

9-Point Action Plan: Guiding Generative AI Integration in Education

Presented by

**Brent A.
Anders, PhD**

Lecturer & Researcher,
Author, Consultant, YouTuber



Sovorel Center for Teaching & Learning

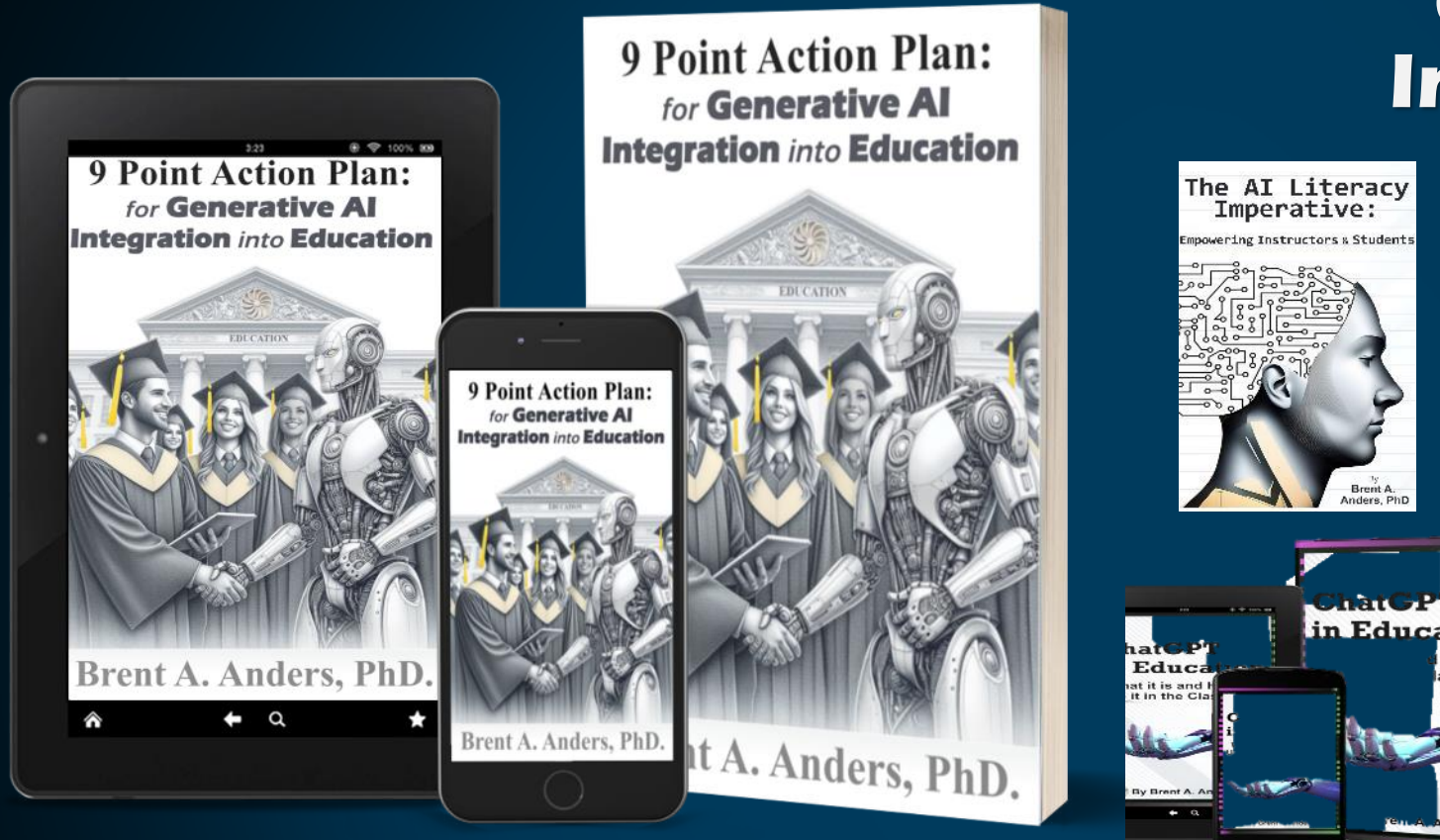


www.youtube.com/@sovorel-EDU

CONTACT **NORTH
NORD**

Information Source

9-Point Action Plan: Guiding Generative AI Integration in Education



- Hundreds of references
 - Research Articles
 - Books, Interviews, more
- Multiple Examples
- Infographics/Guides
- Additional resources



