**USE OF AI IN SAS COURSE ASSESSMENT: RECOMMENDATIONS**

The advancement of Generative AI tools that are being used in education brings both benefits and challenges. In September-October 2024, SAS faculty held discussions focused on the impact of AI in course assessments. Below is a summary of the challenges discussed and some recommendations for adapting assessment practices.

**Key concerns**

1. **Potential for misuse**: There is a concern about the inappropriate use of AI by students in general and in particular when completing assessments.
2. **Grading credibility**: Determining the level of authentic student work when grading assessments is challenging, which may impact the credibility and value of grades.
3. **Skill development**: Over-reliance on AI risks is undermining the development of critical skills such as problem-solving, analysis, and creativity.
4. **Fairness**: Unequal access to AI tools creates an uneven playing field, with students who can afford more advanced tools potentially gaining an unfair advantage.

**Recommendations**

During the meetings, it was acknowledged that academia is in a transitional phase as faculty and institutions navigate the integration of AI into teaching and learning. Rather than banning or restricting its use - an approach that has proven impractical - it is evident that we should embrace AI with well-defined guidelines that will help students use AI tools ethically and effectively while preserving academic integrity and supporting the achievement of learning outcomes. We should also keep in mind that our graduates will live and work in a world where AI is even more advanced and widely used than it is now, and it is our responsibility to help them prepare and thrive in it.

Here are some recommendations that can be used as a guide:

**Define AI Usage in Your Course**: Clearly state in the syllabi and on course pages when and how AI tools may or may not be used (refer to Annex 1 for Syllabi statements). Discuss these guidelines with students to ensure transparency and understanding.

**Design “AI-Resistant” Assessments**: Revise and redesign assignments to reduce reliance on AI. Consider using oral exams, timed in-class assignments without Internet access, portfolio assessments, peer evaluations, and iterative submissions. Incorporate in-class components for assignments done outside of supervised class time to encourage genuine engagement.

**Discuss AI Usage with Students:** Facilitate discussions on AI’s impact on learning, its perceived benefits, and the challenges it presents in an educational context. This can help students better understand both the potential and the limitations of AI in education.

**Promote Academic Integrity:** Educate students on responsible AI use for research, brainstorming, and refinement rather than completing assignments entirely through AI. Emphasize ethical implications, appropriate contexts, and the importance of disclosing any AI usage in their work, explaining that any breach of these guidelines constitutes a violation of academic integrity.

**Guide Students on Responsible AI Use**: Help students develop skills for using AI responsibly, focusing on its role in supporting rather than substituting their academic work, while developing relevant skills for their future careers.

**Limit the Use of AI for Grading and Feedback:** To maintain grading integrity, grading and feedback should be done by the instructor. Final assessment and evaluation should rely on human judgment. Any AI-generated feedback must be critically reviewed and interpreted by instructors. Final grading decisions should always be made by the instructor.

**Use AI Detection Tools Cautiously:** Recognize the limitations of AI detection tools, such as Turnitin, and use them with discretion. While they can sometimes assist, they are not infallible and should not be solely relied upon to detect AI-generated content.

**Protect Student Data and Intellectual Property:** Avoid entering student data into AI tools and be mindful of intellectual property considerations when using AI in coursework.

**Ensure Human Oversight in All Aspects of Assessment:** Maintain ethical standards throughout the assessment process. AI should support rather than replace human judgment and accountability in evaluating student work.

To make AI a meaningful part of the educational experience, it is important to not only establish guidelines for its use in assessments but also to **explore its potential as a learning tool.** AI tools may in some contexts serve as valuable resources that, when thoughtfully integrated, may support teaching goals and deepen student engagement with course material. Familiarity with AI provides insight into its capabilities and limitations, enabling educators to guide students in using these tools in ways that align with course outcomes, fit within disciplinary practices, and build relevant skills for future learning and careers.

**Further reading**

Artificial Intelligence and the Future of Teaching and Learning. (2023) US Department of Education. <https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf>

Artificial Intelligence and Education at Syndey. Teaching@Sydney. <https://educational-innovation.sydney.edu.au/teaching@sydney/ai-and-education/>

Generative AI in Teaching and Learning. Queen’s University. https://www.queensu.ca/ctl/resources/educational-technology/generative-ai-teaching-and-learning

Generative AI and education futures. UCL. <https://www.ucl.ac.uk/teaching-learning/case-studies/2023/aug/generative-ai-and-education-futures>

Should You Use Generative AI in Coursework? A Guide for Students. University of Regina. <https://ctl.uregina.ca/assets/should-you-use-artificial-intelligence-rev04.pdf>

**Annex 1. Syllabus statements**

*1. No AI*

In this course assignments, the use of AI tools is completely prohibited. You must complete all aspects of the work independently and without assistance from AI tools, drawing solely on your own knowledge, research, and analytical skills. This ensures that your submitted assignments are a true reflection of your individual understanding and capabilities. If you are unclear if something is an AI tool, please check with your course instructor. Using AI tools for any purpose in this course will violate the University’s academic integrity policy.

*2. AI-Assisted*

In this course, you are permitted to use AI tools for specific tasks/assignments as outlined in the task/assignment brief on Moodle (e.g., refining your writing, generating ideas, reviewing concepts, or conducting initial research). However, the core content, argumentation, and critical analysis must be your own. AI should be used to enhance the quality of your submissions, not to create the content. Be aware that AI outputs can be biased or inaccurate, and you are fully responsible for the accuracy and integrity of the work you submit. All AI assistance must be properly acknowledged using APA style (https://libguides.jibc.ca/apa/artificial-intelligence), including a description of the tool used, its purpose, and the specific prompt employed. Failure to provide proper references and descriptions will be considered a breach of academic integrity. Please note that the use of AI tools is not permitted for graded assignments/during midterm and final exams in this course.

*3. AI-Integral*

In this course (for specific assignments), you should integrate AI tools as part of the work (e.g., using AI for data processing, content generation, or advanced problem-solving). The assignment requires you to skillfully combine AI outputs with your own ideas and insights, demonstrating their ability to collaborate with technology effectively. Be aware that AI outputs can be biased or inaccurate, and you are fully responsible for the accuracy and integrity of the work you submit. All AI assistance must be properly acknowledged using APA style, including a description of the tool used, its purpose, and the specific prompt employed. Failure to provide proper references and descriptions will be considered a breach of academic integrity).