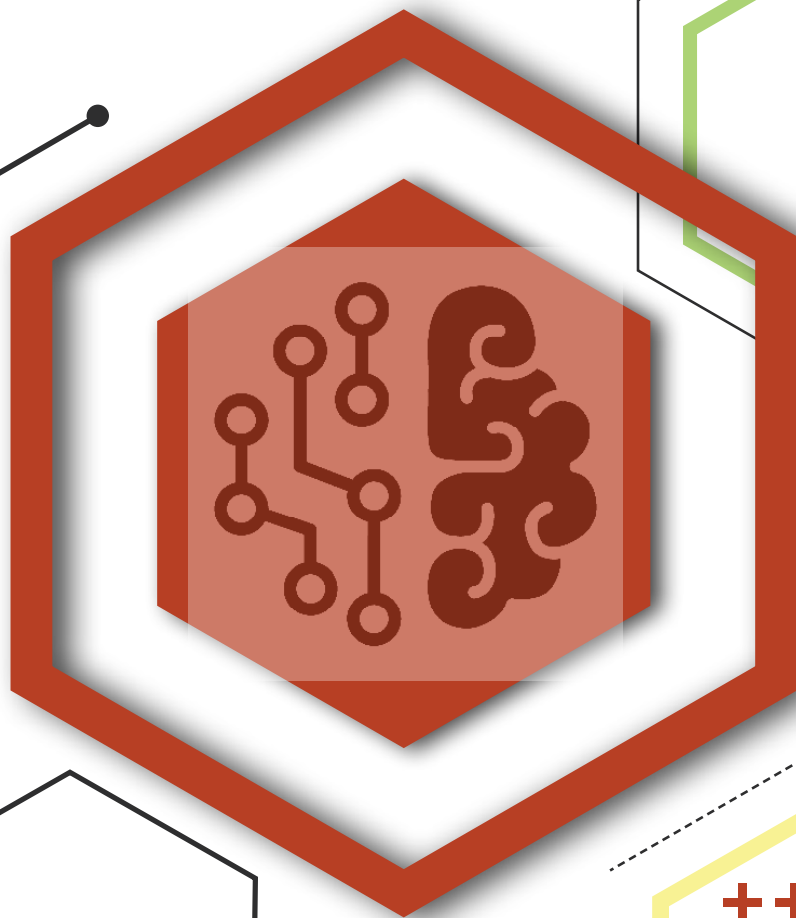
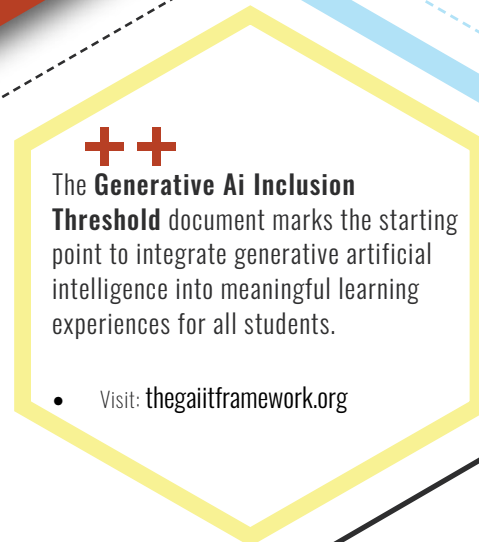
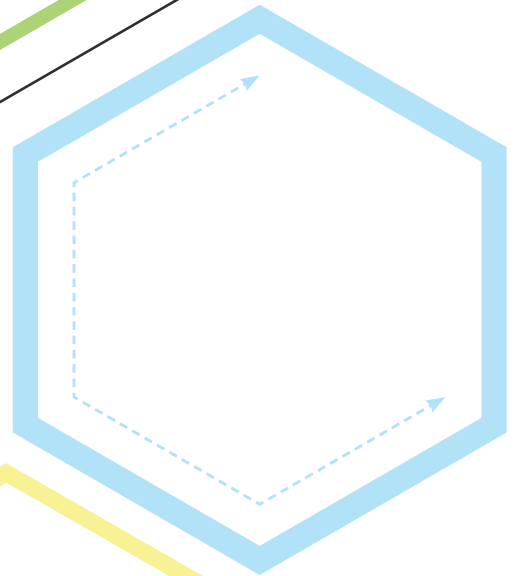
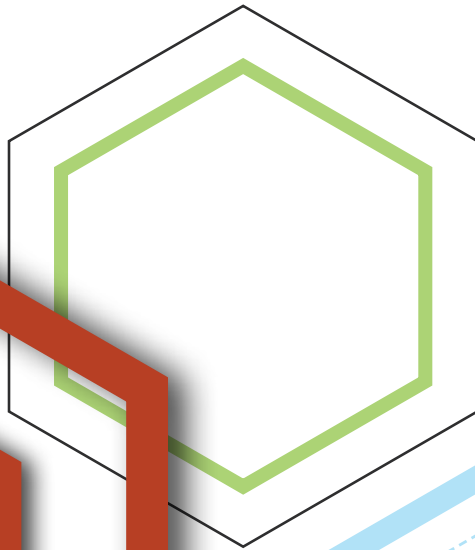


THE GAIIT FRAMEWORK



Developed through the
Department of Teacher Education,
National University



The **Generative Ai Inclusion Threshold** document marks the starting point to integrate generative artificial intelligence into meaningful learning experiences for all students.

- Visit: thegaitframework.org



To keep in mind...

“IF YOU CAN’T OFFER UP SOMETHING MORE THAN AI, THEN AI WILL REPLACE YOU.”

- **Colin MB Cooper**
International business consultant and expert in
AI implementation. (London, UK, 2024)

At a recent leadership conference in Palm Springs, California, Colin Cooper addressed a group of educational leaders during an institutional summit meeting as a representative of the business world. He promoted three different skill venues that he hoped, as an owner of multiple businesses, schools would build into their students. He overtly pointed out that these three skill sets would need to work alongside generative AI tools. Those three skills were curiosity, creativity, and analytics. AI can produce data all day long but, as yet, doesn't have the wisdom to know how to apply it. At some point, the inclusion of generative artificial intelligence becomes mandatory to facilitate. Our students and teachers need to know how to wisely use these tools to curate curiosity, which cultivates creative results and drives analysis to dive further into our human gifts and inherent curiosities.

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GAiIT Development

TEAM AT DEPARTMENT OF TEACHER EDUCATION NATIONAL UNIVERSITY

The quest to build a Ai integration framework for National University began in Spring 2024. The research and design team consisted of full-time faculty from various sections Teacher Education Program. From the foundational courses to methods instruction to the masters emphasis courses, the team had representation from every step along the multiple and single subject credential pathway.

Dr. Torrence Temple

Project leader and committee chair - Academic Program Director for Single Subject Credential program, ITI Course Lead, and Technology Integration Designer at National University.

Dr. Nilsa Thorsos

GAiIT Committee Member - Department Chair for the Sanford College of Education at National University.

Dr. Belle Booker-Zorigian

GAiIT Committee Member - Doctoral Dissertation Chair.

Dr. Valerie Amber

GAiIT Committee Member - Academic Program Director, Foundational Credential Courses at National University.

Dr. Cynthia Shubert

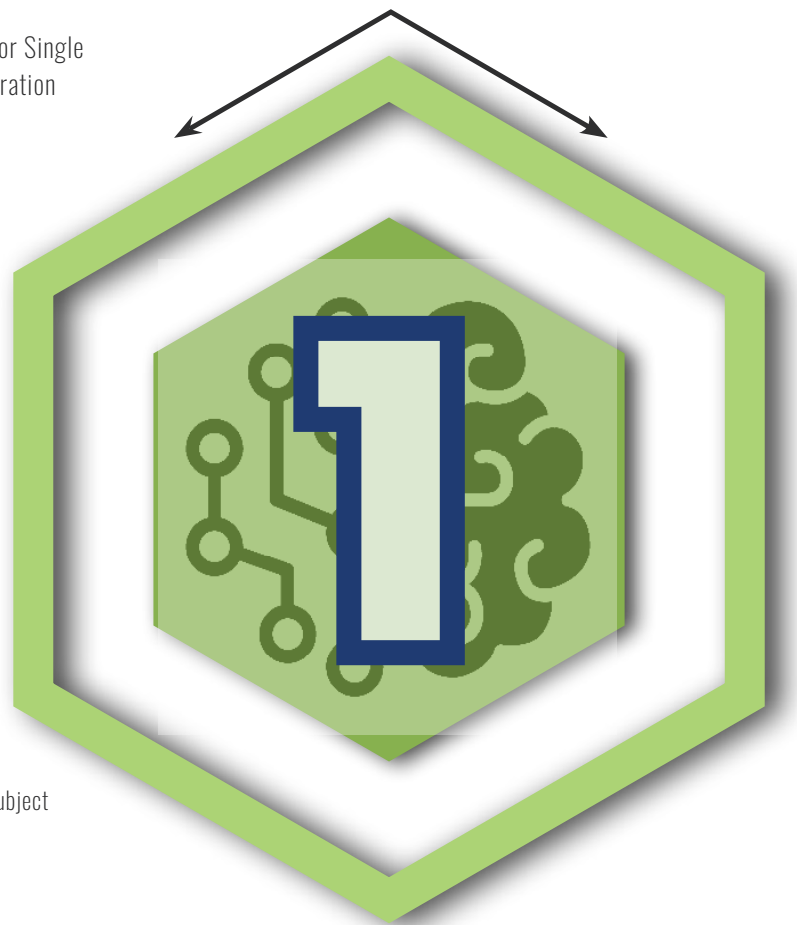
GAiIT Committee Member - Academic Program Director for Multiple Subject Credential Program at National University.

