



COME TO CAMP AI!

WRITE YOUR SYLLABUS STATEMENT AND DESIGN AN AI ASSIGNMENT!

Hunter College Center for Digital Learning & Innovative Pedagogy

Shiao-Chuan Kung, Yuning Gao & Yani Su



WHAT IS CAMP AI?

Professional development
for faculty

Beyond presentations &
discussions

Hands-on work for
a future course



WHO PARTICIPATED?

54 full-time faculty
46 part-time faculty

58 in Arts & Sciences

16 in Social Work

15 in Education

8 in Nursing & Public Health

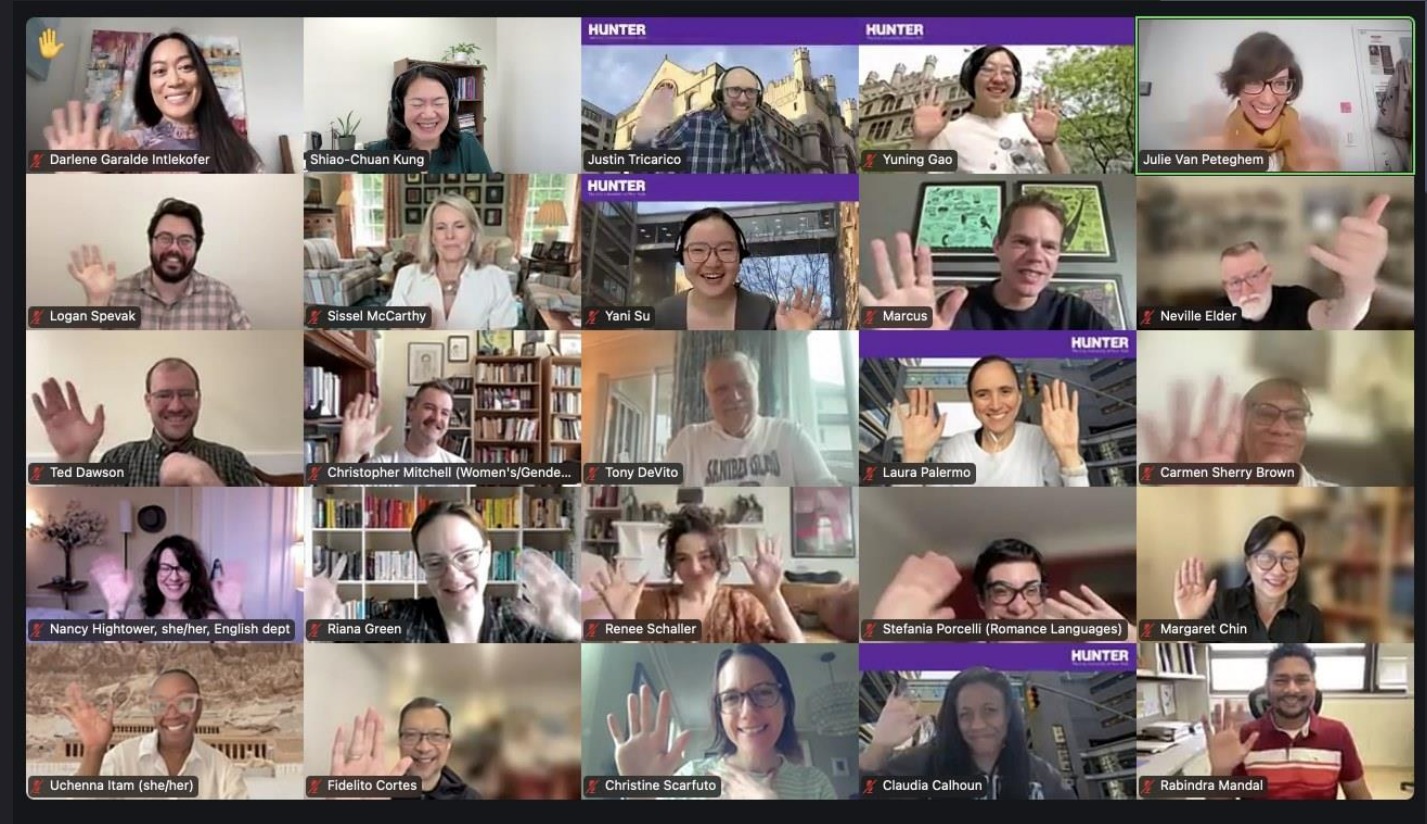
3 in Libraries

4000 potentially impacted **students**



WHO FACILITATED?

