Name(s):

Activity AI3.1: Using Generative AI Responsibly

AI tools can be used in a lot of ways to help students with writing, research, and editing. But at some point AI stops being a useful tool and crosses a line.

Imagine that a student is writing an essay for a class, and is deciding how to use generative AI to help, or whether to use it at all.

Looking at the chart below, identify the point where you think:

a. The essay is more the work of AI than the student
b. A teacher should give a lower grade because of the use of AI
c. The student is cheating on their assignment by using AI



AI created	**10-** Student has AI generate the entire essay and submit it to their teacher.
	9- Student has AI generate an essay. They review and edit the essay and submit it to their teacher.
	8- Student generates multiple AI drafts, and edits together the best parts to create their essay.
	7- Student provides all the information to include in the essay, but the AI generates the essay itself.
	6- Student writes their own draft, then generates an AI draft, and incorporates the best ideas to complete their essay.
	5- Student writes the majority of the essay, but has AI generate a few sentences where the student is struggling to express their ideas.
	4- Student uses AI as a research tool and verifies all information, but does all writing without AI.
	3- Student does all the research and writing without AI, but uses AI for feedback. Student makes all the changes themselves.
	2- Student does all the research and writing on their own, but uses AI to check spelling and grammar.
Student created	**1-** Student does not use AI for any research, writing or feedback.