# Classroom AI Policies

Making informed policy choices that serve learning goals

THE REAL CHALLENGE

# Beyond Permissive vs. Restrictive

The challenge isn't picking which policy type to choose, but understanding why different approaches work in different contexts.

You're navigating real uncertainty. This session provides a framework for informed decision-making, not prescriptive answers.

FOUNDATION QUESTIONS

# Three Questions to Guide Your Approach

**What are you trying to achieve?**

**Where are you now?**

**What AI use supports learning?**


# Define Your Actual Goals

## Dual Objectives

Reduce academic misconduct **and** support meaningful learning

## Key Research Insight

Student ethical beliefs predict behavior more than policy awareness

Focus shifts from communicating rules → shaping understanding

## Discipline Matters

Different fields have distinct relationships with AI tools and norms

# Assess Your Starting Point

## Context Determines Success

Research reveals a critical maturity continuum:

01

### Early Stage

Need clear boundaries while building capacity

02

### Developing Stage

Growing infrastructure for support

03

### Established Stage

Can adopt permissive approaches with scaffolding

### Critical Consideration

Permissive policies only succeed with substantial infrastructure: training programs, assignment scaffolding, ethical frameworks.

**Ask yourself:** Do you have institutional support for educative approaches, or are you building from scratch?

# Identify Meaningful AI Use

> Is AI replacing student thinking or enhancing it?

1

### Undermines Learning

Direct copying, AI-generated work with no student contribution

2

### Gray Zone

AI-augmented work with some student input

3

### Supports Learning

AI as support for planning, editing, research with student ownership

ESSENTIAL ELEMENTS

# Three Components of Effective Policy

Convergence across all research frameworks:

1

## Clear Boundaries

**Governance:** What's allowed, what's not, and why

- Connect rules to learning outcomes
- Acknowledge detection tool limitations

2

## Educational Component

**Pedagogy:** Emphasize education over punishment

- Help students understand how misuse undermines learning
- Frame AI literacy as discipline-specific skill

3

## Practical Support

**Operations:** Clear guidance for all stakeholders

- Students: How to use AI ethically in your course
- Faculty: Response protocols for violations

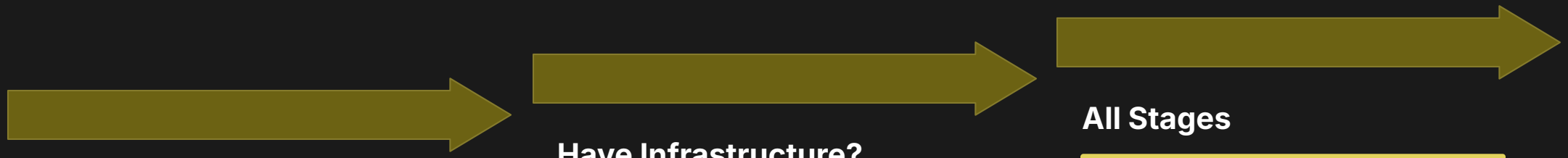
# Making Policy Real for Students

## What Research Shows Students Want

- Clear boundaries *with* permission to use AI
- Understanding the "why" behind restrictions
- Connection to professional futures
- Flexibility as technology and norms evolve

IMPLEMENTATION

# Your Path Forward



### Starting Out?

Clear boundaries + permission points

Plan educational components

### Have Infrastructure?

More permissive approach

Provide structured support systems

### All Stages

Make explicit that policies will evolve

## What You Control

- Syllabus language and framing
- Discipline-specific conversations about AI's role
- Assignment design making AI use visible
- Ongoing dialogue with students about ethical use

# Take One Practical Step

### Access Resources

Templates and example syllabus language available

### Start Small

One policy element, one conversation at a time

### Trust Your Expertise

Effective policies grow from *your* understanding of students, goals, and field

# Sources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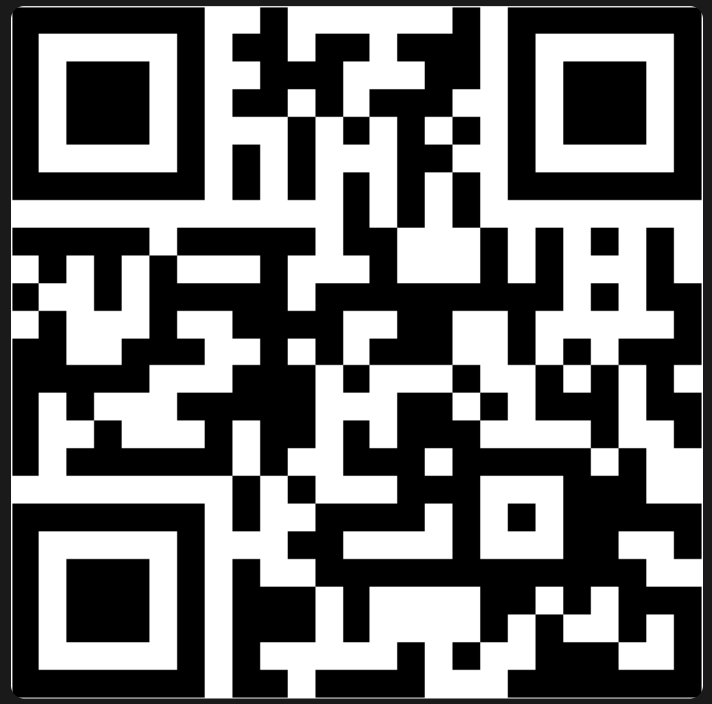
# Questions?

Please use the QR code or the link to provide us with your feedback on this workshop.



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