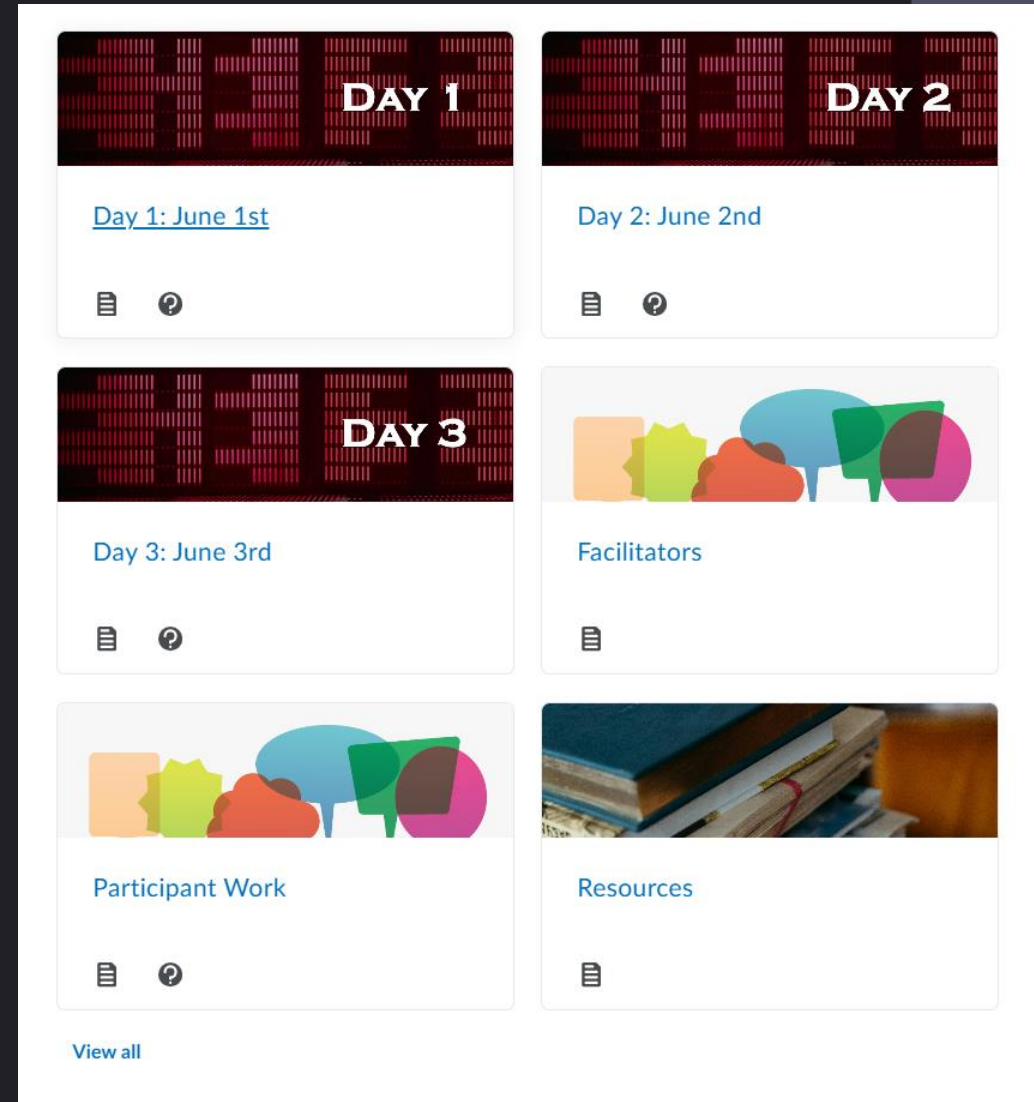
3 faculty facilitators
6 faculty presenters
5 instructional
designers, Center for
Digital Learning & Innovative
Pedagogy



