Engaging With Students About Possible AI Usage

GenAI Workshop
March 6-7, 2025

The following are questions you might consider using when you encounter a student that may have used AI in an assignment when they were not supposed to.

Questions for students to learn about their views on GenAI
This set of questions can be used to explore students' understanding of and experience with generative AI. These can be used early on to surface their concerns and help in considering what makes for an effective policy for them.

- Have you used any AI tools before? What was your experience and did they met your expectations?
- What do you think are the most effective ways to use AI tools for learning based on your past experiences?
- Can you identify any challenges or limitations you encounter when using AI in your learning?
- In what ways do you think AI can be misused in educational contexts? Why is that misuse? What is lost?
- How do you feel about using AI to assist with your assignments and projects in this course?
- What ethical considerations do you think are important when using AI tools for educational purposes?
- Based on your experience, how do you suggest we ensure that AI is used responsibly by students in this course?
- How could AI tools help you achieve the learning outcomes of this course? Are there specific tasks where AI could be particularly helpful?
- What skills do you think you might need to develop to use AI tools effectively and critically in this course?
- Have you encountered any biases in AI tools you've used? How did that affect your view of the tool or how you used it?
- What measures do you think should be implemented to prevent cheating or misuse of AI in academic settings? Is that even the right question to ask?
- What do you think it is appropriate for instructors to use generative AI in teaching and evaluating students? What's inappropriate?
- What are your thoughts on the fairness of using AI for grading or feedback in courses?

Question for students to demonstrate their process of work
This set of questions are questions to ask when you're curious to determine if a student did or didn't use generative AI. The questions are structured to help the student speak more about their process.

- Can you walk me through your process as a whole or around this portion of the work?
- What did you learn about this process that you would want others to know or try?
- Can you elaborate on how you developed your thesis statement/main ideas/central theme?
- Which part of the paper did you find most challenging to write, and how did you overcome it?
- What part of the writing process did you enjoy the most, and why?
- Can you discuss a specific argument or point in your paper that you feel particularly passionate or proud about?
- How did writing this paper change or reinforce your views on the topic?
- How did you end up deciding about [this point]?
- Why did you find it valuable to include [this point] in the work?
- How did you organize your ideas before writing?
- What was your strategy for integrating sources into your work?
- What source(s) did you find most useful or insightful in your work and why?
- Can you describe a particular source that significantly influenced your perspective?
- I know citation styles can be tedious; I know I struggle. How did you ensure your paper adhered to the required citation style?
- How did you approach the revision process for this paper?
- Can you give an example of a change you made during revision and explain why you made it?
- What feedback did you receive from peers or instructors, and how did you incorporate it?
- What new skills or knowledge did you gain from this assignment?
- Can you explain the connection between this paper and what we've discussed in class?
- If you had more time to work on this paper, what additional research or revisions would you consider?
- If you were to build upon this work, what might be the next question that you tackle?

Questions for Students who have used AI
This set of questions is set up for you to learn more about why a student chose to use AI, when they have shared using AI on course work.

- Were there any time constraints or external pressures that influenced your decision to use AI?
- How do you usually handle challenging assignments or tasks without using AI?
- What support systems or resources do you currently use for your studies?
- At what point did you decide to use AI?
- Why did you turn to AI and not a peer or the instructor?
- Did you try any other resources or strategies before using AI? If so, what were they and why did they not work for you?
- Can you describe how you approached the assignment before deciding to use AI?
- Why was this assignment different to lead you to AI?
- What was going on in your head when you did?
- What specific aspects of the assignment did you feel least confident about?
- What would have empowered you to move through the struggle?
- How do you think using AI impacted your understanding of the assignment's content?
- What benefits do you think AI provided that you couldn't find elsewhere?
- What did you learn by using AI? How do you perceive the role of AI in your learning process?
- What might you be missing or not able to do as a result of using AI?
- If given the opportunity to redo the assignment without AI, what would you do differently?
- What feedback or guidance do you think would be most helpful from instructors regarding the use of AI in assignments like this?

Additional Resources

- [Three tips for future-proofing academic and research integrity this year](#)
- [Designing Assignments](#)
- [Teaching with AI checklist](#)
- [Indicating Generative AI Assignment Permissions with the Traffic Light Model](#)
- [Five Education Innovation Trends to Watch in 2025](#)

People thoughtfully engaging in AI with students

- [Maha Bali](#)
- [Autumm Caines](#)
- [Sarah Elaine Eaton](#)
- [Anna Mills](#)

Generative AI Checkers

- [Janelle Shane: 'Don't use AI detectors for anything important'](#) by Stephen Pastis
- [Detecting Artificial Intelligence (AI) Plagiarism](#) from University of Missouri
- [Professor Flunks All His Students After ChatGPT Falsely Claims It Wrote Their Papers](#) by Miles Klee
- [GPT detectors are biased against non-native English writers](#) by Weixin Liang, Mert Yuksekgonul, Yining Mao, Eric Wu, James Zou
- [AI Detection Tools Falsely Accuse International Students of Cheating](#) By Tara García Mathewson
- [6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence | Learning, Teaching and Leadership](#)