Dr. Maggie Broderick

GAiIT Committee Member - Course Lead for the SEL Emphasis Masters Program at National University.

Colin MB. Cooper

External Committee Consultant - Educational and Business consultant for Ai applications. Key content contributor for Ai Implmentation strategies.



GAiT Philosophy

PRINCIPLES FOR USE IN EDUCATION



Ai generated images using Ideogram (2024).

The GAiT Framework Philosophy

The GAiT level system was developed to help students, instructors, and program administration develop a foundational understanding of the various levels of Ai Integration.

The system operates on three principles:

Flexible application:

Not all assignments operate at the same threshold of Ai integration. Some forms of assessment require the students to rely completely on their own cognitive abilities for the sake of building important fundamental knowledge foundations needed to be built upon in future courses. Some courses are intended to utilize Ai as part of the assessment. The variation in applications necessitates a generative Ai Integration threshold so that each assignment may be evaluated on its on needs and expected outcomes.

Bona fide:

Assessment of inappropriate use of Ai has proven difficult, and Ai Evaluation algorithms can only suggest levels of use. Therefore, the operational philosophy overtly engages the students to Ai in “Bona Fide,” Latin for “in good faith.” Students operating Ai in *Bona fide* respect the Ai integration threshold, identify the aspects of the assignment or assessment that require the use of personal cognition and creativity, and complete those assessments to the best of their ability. Moreover, instructors are also to act in Bona Fide when evaluating the work produced by Ai and they are vowing to work with the student in good faith to find where the acceptable GAiT level is and how to implement it properly in assignments.

Ongoing Revision:

Ai currently has an unprecedented development and growth rate. As such, the ability to create an all-encompassing Ai integration policy would need to be constantly revised and updated as technology changes and evolves. Moreover, technological growth will no doubt produce more innovative ways to use and misuse Ai, and those incursions into Bona Fide will need to be evaluated on a case-by-case basis. The results of which may add or retract elements of the GAiT Level system.



A.I. Accessibility

The GAiT Framework needed to be accessible and used in a way that it made sense for everyone using it to regulate school assignments as well as those who were using it. Considerations had to be made about doing GAiT Level 1 work if all students did not have access to it.



Spirit of the Law

Bona Fide means “in good faith” in Latin and forms the ground work for the GAiT implementation. Students use Ai as long as it does not interfere with the cognitive learning directives of the assignment, and always cited for it’s contribution.



Once case at a time

The Framework should be applied in a case by case basis. Not all assignments have the same cognitive goals and means to accomplish the same things. Careful consideration to the assignment learning goals need to be considered. Then assess how Ai might present itself as a guide or helper if possible.

GAiIT Motivations

FOR UNDERSTANDING FIDELITY FOR Ai INTEGRATION INTO COURSE CURRICULUM

Students will use generative Ai monitored or not. Their motivations vary from the nefarious to the innocently misguided. ChatGPT still isn't very good at math, but students try because they don't have any other option. Either they cannot do the work or they do not want to do it and are using GPT as a tool to cut corners through the learning process. Due to these and other reasons, the Framework team was motivated to guide students and instructors through the minefield of generative Ai usage for scholastic purposes.



Ai generated image using Ideogram (2024).

Ai can deceive you



Ai does not deceive, it hallucinates. LLMs are built on language prediction patterns and if there are no context guides to drive the conversation, it will fill the gap with the statistically closest topic or data.

Ai can't do math (yet)



Symbolic calculation is getting better but it generative Ai cannot do math well consistently. Oddly, it does better when phrased in the form of a Captain's log from Star Trek. It's true, Google it.

Ai can be biased



Programming an Ai is wildly expensive and cost prohibitive for the average person to do. Ai will only act onto the data it has been given. The possibility of it being biased or skewed depending on who was doing the programming is a point to keep in mind.

Ai use needs a fence



The Framework team all agreed that one of the main motivations was to present a "fence" that shows students what should and should not be done with Ai. Ignorance, or the phrase "no one said we couldn't!" needed to be erased from the student's excuse closet.

Being worthy to use Ai



If you can't land the jumbo jet on your own, you shouldn't be using the automatic pilot. Ai is designed to enhance your abilities not replace them. Too many students are not aware of the damage they do when relying on GPT to do their work for them.

Added value for students



Ai business expert Colin Cooper recently stated that Ai will be a part of the every day work place. Hiding students from this technology rather than teaching them how to use it will absolutely put them a step or more behind those that have the skills surrounding the use of these Ai tools.

GAiIT Level Summary

The GAiIT Frameworks may seem a bit vague at first read, but realize, too, that the vagueness is done with intention to account for many seen and unseen variations applied within educational settings. With that in mind, reducing each level to its least common factor so that it might apply to as many situations as possible became a design priority. Generative Ai represents an unprecedented tool for producing learning artifacts. Schools derived from western influence have a heavy bias towards the end product of the learning journey as a primary mechanism for assessing student learning. We as educators celebrate the magnificence of the summative assessment through its grandeur through point value often leaving behind the value of the learning process itself. This over-reliance on summative assessment and product-driven outcomes presents a particular type of vulnerability to Ai tools providing products that burgle the value of the learning process from the student. The focus for the GAiIT framework provides a fencing system for Ai use as well as shifts attention from the final product to the process that made it.



GAiIT Level 1

Full access to all generative Ai tools

- Ai is intentionally used as part of the assignment or is the focus of the completed final draft. Intentional usage to provide examples, instruct, derive information, acquire large amounts of information for analysis, practice intentional use of prompts to generate media. ^(cited)



GAiIT Level 2

Expanded Ai tools for moderated co-creation

- Ai use is permitted as moderated contributor to multiple stages of assignment building including the final draft. Contributor: Co-writing, co-authoring, image generation, infographics, etc... ^(cited)



GAiIT Level 3

Limited use of generative Ai permitted

- Ai use is permitted but limited to ideation & information gathering. Limited to: Generating ideas to start, general content area research, writing assistance, images, but may not make up any uncited portion of the final draft.



GAiIT Level 4

Basic Ai allowed

- Ai use is minimally allowed to help with writing clarity and polish final draft work. Limited to: Grammarly type programs for sentence structuring, tense agreement, spelling, word choices.



GAiIT Level 5

No Ai Services allowed

- Ai use not permitted during any part of the assignment preparation, drafting, quizzes, or production of final draft materials. Limited to non-Ai driven spell check like those built into word processing programs for written assignments.

Value
the
process
in the journey
for learning

As previously mentioned, Ai tools are prized for their ability to produce accurate, valuable, attention-grabbing results very quickly. In the business community, this ability to spill content into the social-mediaverse is of supreme advantage. By reducing work hours and increasing output the business' message spreads faster than ever. The message velocity is advantageous due to the fact that it's not process driven. Learning, education in general is a process which can be aided by Ai if it is helping the student better understand the process they are undertaking .

The GAiIT Framework seeks to **protect the process** of education and enrich it when able. Careful consideration should be taken by instructors as they plan out assessments. Create assessments both formative and summative that value the process of learning and the metacognitive reflection that comes with valuing the learning journey. **When Ai is used *Bona Fida* the application of Ai respects the reason why the assessment was provided in the first place.**

GAiIT Level 5

[NO AI ALLOWED]

A Situational Application: Discussion Post

The situation:

An instructor of one of the introduction to teaching foundations courses within a school of education introduces a video made by a critic of Maslow's Hierarchy of Needs.

The video summarized: The critic cites the notion that Maslow's research into the Blackfoot Indian Tribe revealed that his notion of self-actualization was in fact upside down. The Blackfoot saw self-actualization as inherent and at the base of the pyramid rather than at the top. The tribe leaders noted that actualization was the act of believing one's ability to constantly strive begins at birth and it's the community that nourishes this idea.

