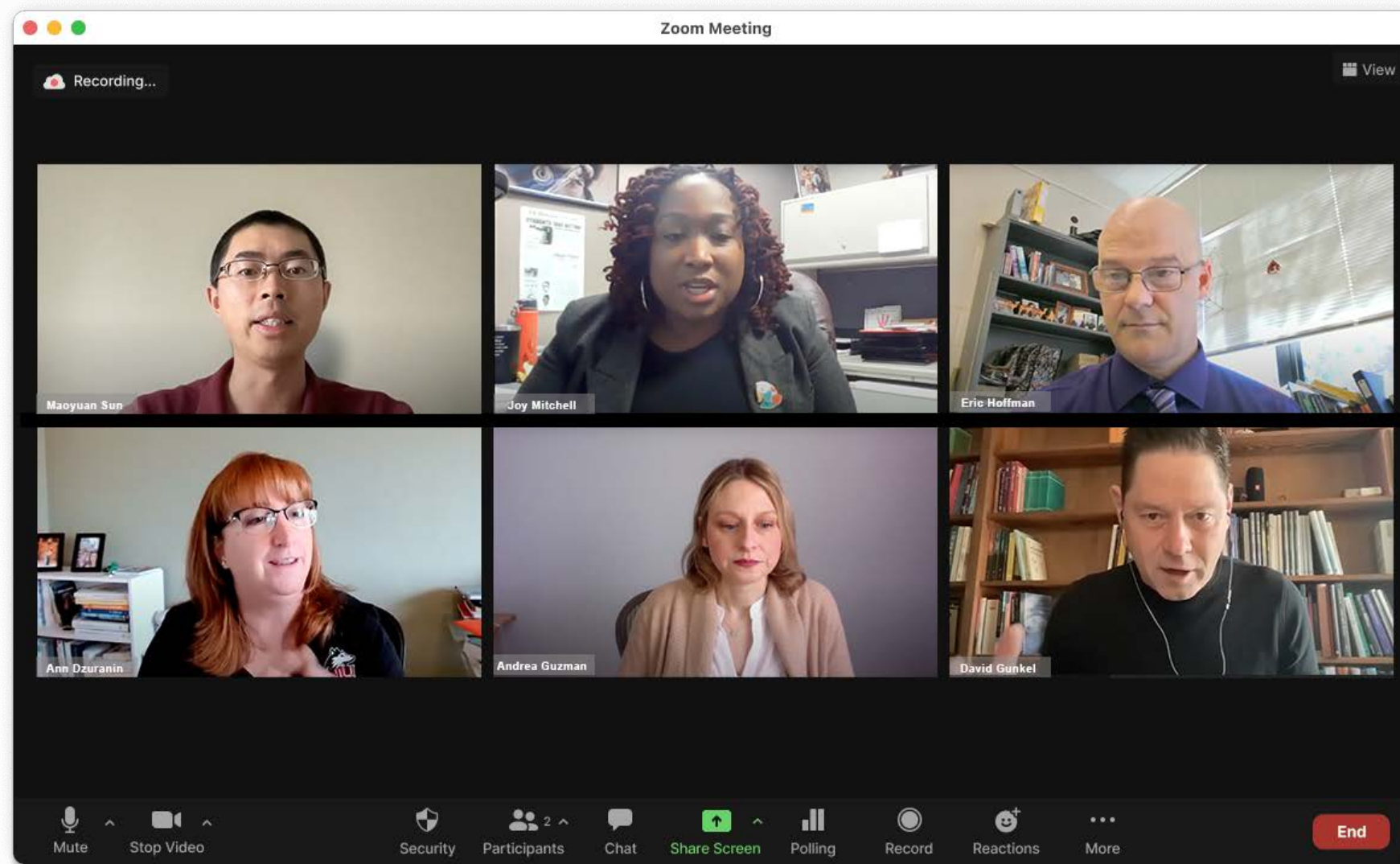


EDUCAUSE QuickPoll Results: Adopting and Adapting to Generative AI in Higher Ed Tech

