

AI in Education: Categorized Resources for Faculty

JHU Resources for AI in Research and Academics

Brown, N. (n.d.) *AI writing in the college classroom*. Johns Hopkins University Writing Program.

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Brusini, A. (2023, 21 August). *Adapting to AI in the classroom for time-strapped instructors*. Johns Hopkins University Center for Teaching Excellence and Innovation (CTEI).

<https://ii.library.jhu.edu/2023/08/21/adapting-to-ai-in-the-classroom-for-time-strapped-instructors/>

Brusini, A. (2023, November 9). *Lunch and learn: Generative AI – teaching uses, learning curves, and classroom guidelines*. Johns Hopkins University Center for Teaching Excellence and Innovation (CTEI).

<https://ii.library.jhu.edu/2023/11/09/lunch-and-learn-generative-ai-teaching-uses-learning-curves-and-classroom-guidelines/>

Johns Hopkins University Bloomberg School of Public Health. (2018, June 30). *Code of academic ethics*.

<https://e-catalogue.jhu.edu/public-health/policies/academic/academic-ethics-code/>

Johns Hopkins University Data Science and AI Institute. (<https://ai.jhu.edu/>)

Johns Hopkins University. (n.d.) *Generative AI guidance*. <https://teaching.jhu.edu/university-teaching-policies/generative-ai/>

Klaas, B. (2024). *Introduction to using generative AI in public health* [MOOC]. Coursera.

<https://www.coursera.org/learn/generative-ai-to-improve-public-health/>

Learning Taxonomies Incorporating AI

Hardman, P. (2024, October 3). *A post-AI learning taxonomy*. Dr Phil's Newsletter, Powered by DOMS™ AI.

<https://drphilppahardman.substack.com/p/a-post-ai-learning-taxonomy>

Oregon State University Ecampus. (2024). *Bloom's taxonomy revisited*.

<https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/blooms-taxonomy-revisited-v2-2024.pdf>

AI-Resistant and Integrated Assignments

Hernandez, M. (2023, 8 February). *AI-Resistant assignments? Show student thinking and promote better writing with UChicago-Supported tools*. The University of Chicago Academic Technology Solutions.

<https://academictech.uchicago.edu/2023/02/08/ai-resistant-assignments-show-student-thinking-and-promote-better-writing-with-uchicago-supported-tools/>

Liu, D., & Bridgeman, A. (2023, 12 July). *What to do about assessments if we can't out-design or out-run AI?* The University of Sydney Teaching@Sydney. <https://educational-innovation.sydney.edu.au/teaching@sydney/what-to-do-about-assessments-if-we-cant-out-design-or-out-run-ai/>

Oregon State University. (n.d.) *Teaching and generative AI tools: Practical strategies, recommendations, and samples.* <https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/practical-strategies/>

Stanford University. (n.d.) *Integrating AI into assignments.* Stanford Teaching Commons. <https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide/integrating-ai-assignments>

University of Sydney. (2023, July 4). *Responding to generative AI for assessments in semester 2, 2023.* https://unisyd-my.sharepoint.com/:b:/r/personal/danny_liu_sydney_edu_au/Documents/EI/2023/generative%20AI/Assessments%20for%20semester%202,%202023.pdf?csf=1&web=1&e=6t0rNo (Accessible from Liu, D., & Bridgeman, A. 2023)

Introductions to Prompt Engineering

Barrett, T. (2023, 6 February). *Uplevel your prompt craft in ChatGPT with the CREATE framework.* Create the Space for Dialogue. <https://edte.ch/blog/create-framework/?v=b870c45f9584>

Democratizing Artificial Intelligence Research, Education, and Technologies (DAIR.AI). (n.d.) *Prompt engineering guide.* <https://www.promptingguide.ai/>

MIT Sloan Teaching & Learning Technologies. (n.d.) *Effective prompts for AI: The essentials.* <https://mitsloanedtech.mit.edu/ai/basics/effective-prompts/>

Mollick, E. & Mollick, L. (2023, 23 September). *Assigning AI: Seven approaches for students, with prompts.* *The Wharton School Research Paper.* <http://dx.doi.org/10.2139/ssrn.4475995>

University of Michigan. (n.d.) *Prompt literacy in academics.* Generative Artificial Intelligence. <https://genai.umich.edu/resources/prompt-literacy>

Recommended AI Platforms for BSPH Academics

Brown, H. (n.d.) *Student AI tools* [Padlet]. <https://padlet.com/hbrown5018/student-ai-tools-lnb5n7f6m3e7aic7>

ChatHub. <https://chathub.gg/>

Consensus. <https://consensus.app/>

OpenScholar 8B. <https://open-scholar.allen.ai/>

SciSpace. <https://typeset.io/>

Miscellaneous

Eaton, S.E. (2024, November). *Postplagiarism: Helping Students Maintain Academic Integrity in the Age of Artificial Intelligence* [Video] Teachonline.ca. <https://teachonline.ca/webinar/postplagiarism-helping-students-maintain-academic-integrity-age-artificial-intelligence>

Farrokhnia, M., Kazem Banihashem, S., Noroozi, O., & Wals, A. (2023, March 27). A SWOT analysis of ChatGPT: Implications for educational practice and research. *Innovations in Education and Teaching International*, 61:3, 460-474, DOI: [10.1080/14703297.2023.2195846](https://doi.org/10.1080/14703297.2023.2195846)

McCurry, M. (2024, April 11) *Generative AI for course design: The basics*. University of Michigan Online Teaching. <https://onlineteaching.umich.edu/articles/generative-ai-for-course-design-the-basics/>

Perkins, M. (2023, January 1). Academic integrity considerations of AI large language models in the post-pandemic era: ChatGPT and beyond. *Journal of University Teaching & Learning Practice*, 20(2). <https://doi.org/10.53761/1.20.02.07>

Simms, R. (2024, May/June). Work with ChatGPT, not against. *Nurse Educator*, 49 (3), 158-161. doi: [10.1097/NNE.0000000000001634](https://doi.org/10.1097/NNE.0000000000001634).

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Yee, K., Uttich, L., Main, E., & Giltner, E. (2024). *AI hacks for educators*. UCF Created OER Works. 9. <https://stars.library.ucf.edu/oer/9>