The assignment: The instructor then opened the assignment to the students. They were to create personalized response based on their own experiences both as a student and thinking as a teacher to the following question: "Is Maslow's Hierarchy inherent to the human experience or is it a learned construct created by our community culture?"

GAiIT Level (5): The instructor tells the students that their work needs to be their own with out any assistance from Ai.

A student's response:

Below are two student responses to the discussion post regarding the instructor's inquiry about Maslow's Hierarchy and this philosophical construct being innate to the human experience:

Student 1: *Maslow's Hierarchy of Needs, in its traditional form, seems more reflective of a learned construct shaped by our specific community and cultural values. As a student and future teacher, I've observed that many of the ideas we have about success and fulfillment are deeply influenced by the environment we grow up in. For example, the emphasis on self-actualization as the pinnacle of achievement seems more prevalent in individualistic cultures where personal goals and achievements are prioritized.*

However, in my experience working with diverse groups of students, I've seen that some cultures, like the Blackfoot, emphasize community and collective well-being as fundamental. This suggests that what we consider "higher" needs, like self-actualization, might be rooted in communal support from birth rather than a final stage of personal growth.

As a teacher, I'll need to be mindful that students' experiences of growth and achievement might not fit into a singular framework. Encouraging a more holistic and inclusive understanding of development, one that acknowledges cultural differences, will be key to fostering an environment where all students feel seen and supported in their individual and collective journeys.



Ai Accessibility

The accessibility to Ai would not have been a concern in this particular case due to the G5 GAiIT designation. In this situation, the students were enrolled in an online university that requires the ability to have access to the internet and by proxy, would have access to Ai.



Spirit of the Framework

One of the students acted in good faith and one of them blatantly ignored the G5 GAiIT level designation. Online courses, use discussion boards routinely as venues for self-reflection and connecting personal experiences with the course learning goals and internalize course information.



Once Case at a Time

The Framework should be applied in a case by case basis. Not all assignments have the same cognitive goals and mean to accomplish the same things. Careful consideration to the assignment learning goals need to be considered. Then assess how AI might present itself as a guide or helper if possible.

GAiT Level 5

[NO AI ALLOWED]

5

Student 2: *I recall a time when I was in 7th grade where, no matter how much my teachers or community pushed me, I was in no mental or emotional shape to exert any effort into my academic development and my steps toward self-actualization. My entire scholastic career was one academic success after another. I felt like school was so easy, it was like going to camp. My experiences of growth and discovery mimicked those noted by the Blackfoot leaders. School brought no challenge to speak of and should one have arose, I had brilliant parents to help me through any strife or complication. That was until my seventh grade year when my parents broke up and my once stable home was no more. Like all family splits there was a lot of fighting, yelling, and throwing of objects that had no value, now that the love was gone, and only rage remained.*

The break up of my family materialized my worst nightmare. My once impossibly awesome grades had slid into the gutter. I recall months of math classes where I would listen while sketching miserable hordes of miserable animals that reflected how I felt inside. My math teacher emailed my dad asking him about what might be going on at home. He explained with as much prudence as he could but took responsibility for my immobility in my work. I do not know how to accurately put the feeling that consumed me into words, other than when effort was required to become my better self, "I just couldn't." No motivation, no energy, no will to want to be better. I think back to times where my dad tried to help me with the scores of missing homework assignments I had. I think at some point he realized that I was just overwhelmed and he just did all the problems himself, perhaps out of guilt.

I don't recall who it was that noted all humans are emotionally wired the same regardless of culture, race, or upbringing. A smile was a smile and the wails of pain were still horrifying to endure. I fail to see how the Blackfoot Indians could ignore how emotional pain can inhibit any and all will to do what they inherently feel is the first layer of the personal ladder of self-discovery. I didn't want to discover anything other than how to get rid of the pain. Were broken hearts not part of Blackfoot tribal life? Was this aspect simply not observed by Maslow during his time embedded within the tribal community? I would say, based on my personal experiences with emotionally debilitating events, that self-actualization should be not be at the bottom as the Blackfoot suggest.

Promoting discussion:

One of these two entries was generated by ChatGPT 4o using the following prompt:

Imagine you are a student at a university in a teacher credentialing program. Read the prompt and then answer the question.

Prompt: The critic cites the notion that Maslow's research into the Blackfoot Indian Tribe revealed that his notion of self-actualization was in fact upside down. The Blackfoot saw self-actualization as inherent and at the base of the pyramid rather than at the top. The tribe leaders noted that actualization was the act of believing one's ability to constantly strive begins at birth and it's the community that nourishes this idea.

Answer this: create personalized response based on their own experiences both as a student and thinking as a teacher to the following question: "Is Maslow's Hierarchy inherent to the human experience or is it a learned construct created by our community culture?"

Additional questions for further discussion:

Which one of the two entries was generated by the prompt listed previously?

What criteria did you use to determine the Ai generated response? Discuss all that apply here.

What do you feel was the instructional goal of the assignment?

This assignment was classified as a GAiT Level 5 by the instructor. Why did the instructor insist on the use of this level?

What course of action should the instructor take when addressing the student's disregard for the G5 designation?

GAiIT Level 5

[NO AI ALLOWED]



When “Bona fide” is broken at level 5.

Identifying Ai intervention at this time in it’s development is less challenging than it will be in 8-12 months. For the time being, the following list can provide tell-tale evidence of Ai involvement.

Mechanical impersonal opening statements - Statements, sentences, that feel hollow, objectively and personally non-directional, smells of platitudes, or overly neutral.

The over use of bullet points - Ai is very efficient with its communication and will often create bullet points to minimize dialog, doing so in places that human writers tend not to use them.

Listing of content in paragraph form - An advanced form of bullet points, a term or statement will be used followed by a dash to offer a further explanation. This format is widely used by GPT and Gemini.

Speaking in third person when the object of the lesson is to have a first person reflection - Ai tends not to write from its own perspective and will create responses in third person. If a blog post (usually first person) is in third, that could indicate sloppy use of Ai.

Overly mechanical and formal writing free of linguistic euphemisms used by native speaker - Native English speakers can use oddly paired words or semi-slang to communicate, like “wicked smart” or “overly indulge” to make a point more visual or emotionally impacting. Ai does not write that way, though, students who learned English as a second language in a formal setting could be mistaken for an Ai due to their lack of nuanced language and use of competent grammar.

The use of the phrase, “In conclusion,” - Ai uses this phrase to wrap up it’s arguments almost every single time. It’s clinical, by the book, and hardly ever used by experienced English-speaking writers when wrapping up written arguments.

Perfect grammar and an under use of “this”, “that”, and “it” pronouns. - In posts, students write like they talk and have a tendency to leave out direct objects nouns in favor for pronouns.

GAiIT Level 4

[BASIC AI FUNCTIONS PERMITTED]

- A.I. use is minimally allowed to help with writing clarity and polish final draft work. Limited Ai such as Grammarly which offer options for sentence structuring, tense agreement, spelling, word choices.



Basic Ai use is permitted

Description:

All content must originate from the student through their own cognitive and creative efforts without assistance from Ai-generated ideas/concepts, content, images, or video. At this level, pre-planning with Ai would be off-limits due to the constraints of the assignment

Academic situations where LEVEL 4 is applied

Assessments that involve research or expository writing as a final draft. Student work of this type is often practice for higher-stakes assessments in which no AI will be permitted and the student will be left with the experiences or content acquired during the learning process. If the student's performance on the assessment requires a demonstration of those learned experiences or content and the communication of the students' message within the written document can be enhanced or streamlined without altering the content, Ai tools may be applied to achieve this goal.

LEVEL 4 assignment types

Assignments must be written by the student but may be adjusted by AI (such as Grammarly - basic functions) to make the written material more efficient for the reading audience.

Assignment types may include but not limited to:

| | |
|------------------------------------|--|
| Essays | Poetry |
| Research papers | Original creative works |
| Lesson plans (when first learning) | Editorials |
| Manuscripts | News articles / journalistic documents |
| Written lab documents | |

Citation format required

As Ai is not contributing in any way at this point, no citations are required.

GAIIT Level 4

[BASIC AI FUNCTIONS PERMITTED]

A situational application: Written Assessment

The situation:

An instructor for adolescent learning psychology class creates and posts information about an upcoming signature assignment that will connect all of the previous course elements together.

Signature assignment topic: Imagine a classroom of students whose ages range from 14 to 16. Independent of the subject matter, choose one of the major learning theories covered in the last few weeks and evaluate if that theory is competent to address the learning needs of the modern student who has grown up hyper-focused on professionally produced social media, mobile entertainment, and instant feedback.

The assignment: The assignment is to a written paper in APA 7 format and properly cited. The goal is to show mastery over the material by assessing previous learning psychological models against the modern digital learner.