CAMP FORMAT

synchronous online

3 consecutive days
= 12 hours of
engagement



CAMP AGENDA

- presentations
- guided tool explorations
- discussions in affinity groups
- individual work on deliverables
- sharing out

Morning (10:00 - 12:00PM)	
10 - 10:20	Introductions & discussions about gen-AI in your field (Shiao-Chuan)
10:20 - 10:30	Overview of agenda & course site (Shiao-Chuan)
10:30 - 10:50	My AI journey (Jacqueline Cofield)
10:50 - 11	Break
11 - 11:30	AI literacy (choice of attending presentation by Iris Finkel or viewing recording by Sissel McCarthy)
11:30 - 12	Bias, ethics and environment issues with generative AI (choice of attending presentation or viewing recording by Raj Korpan)
Afternoon (2:00 - 4:00PM)	
2 - 2:20	Prompt engineering & how gen-AI tools respond to your assignment instructions (Marcus Artiglieri)
2:20 - 2:50	Guided exploration of text tools (Copilot & ChatGPT & Claude) in breakout rooms (Yani, Yuning, Marcus, Raj, Jack)
2:50 - 3	Break
3 - 3:30	Guided exploration of multimedia tools. Participants choose: • Image-generation tools: Firefly & Copilot (Logan) • Image-generation tools: Nano Banana (Raj) • Voice & video-generation tools: NotebookLM & invideo AI (Justin)
3:30 - 4	CUNY's academic integrity policy (Shiao-Chuan) AI statement in syllabi (Shiao-Chuan)

PARTICIPANTS' WORK

- Is it a required course in the major?
- What is the instructional modality?
- What are the learning outcomes?
- How many students are typically enrolled?
- How does it fit into the major or into the profession?
- Why is it important to address AI in this course?

Syllabus statement	AI assignment/s
Your college experience begins at a complex and fascinating historical juncture, as your professors, colleagues and future employers strive to understand how artificial intelligence will change the landscape of how we live, think, learn and create. <i>Nobody</i> really knows where a growing dependence on AI tools will lead us. That said, we've been using variations on AI for generations. I, for example, regularly consult an online thesaurus when I write. This semester, we'll be exploring ways to use generative AI to aid us as we research and write. We'll be learning together what these tools do well, and what they don't. I structure assignments and rubrics in order to encourage the kind of independent, voice-driven writing in which AI does not, and by definition <i>cannot</i>, excel. My opinion is that your voice is a very precious thing, and extremely vulnerable. There is the robot's way to write, and then there is <i>you</i>. AI will never be you, even if the programs eventually learn to mimic your voice. I believe you put your voice at risk when you lean too heavily on AI, and once you lose your grasp on your own voice, it may be difficult, if not impossible, find it again. One thing we know for sure: AI is <i>not</i> a reliable source, and recognizing source reliability is a vital part of what we'll be learning to do this semester. Don't trust anything AI tells you. Assume the information it is giving you is wrong unless you have fact checked it in more reliable sources. You, not the robot, will be responsible for any errors or omissions in your work. As with your other sources, you will need to acknowledge your use of AI. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies	

PRE-CAMP HW: RESEARCH GUIDELINES IN YOUR FIELD

Prompts:

- Research AI policies in a **journal** you read frequently & think about how they translate into your research.
- Research AI policies in a professional association related to your area of study & think about how they translate into your teaching.

PROFESSIONAL ASSOCIATIONS

Stefania Porcelli



aaais.italianstudies.net

American Association for Italian Studies (AAIS) - Powered by AMO

Tha America Association if Italian Studies doesn't appear to have a statement on AI.

