# Teaching Strategies: Integrating AI Thoughtfully

*Practical approaches for incorporating AI into your teaching practice*

## Start Where You Are

### Week 1: Personal Exploration

**Before asking students to use AI, try it yourself:** - Generate quiz questions for your next topic - Create discussion prompts for tutorials - Draft assignment rubrics - Summarise key readings

**Document:** What worked? What needed fixing? How long did it take?

### Week 2: Transparent Modeling

**Show students your process:** - “I used AI to generate these practice problems, then I…” - “Here’s the original AI output and here’s why I changed it” - “This rubric started with AI, but needed human expertise for…”

**Key:** Demonstrate critical evaluation, not blind acceptance

## Redesigning Assessments for an AI World

### From “What” to “How and Why”

**Traditional Assessment:** “Write a 2000-word essay on marketing strategy”

**AI-Aware Assessment Options:**

**Option A: Process Documentation** - Submit AI conversation transcript - Annotate where AI was wrong/limited - Reflection on how human expertise improved output - Final submission shows evolution of thinking

**Option B: In-Class Components** - AI-generated draft submitted before class - In-class critique and improvement - Peer review of AI use strategies - Live presentation of key insights

**Option C: Personal Application** - Connect theory to personal experience - Include specific local context - Require primary data collection - Emphasise unique perspective

## Practical Classroom Activities

### 1. AI Error Hunt (15 minutes)

**Setup:** Generate course content with deliberate errors **Activity:** Students identify and correct mistakes **Learning:** Critical evaluation, subject mastery **Debrief:** Why did AI make these errors?

### 2. Prompt Engineering Challenge (20 minutes)

**Setup:** Same question, groups craft different prompts **Activity:** Compare AI outputs from various prompts **Learning:** Importance of clear communication **Debrief:** What made prompts more/less effective?

### 3. Human vs AI Debate (30 minutes)

**Setup:** AI generates one side of argument **Activity:** Students argue opposite position **Learning:** Critical thinking, argument construction **Debrief:** What did AI miss about context/nuance?

### 4. AI Improvement Workshop (25 minutes)

**Setup:** AI creates initial solution/answer **Activity:** Groups enhance with human insight **Learning:** Value of domain expertise **Debrief:** What uniquely human elements were added?

## Setting Clear Expectations

### Sample Syllabus Statement

**AI Use in This Course**

Artificial Intelligence tools are part of professional practice in [field]. In this course:

* You MAY use AI for brainstorming, drafting, and exploration
* You MUST disclose all AI use in assignments
* You MUST verify all AI-generated content
* You CANNOT submit unedited AI content as your own work

Think of AI as a research assistant—helpful but requiring supervision. Your learning comes from evaluating and improving AI output, not from the output itself.

### Disclosure Examples

**Simple:** “AI assisted with initial research”

**Detailed:** “Used ChatGPT to generate outline structure, refined with course concepts, verified statistics through library databases”

**Comprehensive:** Appendix with prompts, outputs, and modification log

## Managing Different Scenarios

### When Students Over-Rely on AI

**Signs:** Generic responses, missing personal voice, can’t explain work

**Strategies:** - Require hand-written components - Add oral examinations - Include reflection on process - Focus on application to specific contexts

### When Students Fear Using AI

**Signs:** Anxious about “cheating”, falling behind peers

**Strategies:** - Model your own AI use - Start with low-stakes activities - Provide clear guidelines - Share success examples

### When AI Gives Wrong Information

**Opportunity:** Teaching moment about verification

**Strategies:** - Celebrate error detection - Discuss why AI made mistake - Practice fact-checking methods - Emphasise expertise value

## Progressive Integration Model

### Foundation Level (Weeks 1-4)

* Instructor demonstrates AI use
* Students observe and discuss
* Focus: Understanding capabilities/limitations

### Guided Practice (Weeks 5-8)

* Structured AI activities in class
* Clear parameters for use
* Focus: Developing critical evaluation

### Independent Application (Weeks 9-12)

* Students choose when/how to use AI
* Justify their decisions
* Focus: Strategic tool selection

### Synthesis (Final Weeks)

* Reflect on AI’s role in learning
* Evaluate impact on understanding
* Focus: Meta-cognitive awareness

## Quick Implementation Ideas

### Monday: Lecture Prep

Use AI to generate example scenarios, verify for accuracy, share process with students

### Tuesday: Tutorial Planning

Create discussion questions with AI, add context-specific elements

### Wednesday: Assignment Design

Draft rubric with AI, modify for course objectives

### Thursday: Student Support

Use AI to create study guides, add personal expertise

### Friday: Reflection

Document what worked, adjust for next week

## Addressing Common Concerns

**“Students will cheat”** → Design assessments that require personal insight, process documentation, or live demonstration

**“AI undermines learning”** → Focus on higher-order thinking: evaluation, synthesis, creation

**“I don’t understand AI”** → Start small, learn alongside students, share your journey

**“It’s not fair if some students use AI”** → Make AI use transparent and optional, provide alternatives

## Assessment Rubric Adaptation

### Traditional Criteria → AI-Era Criteria

**Knowledge Display** → **Knowledge Application** - Can recite facts → Can verify AI facts - Memorised content → Contextualised understanding

**Writing Quality** → **Thinking Quality** - Grammar/spelling → Argument construction - Word count → Idea development

**Research Skills** → **Evaluation Skills** - Found sources → Assessed AI sources - Citation accuracy → Information verification

**Originality** → **Synthesis** - Unique phrasing → Unique connections - No plagiarism → Acknowledged AI use

## Red Flags vs Green Flags

### 🚩 Red Flags (Need Intervention)

* Cannot explain their work
* Inconsistent voice/knowledge level
* Missing assignment-specific requirements
* No personal connection to content

### 🟢 Green Flags (Good Practice)

* Clear about AI’s role
* Shows iteration and improvement
* Demonstrates critical thinking
* Adds personal/local context

## Resources for Further Development

### Essential Reading

* Your institution’s AI policy
* Discipline-specific AI guidelines
* Student feedback on AI use

### Try This Week

1. Generate one lecture example with AI
2. Share the process with students
3. Ask students about their AI use
4. Document one success or failure

### Build Community

* Share experiences with colleagues
* Create discipline-specific prompt library
* Develop shared assessment strategies

## Final Reminders

✓ **You don’t need to be an AI expert** — You need to be a learning expert

✓ **Perfect is the enemy of good** — Small experiments are valuable

✓ **Students are already using AI** — Better to guide than ignore

✓ **Your expertise matters more, not less** — AI makes human judgment crucial

✓ **Focus on learning outcomes** — Tools change, objectives remain

## Resources & References

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* [TEQSA on Generative AI](https://www.teqsa.gov.au/guides-resources/higher-education-good-practice-hub/gen-ai-knowledge-hub)

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