GAIIT Level (4): The instructor tells the students that their work needs to be their own and for the sake of the assignment, the only resources that can be used are those that have been included in the course. Internet searches are permitted, but only to expand on the sources that were used within the course. The instructor notes this assignment is a final draft and needs to reflect that level of polish.

Students' responses:

Below are sections taken from two student samples from this assignment:

Student 1: *The intention is well suited for adolescent learning. Constructivism posits the utility of doing and, therefore, expects some level of interaction between the student and the specific learning task, not a family of the task, but the actual task. Dell and Hobbs (2023) noted in their reproduction of a 1998 Hofstadter study that the closer the training is physically to the actual task, the greater the fidelity the learner has when reproducing the task in real-life surroundings. The Dell and Hobbs study focused on two groups learning to repair a computer. The first team of five students was provided a computer simulation to drag and drop computer components into their proper spaces. The second team was provided with actual computer components and a visual map of each part's location. Each team was allowed to train for an hour. The results presented a cataclysmic success gap between the two groups. The group, using real tools and components, saw each student complete the rebuilding task but did it 500% faster than the first group, which only used a software simulation. In addition, not all of the first group members completed the task. Two of the members quit when they hit cognitive roadblocks.*

The modern student, through no fault of their own and the pervasive under funding of public schools, relies too heavily on virtual training to teach students. A 2022 study by the California Department of Education indicated that the number of STEM training shifting to digital representations of what used to be hands-on experiences rose by over 1000% between 2012 and 2022. When schools questioned this change of events, diminishing budgets were the number one reason for the reduction in using reality in student learning. Despite claims made by the CDE and other government bodies that constructivism is alive and well in California schools, the data would suggest otherwise.



Ai Accessibility

According to the GAIIT, G4 levels allow for basic AI usage like that found in the Grammarly App which can change sentence structure to increase readability. A free version of Grammarly exists, however full access to it's more extensive tools requires a subscription which provides a possible financial discrepancy among students.



Spirit of the Framework

The Bona Fide violation can often be very easy to spot. In the case of academic writing, ChatGPT does not (yet) have the capacity to cite references in a way that is congruent with APA 7 standards. The Ai will show you a list of it's sources but, in the case of ChatGPT 4o they are often not peer-reviewed nor are they in the right format.



Once Case at a Time

Academic writing assignments are not identical. In this particular assignment, the instructor put a specific emphasis on the student's thoughts and impressions about constructivism. Mandating the inclusion of personal anecdotes helps make assignments produced by Ai stand out more.

GAiT Level 4

[BASIC AI FUNCTIONS PERMITTED]

4

Student 2: *Despite its strengths, constructivist learning theory also presents several challenges when applied to students conditioned by instant gratification and constant digital stimulation.*

Attention Span and Patience: Constructivist learning often requires students to engage in longer, more involved processes of exploration, inquiry, and reflection. This can be difficult for students who are used to receiving information in short, easily digestible bursts. The constructivist classroom may struggle to maintain the attention of students who have developed shorter attention spans due to the rapid consumption of digital media.

Delayed Feedback: In a world where students receive instantaneous feedback from social media, the slower, more reflective nature of feedback in a constructivist classroom can feel frustrating. Constructivist approaches often involve self-assessment and peer feedback, which may not provide the immediate validation that students are accustomed to. This could lead to disengagement if not managed properly.

Balancing Technology with Inquiry: While modern students are comfortable using technology, integrating it meaningfully into a constructivist classroom can be challenging. There is a risk that technology, rather than being a tool for deeper learning, becomes a source of distraction. Constructivist pedagogy requires careful integration of technology to ensure that it enhances inquiry and problem-solving rather than reinforcing passive consumption of content.

To effectively address the learning needs of modern students, educators may need to blend constructivist principles with other pedagogical approaches that align more closely with students' digital experiences. One way to do this is through the use of gamification and game-based learning, which can provide the immediate feedback and reward systems students are accustomed to while still promoting deeper learning. Additionally, flipped classrooms—where students access information via multimedia resources at home and engage in hands-on, inquiry-based learning during class—can bridge the gap between students' digital lives and the constructivist emphasis on active learning.

Promoting discussion:

One of these two entries was generated by ChatGPT 4o using the following prompt:

Write a 1000 word essay on this topic:

Imagine a classroom of students whose ages range from 14 to 16. Independent of the subject matter, evaluate the use of constructivist learning theory and determine if it is competent to address the learning needs of the modern student who has grown up hyper-focused on professionally produced social media, mobile entertainment, and instant feedback.

Additional questions for further discussion:

When questioned, both students stated they only used Grammarly's basic AI functions. Which one of the two entries was generated by ChatGPT 4o in under 10 seconds?

What criteria did you use to determine the Ai generated response? Discuss all that apply here.

What do you feel was the instructional goal of the assignment?

This assignment was classified as a GAiT Level 4 by the instructor. Why did the instructor insist on the use of this level?

What course of action should the instructor take when addressing the student's disregard for the G4 designation?

When “Bona fide” is broken at level 4.

Identifying Ai intervention at this time in it’s development is less challenging than it will be in 8-12 months. For the time being, the following list can provide tell-tale evidence of Ai involvement.

Mechanical impersonal opening statements - Statements, sentences, that feel hollow, objectively and personally non-directional, smells of platitudes, or overly neutral.

The over use of bullet points - Ai is very efficient with its communication and will often create bullet points to minimize dialog, doing so in places that human writers tend not to use them.

Listing of content in paragraph form - An advanced form of bullet points, a term or statement will be used followed by a dash to offer a further explanation. This format is widely used by GPT and Gemini.

Speaking in third person when the object of the lesson is to have a first person reflection - Ai tends not to write from its own perspective and will create responses in third person. If a blog post (usually first person) is in third, that could indicate sloppy use of Ai.

Overly mechanical and formal writing free of linguistic euphemisms used by native speaker - Native English speakers can used oddly paired words or semi-slang to communicate, like “wicked smart” or “overly indulge” to make a point more visual or emotionally impacting. Ai does not write that way, though, students who learned English as a second language in a formal setting could be mistaken for an Ai due to their lack of nuanced language and use of competent grammar.

The use of the phrase, “In conclusion,” - Ai uses this phrase to wrap up it’s arguments almost every single time. It’s clinical, by the book, and hardly ever used by experienced English-speaking writers when wrapping up written arguments.

Does not cite sources in APA format - Ai has its own citation mechanism that it has been programed to present. It is not the same as APA. Long formal written pieces with no citations, especially when there are clearly sources mentioned, could be a sign that the text was derived from an Ai response.

GAiIT Level 3

[LIMITED GENERATIVE AI PERMITTED]

- Ai use is permitted but limited to ideation & information gathering. Limited to: Generating ideas to start, general content area research, writing assistance, images, but may not make up any uncited portion of the final draft.



ChatGPT



Perplexity



GEMINI



Bing AI

Limited Generative Ai Permitted

Description:

Ai can serve as an assistant to the ideation process, providing a guide to research or work in a specific direction. Ai can provide ideas and options and serve as a consultant for project or lesson plan starting points to help overcome the inertia of beginning the project.

Academic situations where LEVEL 3 is applied

Most academic work at the university level will likely fall under this category unless expressly indicated by the course designers. GAiIT level 3 could be considered the “default” setting for Ai inclusion, the key to success at G3 centers on citing the use of Ai where appropriate.

Bona Fide at this level states that if Ai is used to do any of the cognitive work, the contributions made by the generative Ai will need to be cited. Without citations, there's a risk that student work may come under more intensive review and viewed as academic plagiarism.

LEVEL 3 assignment types

Ai is sequestered to provide a starting point for a complicated process, providing a basic outline or initial insights, but does not contribute to the content of the final product. Ai facilitates the planning process so that the student may more efficiently address the key elements in the assignment. This level is particularly useful when the student will need to acquire additional skills to complete the assignment that were not part of the core instruction. For example, if the student is asked to produce a certain type of presentation, has little idea how to produce that type of presentation, nor has been explicitly instructed on it. The Ai could produce an instruction set for the student to learn how to accomplish the task at hand. The project is a means to express learned knowledge and not the point of the classes learning objectives.

Citation format required: Use APA 7 software citation

General Format:

Company. (Release year). Ai Name (version) [type of ai used]. Website address

OpenAI. (2024). ChatGPT (v4.0) [Large language model]. <https://chat.openai.com/chat>

In-text Citation:

(OpenAi, 2025) - the date represents the date the prompt was entered and response created

Example APA 7 Format

for ChatGPT both for reference section and in-text citation.

GAIIT Level 3

[LIMITED GENERATIVE AI PERMITTED]

A situational application: Instructional Project

The situation:

At the end of an educational methods and instructional design class the instructor asks the students to use their newly found OmniDoc technical and creative abilities to demonstrate their technical skills, instructional design knowledge, and their command over content instruction pedagogy.

