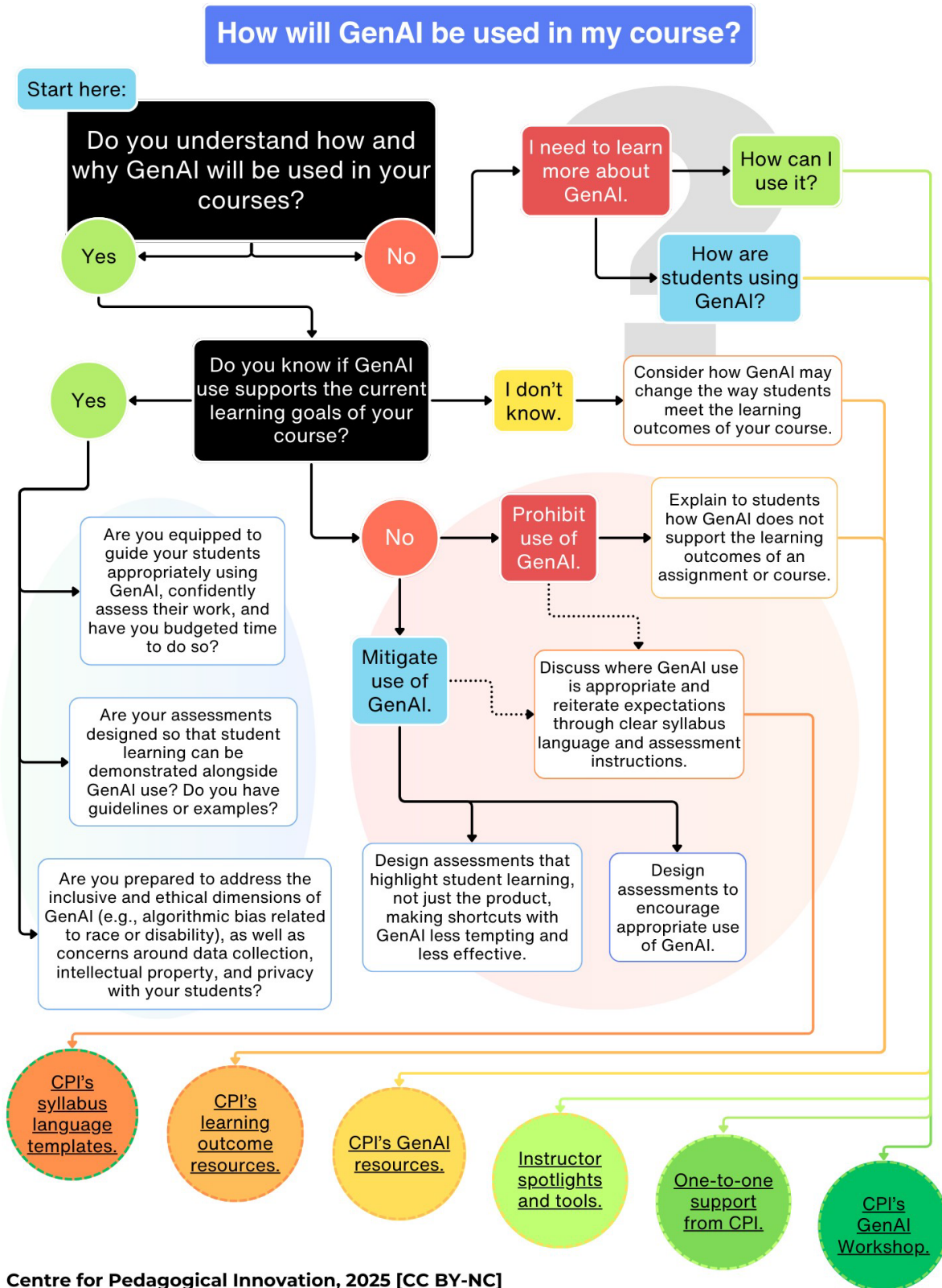


# How will GenAI be used in my course?

This graphic is a decision tree created by Brock University's Centre for Pedagogical Innovation. It helps instructors determine their preparedness and how and whether to integrate generative AI (GenAI) in their courses. It begins with the question, "How will GenAI be used in my course?" From there, instructors are guided through a series of questions.

The decision tree is described as text following the image.



## Start here:

Q1: Do you understand how and why GenAI will be used in your courses?

- If YES, go to Q2
- If NO, go to “I need to learn more about GenAI”.
  - I need to learn more about GenAI.
    - How can I use it?
    - How are students using GenAI?
    - For further learning:
      - CPI’s syllabus language templates.
      - CPI’s learning outcome resources.
      - CPI’s GenAI resources.
      - Instructor spotlights and tools.
      - One-to-one support from CPI.
      - CPI’s GenAI Workshop.

Q2: Do you know if GenAI use supports the current learning goals of your course?

- If “YES”, go to Q3
- If “NO”, go to either “Mitigate use of GenAI” or “Prohibit use of GenAI”.
  - Mitigate use of GenAI.
    - Design assessments that highlight student learning, not just the product, making shortcuts with GenAI less tempting and less effective.
    - Design assessments to encourage appropriate use of GenAI.
    - For further learning:
      - CPI’s learning outcome resources.
      - CPI’s GenAI resources.
      - One-to-one support from CPI.
      - CPI’s GenAI Workshop.
  - Prohibit use of GenAI.
    - Explain to students how GenAI does not support the learning outcomes of an assignment or course.
    - Discuss where GenAI use is appropriate and reiterate expectations through clear syllabus language and assessment instructions.
    - For further learning:
      - CPI’s syllabus language templates.
      - CPI’s learning outcome resources.

- One-to-one support from CPI.
  - CPI's GenAI Workshop.
- If “I don't know”, go to “Consider how GenAI may change the way students meet the learning outcomes of your course.”
  - Consider how GenAI may change the way students meet the learning outcomes of your course.
  - For further learning:
    - CPI's learning outcome resources.

Q3: Are you equipped to guide your students appropriately using GenAI, confidently assess their work, and have you budgeted time to do so?

- If YES, go to Q4

Q4: Are your assessments designed so that student learning can be demonstrated alongside GenAI use? Do you have guidelines or examples?

- If YES, go to Q5

Q5: Are you prepared to address the inclusive and ethical dimensions of GenAI (e.g., algorithmic bias related to race or disability), as well as concerns around data collection, intellectual property, and privacy with your students?

- If YES, you are prepared. Be sure to design with care, align with learning goals, and support responsible use.

## Resources

- [SUGGESTED SYLLABUS LANGUAGE FOR GENERATIVE AI](#)
- [CREATING COURSE LEARNING OUTCOMES](#)
- [ACCESSIBLE TEACHING AND LEARNING](#)
- [GUIDANCE ON GENAI IN UNIVERSITY TEACHING AND LEARNING AT BROCK UNIVERSITY](#)
- [DESIGNING ASSESSMENTS TO MITIGATE THE USE OF AI WRITING TOOLS](#)
- [GENAI WORKSHOP IN FACULTY AND INSTRUCTORS BRIGHTSPACE SITE](#)