



Checklist for Incorporating Generative AI (GenAI) Use in the Classroom

This checklist is intended to help instructors think through the process of designing an assignment that allows students to use GenAI as a tool to enhance their learning, whether through the direct completion of assignments or in support of their study habits. The following tasks are separated into four distinct categories, each of which is based on evidence-informed teaching strategies that foster deep learning, student engagement, transparency in teaching, and equity in the classroom. These tasks, while good practice, might not apply to all teaching/learning contexts. We invite instructors to use this checklist and reflect on their practices in ways appropriate to their courses. This checklist can be used for self-assessment purposes with your syllabus and assignment designs, or you are welcome to contact a staff member at the Center for Integrated Professional Development for a consultation at ProDev@ilstu.edu.

Course-Level Policy

The following tasks pertain to your entire course and provide transparency for students as to your expectations for how they should frame their learning for all assignments, projects, assessments, etc.

You have provided specific guidance for your students as to your policy for the use of Generative AI in your classroom. This policy might be combined with an academic integrity statement or might be a statement on its own.

You have checked to make sure that your course policy for GenAI use is aligned with other institutional policies (i.e., Student Code of Conduct, Honor Code, Academic Affairs policies) that might exist related to GenAI use.

Assignment Design

The following tasks relate to individual assignments and provide transparency for students about your expectations for how they can use GenAI to complete individual assignments.

You have clearly described how GenAI might be used for the assignment in question (i.e., GenAI can be used for brainstorming, creating a draft, generating images).

You have discussed the reasons how GenAI could support students' learning and/or completion of their assignment with your students.

You have provided examples of GenAI platforms that are best suited for the assignment.

You have developed a plan for how students will share the ways in which they used GenAI, whether through formal or informal attribution.

You have a plan to collect students' reflections on the use of GenAI so that you can better understand the impacts of GenAI use and/or needs for support, going forward.

Accessibility

The following tasks center the ability for all students to complete individual assignments in a manner that is equitable and fosters a culture of access for all students.

You have discussed the range of GenAI options with your students and have made sure that there is a free version of any you suggest for student use. Any consideration of GenAI use takes into account institutional policies/requirements related to mandating students purchase software.

You have taken accessibility into account when selecting GenAI tools and have made clear to your students the relevant campus offices that can help arranging accommodations.

You have developed an alternative to GenAI use that is equitable and allows access to the same learning outcomes if a student declines to use GenAI for a valid reason (i.e., does not want to create an account on a GenAI platform, feels conflicted about intellectual property issues that might arise).

Communication

These tasks address the need to communicate directly with students about the use of GenAI so that they can understand how GenAI works, how it might impact their learning, and what their responsibilities are as users of GenAI.

You have provided guidance verbally and in writing about your expectations for GenAI use for a given assignment.

You have communicated that your guidance related to GenAI applies to your course only and that other instructors' expectations might be different.

In talking with your students, you have advised them to seek guidance, as needed, to clarify instructor expectations for the use of GenAI.



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