


FACULTY
FORUM 2024
InnovateEDU:
Exploring the Future
of Learning at BU

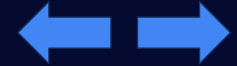
 Digital Learning & Innovation

AI-intensive Writing, Research & Inquiry Courses

A Two-Year Pilot Supported by the Shipley Center

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BE INSPIRED BY NEW IDEAS.



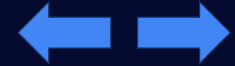
THE PILOT

AI-intensive Writing Research & Inquiry pilot courses aim to develop assignments and activities that reveal the benefits and risks of using AI in writing and research, to inform teaching strategies, pedagogies, and course policies across the university.

Three glowing blue hexagons of varying sizes, some partially cut off by the left edge of the slide, located on the left side of the slide.

Students receive ChatGPT Plus subscriptions.

An undergraduate “AI affiliate” for each section works with faculty and students to experiment with and support ethical AI-mediated writing and research practices.



WHERE WE ARE

Project currently in its first year: Three courses at CAS (WR 152) and three at CGS (Rhetoric 103), about 100 students in all

Outcomes will be assessed through surveys, reflections, and evaluations focused on the effectiveness of AI integration in writing instruction

WHERE WE'RE GOING

Symposium to report preliminary findings in August 2024

Double the number of pilot sections in Spring 2025

Goal: To build a foundation of knowledge and experience for writing and research instruction at BU





PRELIMINARY TAKE AWAYS

Pilot students feel empowered to have access to GAI, but they want and need guidance about how to use it responsibly.

There are many ways to use GAI for writing and research other than generating text.

The hardest things about writing and research are still hard for our pilot students, even with open policies

Integrating GAI into a course takes time and resources. Having a policy on the syllabus is not the same as having a sustained conversation.

Working with an undergraduate affiliate is helpful and rewarding.





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Boston University Digital Learning & Innovation

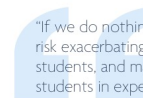
[About](#) [What We Do](#) [Resources](#) [Community](#) [AI Strategy](#)



"Our goal is to understand how instructors can incorporate AI into their teaching ethically, responsibly, and effectively." –Project Team

ChatGPT and other natural language generators are likely to change the role and definition of writing in higher education. Instructors teaching introductory classes that orient students to college writing need to understand these tools and how students are interacting with them.

A survey of BU faculty taken in March 2023 found a wide range of views about the use of AI in the classroom. Thirty percent felt that AI tools should simply be banned. A small majority (54%) believed students should be allowed to use generative AI with some restrictions. Forty-three percent believed they should be incorporating it actively into their teaching. About half of respondents said AI was making them reconsider their writing assignments, course design, and/or classroom activities.



"If we do nothing to promote teaching that incorporates AI tools, we risk exacerbating inequity, provoking relationships of distrust with our students, and making writing instruction seem irrelevant. If we engage students in experimenting with these evolving technologies alongside us, we can find exciting new ways to teach and learn." –Project Team

This project is designed to provide a structured, real-world context in which to explore and understand the ramifications of this new technology for student writing and learning. It seeks to learn how BU instructors, especially those who teach writing, can incorporate AI into their teaching ethically, responsibly, and effectively. In addition, it aims to provide some bases upon which to make university-wide decisions about AI tools within the context of academic integrity.