

# Communicating the use of GenAI in your course

As a teacher, you play a critical role in guiding students' use of Generative AI. While CBS exam rules are clearly defined, students often struggle to understand how these rules apply in your specific course and how AI can support—or fail to support—their learning. Being proactive helps students focus on learning, rather than shortcuts, and fosters a shared sense of academic responsibility.

## How to set expectations early

Setting expectations is less about formal rules and more about clarity and transparency. Teachers who address AI proactively report fewer incidents of misuse and more meaningful discussions in class

- **Add a syllabus or Canvas note** about how AI can and cannot be used.
- **Have an early semester conversation.** Dedicate 5–10 minutes to openly discuss AI and invite student questions.
- **Link AI use to your course's learning objectives.** Make clear when AI is helpful and when it undermines learning.
- **Encourage transparency.** students should disclose when and how they used AI.
- **Reinforce accountability.** Students remain responsible for the originality, accuracy, and quality of their work.

## How might AI fit into your course?

You don't have to address every use case. Instead, communicate what's relevant in your context, using learning objectives as your anchor.

- In a methods course, you might encourage students to use AI to debug code, but not to interpret results.
- In a theory-heavy course, you might restrict AI entirely or use it to contrast shallow and deep understanding.

# Deepen the conversation: How to talk about AI tools with your students

You don't need to be an AI expert. You just need to help students think critically about their use of these tools. By creating space for dialogue and reflection, you can align AI use with your learning goals and support more ethical engagement.

## Suggested topics for classroom discussion

**Use these prompts when AI tools show up in coursework:**




- What role can AI play in this course?
- Can it support your learning or does it undermine key skills like critical thinking?
- What's allowed under CBS rules (classroom activities, exams)?
- How can AI be used (or not) during group collaboration?

## Try a short in-class activity

Ask students to use Copilot to generate a short case solution or essay paragraph on a topic you'll cover. Then, have them reflect:

- What parts were helpful?
- What was incorrect or shallow?
- Would using this tool support or hurt their ability to meet the learning objectives?

## Point students to trusted resources

-  [Self-paced CBS AI literacy module](#)
-  [CBS Library GenAI guide](#)
-  [CBS GenAI Exam Rules](#)