US, UK, Germany, Canada, Armenia, Tunisia, Australia, Jamaica, and many more

9 Point Action Plan: *for* Generative AI Integration *into* Education

- 1: Institutional Policies (on AI use)**
- 2: Leadership Guidance on Utilization of Generative AI**
- 3: Training – for all involved (faculty, students, staff)**
- 4: Generative AI Teaching & Learning Resources**
- 5: Outside Information/Confirmation**
- 6: Syllabus AI Use Statement**
- 7: Strategic Plan Integration**
- 8: Integration Observation & Evaluation**
- 9: Community Outreach**

9 Point Action Plan: *for* Generative AI Integration *into* Education

1: Institutional Policies (on AI use)

2: Leadership Guidance on Utilization of Generative AI

3: Training – for all involved (faculty, students, staff)

4: Generative AI Teaching & Learning Resources

5: Outside Information/Confirmation

6: Syllabus AI Use Statement

7: Strategic Plan Integration

8: Integration Observation & Evaluation

9: Community Outreach

- ✓ Implementation Technique
- ✓ Details Involved

1: Institutional Policies (on AI use)

9-Point Action Plan: Guiding Generative AI Integration in Education



1: Institutional Policies (on AI use)

9-Point Action Plan: Guiding Generative AI Integration in Education

Reasons for Institutional Policies:

- To Express Importance
- To Bring Everyone Together
- For Shared Ownership
- For Shared Understanding
(of what AI Literacy is & policies)



AI Literacy

All Around Us

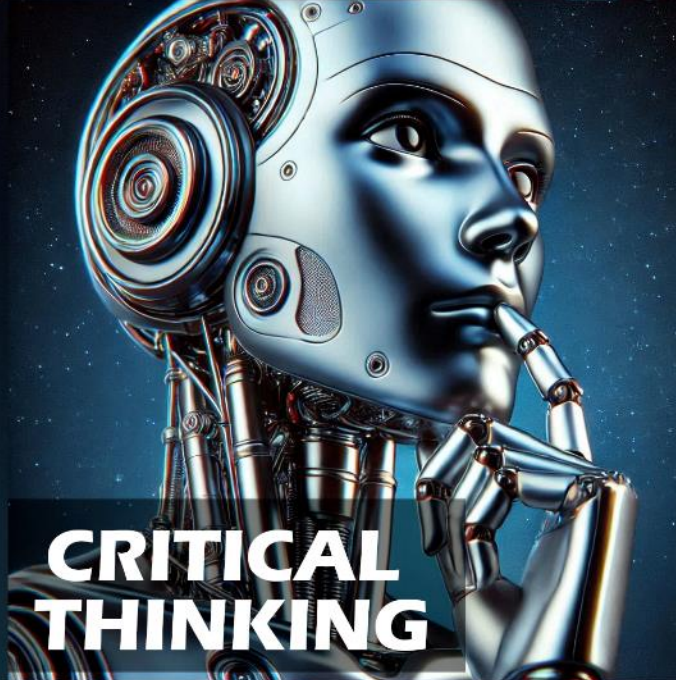
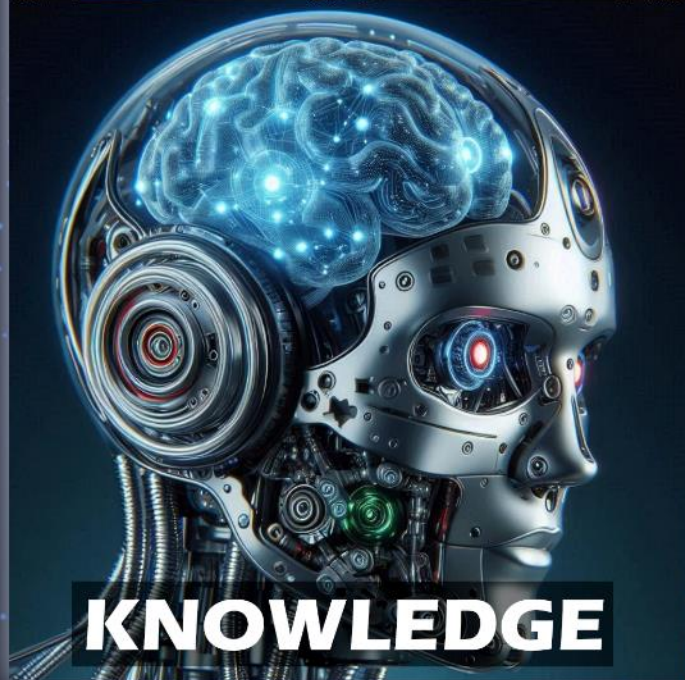
Affecting Society
(Good & Bad)

