

For Instructors

Make Your Expectations Clear on Your Syllabus and Assignments

The college does not have a standardized policy on AI use. Instead, individual faculty members, departments, or academic programs may determine their own. All syllabi and assignments should include clear guidance on whether and how students can use generative AI in the course or on specific assignments. AI can mean Google Translate, Grammarly, Chatbots and many other forms of educational tools not specifically understood as large language model AI.

Consider where you need to be specific about what is or is not allowed. For instance, can students use AI to brainstorm or edit, but not write an essay? Define terms and consider asking for the transcripts of AI use to create the final product.

Being specific about how AI is or is not allowed makes the rules clear for students and can prevent academic integrity violations. This [crowd-sourced document](#) contains a number of course AI policies that could be adapted for use.

Do Not Trust AI Detection Software

John Jay does not endorse the use of any AI detection tools. According to multiple peer-reviewed articles, AI detection tools, which attempt to differentiate AI-generated language from human-generated language, are likely to report false positives and false negatives. Particularly problematic for John Jay students, one study found AI detection tools consistently misclassified the writing of non-native English writers as AI-generated writing (W. Liang et al 2023).

Instead of relying on detection software, we recommend the learning activities and assessments below that may help students learn without using AI to do the thinking for them. If an instructor wants to be able to prove whether student work is AI-generated, it would be helpful to ask for in-class writing early in the semester so the students' writing is on record and can be compared. For online courses this will prove more challenging. We recommend metacognitive, reflection essays, discussed below, as one way around stock AI essays or discussion posts.

Assessments and Grading in an Age of AI

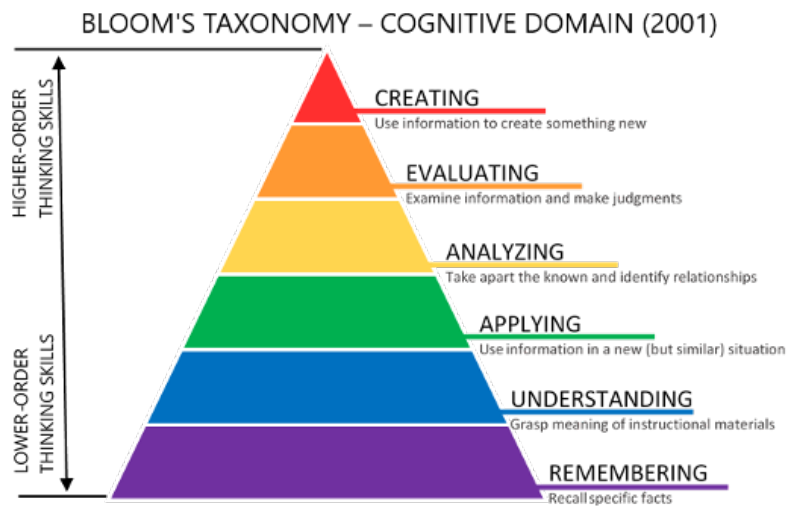
The goals of any course involve introducing new material to students, helping them understand it, apply it, analyze it, evaluate its uses or strengths/weaknesses, and then having students use that information to create something new. Because essay writing is an effective way to measure most of these thinking skills, writing assignments have evolved to be the most common form of class assessments. However, because AI can generate essays easily, and because the [Universal Design for Learning](#) has demonstrated that using multiple media and tools for communicating is educationally effective, finding meaningful substitutes to essay writing alone may be a necessary form of teaching in an age of AI.

Though the essay has long been considered the standard of thinking and communicating complex thought, there are a large number of alternative pedagogical activities that have been proven to be equally if not more effective in achieving cognitive gains.

All of the below suggestions sit on the high end of Bloom's taxonomy (application and synthesis), which are also evidenced as more student-centered and effective. These include:

Hands on experiments or activities

These assignments involve physical materials or direct interaction with the environment. Although science experiments are the most obvious example of this type of outcome assessment, art projects and other forms of synthesis activity also apply here. Fieldwork and other forms of such research also fit into this category.



Performance-based assessments Opportunities for students to demonstrate their knowledge or skills in front of an audience (presentations, speeches, performances).

Portfolios or writing journals Students are required to demonstrate skill development over time. Portfolios can be of artwork, creative ideas, design ideas, policy review etc. E-portfolios are much more commonly used in online learning today.

Project-based learning These assessments have a real-world application element that extends over several weeks. There is often a requirement to pitch an idea or solution to a problem at the end of the semester. This type of assessment has the added benefit of being more engaging to students throughout the process in addition to being more “plagiarism proof”.

Group projects or text annotation requiring collaboration These require teamwork, discussion, and classmate coordination that reliably makes misuse of AI unlikely. For text-based analysis, use a social annotation tool such as [Perusall](#) (embedded in our LMS), utilize comments, Microsoft Word Track Changes or Google Docs Suggesting mode for individual or group annotation.

Grade the process as much as the product Changing the weight of grades to scaffolding materials of an assignment such as class notes, early drafts, personal reflections on collaborative processes, etc. Collecting materials and prompts that show how a student used AI to create the final product.

Include self-reflection and metacognition as part of the assignment Asking students to reflect on what they've learned and how they learned is a powerful way to develop students' capacities to regulate their own learning process and make changes. This can also help students distinguish process from product, thinking from AI generated text.