



EAST TENNESSEE STATE
UNIVERSITY

Center for
Teaching Excellence

Using AI as a Teaching Tool

Create a First Draft

As a first draft for a paper or other writing assignment, use ChatGPT to create the opening draft. There are several variants you might use for this approach:

- **Generate the opening draft together in class.** Ask students for good ChatGPT prompts. Whatever is generated is what must be used to build on by all in the class (individually or in groups). Can they finish the activity or assignment during the rest of class - adding details, making corrections, including information missed in the prompt, etc.?
- Ask students to **generate their own draft and submit that as the first phase of the project.** Consider asking them to include 5 things they intend to address or change from that draft to their next version.
- **Ask students to each generate a draft or outline and bring it to class.** As a class activity, have students review drafts in small groups and **pick the best one** to start with. Then, of those, have the class review and vote for the best opening draft. This process requires knowledge of the topic to be able to evaluate options for the best draft, so it becomes a great collaborative learning experience. Students then use this draft to build upon for their own individual submissions; the draft's essential elements should still be evident in the final product - but it should also include meaningful adaptations and additions.
- Have students **use AI as an initial researcher** for a topic, to provide starting information. (Have them submit what AI generated.) Then, have students follow up this information with other sources, being sure to verify the information generated as well as including citations that support the claims of the original draft.

Teach Analytic Skills

AI can be used to teach both your content and good analytic skills simultaneously.

- As the instructor, ask ChatGPT to create text on a topic. Hand this text out in class (or share on Zoom/D2L) and **ask students to critique the generated information.** They could do this through critically annotating the information or cross-checking the information for accuracy using reliable sources.

- Create generated text about a course topic from 2 or more AI generators (or using 2 different prompts in a single AI generator). Provide these to students - ideally in small groups - and ask them to **compare the generated texts and evaluate them** on qualities you think are important to check, such as accuracy, style, audience, voice, etc.
- For artistic writing, ask AI to **generate a work in the style of a particular author or writing approach**. Have students then evaluate what was generated for accuracy of style, how it reflects (or not) the writer, and so forth.

This might also be done for writing about a course topic from a particular **theoretical perspective**.

- As an exploratory activity, ask students to **evaluate the usefulness of AI for particular aspects of your course's discipline**: For example, can it assist with efficiency for translation, first drafts, particular voice? This can become a topic of investigation itself in your class.

Similarly, have students each bring an AI-generated essay to class; in groups, compare the essays and evaluate them for accuracy, logic, etc.

Teach AI Critical Literacy

Like us, students are new to AI and its potential uses and abuses. It can be helpful to integrate some instruction about AI literacy into our courses so that students are exposed to the strengths and weaknesses of this technology.

Some things to ensure students know about AI:

- **What AI is:** It is a statistical predictor, with no understanding or intent behind what it generates. It is simply predicting the next best set of words based on algorithms.
- **AI can make mistakes.** It can sound confident about what it claims, but be completely in error.
- **AI is not human.**
- **AI contains fabrications, misrepresentations, fallacies, and stereotypes.** It is only as good as the information pool it is drawing from.
- **The current "confabulation rate" of AI is approximately 10%.**

AI literacy skills to teach:

- **How to generate and then critique outputs.** It's good to practice this with students during class time, or in an online exercise.
- **How to identify failures of [logic, accuracy, bias, and consistency](#).**
- **How to cite the use of AI output** and to treat that output as content developed by a 3rd party.