Signature assignment topic: The topic of the OmniDoc is at the student's desecration. They are suggested to design one in the content area in which there are currently or will at some point be a teacher. At least one educational design theory should be evident and each OmniDoc will be a summary describing the design process, educational theories applied, and the engagement hook the student decided to include to grab the student's interest to engage the OmniDoc for learning.

The assignment: The OmniDoc is a PDF created in a presentation app or a document design app which has active icons that link to other parts of the document or online resources that provide the student exactly what they need to learn exactly when they need it. The educational media development class asks the students to make one of these on a topic of their choice.

GAIIT Level (3): The instructor invokes a G3 - that Ai can only be used for ideation, pre-planning, and research to gather information to assist in the construction of the project, though no Ai generated materials may be incorporated into the final version of the project. If any Ai was used to plan or generate ideas it should be noted on the reference page at the end of the document.

Students' response:

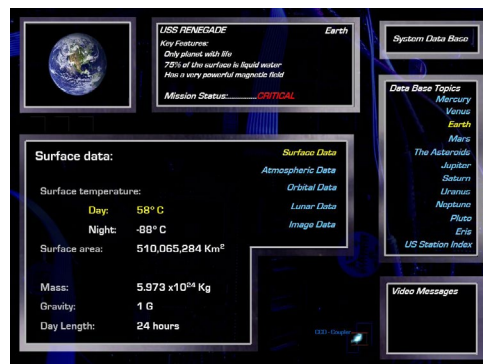
Below is the process used by a student to generate their OmniDoc for the course. In this example, we will follow the build process exhibited by the student. Our task will be to evaluate if the GAIIT Level 3 expectations were followed

Project Goal: *The student selects an 8th grade Earth Science set of standards to design the OmniDoc around. The goal was to create a OmniDoc that connected a series of slide decks together in a way that would allow students to access planetary information without the need for going out on the internet to get it.*

Step 1: *Student curates a list of data about the planets using ChatGPT. Student provides the information needed for the required learning and asks the Ai to collect that information and also provide a source to be able to double check to make sure the Ai wasn't hallucinating.*

Step 2: *The slide deck is supposed to look like a computer interface where learners can click links and be provided information about each of the bodies in the solar system. The student then asks Google to show images of spaceship computer interfaces. The student finds that feels right for the project design and uses it as the background for all the slides in the slide decks.*

Step 3: *Student begins to design and incorporate science data into the first set of slides (right).*



Click the slide to download a PDF of the deck.



Ai Accessibility

Any student that has access to any Ai, even the ones that are free, has a clear advantage over other students. This project could have been done without Ai but due to the projects ambitious goals, Ai played a role in planning and instructing the student on how to use the technology that would house their OmniDoc. Would this assignment be equitable for all students?



Spirit of the Framework

GAIIT Level 3 allows the use of Ai in the back end of the assignment planning. The line between G3 and G4 lies in the application. If the use is only for planning and supportive instruction, its G3. If any part of the Ai's contribution appears in the final draft at all, the assignment is then a G4.



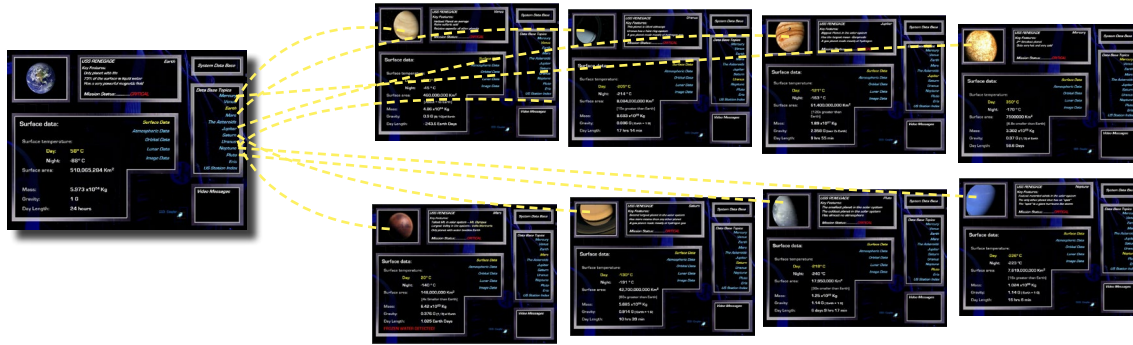
Once Case at a Time

This assignment example could also have been a G4. Not because it included Ai in the final draft. G4 represents the MAX Ai that can be used. Anything below that is OK, too.

GAiT Level 3

[LIMITED GENERATIVE AI PERMITTED]

Step 4: Student is not sure how to plan out the linking strategy for the multiple slide decks. The goal is to have each slide deck store information about solar system bodies and then be able to link them to one another in a sort of close loop. After Google searching with no luck, she uses the BING Ai to describe a way in which multiple deck linking can be accomplished. BING supplies a protocol, but the student isn't exactly sure if the Ai is hallucinating. Following the steps provided by BING, the student sees the first three steps are accurate, but the others do not. However, BING provided enough information to see how to connect multiple slide decks together.



- Step 5:** After entering all of the planet and solar data into each of the slides for each planet, the student looks to acquiring images for each of the planets from the internet. Google Images provides a wide array of images some are from NASA and some are from other non-government sources.
- Step 6:** All the files are exported to PDFs and put in the same folder because the student used the “absolute link” method that was suggested by the Ai.
- Step 7:** Student tests the links and finds a few were dead and did not lead anywhere. The link was corrected in one document and then pasted into the others so they would have the same problem fixed. After fixing the linking issues, the OmniDoc functioned as it was intended to from the original plan.

Promoting discussion:

Will the student's project be in violation of the GAiT Level 3 framework? Let's dissect the possible areas where the framework guides may have or may have not been surpassed.

Additional questions for further discussion:

- Was the use of the Ai in this case limited to only planning and project guidance?
- Did any part of the Ai's contribution appear to end up in the final draft of the project?
- Was this student properly adhering to creative commons copyright when the internet images were used?
- How would this student properly cite how they used Ai for this project?
- Could this project have been an acceptable submission for any other of the GAiT Levels?



When “Bona fide” is broken at level 3.

Level 3 allows for Ai inclusion at a level that requires a different lens of examination. In addition to the previous points of analysis, more detail needs to be placed on the process. Level 3 allows for preparation, planning, and instructive guidance on the back end of the assessment, though none of the Ai’s unprocessed work should be in the final draft.

In addition to the aforementioned criteria:

- △ Mechanical impersonal opening statements
- △ The over use of bullet points
- △ Listing of content in paragraph
- △ Speaking in third person when the object of the lesson is a first-person reflection
- △ Overly mechanical and formal writing free of linguistic euphemisms used by native speaker
- △ The use of the phrase, “In conclusion,”
- △ Does not cite sources in APA format

We will also include these evidence pieces to look for Ai in the final draft of content assessments:

Watermarks from Ai generation tools - Ai will often “sign” its work by putting a watermark on the image or other digital output. The mark is typically found in the lower left or lower right-hand corners

Project presents overly generic images - If not carefully choreographed, the characters in an Ai generated image appear aloof and disconnected from their environment. Two or more Ai characters in an image might not make eye contact despite that particular element being important to the point of the written passage.

Images have more than two arms (This is improving quickly) - While a source for some quality laughs, Ai’s spacial intelligence is still growing and often forgets the limits of human biology, or animal for that matter.

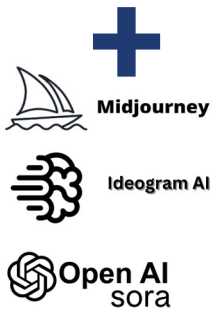
The corona and iris of Ai generated people is not perfectly circular (This is improving quickly) - Ai images often corrupt the circular nature of the iris and cornea when producing images of human faces. Distortion is more frequent and noticeable as the number of people in the image increases.

The PPT or slide deck has a “logo” in the bottom right or left corner - Ai generation engines specializing in slide deck creation will put a small logo in the bottom right or left corner. If imported into PowerPoint it can be edited out, so look for graphics that consistently appear in that part of the screen designed to cover up a generative Ai logo.

GAiIT Level 2

[EXPANDED USE OF GENERATIVE AI PERMITTED]

- Ai use is permitted as moderated contributor to multiple stages of assignment completion including the final draft. Contributor: Co-writing, co-authoring, image generation, infographics, etc... ^(cited)



Expanded Generative Ai Permitted

Description:

Ai serves as a content creation collaborator to provide content used in the final draft of an assignment. Ai Collaboration includes using generated images, videos, or text productions to augment or enhance a final product in a manner that suggests co-creation.