Mark McCormack | Monday, April 17, 2023 | [EDUCAUSE Research Notes](#)

9 min read

Faculty Panel Discussions on AI in Teaching



AI in Teaching Toolkit



AI QUICK START
GUIDE



USING AI IN THE
CLASSROOM



LEADING CRITICAL
DIALOGUE ABOUT
AI



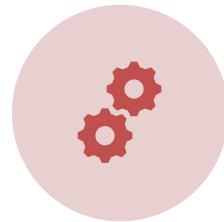
CHATGPT AND
EDUCATION



POLICIES FOR AI



BLACKBOARD AI
DESIGN ASSISTANT



RESOURCES ON AI



WORKSHOPS ON AI



Microsoft
Copilot

NEWEST GUIDE
USING MICROSOFT
COPILOT IN
EDUCATION



Sample Class Policies Developed and Shared by Faculty

USE ENCOURAGED AND PERMITTED

[This syllabus statement is useful when you are allowing, and perhaps encouraging, broad use of generative AI tools.]

You are welcome/expected to use generative AI tools (e.g. ChatGPT, Dall-e, etc.) in this class as doing so aligns with the course learning goal *[insert the course learning goal use of AI aligns with]*. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example, *[Insert citation style for your discipline. See these resources for APA guidance, and for other citation formats.]*

USE PROHIBITED

[This syllabus statement is useful when you are forbidding all use of generative AI tools for any purpose in your class.]

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class; therefore, any use of AI tools for work in this class may be considered a violation of Temple University's Academic Honesty policy and Student Conduct Code, since the work is not your own. The use of unauthorized AI tools will result in *[insert the penalty here*]*.

Blackboard AI Design Assistant Pilot



Recommend images from Unsplash based on auto-generated keywords



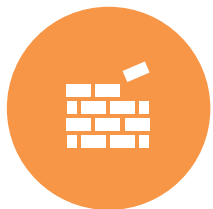
Generate new images for learning modules and Ultra Documents



Propose test questions



Propose authentic prompts for assignments, journals, and discussions



Suggest learning modules to build a course structure



Generate an assignment rubric

ACUE AI Course for Faculty

Quick Study

Leveraging AI to Develop Course Resources

Utilize AI to create instructional materials and generate resources to support student learning.

 1 - 2 hours  Self-Paced

 1 Module  Online

Explore Quick Study

Quick Study

Writing Effective AI Prompts

Create AI prompts using reflective questioning to refine outputs and efficiently craft engaging course announcements.

 1 - 2 hours  Self-Paced

 1 Module  Online

Explore Quick Study

Quick Study

Empowering Students to Use AI Responsibly

Learn how to develop students' understanding and responsible use of AI by setting clear expectations and teaching them to use it to support their learning.

 1 - 2 hours  Self-Paced

 1 Module  Online

Explore Quick Study

Quick Study

Teaching with AI-Inclusive and AI-Resistant Learning Experiences

Develop skills in designing and creating assignments that effectively leverage AI, including assignments that are AI resistant.

 1 - 2 hours  Self-Paced

 1 Module  Online

Explore Quick Study

AI Action Team

Formed by Provost Elish-Piper with the charge to develop an initial plan for short-term strategies to address AI opportunities to support **student recruitment, student success, teaching, curriculum, and academic programs**



Reva
Freedman



David
Gunkel



Andrea
Guzman



Robert
Brinkmann



Dave
Grewell



Sol
Jensen



Jason
Rhode

AI Educator Meetups

- Facilitated by Andrea Guzman, Associate Professor, Communication
- Two meet-ups attended by over 40 individuals
- Generated ideas for support faculty need to be more efficient in teaching as well as more effective in teaching students about AI



Ongoing and Future Support





Learn More



go.niu.edu/ai-toolkit