Available to All

Terminology

Data Safety/Security

Good & Bad Uses



Based on the book
*The AI Literacy Imperative:
Empowering Instructors
& Students*

**Different AI
Capabilities &
Limits**

**Prompt
Engineering**

Verify Responses

Bias/Ethics

Human in loop

**Environment &
Health Affects**

Overreliance

1: Institutional Policies (on AI use)

Proper Integration of AI Into Education

Reasons for Institutional Policies:

- To Express Importance
- To Bring Everyone Together
- For Shared Ownership
- For Shared Understanding
(of what AI Literacy is & policies)
- To Avoid Confusion Among Students and Faculty



1: Institutional Policies (on AI use)

9-Point Action Plan: Guiding Generative AI Integration in Education


How to Accomplish:

- Sensing Sessions
- Special Presentations
- Surveys/Interviews
- Outreach Campaigns
- New Policy Preview Reviews



1: Institutional Policies (on AI use)

9-Point Action Plan: Guiding Generative AI Integration in Education

[AUA HOME](#) »
SEARCH AUA POLICIES DOCUMENT

[CONTACT US](#)

POLICIES BY CATEGORY

- ACADEMIC
- ADMINISTRATIVE
- ADMISSIONS
- FINANCIAL
- GENERAL
- HUMAN RESOURCES
- INFORMATION TECHNOLOGY
- LIBRARY
- INSTITUTIONAL ADVANCEMENT
- PRESIDENTIAL DECREE
- ALL POLICIES

STUDENT CODE OF ETHICS

[Download pdf](#)

Student Code of Ethics
Effective as of: 07.07.2023

*American University of Armenia
Policy for Publication
Policy Number: ACAD20150014*

1. Preamble

The students, faculty and administration of AUA are all collectively and individually responsible for maintaining the Academic Integrity of this institution. This Code of Ethics governs the academic conduct of each student University-wide and it shall be used to govern and adjudicate all matters of student academic conduct to the extent it is practicable for it to do so.

Students at AUA are obligated to conduct themselves in a manner appropriate to the University's **mission** as an institution of higher education. Students are obligated to refrain from acts that they know, or should know, will impair the Academic Integrity of the University. Actions, which may be considered acceptable or normative outside of AUA, are not necessarily acceptable at AUA and shall not interfere in overall academic conduct. All shall be treated equally and be guided by the current code. This Code of Ethics may from time to time be revised and amended.

2. Provisions of Academic Program

If any provision of this document directly contradicts an ethics provision of an academic program, then the relevant provision in this document shall prevail. If this document is silent on any matter pertaining to student ethics, then the provision of the student's academic program shall prevail on that particular matter.

3. Rights

As members of the American University of Armenia community, students enjoy the following rights:

3.1. Equal Opportunity in Education

1: Institutional Policies (on AI use)


9-Point Action Plan: Guiding Generative AI Integration in Education

6.4.1.11. submitting an altered transcript of grades to or from another institution;

6.4.1.12. putting one's name on another person's exam or assignment;

6.4.1.13. altering a previously graded exam or assignment for purposes of a grade appeal or gaining points in a re-grading process.