+ Add comment

statistics courses. These center around ethics (in Ethical Guidelines for Statistical Practice), the roles of Stats in AI (in the aptly-named Role of Statistics in Data Science and Artificial Intelligence), and their endorsement of the Guidelines for Assessment and Instruction in Statistics Education (GAISE) College Report. For ethics, their guidelines underscore the importance of integrity, transparency, and accountability in statistics in general as well in the context of AI; concerning AI, they advocate for the responsible development & deployment of algorithms in the creation & use of AI, but their entreatments about integrity, transparency, and accountability---especially the latter two---apply well to courses. The role of stats in the creation and use of AI not only applies to a wide range of fields, but also suggests discussing those roles in stats classes. It also opens the

effective and efficient government.

+ Add comment

Christine Scarfuto



tcg.org

Home

Theater Communications Group (TCG) is a national organization that supports and promotes professional non-profit theater in the United States. It also publishes *American Theatre* magazine and *ARTSEARCH*, a theatrical employment bulletin, as well as trade editions of theatrical manuscripts. TCG has over 650 Member Theatres and Affiliate organizations, and reaches over one million students, audience members, and theatre professionals each year through its programs and services. While

JOURNALS

production of images or graphical elements of the paper, or in the collection and analysis of data, must be transparent in disclosing in the Materials and Methods (or similar section) of the paper how the AI tool was used and which tool was used. Authors are fully responsible for the content of their manuscript, even those parts produced by an AI tool, and are thus liable for any breach of publication ethics." (Also, see [Wiley's statement](#) on this issue.)

AI may be used to generate prompts, instruments, or code, to analyze data, or to generate data for simulations. In all cases, these uses must be noted in the manuscript. Be aware that AI does not generate the same output each time, so for some uses, the results may therefore not be replicable. In the interest of transparency, if you use AI, save and date all output and note which program (and version) you used. You might also want to redo any analyses at a later point to determine how the output has changed. The same is true if AI programs or output is the object of your study.

+ Add comment

Raj Korpan



acm.org

ACM Policy on Authorship

The Association for Computing Machinery (ACM) has a [Policy on Authorship](#) for all of its publications. It states:

- Generative AI tools and technologies, such as ChatGPT, may not be listed as authors of an ACM published Work. The use of generative AI tools and technologies to create content is permitted but must be fully disclosed in the Work. For example, the authors could include the following statement in the Acknowledgements section of the Work: ChatGPT was utilized to generate sections of this Work, including text, tables, graphs, code, data, citations, etc.). If you are uncertain about the need to disclose the use of a

intelligence.")

+ Add comment

Laura Palermo



ASM Journals Guidelines

In the Microbiology field, AI can be used to improve language, or quality of (as they call it) "human-generated text". But, content completely generated by AI is not allowed.

They had to state that **AI can't be an author** of the paper. Clearly some editors missed that and some papers were authored by AI. Were the editors using AI to scrutinize the submitted articles?

Thanks for this padlet! guidelines below:

Guidelines for Authors Using AI Tools

- Content completely generated by an AI tool without any significant human contribution is not allowed in ASM journals.
- AI tools should only be used

PRESENTATIONS

THE BASICS

- My AI journey
- AI Literacy
- Bias, ethics, and environment issues with gen-AI

(NEW) IDEAS

- Prompt engineering
- AI and Assessments
- Sample syllabi statements
- Sample assignments addressing AI

STEPPING UP

- A chatbot for organic chemistry
- ChatGPT as a writing tutor
- AI role-play for counseling practice

HIGHLIGHTS FROM OUR PRESENTERS

Bias & Hallucination with
Generative AI
by Raj Korpan

Chat GPT as a writing Coach
by Sissel McCarthy

Course Assistant Chat bot for
Chem 120
by Riana Green

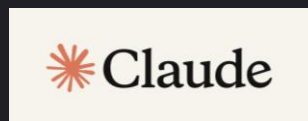
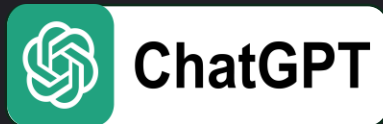
Camp AI Highlights

