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Teaching with generative AI: proactive guidance using the AI assessment scale

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Keywords

generative AI; online learning; Education, Nursing; Education, Distance

Abstract

Background: The integration of generative AI in healthcare presents a transformative opportunity to enhance critical thinking and conscientious use of this emerging technology among nursing students. The academic setting provides an ideal environment to teach future healthcare providers about responsible and effective use of generative AI, yet AI policies tend to be non-existent, vague or binary. Over thirty percent of undergraduate students are unsure if they are permitted to use generative AI in their coursework (Mowreader, 2024).
This poster describes an approach to guide conscientious and responsible use of AI for academic work in an online nursing course. Using an adapted version of the AI Assessment Scale (Perkins et al., 2024), we take a proactive approach to generative AI, aiming to support students' decision-making regarding the use of generative AI in their coursework.

Research questions: Does our adaptation of the AI Assessment Scale effectively set clear expectations for students regarding AI use?

Methods: The AI Assessment Scale was applied to each assignment across the course, providing students with instructions on permissible AI usage specific to each assignment. After each assignment in which AI was permitted, students completed a survey question about how they used AI. At the end of the course, students completed an anonymous survey to assess the scale's impact on their learning experience.

Results: Results will be available in March of 2025. We hypothesize that learners will appreciate the proactive AI guidance and anticipate helpful feedback that will enable us to adapt this approach for future course offerings.

DEI: The implementation of the scale promotes inclusivity by providing equitable access to clear expectations, ensuring that all students—regardless of prior experience with AI—understand how to integrate these tools ethically into their work.

Possible Applications: This approach could be adapted to other courses in our program and to other health sciences disciplines, providing a replicable framework for responsible AI integration in higher education.

Learning Objectives

1. Describe the AI Assessment Scale's application in education.
2. Summarize student perceptions of the scale's usefulness in guiding AI use.
3. Identify potential adaptations of the scale for broader educational contexts.

References

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