

Annotated Bibliography: Assignment Design for Academic Integrity

New Resources on Artificial Intelligence and Chat GPT

Resource Compilations and Library Guides

- [AI in Education Resource Directory](#), from the [POD Network](#) listserv

This directory lists readings, websites, videos, and other resources for instructors related to AI software.

- [Chat GPT and AI Software Video Explanations](#)

This collection of videos explains what Chat GPT and AI software is, what it may mean for the landscape of education, and why it is such a big deal.

- [Chat GPT and Artificial Intelligence Tools, Center for New Designs in Learning and Scholarship](#),

This resource from Georgetown University provides preliminary background information on Chat GPT, how to discuss it with students, assignment design ideas, and how to detect usage of the AI software.

- [ChatGPT: Understanding the new landscape and short-term solutions](#), Cynthia Alby, author of [Learning That Matters](#)

Understanding the new landscape of higher education with Chat GPT is only part of the process. This document poses short-term solutions for instructors to use as Chat GPT becomes increasingly popular..

- [Zotero Group](#)

Chat GPT is an emerging artificial intelligence tool that is generating a lot of attention in higher education. The Zotero Group resource is a collection of articles about Chat GPT.

Advice on Exploring and Responding to Chat GPT

- [Chat GPT-A-Must-See-Before-the-Semester-Begins](#), Faculty Focus

Learning what Chat GPT can truly do is a large undertaking. This article shows examples of what it can do, and how students may use it. From a perspective of not increasing punishment for using technology, this article shows a path forward for instructors.

- [Classroom Policies for AI Generative Tools \(e.g., syllabus statements\), from AI listserv](#)

Want to create classroom policies regarding Chat GPT? Check out these policies for example ideas and language.

- [How Artificial Intelligence is Impacting Higher Education](#) (Teaching in Higher Education podcast).

If you're tired of reading new ways to work with Chat GPT, or prefer an audio-format, check out this podcast that explores the impact of the AI software on higher education. The podcast contains additional recommended resources.

- [Practical Responses to Chat GPT](#), Montclair State University

Unsure of how to tackle course design hurdles with the rise of AI? Try these methods of syllabi changes and last resort strategies to encourage academic integrity.

AI Written Text Detectors and Banning the Tool

- [A college student made an app to detect AI-written text : NPR](#)

Want ways check if your students are using AI software for their essays/written prompts? Consider this app that can help detect AI-written text.

- [Schools Attempting to Ban/Restrict AI Tool Use](#)

Peruse this list of schools that explore banning Chat GPT. This document has additional resources for rebuttals to this line of action.

Assignments that Protect Academic Integrity

- [Audio Reflection Assignments Help Students Develop Metacognitive Skills](#)

As some students find writing assignments daunting, classroom work incorporating audio reflections provides students with another opportunity to answer prompts and give opinions without the rigid grading of written tasks. This article details the ins and outs of integrating audio assignments into a current curriculum.

- [Plagiarize Proof Writing Assignments](#)

Due to the severe consequences of plagiarism, can faculty prevent a student from the temptation of plagiarizing? Try these ways in order to assist in strengthening a student's writing ability while provoking thought and original ideas.

Structuring Exams and Writing Exam Questions

Exams

- [14 Simple Strategies to Reduce Cheating On Online Examinations](#)

As most classes have been moved to virtual formats, exams and academic integrity do not always go hand-in-hand. However, put your mind at ease with these easy strategies!

- [Exams: Maximizing Their Learning Potential](#)

Instead of approaching written exams as a black and white task, where the professor writes the questions and the students study material and take the test, exams should be formative and summative. Here are some ways that you can maximize a student's knowledge outside of the traditional exam process.

- [Making Exams More About Learning](#)

In order to better teach the material presented in an exam, it is important to make the exam a learning process between the faculty and student instead of solely a test experience for the student. Try these various assignments before and after the exam to enhance the student's learning experience.

- [Nine Benefits of Student-Generated Discussion Exam Questions](#)

Writing exam questions can be time-consuming and a dry task for faculty, but could a student complete this responsibility? Learn more about the benefits students and faculty members receive through students creating their own exam questions.

- [The Effects of Collaborative Testing](#)

As most assignments in higher education are individually completed and graded, group testing seems strange, right? However, explore both the positive effects on students and initial roadblocks for implementing this strategy.

Writing Exam Questions

- Allen, D., & Tanner, K. (2002). [Approaches to cell biology teaching: questions about questions](#). *Cell Biology Education*, 1(3), 63-67.

Questions play a vital role in an educational setting, not only during the examination process, but throughout each class session. By dissecting Blooms Taxonomy of the Cognitive Domain, this article lists different types of questions to engage the six ways students think.

- [Bloom's Question Starters for Higher Order Thinking](#)

Interested in learning more about the specifics of Blooms Taxonomy? This article includes examples within six different types of questions you can use on your next assignment to promote critical thinking!

- [Don't Assume Difficult Questions Lead to Higher Order Thinking](#)

Exam questions should vary in format as well as information presented in order to engage students critical thinking skills, not just their base knowledge of the subject matter. This article explores which types of questions are the most thought-provoking.

- [Higher Order Thinking: Bloom's Taxonomy](#)

Bloom's Taxonomy is a widely used method for writing questions, but it can also be applied to answering them. This article identifies study strategies within each of the six thinking categories.

- [Using Assignment Choice to Promote Course Relevancy](#)

With a focus on Microbiology, this article examines the importance of a student's interest in the class subject matter in order to succeed. Learn how allowing students to choose their own assignments benefits the students as well as the faculty member.

- [Writing Multiple Choice Questions for Higher Order Thinking](#)

This article includes different question types and examples to engage all students' critical thinking skills on exams and assignments.