Academic situations where LEVEL 2 is applied

The G2 GAiIT level may include courses that teach students how to produce professional-grade subject-specific content. G2 would be ideal for implementation when most of the learning process is complete, and the assessment focuses on the product's quality. Still, they may need to gain the technical or artistic skills to produce assessment work that would be considered exciting or visually engaging in instances where students make a video to discuss their ideas, conclusions, evaluations, and the like. For example, a student creates the proposal content, and the Ai might produce the design elements of the presentation to enhance the aesthetic engagement elements of the presentation. The student's content contribution to the project demonstrates the student's knowledge and abilities, whereas generative Ai creation engines support the project's professionalism and included in the final draft.

LEVEL 3 assignment types

The student and Ai will write, design, or enhance assignments as a collaborative team. These types of assignments are typically projects, compilations of works, presentations, or something that may rely on aesthetic properties beyond the student's ability to produce.

For example, a literature teacher presents a project where students will make an entire Literature News magazine based on the works they have collected across the semester. The students must have a minimum of three of their own pieces or work in the magazine, and Ai can produce the other 7. The magazine must be fully illustrated along the themes of the articles within the magazine. There must also be two full-page ads for literacy-based products students reviewed during the term.

Citation format required: Use APA 7 software citation

General Format:

Company. (release year). AI Name (version) [type of ai used]. Website address

OpenAI. (2023). ChatGPT (v3.5) [Large language model]. <https://chat.openai.com/chat>

In-text Citation:

(OpenAi, 2023) - the date represents the date the prompt was entered and response created

Example APA 7 Format

for ChatGPT both for reference section and in-text citation.

GAIIT Level 2

[EXPANDED GENERATIVE AI PERMITTED]

A situational application: e-Magazine, “The Lit”

The situation:

At the conclusion of a literacy methods class the instructor challenges the students to use a combination of Ai-generated media and work they had done during the course to create a grade level appropriate issue of the electronic magazine or e-zine called “Lit.” The student only has 5 days to produce it.

Signature assignment topic: The topic of the class primarily centered around cognitive disabilities surrounding literacy, reading, and communication. As there are dozens and dozens of these disabilities covered in the course, they pick 10 to focus on that were most applicable to their grade level.

The assignment:

The “Lit” E-zine: Select 10 different grade level appropriate literacy deficiencies. Students will select three pieces of their own work during the semester and polish it to be publishable in their issue of “Lit” electronic magazine. The other seven articles may be generated in cooperation with a suitable generative Ai (ChatGPT 4o, etc...). Students may also use their own artwork to populate the articles or may team up with an Ai image generator to produce your stylized article-enhancing support images. Also, within the student’s issue of “Lit” they will create two different ads that address literacy challenges. One is done by the student and the other can be created by Ai. The instructor provides links to a few MS Word-based magazine templates and two sites that offer free templates and ones for sale.

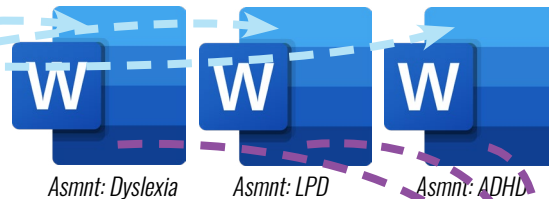
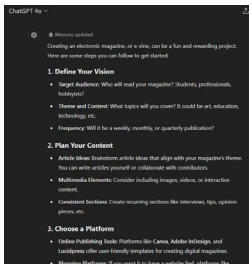
GAIIT Level (2): The instructor tells the students can (and probably should given the large quantity of work and the limited amount of time to produce and entire magazine issue) utilize Ai as a collaborative team member and the work of the Ai will be included and its contributions cited in the final draft of the assignment.

Students product:

This is the product production sequence for making a G2 (GAIIT Level 2) final project for a literacy course.

Planning: *These are students who study the science of literacy. They are not journalists, nor are they document designers. Since Ai was approved and encouraged, the student opens ChatGPT 4o and asks some questions about how to get started. (See Below). After some Ai assisted planning the student looks back into her work and finds three assignments that would be*

appropriate for her e-zine issue. The student locates three self-written papers written on literacy topics ...



Types of writing: *Academic articles are written with brevity and efficiency in mind and would bore casual readers to tears. These articles will need to be re-written to maximize readability.*



Ai Accessibility

As the assignments become more inclusive of Ai tools, recognizing the advantage retained by those with economic advantages raises in prominence. A lot can be done with free tools. However, individuals with affluence would be able to unlock more of those tools to use. Within an equity mind-set, how would the instructor respond to someone that has access to more Ai tools than others?



Spirit of the Framework

When Ai becomes a collaborator, the spirit of the framework only requires that the student put in at least half of the work. In this case, the student only contributes 3 of the 10 articles, but the higher-level organization, design, and project management is done by the student.



Once Case at a Time

Would the situation of making an e-magazine be any different here than producing an website of art pieces?

GAIIT Level 2

[EXPANDED GENERATIVE AI PERMITTED]

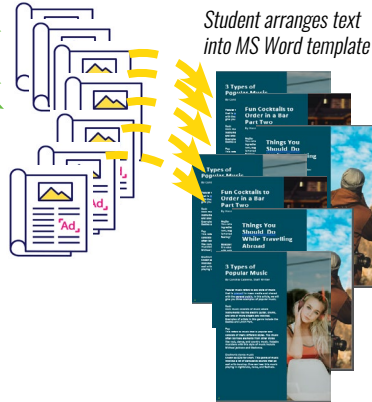
Project Manager: *The student takes on the role of project manager and editor, critically assessing all of the content, how it should read to properly address the audience, and guiding the other writer on the team (the Ai) to contribute material that is appropriate for the project. Should Gemini or ChatGPT output something that hallucinatory or off in some way, it is up to the wisdom and experience of the student (editor/project manager) to know how to correct the content or how to ask the Ai to write it again and the changes to include.*



ChatGPT

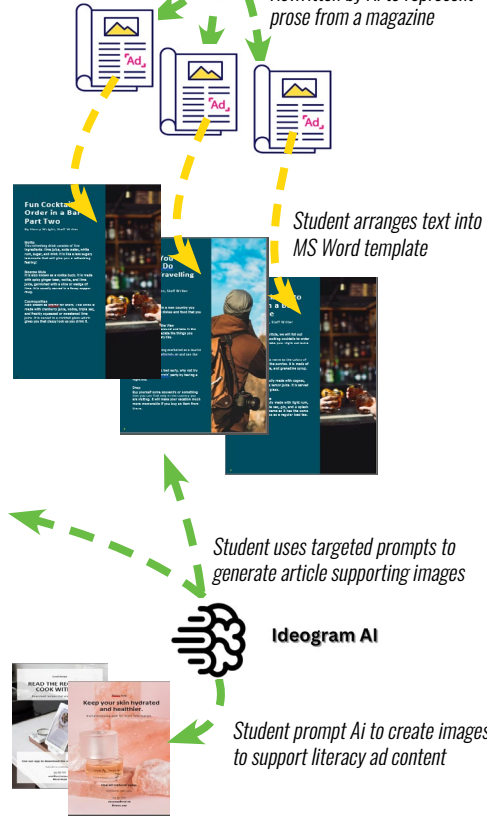
Ai Plays the role of the writing team and produces articles based on the student's topical guidance and prompting.

Ai Produces 7 more literacy articles written for magazine readers edited by the student.



Content from student's academic work

Rewritten by Ai to represent prose from a magazine



Promoting discussion:

From an instructional design perspective, was this summative assignment appropriate to assess the students knowledge of literacy related deficiencies?

Additional questions for further discussion:

Would the inclusion of Ai at this level demand so much technical focus the student could lose focus on the subject in which they are supposed to be demonstrating their understanding?

At this level of Ai inclusion, would it be of benefit to divert class time to demonstrate how to use these tools?

Does the inclusion and practice with the Ai provide an added value to the learning the student did in literacy (or any other subject that might demand this much Ai inclusion)?

How would you, as the instructor or course designer, rate the quality of the assessment product in terms of its finished quality professionalism? How do you think it would compare to a similar assignment where students a PowerPoint slide presentation or wrote a traditional academic paper?

Which of the aforementioned assessment types (including the e-magazine) would be most likely to be shared with the students professional peers?



When “Bona fide” is broken at level 2.

The Ai has officially be invited in as a co-creator and collaborator in the assessment. Essentially, the Ai will be the work-horse and the student would absorb a more managerial role evaluating and revising the work produce by the Ai towards any given project. In the example provided for GAiIT Level 2, we watched the student undertake the enormous task of building an entire e-magazine on their own. Well, not entirely on their own. Of the 10 articles Ai would write 7 of them and potentially re-write three of the student’s more academic reading pieces. Although the Ai is taking on a substantial amount of the work, the student has to process the output ensure that the e-zine (or other project) emerges with both its written and visual content tightly arranged around the content of the article.