6.4.2. Cheating. Cheating includes *but is not limited to*:



6.4.2.1. using or referring to notes, books, devices or other sources of information, including advanced Artificial Intelligence (AI) tools, such as ChatGPT, in completing an Academic Evaluation or Assignment, when such use has not been expressly allowed by the faculty member who is conducting the examination;

6.4.2.2. copying another student's answers on an Academic Evaluation;

6.4.2.3. unauthorized conferring during an Academic Evaluation

6.4.2.4. sharing one's answers with another student during an Academic Evaluation;

6.4.2.5. acting as substitute for another or utilizing another as a substitute during an Academic Evaluation;

6.4.2.6. preprogramming a calculator, cell phone, or other device to contain answers or other unauthorized information for exams;

6.4.2.7. using unauthorized materials, prepared answers, written notes, or concealed information during an exam;

1: Institutional Policies (on AI use)

9-Point Action Plan: Guiding Generative AI Integration in Education

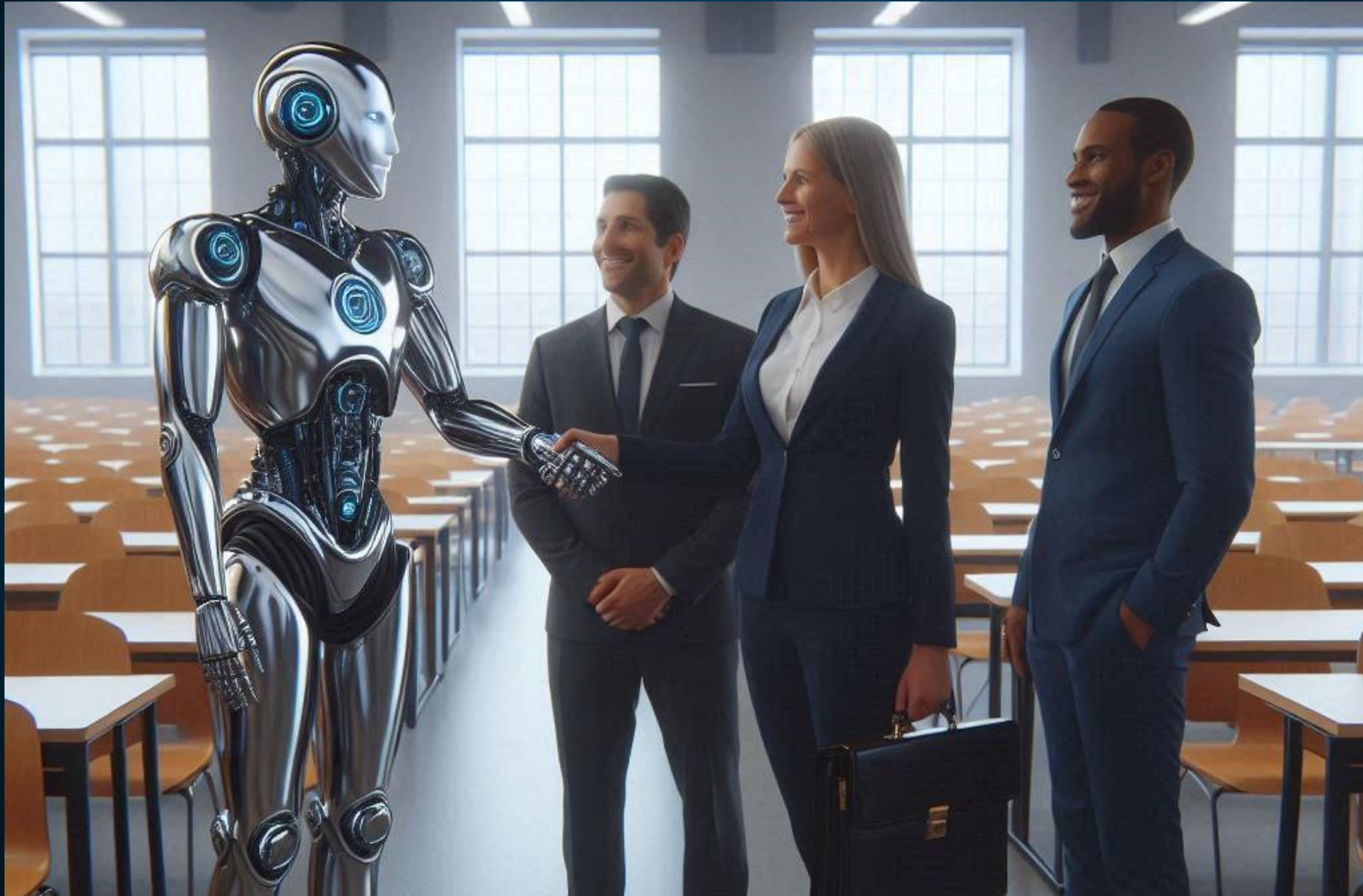
Ensure AI Use Policies Are:

- Simple, Easy to Understand
- Flexible for Instructor Control
- Ensure Data Safety/Security is Addressed in a Policy (*update to include AI terminology*)



2: Leadership Guidance on Utilization of Generative AI

**9-Point Action Plan:
Guiding Generative AI
Integration in Education**



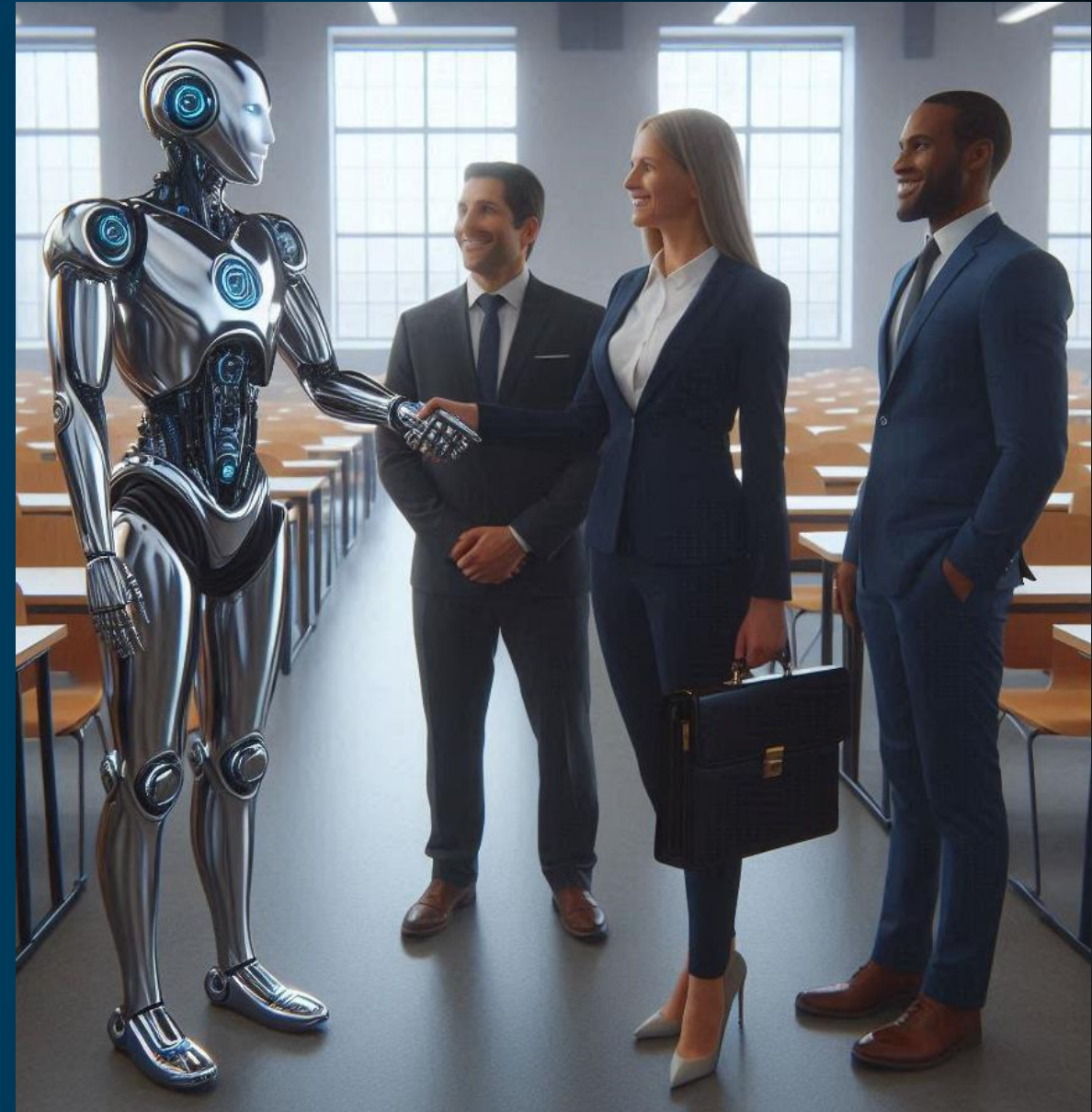
2: Leadership Guidance on Utilization of Generative AI

