Guidelines for Integrating AI in Teaching: Key Concepts and Best Practices

This guideline outlines key concepts for using AI in teaching. It has been prepared by compiling AI guides and handbooks from various universities and colleges. This guideline will help faculty effectively utilize AI-based tools and techniques, enrich their course content, and facilitate AI-assisted student learning. Below, you will find links categorized as follows:

[Defining AI](#)

You can explore these links to learn about the definition and different types of artificial intelligence. Guides on how AI can be used in classrooms are also available.

[AI Tools](#)

Check out these links to learn about the use of AI tools in education, the available tools, and their features.

[Ethics in AI](#)

These links offer guidance on ethical issues related to the use of AI and academic integrity. Protocols for the ethical use of AI by students are also provided.

[Integrating AI into Syllabus](#)

Learn how to integrate AI into your curriculum and develop AI policies for your course by exploring these links. Examples of incorporating AI into course policies are also available.

[AI Policies](#)

Visit these links to learn about university policies and guidelines on AI. You will find comprehensive information on how AI is regulated and applied in education.

[Integrating AI into Assignments](#)

Explore these links to learn about using AI tools in assignments and classroom strategies. Recommendations for promoting the responsible use of AI are also included.

[Creating AI Prompts](#)

Check out these links to learn about creating effective AI prompts and techniques for question preparation. Examples of prompts for tools like ChatGPT are also available.

[Books & Articles on AI](#)

You can explore these links to find books and articles on AI. Important studies on the sustainable and ethical use of AI in education are included.

Defining AI

[Understanding Generative AI, Yale University, Center for Teaching and Learning](#)

[What is Generative AI and where can it be found? Vanderbilt University, Center for Teaching](#)

[Types of Generative AI, Boston University, Center for Teaching and Learning](#)

[Artificial Intelligence Teaching Guide, Stanford University, Center for Teaching and Learning](#)

[Opportunities for A.I. in Higher Education, Charlotte University, Center for Teaching and Learning](#)

[CU Committee Report: Generative Artificial Intelligence for Education and Pedagogy, Cornell University, Center for Teaching and Learning](#)

- ✓ [Compton, M. (2024). Nuancing the discussion around Gen AI. *HEducationist blog.*](#)

- ✓ [Miao, F., & Holmes, W. (2023). *'Guidance for Generative AI in Education and Research'*, UNESCO.](#)

- ✓ [Fenchun, M., & Holmes, W. (2023). *Guidance for Generative AI in education and research.* United Nations Educational, Scientific and Cultural Organisation.](#)

- ✓ [JISC, (2023). *'Generative AI - A Primer'*.](#)

AI Tools

[What are some Generative AI Tools? Vanderbilt University, Center for Teaching](#)

Tools for Teaching and Learning, Durham College, Center for Teaching and Learning

Eaton, S. E., & Anselmo, L. (2023). Teaching and learning with artificial intelligence apps. Taylor Institute for Teaching and Learning University of Calgary.

Generative Artificial Intelligence and Academic Tools

- ✓ Tonbuloğlu, B. (2023). An evaluation of the use of artificial intelligence applications in online education. *Journal of Educational Technology and Online Learning*, *6*(4), 866-884.

- ✓ Pinzolits, R. (2024). AI in academia: An overview of selected tools and their areas of application. *MAP Education and Humanities, 4*, 37-50.

Ethics in AI

Guidelines and recommendations for educational settings, Cornell University, Center for Teaching and Learning

Supporting Academic Integrity: Ethical Uses of Artificial Intelligence in Higher Education, University of Queen's, Centre for Teaching and Learning

How does academic integrity relate to Generative AI tools? Vanderbilt University, Center for Teaching

How to cite ChatGPT, APA Style

Student-Use Protocol for the Ethical Use of AI Tools, University of North Carolina Charlotte, Center for Teaching and Learning

- ✓ Hagendorff, T. (2020). The ethics of AI ethics: An evaluation of guidelines. *Minds and machines, 30*(1), 99-120.

✓ Fischer, I. (2023). Evaluating the ethics of machines assessing humans. Journal of Information Technology Teaching Cases, 20438869231178844.

✓ Foltynek, T., Bjelobaba, S., Glendinning, I., Khan, Z. R., Santos, R., Pavletic, P., & Kravjar, J. (2023). ENAI Recommendations on the ethical use of Artificial Intelligence in Education. *International Journal for Educational Integrity, 19*(1),1-4.

