

USING AI AS A TOOL NOT A CRUTCH

MODELING CRITICAL THINKING IN THE CLASSROOM

At the end of a unit, during class, type a prompt into ChatGPT and look at the response. Then going through the response, have students help analyze what ChatGPT did well, and what it did poorly. As examples:

- Is this a good quote to support this argument?
- Let us check to see if this reference is real or not.

USE AI OUTPUT AS A FIRST DRAFT

Students struggle to get started on a project, so allow a ChatGPT first draft, but then require students to rewrite and update to their own experiences. As examples:

- How do I write a personal statement for <program> application?
- What themes can I write about for <topic>?
- Or require students to have an AI first draft and then use track changes to show how they edit/improve the paper

MAKE THE PROMPT PERSONAL

AI was not in your classroom and does not know your student's personal lives. So making the prompt personal means that AI is less helpful and students are less likely to use it as a crutch. As examples:

- How has taking this class changed how you view the world around you? Give specific examples in your life.

TEACH AI AS A TOOL FOR JOB READINESS

AI will be in Microsoft products soon, so requiring students to use it for some assignments and not others can teach them how to use it as a tool. As examples:

- Tell this information to two different audiences. In one case use AI and document the changes. In the second case write it yourself. Explain what the different audiences need to