

# Utilizing the PIER Framework in AI Assignments

Micah Logan, Western Kentucky University & Suzanne Tapp, Texas Tech University

## Permission

While we promote and encourage transparency in all aspects of teaching, as AI is so new to teaching and learning, it is especially critical that we are explicit in our expectations for students.

Questions for Faculty:

- What level of AI contribution is allowed? How do you expect students to utilize AI? As a support? As an editing tool? Etc.
- Do permissions change at different points of the assignment?
- Can you tie AI use to your learning objectives?
- How would you like students to document or account for their exchange with AI? Does this change based on the assignment?
- Would you like them to use more than one AI generator to refine or develop their work?

Questions for Students:

- What is your instructor's policy about AI use for this assignment?
- What citation style should you use?
- What questions do you have about AI and this assignment? Make sure that you aren't making any assumptions.

## Integrity

When we think about the use of AI, the focus should still be on the students' intellectual contributions. How are we encouraging students to start with their own work/thoughts and then expand on that with AI? We want to remind students that AI is a tool and **not** a substitute or an equal contributor. We also want to remind them of the many ethical considerations that surround AI.

Questions for Faculty:

- Are your students aware of potential privacy compromises when using AI?
- Could AI requirements invite equity issues among students who have more access and students who are less aware/resourced?
- How will you help your students avoid long-term effects on their abilities to write and reason? How are you teaching students about the process of writing or critical thinking? How are you integrating AI into this process?

Questions for students:

- How would you start brainstorming a topic? What resources would you use? What questions would you ask? - Write those down and answer them!
- AI is not neutral and may produce inaccurate or biased information. What safeguards do you have in place to verify the accuracy of AI-generated information?
- How does the generative AI tool you are using gather its data? Does it have biases that you should be aware of?

## Empower

Some students have fears about using AI or are unfamiliar with AI tools. How can you empower them to embrace AI as a resource?

Questions for faculty:

- How are you using AI in your research and daily tasks? Have you shared this with students?
- How are you explaining the why of your course and assignments (and emphasizing cognitive development and/or process over product)?

Questions for students:

- How can you use AI as a study tool?
- How can AI augment (not produce!) your work on this assignment?

## Reflection

Students need to be intentionally engaged in reflection throughout the assignment process – both as part of the assignment AND assessment.

Questions for faculty:

- What did you learn from your students' use of AI?
- What would you do differently next time?

Questions for students:

- How did you utilize AI in the assignment process?
- What did you find useful (or not) about working with AI?
- How did AI help/hinder you as a learner in this assignment or activity?
- Did you find any misinformation or information that was confusing or misleading?
- What would you do differently next time?

## TTU & WKU Syllabus Policies

