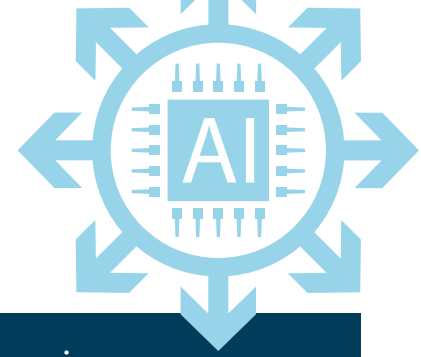


Teaching with GenAI

A quickstart guide for faculty



If, how, and where these tools figure in your design of courses and learning activities, and **whether students use them in course work and assessments** is for you, and your Department, unit, or academic program to decide.



USE CASES

See additional information and examples at

<https://ai.ctlt.ubc.ca/assignment-and-assessment-design-using-generative-ai/>

BUILDING COURSE MATERIALS AND ASSESSMENTS

Faculty may use GenAI for developing practice questions and rubrics, as well as discovery and curation of additional learning resources for students.

PROVIDING FEEDBACK TO STUDENTS, EITHER INDIVIDUAL OR SUMMARIZED

GRADING AGAINST A RUBRIC

SUMMARIZING FEEDBACK FROM STUDENTS

(eg textual from an in-class survey)

GenAI tools may be used for both formative feedback and summative assessment (grading) of student work only if they have been through a PIA review and been approved for this use.

CONSIDERATIONS

INPUTTING STUDENT WORK

Due to considerations of privacy, data security, and intellectual property, educators should not submit student original work, without their permission, to GenAI tools that have not undergone a PIA review and been approved for that use, including AI detector tools.

HUMAN REVIEW OF CONTENT

Any content produced by GenAI used in teaching must be reviewed for accuracy, appropriateness, bias, and other possible harms by an instructor or TA, to the best of their abilities, before sharing with students.

TRANSPARENCY OF USAGE

Educators should clarify for students which materials are wholly or partly generated by GenAI and clearly cite the source of those materials.



<https://genai.ubc.ca/guidance/teaching-learning-guidelines/teaching-with-genai/>

