

NAVIGATING GENERATIVE AI

Six Suggestions for Every Instructor

The following suggestions have been prepared by the Centre for Teaching Support & Innovation based on engagement with U of T instructors and current recommended practice. As you consider the impacts of generative AI on your teaching, you may wish to respond by:

1. CLARIFYING EXPECTATIONS

with your students by discussing your expectations and providing guidelines around using generative AI tools in your course. Add [clear language to your syllabus](#) and assignments regarding allowable use.



2. PREPARING FOR A CONVERSATION

about your expectations and providing guidelines around using generative AI tools in your course.



3. RETHINKING BOTH LEARNING OUTCOMES

and corresponding assessments with the potential impacts of use by students in mind. Take time for critical consideration of [teaching with generative AI](#).



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4. TALKING TO YOUR TAS

about expectations for use of generative AI in relation to their role and to your expectations for appropriate use/non-use by students in the course.



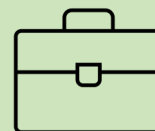
5. FAMILIARIZING YOURSELF WITH TOOLS

that align with the University's privacy and data protections. If leveraging the capability of generative AI, you can use [Microsoft Copilot in Protected Mode](#) to protect your data and privacy.



6. EXPLORING APPLICATIONS OF GEN AI TOOLS

and their outputs to gain a better understanding of their capabilities and limitations. There are a number of [workshops](#) and resources available through the Centre for Teaching Support & Innovation.



For more information: <https://ai.utoronto.ca/faculty/>



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