9-Point Action Plan: Guiding Generative AI Integration in Education

Reasons for Leadership Guidance:

- For Unity (*we are in this together*)
- To Provide Direction
- To Highlight Importance
- To Encourage Exploration/Use

“It’s great that they made this new policy, but I really wish the President or Provost would tell us more. I mean, I don’t know if I should really use AI in my classroom or not. Is this something that’s really that important?”



2: Leadership Guidance on Utilization of Generative AI

**9-Point Action Plan:
Guiding Generative AI
Integration in Education**

Dear [Name of your educational institution] Faculty & Staff,

Example: Combined from Several Universities to include Yale

The adoption of generative Artificial Intelligence (AI) throughout the world is now influencing virtually all sectors of society to include education. [Name of your educational institution] must ensure that it is staying aware of, understanding, and effectively using this new technology when appropriate. Generative AI, like ChatGPT and others, have free publicly available offerings that have already been shown to assist with the teaching and learning process (Alshater, 2022; Gupta, 2024; OpenAI, 2023; Rejeb, et al., 2024; Yu & Guo, 2023).

[Name of your educational institution] strongly encourages the development of AI Literacy skills within faculty, students, and staff along with the exploration and appropriate use of generative AI within administrative tasks and the teaching & learning process. Everyone must develop AI Literacy skills to ensure critical awareness, capabilities development, knowledge of continued changes, and critical thinking to guarantee an understanding of ethical considerations and content validity with AI (Anders, 2023)...

2: Leadership Guidance on Utilization of Generative AI

**9-Point Action Plan:
Guiding Generative AI
Integration in Education**

Overall Leadership Guidance on AI for All:

- 1. High Ethical Standards:** The highest standards of academic integrity must be maintained within our educational institution. Students must be train on how to use AI properly...
- 2. AI Literacy:** World organizations, governments, and researchers have highlighted the imperative need for all (especially students) to develop AI Literacy skills (DOE, 2023; UN, 2023; UNESCO, 2023; World Economic Forum, 2022). Training is needed for faculty, students, & staff...
- 3. Data Protection and Security:** All AI users must ensure they are using a reputable AI system. The terms of use must be reviewed to ensure data protection and security of student info...
- 4. Reliability/Accountability:** Generative AI is not perfect and can produce inaccurate information and hallucinations. This must be an important lesson in AI Literacy for all...
- 5. Overreliance:** Faculty, students, and staff must work to avoid AI overreliance by maintaining awareness of generative AI use. Foundational skills and knowledge mastery must be maintained in any area/field to ensure AI responses can be properly verified...

