

# EP Generative AI Recommendations

Course designers and instructional technology staff at WSE will support faculty by providing examples of AI citation, assessment, and active learning activities, and training on tools. Contact [ep-help-desk@jhu.edu](mailto:ep-help-desk@jhu.edu) for assistance.

01

## Use of Generative AI in Teaching

To promote transparency, faculty are encouraged to document the use of generative AI in course development and grading, ensuring students understand its role. Introducing prerequisite assessments and designing assignments that require critical thinking will further ensure students have a strong foundational understanding before leveraging AI tools.



02

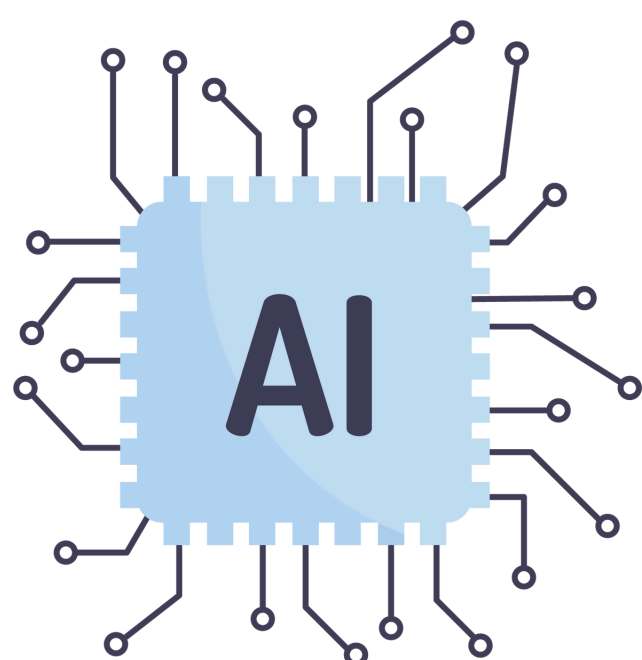
## Academic Integrity and AI-Generated Content

Faculty may use plagiarism-checking software, supported by EP (i.e., Turnitin). Faculty are encouraged to share expectations of citing AI use in academic work. This could include a specific section in assignments for students to describe how they used GenAI, what tools they employed, and how they verified the accuracy and relevance of the AI-generated content. Faculty may design assignments and assessments that promote originality and resist AI-generated responses and further minimize over-reliance on AI. Some examples include open-ended questions on tests, project-based assignments, and reflection activities.

03

## Inclusivity and Accessibility

Create accessible content for students with disabilities, such as, but not limited to, generating alternative text for images, creating transcripts for video lectures, or converting written content into audio. Support Universal Design for Learning by offering content in multiple formats to accommodate diverse learning preferences, with course designers ensuring accuracy and effectiveness.



04

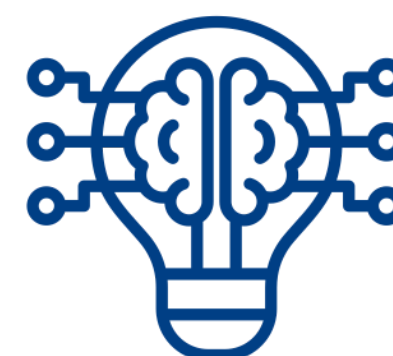
## Faculty-Student Relationships and AI

Maintaining positive student-to-faculty relationships is critical. It's important to clearly define AI's role in so that it enhances, rather than replaces, meaningful student-to-instructor interactions. Generative AI may occasionally assist with grading and feedback. When doing so, it is imperative for faculty to review AI-generated content for accuracy and personalization and inform students of AI's role.

05

## Ethics in Student Projects/Assignments Using AI

Faculty are encouraged to have students critically evaluate the AI tools they use in projects and assignments by analyzing accuracy, biases, and limitations. This will ensure thoughtful and informed use of AI in student work.



06

## Assessment and Evaluation

Faculty are encouraged to redesign assessments that emphasize critical thinking and creativity, making them less reliant on GenAI and to enhance assessment practices in general. All AI-assisted evaluations should include human oversight to ensure accuracy, and transparent rubrics will help clarify how AI-generated content will be assessed. Additionally, student reflection components can help measure deeper comprehension by requiring students to explain their decision-making process and the role of AI in their work.



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