

AI & YOUR COURSE

A hands-on working session for instructors

Bring something to work on, or come curious

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U OF R GENAI HUB

https://www.uregina.ca/generative-ai-hub/index.html

The U of R GenAI Hub encourages instructors to think through four things: learning objectives, GenAI use, boundaries and transparency.

- Can GenAI support the learning I want students to achieve?
- Where might it undermine that learning?
- The answer can change from one part of an assignment to the next.

FIVE PRACTICAL QUESTIONS

The Hub gives us a simple place to start:

1. What are the learning objectives?
2. Which uses of GenAI might support them?
3. Which uses might undermine them?
4. What should students be allowed to do?
5. How will students disclose their use?

LET'S TURN TO SOME CASE STUDIES



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CASE STUDY 1

A UK university tested whether AI-generated work could make it through university assessment.

Researchers submitted 100% AI-written work across five undergraduate Psychology modules.

94% of it went undetected.

Read the study:

https://pmc.ncbi.nlm.nih.gov/articles/PMC11206930/

PLoS One. 2024 Jun 26;19(6):e0305354. doi: 10.1371/journal.pone.0305354

A real-world test of artificial intelligence infiltration of a university examinations system: A "Turing Test" case study

Peter Scarfe [1,*,#], Kelly Watcham [1], Alasdair Clarke [2], Etienne Roesch [1,#]

Editor: Harpreet Singh Grewal[3]

LET'S DISCUSS

If fully AI-written work could pass in your course, what would that tell you about what your assessment is really measuring?

After case study 1

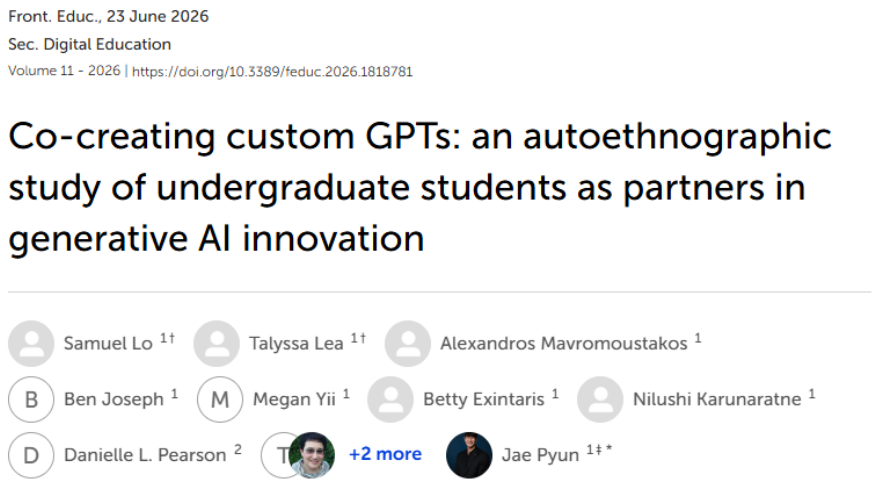
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CASE STUDY 2

At Monash University, undergraduate students worked with academics to design, test, and refine custom GPTs for specific courses.

The project created seven GPTs across six undergraduate units, including Socratic tutors for physiology, chemistry, and polymer science.

They used a participatory co-design process.



Read the study:

https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2026.1818781/full

LET'S DISCUSS

What would students need to understand about your discipline in order to design a useful AI tutor for your course?

After case study 2

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CASE STUDY 3

In a University of Toronto recruitment course, students use AI to generate a custom organizational case and draft job advertisement.

They then verify the AI's work against external sources, course frameworks, and real job postings.

Finally, students create their own advertisement designed to “beat the machine.”

Read the case study:

https://teaching.utoronto.ca/teaching-uoft-genai/at-u-of-t/seward-beat-the-machines/



“Beat the Machines”: Using AI to Develop Case Assignments and Simulate Work Experience

Brad Seward is an Assistant Professor at the Centre for Industrial Relations and Human Resources and the project director of the now completed Research Initiative, Education + Skills (RIES). His research covers education, skills, school-to-work transitions, labour market outcomes, human capital, and workplace diversity and inclusion. In his teaching, Professor Seward emphasizes helping students critically evaluate and build on AI-generated content, using applied assignments that strengthen their judgment alongside their use of AI tools.

Bradley Seward
Assistant Professor, Teaching Stream, Centre for Industrial Relations and Human Resources

LET'S DISCUSS

What could you ask AI to produce in your course that students could then verify, critique, or “beat” using their disciplinary knowledge?

After case study 3

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AI-MODIFIED ASSIGNMENT FRAMEWORK

Alec and Megan will circulate

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STEP 1

Choose your focus: ONE ASSIGNMENT or YOUR WHOLE COURSE

What should students learn or practice?

- Write 2–3 goals: *“By the end of this assignment/course, students will be able to…”*
- What do students actually do? List the main steps or activities.
- Where is the learning happening? Identify where students are doing the most thinking, choosing, and judging.

Your task:

- Write down the 4 main things students do.
- Identify the 1–2 places where the most important learning happens.

STEP 2

Look at each step: Where could GenAI enter the student experience?

Ask:

- What could AI support?
- What could AI change?
- Where could AI support learning for students?

Your task:

- Choose one place where AI could play a meaningful role. Write down what students would use it for and what they would need to do themselves.

STEP 2: AI ASSIGNMENT MENU

AI as…	Students could…
Critic	Evaluate and respond to AI feedback
Debate partner	Explore competing perspectives
Tutor	Work through a difficult concept
Case study	Analyze an AI-generated response
Problem solver	Use AI to explore possible solutions
Collaborator	Create, revise, or develop ideas with AI
Object of analysis	Analyze AI-generated text, images, code, or arguments
Research assistant	Find, organize, or question information
Expert	Compare AI with disciplinary expertise
Competitor	Try to improve on an AI-generated response
Designer	Create or test an AI tool for a specific purpose
Prediction tool	Make and test an AI-generated prediction

STEP 3

Decide what AI use makes sense for your learning goals.

Consider:

- Permitted: What AI use will you encourage or allow?
- Restricted: What AI use will have specific conditions?
- Prohibited: Where should students work without AI?

STEP 4

Ask how you will know students have actually learned what you identified in Step 1.

Consider:

- What will students produce, explain, demonstrate, or discuss?
- Where will you see their thinking and decision-making?
- What evidence will show that they can do the work themselves?

Your task

- Choose 1–2 ways students will demonstrate their learning.

COME BACK TOGETHER

What did you notice?

- What did you work on?
- What changed as you thought it through?
- What questions are still open?

THE ARCHER LIBRARY & ARCHIVES' AI LITERACY BADGE

- The library workshops offer practical skills and critical thinking about using AI in learning and research
- The badge takes about two and a half hours to complete across five workshops
- Upcoming sessions are on October 15, 19, 23, 26 and 28, and November 18 and 26, 2026
- You can find the full schedule, badge requirements and registration links here: **https://library.uregina.ca/ailit**

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Interested in joining a community of instructors piloting AI in their courses?



https://meganperram.com/genaifellowship/index.html#workshop3

Leave your email!

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