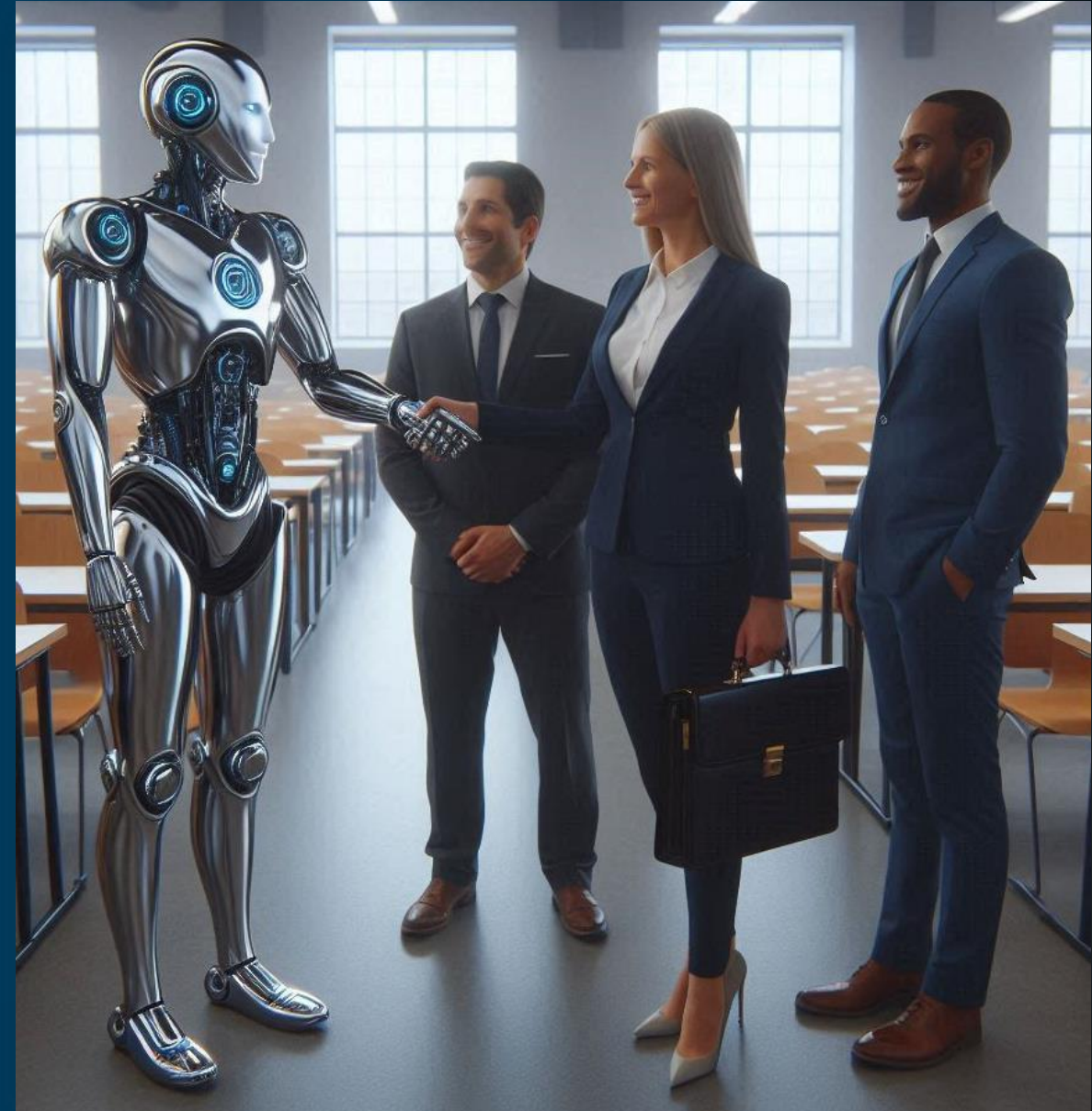
2: Leadership Guidance on Utilization of Generative AI

**9-Point Action Plan:
Guiding Generative AI
Integration in Education**

Reasons for Leadership Guidance:

- For Unity (*we are in this together*)
- To Provide Direction
- To Highlight Importance
- To Encourage Exploration/Use

**To Develop an AI
Literacy Mindset!**



5. Outside Information/Confirmation

(Outside Consultants, Workshops, Conferences)

**9-Point Action Plan:
Guiding Generative AI
Integration in Education**

Reasons for Outside Info/Confirmation:

- **To Highlight Importance**
- **To Solidify Message from Leadership**
- **To Motivate and Encourage**

*(Cordingley et al., 2015; Nutefall, 2015;
Prenger et al., 2021; Richardson, 2003)*

**To Develop an AI
Literacy Mindset!**



7. Strategic Plan Integration

9-Point Action Plan: Guiding Generative AI Integration in Education

Reasons for Strategic Plan Integration:

- To Identify Overall Vision/Mission Incorporation
- Highlight Importance
- To Solidify Message from Leadership
- To Identify Monetary Requirements
- To Identify Environmental Impact
- To Realize Need for Curriculum Update and Integration

AI Literacy & Degree Specific AI Skills





QUESTIONS?