Integrating AI into Syllabus

Guide to Incorporating Generative AI in Your Syllabus, Michigan State University, Center for Teaching and Learning Innovation

Develop and actively communicate your course-level generative AI policy, Michigan State University, Center for Teaching and Learning Innovation

ChatGPT and Generative AI Tools: Sample Syllabus Policy Statements, University of Texas at Austin, Center for Teaching and Learning

Generative AI in the syllabus, Boston University Center for Teaching and Learning

AI Guidance, Harvard University, Office of Undergraduate Education

Building AI policies into your syllabus, University of Kansas, Center for Teaching Excellence

Addressing Generative AI on your Syllabus, Yale University, Center for Teaching and Learning

Possible AI Syllabus Statements, Brandeis University, Center for Teaching and Learning

Developing course policies around A.I., University of Nebraska-Lincoln, Center for Transformative Teaching

[Class Policies for AI Tools, Northern Illinois University, Center for Innovative Teaching and Learning](#)

[Artificial Intelligence Policies: Guidelines and Considerations, Duke University, Learning Innovation & Lifetime Education](#)

[Developing Syllabus Statements for AI, Tufts University, Center for Enhancement of Learning and Teaching](#)

[Sample Syllabus Statements for Generative AI, University of Regina, Center for Teaching and Learning](#)

[Sample Syllabus Statements, University of Alabama at Birmingham, Center for Teaching and Learning](#)

[Statements of Expectations (Syllabus), University of Alberta, Center for Teaching and Learning](#)

[AI Syllabus Language Examples, University of Kent State, Center for Teaching and Learning](#)

[Guidance for Syllabus Statements on the Use of AI Tools, University of Chicago, Center for Teaching and Learning](#)

AI Policies

[University Policies on Generative AI](#)

[University Policies & Guidelines for Generative AI, East Carolina University](#)

Integrating AI into Assignment

[AI Tools in Teaching and Learning, Stanford University, Center for Teaching and Learning](#)

[AI in Assignment Design, Cornell University, Center for Teaching and Learning](#)

[AI in the classroom, Boston University Center for Teaching and Learning](#)

[Classroom Strategies to promote responsible use of AI, Charlotte University, Center for Teaching and Learning](#)

[Encouraging the responsible use of GAI tools, Cornell University, Center for Teaching and Learning](#)

[How to productively address AI-generated text in your classroom, Indiana University Bloomington, Center for Innovative Teaching & Learning](#)

Creating AI Prompt

[AI Prompt Cards, University of North Carolina, Center for Teaching and Learning](#)

[AI Prompt Examples, University of Kent, Center for Teaching and Learning](#)

[Generating Copilot Prompts, University of British Colombia, Centre for Teaching and Learning](#)

[A Teacher's Prompt Guide to ChatGPT aligned with 'What Works Best'](#)

Books & Articles on AI

✓ [Beckingham, S., Lawrence, J., Powell, S., & Hartley, P. (2024a). *Using Generative AI effectively in HE: Sustainable and ethical practices for teaching, learning and assessment*. Routledge: UK.](#)

✓ [Beckingham, S., Lawrence, J., Powell, S. & Hartley P. (2024b). Sustainable and ethical GenAI for the common good: looking back and forward. Beckingham, S, Lawrence, J.,](#)

Powell, S. and Hartley P., (2024) *Using Generative AI effectively in HE: Sustainable and ethical practices for teaching, learning and assessment.* Routledge: UK.

✓ Davis, M. (2024). 'Supporting inclusion in academic integrity in the age of GenAI'. In Beckingham, S, Lawrence, J., Powell, S. & Hartley P. (2024a). *Using Generative AI effectively in HE: Sustainable and ethical practices for teaching, learning and assessment*. Routledge: UK.

✓ Ewen, M. (2023). Mapping the potential of AI in the age of competence based higher education *WonkHE blog*.

✓ Hartley, P., Beckingham, S., Lawrence, J., & Powell, S. (2024). Using GenAI Effectively in HE. In Beckingham, S, Lawrence, J., Powell, S. & Hartley P. (2024b). *Using Generative AI effectively in HE: Sustainable and ethical practices for teaching, learning and assessment*. Routledge: UK.

✓ Illingworth, S. (2023). If AI is to become a key tool in education, access has to be equal.

✓ Raley, R. & Rhee, J. (2023). Critical AI: A Field in Formation. *American Literature 95* (2), 185-204.