When looking for Ai in writing assessments:

The e-zine assignment is supposed to sound conversational and human-like which will require a fair amount of editing from the student. Magazines very rarely communicate like white-papers, and Ai tends to communicate like that in written form we might be looking out for some of the same things:

- △ Mechanical impersonal opening statements
- △ The over use of bullet points
- △ Listing of content in paragraph
- △ Speaking in third person when the object of the lesson is a first-person reflection
- △ Overly mechanical and formal writing free of linguistic euphemisms used by native speaker
- △ The use of the phrase, “In conclusion,”
- △ Does not cite sources in APA format

When looking for Ai in project-based assessments:

NOT CITING THE WORK ATTRIBUTED TO THE Ai = #1 offence!! It was a collaborator; like any collaborator, their work should be noticed and acknowledged.

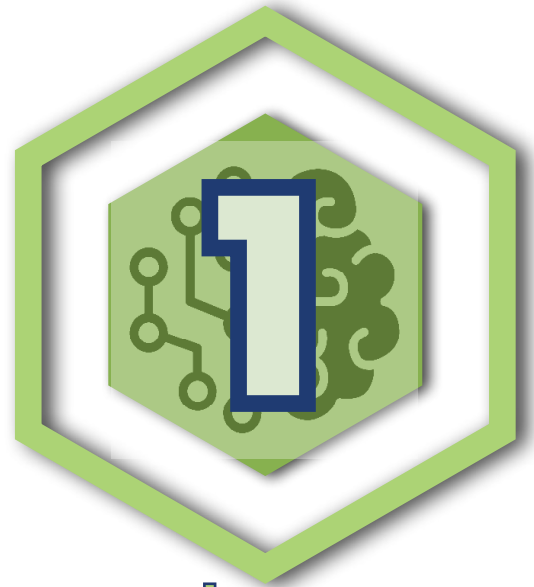
Canned titles - Magazine and non-academic publications use double-entendres and puns in titles. A noted lack of these might indicate Ai made the title.

Images that seem out of touch from the article - Ai image generators use a prompt to signal them what to do, without specific prompts the Ai will fill in blanks with its own ideas. Often, these ideas are a little off. Most of the images for a targeted project would require several revisions before the image looks right for the written content. IF... the assessment is requesting the student produce their own images, overly perfect, proportional, aloof, and disconnected subjects are common in Ai images.

GAiIT Level 1

[OPEN ACCESS AI ENCOURAGED]

- Ai is intentionally used as part of the assignment or is the focus of the completed final draft. Intentional usage to provide examples, instruct, derive information, acquire large amounts of information for analysis, practice intentional use of prompts to generate media. ^(cited)



Ai generated image using Ideogram (2024).

Open Access Ai Encouraged

Description:

At GAiIT Level 1, Ai serves an intentional role and as part of the subject matter to be evaluated or utilized. As part of the assessment, students must use a specific Ai tool or tools to accomplish the assignment's goals.

Academic situations where LEVEL 1 is applied

Level G1 may be implemented into courses and into assignments where content area fundamentals have been taught and assessed. At this level students have proven worthy to use the Ai tools at a higher level. Generative Ai makes a timely inclusion when the PRODUCT of the learning is the focus and not the process. Additionally, the Ai could be used in a tutorial role for writing exercises where students learn how to write using more academic language. The Ai produces the content where the academic language has been turned up, and the student analyzes the changes and how to improve their own work in the future.

LEVEL 1 assignment types

Assignments in which the student observes and analyzes two or more different outputs from several Ai on a single set of inputs or criteria. The output is then the focus of student analysis, discerning important or significant differences between various Ai tools.

Assignments that require Ai to practice acquiring and analyzing data output from various Ai models or collecting media from multiple sources to synthesize them into a coherent product.

Assignments where the goal is to improve a skill, such as academic writing. Ai could take samples of a student's written work and then demonstrate output that includes examples of academic language and how to use it properly.

Citation format required: Use APA 7 software citation

General Format:

Company. (release year). Ai Name (version) [type of ai used]. Website address

OpenAI. (2023). ChatGPT (v3.5) [Large language model]. <https://chat.openai.com/chat>

In-text Citation:

(OpenAi, 2023) - the date represents the date the prompt was entered and response created

Example APA 7 Format

for ChatGPT both for reference section and in-text citation.

GAiIT Level 1

[OPEN ACCESS AI ENGAGED]

A situational application: Learning Academic Prose

The situation:

A student returns to university after years of work in the field to get a master's degree. Years have passed since the student has written anything in an academic format. The student admits being unskilled at academic writing the last time university classes required it. This type of student is frequent in this program, and the course instructors have created assignments to help facilitate a better understanding of the structure and tone of academic prose.

Assignment topic: Learning how to identify, critique, and produce a piece of academic writing on a topic related to the student's work career.

The assignment: Students are provided with five paragraphs on various topics related to their work field. These paragraphs were taken from blogs and magazines that used informal conversational written language. The students copy and paste the sample text into ChatGPT 4o, and (assuming the prompt engineering level of the student is low) this prompt is provided for the student to use to guide the Ai to do its job.

Prompt: In the role a professional academic journal editor, take the following sample text and re-write it to reflect the sort of writing that would be considered professionally academic and worthy of being published in a scholarly journal.

After each of the five writing samples is entered and rewritten, the student's responsibility requires them to:

1. Compare and contrast the sentence structure, and vocabulary.
2. Create a list of commonly used academic words and phrases that were used in all five articles.
3. Write a personal reflection about your experiences with academic writing citing specific times in your past that you struggled and how the Ai demonstration has impacted your academic writing ability.

GAiIT Level (1): The instructor uses Ai to produce part of the assignment, provides prompts that will provide the outcome they require, and attempts to build this assignment in a way that Ai cannot be used to complete the entire assignment without blatantly sounding like an Ai response. Promoting the use of the student reflection and commentary lowers the probability that Ai could be used to complete the same task.

Non- academic text used for demonstration (sample 1):

The National School Lunch Program provides nutritious meals for over 28 million students each day. Students living in low-income households can receive meals for free or at a reduced price. However, there can be barriers to participating in school meals for all these families, including the stigma associated with receiving free meals or day-to-day challenges completing school meal applications. Many families are also not eligible for free or reduced-price meals but may be struggling financially. Overall, this can lead to school meal debt if a child eats breakfast or lunch at school but the family cannot afford the cost.

In March 2020, Congress realized that more students might face food insecurity – not having consistent access to enough nutritious food – due to school closures in response to the COVID-19 pandemic. So lawmakers temporarily authorized the U.S. Department of Agriculture to provide school meals at no cost for students nationwide and to give schools more flexibility in terms of how they could distribute food to families with children. Though, when people from the congress looked into the appropriations of the food, yeah, they were stunned to see that 50% of that food was wasted on campus.



Ai Accessibility

Accessibility can mean more than the ability to go to the appropriate website or have the right kind of hardware to run the software. Know-how is a particular kind of gatekeeper. Lack of operational knowledge can be a barrier to access in very specific ways. Instructors and instructional designers may wish to take additional course time to provide overt training on how to use the Ai technology being mandated in G1 assignments.



Spirit of the Framework

The work sample provided a solid example of a student working within the spirit of the framework by providing unique conversational type reactions that can easily be seen as written by a person and not an Ai.



Once Case at a Time

As noted earlier in the document, G1 level assignments may be few and far between. As yet, there are only a handful of assignment types fitting of a G1 designation. Ai Acting like a tutor, as was in this case, is one of the more common examples.

GAiIT Level 1

[OPEN ACCESS AI ENCOURAGED]

The re-written text taken from ChatGPT using the previously mentioned prompt:

The National School Lunch Program (NSLP) serves as a critical initiative, providing nutritious meals to over 28 million students daily, particularly benefiting children from low-income households who are eligible for free or reduced-price meals. However, several barriers hinder access to these meals, such as the social stigma associated with receiving free meals and the logistical challenges families face in completing meal applications. Furthermore, a significant number of households who do not meet the eligibility criteria for free or subsidized meals may still suffer financial hardship, which can result in school meal-related debt when students consume meals that their families cannot afford.

Moreover, In response to the COVID-19 pandemic and the resulting school closures in March 2020, Congress acknowledged the heightened risk of food insecurity among students, defined as inconsistent access to adequate nutritious food. To address this concern, lawmakers temporarily authorized the U.S. Department of Agriculture (USDA) to provide meals at no cost to all students nationwide and to offer greater flexibility in meal distribution to ensure that children continued to receive adequate nutrition despite the disruptions. However, subsequent investigations into the allocation of these resources revealed that up to 50% of the food provided was wasted on school campuses, raising significant concerns regarding the efficiency and effectiveness of the program's implementation.