9-Point Action Plan: Guiding Generative AI Integration in Education

Presented by

**Brent A.
Anders, PhD**

Lecturer & Researcher,
Author, Consultant, YouTuber



Sovorel Center for Teaching & Learning



www.youtube.com/@sovorel-EDU

CONTACT **NORTH
NORD**

References

- Alshater, M. (2022). Exploring the role of artificial intelligence in enhancing academic performance: A case study of ChatGPT (December 26, 2022). *SSRN*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4312358
- Anders, B. (2023). *The AI literacy imperative: Empowering instructors & students*. Sovorel Publishing.
- CTL. (2023). *The SHARE Technique*. American University's Center for Teaching and Learning. <https://ctl.aua.am/ai-resources>
- DOE. (2023). *Artificial intelligence and the future of teaching and learning*. Office of Educational Technology. <https://www2.ed.gov/documents/ai-report/ai-report.pdf>
- Gupta, A. (2024). Impact of generative AI in transforming higher education pedagogy. In *Leveraging ChatGPT and Artificial Intelligence for Effective Customer Engagement* (pp. 285-300). IGI Global.
- Hilmansson, J. (2023, January 4). Design help tackle machine challenges? *UX Magazine*. <https://uxmag.com/articles/designing-for-ai-hallucination-can-design-help-tackle-machine-challenges>
- OpenAI. (2023). *GPT-4 technical report*. OpenAI. <https://arxiv.org/pdf/2303.08774.pdf>
- Rejeb, A., Rejeb, K., Appolloni, A., Treiblmaier, H., & Iranmanesh, M. (2024). Exploring the impact of ChatGPT on education: A web mining and machine learning approach. *The International Journal of Management Education*, 22(1), 100932. <https://www.sciencedirect.com/science/article/pii/S147281172400003X>
- Sovorel. (2023, October 20). *How to help students avoid over-reliance on AI* [Video]. YouTube. <https://youtu.be/IsS2UbfSGQQ>
- UN. (2023). Digital literacy: *The great divide*. *Global Digital Compact*. United Nations. https://www.un.org/techenvoy/sites/www.un.org.techenvoy/files/GDC-submission_Digital-National-Alliance-Bulgaria.pdf
- UNESCO. (2023). *Guidance for generative AI in education and research*. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000386693>
- UNESCO. (2024). *New UNESCO policy brief on media and information literacy responses to generative AI*. United Nations Educational, Scientific and Cultural Organization. <https://iite.unesco.org/news/new-unesco-policy-brief-on-media-and-information-literacy-responses-to-generative-ai>
- Yu, H., & Guo, Y. (2023, June). Generative artificial intelligence empowers educational reform: current status, issues, and prospects. *Frontiers in Education*, vol. 8. <https://www.frontiersin.org/articles/10.3389/feduc.2023.1183162/full>
- World Economic Forum. (2022). *Without universal AI literacy, AI will fail us*. World Economic Forum. <https://www.weforum.org/agenda/2022/03/without-universal-ai-literacy-ai-will-fail-us>

References

AI4K12. (2023). *Five big ideas in artificial intelligence*. AI4K12. <https://ai4k12.org/resources/big-ideas-poster>

Anders, B. (2022). A pressing need for artificial intelligence in academia. *Academia Letters, Article 5921*.
<https://doi.org/10.20935/AL5921>

Anders, B. (2024). *9 Point Action Plan: for Generative AI Integration into Education*. Sovorel Publishing.
<https://www.amazon.com/Point-Action-Plan-Generative-Integration-ebook/dp/B0D183M85K>

EU. (2023). *European Commission, European Education and Culture Executive Agency, AI report*. European Digital Education Hub's Squad on artificial intelligence in education. Publications Office of the European Union.
<https://data.europa.eu/doi/10.2797/828281>

FAST. (2023, November 19). *Empowering Armenia's future: FAST's latest initiative in AI education*. Foundation of Armenian Science and Technology. <https://aesa.org/empowering-armenias-future-fasts-latest-initiative-in-ai-education>

Laupichler, M. C., Aster, A., Schirch, J., & Raupach, T. (2022). Artificial intelligence literacy in higher and adult education: A scoping literature review. *Computers and Education: Artificial Intelligence*, 100101.

LM. (2023, May 31). The importance of artificial intelligence in education for all students. *Language Magazine*.
<https://www.languagemagazine.com/2023/05/31/the-importance-of-artificial-intelligence-in-education-for-all-students>