Student response to the first text sample:

1. Compare and contrast the terminology, sentence structure, and vocabulary:

The first criterion that stood out was the inclination to put the organizational abbreviations in the text. Abbreviation happened twice in the first article. Also, words were switched out: for example, the sentence starting with the phrase "there can be barriers." Ai re-wrote the sentence to give it a more active and less passive tone. The Ai changed the phrasing to, "several barriers hinder access" which gives the reader the idea that barriers actually exist in contrast to potentially existing barriers. The Ai included more sophisticated language, such as "Congress acknowledged" rather than "Congress realized". To me, the difference between the two phrases is noticeable. In addition, the word "However" would always start a sentence. It would never be found as a transition between two thoughts in the same sentence. Furthermore, when speaking of "it," these object pronouns were used very sparingly, if at all. Most of the time, the Ai rewrite simply included the name of the object rather than using "it" or "them."

2. Create a list of commonly used academic words and phrases that were used in all five articles

The Ai included more sophisticated language, such as "Congress acknowledged" rather than "Congress realized". To me, the difference between the two phrases is noticeable. The word "allocation" was used twice to demonstrate the distribution of something in a more sophisticated manner. The word "though" was almost always replaced with the word "However." In addition, the word "However" would always start a sentence. It would never be found as a transition between two thoughts in the same sentence. The word "moreover" was commonly used to transition ideas that were different but addressed the same general topic. The word "significant" provided a more academic way of saying "important," which sounds more pedestrian and less academic. The term "furthermore" also took on a transitory role for the reader, moving them from one related point to the next.

3. Write a personal reflection about your experiences with academic writing citing specific times in your past that you struggled and how the Ai demonstration has impacted your academic writing ability.

The Ai rewrites introduced several significant elements to my writing that I was unaware were "dumbing down" my written communications. In my undergraduate days, I didn't do a lot of writing as an engineer, but on the off chance I had to research and write something, I did not use these words. Until now, I wasn't aware that certain key trigger words scream out "NERD!" or rather "expert" on any specific subject. I was a chronic user of the "it" and "them" pronouns and it lacked the direct specificity to which I was talking. Using the actual words would have made the text carry more expert-level weight.

Promoting discussion:

Evaluate the use of the G1 Level designation and debate if this assignment could have been done any other way at a different GAiIT level designation?

Additional questions for further discussion:

How would you describe the role Ai played in the confines of this assignment?

Could this role be expanded in other ways to aid in the students learning goals for the assignment?

What measures were put in place by the instructor to inhibit the student from using Ai non-bona fide?

GAiIT Level 1

[OPEN ACCESS AI ENCOURAGED]



When looking for Ai in project-based assessments:

At Level 1, the Ai has taken on a whole new role. In assignments where generative Ai became the focus, the Ai adopted the role of the content provider, a teacher, instructor, guide, and source of information rather than a collaborator helping the student produce a final product. In our example, the Ai re-wrote blocks of sample text to make them read in a more academic manner. The student then took those responses and constructed a reflection - a personal reflection, one that exemplified the lived experience of the person doing the learning. If this sounds familiar, the reason might be the resonance with the sorts of limitations we experienced with GAiIT Level 5.

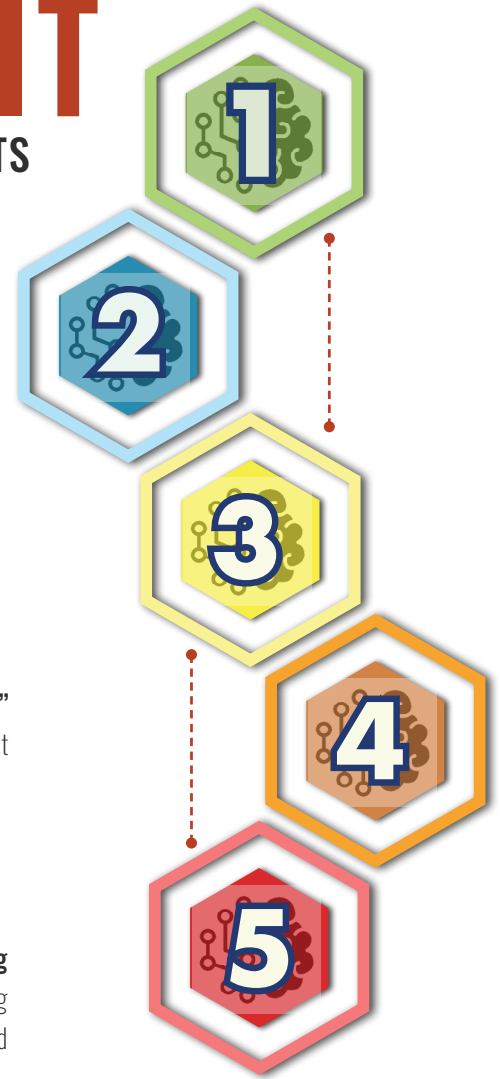
We have essentially come full circle. We started with students presenting their lived experiences and reactions to a given set of instructional criteria, and now at GAiIT Level 1, we find ourselves back at that very same place. However, the Ai has taken on the content delivery role, perhaps an instructional role, but certainly a role where the instructor of the course has utilized Ai functions to accomplish a greater quantity of instructional feedback than could be done without the Ai's assistance.

Therefore, for GAiIT Level 1, because of the need for the student's first-person reaction and feedback we refer back to the criteria we used back at Level 5:

- △ Mechanical impersonal opening statements
- △ The over use of bullet points
- △ Listing of content in paragraph
- △ Speaking in third person when the object of the lesson is a first-person reflection
- △ Overly mechanical and formal writing free of linguistic euphemisms used by native speaker
- △ The use of the phrase, "In conclusion,"
- △ Does not cite sources in APA format

How to use GAIIT

USING THE FRAMEWORK FOR BUILDING ASSESSMENTS



Consideration #1: The process or the product?

Ask the question, “Is this work about the process or is it about the product?”

Should the work be more about the process, consider using GAIIT Levels 4 and 5. Higher levels of restriction promote more self-reliant student work. If the work is more about the product, consider GAIIT Level 2, where the student and the Ai are collaborators in making a project that has professional-level presentation while the student orchestrates the synthesis between Ai generated text and media along with the nuances of the student’s learning experiences.

Consideration #2: What is assignment’s goal?

Ask the question, “What is the student proving to me by doing this assignment?”

Your GAIIT Level should support the goal of the assignment and discourage generative Ai use that would allow the student to have Ai do the cognitive work intended for the student.

Consideration #3: Does the student have all the resources?

Ask the question, “Does the student have access to every piece of learning material required of them to complete the assignment?” If students have everything they need for an assignment, this suggests a G4 and G5 considering the goal of the work would be to synthesize specific targeted knowledge. Ai would have a very limited role in work that requires the student to give meaning to new ideas and content.

Consideration #4: Is this quantity vs quality?

Ask the question, “Is this an assignment requiring students to create large volumes of content?” GAIIT Level 2 is supports instructors who want to put students in the position of content assessors vs content creators. For example, the student guides the Ai to write six or seven international news articles with images describing the events on a given topic. Once the content renders, the student acts as the editor and edits them in accordance with the information provide to the students in class. Assessments requiring high degrees of content consolidation from various provides idea situations for higher order thinking and information synthesis.



Ai generated image using Ideogram (2024).



When *Bona Fide* is Broken

What if the student exceeds the AI use threshold described by an assignment's assigned GAIT level?

When we drew up the GAIT Framework, we wanted two things in place.

- One: A way of communicating the limitations of AI usage for any assignment. The Icons communicate to the student what's encouraged and what is not permitted for the good of the assessment.
- Two: A path to take if the threshold level for AI usage appears to be breached and the student's work shows some clear markers of AI intervention.
- Guide: No known method exists to PROVE with 100% accuracy a document has AI generated text within it. That being said, the instructor should take on the role of the *inquisitor*, not the *accuser*.

Example: A student turns in an assignment with known AI markers in it.

Part one:

Reach out to the student and request that the student present their work orally, in a short summary.

Part two:

Should the student demonstrate the ability to freely and fluidly discuss their work without the aid of their document, this would be evidencing the student did the assignment and was able to internalize the key elements and meet the goals of the assignment.

If they cannot freely and fluidly discuss their work without substantial dependence on the AI-produced materials, this would suggest that the students have good faith operation expectations. At this point, given the evidence, the instructor may suggest that the student re-write the assignment within a 24-hour window and re-submit it.

Part three:

Teacher evaluates the assessment as if there was no incursion.

Student re-works the assignment in their own words and within the GAIT Framework threshold.

Student submits or emails adjust assignment, Instructor restarts the assessment process.

Student Neglects to turn in assignment with 24 hour period, assignment is considered late and NU late policies take effect.