TOOLS

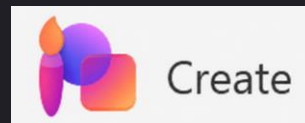


GUIDED EXPLORATIONS ON:

- Text Generation Tools - ChatGPT, Copilot, Claude



- Image Generation Tools - Adobe Firefly, Copilot Create



- Voice & Video Generation Tools - NotebookLM, invideo AI



SYLLABUS STATEMENTS & ASSIGNMENT DRAFTS

SAMPLE AI ASSIGNMENT

CHRISTINA KATOPODIS - MULTIETHNIC AMERICAN LITERATURE

Importance of AI: It is critical to be aware of AI biases, and how to use AI ethically.

Assignment: Critical reflection on the ways AI reflect overt and covert identity-based biases.

Learning Outcomes:

- Students will apply AI tools in project-based learning to further develop their critical thinking and problem-solving skills in addressing real-world problems.
- Use AI responsively
- Evaluated AI output.
- Assess the effectiveness and reliability of AI tools.

SAMPLE AI ASSIGNMENT - CONTINUE

CHRISTINA KATOPODIS - MULTIETHNIC AMERICAN LITERATURE

Assignment Instructions:

- Choose an AI tool
- Explain the interaction with AI
- Critically analyze the outcome
- Explain the impact of AI biases
- Test AI output by putting in prompt differently.
- Describe what and/or how AI generates text and images and how its process differs from what a human would do.

Completion Checklist

		
Disclose your choice Clearly state which GenAI application you used.	Your original prompt(s) Provide the exact prompt(s) you gave to the AI.	AI-generated results Include the AI's output (images, text, or other results).
		
Use quotation marks Put any AI-generated text in "quotation marks" to set it apart.	Follow-up interactions Share follow-up questions, edits, or retries that shaped the result.	Critical reflections Include at least one image and one text with your reflections on bias.

SAMPLE SYLLABUS STATEMENT

CHRISTINA KATOPODIS - MULTIETHNIC AMERICAN LITERATURE

"When you use AI in your process matters. The point of being here is to learn, discover and strengthen your authentic voice in writing, and to develop your skills for a self-directed future that is meaningful to you. When you use GenAI to do your work for you, you are not engaging in the organic, wild, messiness of growth that only you can do. **You cannot use GenAI to do your work for you in this class.** If you put an assignment into GenAI and ask it to produce a response first, even if you tweak it later, that is not the same as producing something you own (in your brain) forever, something you developed from scratch in your own voice. **Using AI to generate even a first draft is self-sabotage and off-limits in this course.** "

SAMPLE SYLLABUS STATEMENT:

JENNIFER SAVOIE - GENERAL EXPERIMENTAL PSYCHOLOGY

“.....you are strongly encouraged to use AI as tools when writing papers. However, AI should be used in a way that **supports your learning and critical thinking,**”

- AI Opt-Out
- In-Class Restrictions
- Targeted AI Activities
- Academic Integrity & Grading Penalties
- Citing & Disclosing AI Tools in Course
- Data Privacy Protection with Copilot

FEEDBACK & TAKEAWAYS



TAKEAWAY 1

*"My whole view was changed. Originally, I was a NO no no no nein oxi no... AI is bad. And I don't want you to use it. But now I have a **nuanced understanding** of the more appropriate social, intellectual, academic ways of using these tools."*

TAKEAWAY 2

*"There isn't a **one-size-fits-all policy on AI** use.
It depends on the discipline, the class, the instructor's
goals, how much experience the students have, etc."*

TAKEAWAY 3

*"I need to **engage proactively** with my students about how AI is changing the practice world they are entering. My role as an educator is now to adapt to that new reality, and figuring out how to help them obtain the knowledge that will make them excellent practitioners in years to come."*

FEEDBACK 1

*"It was incredible. Masterfully planned. The best PD I've ever experienced. A nice mix of **theory and practice**, as well as time for **collective contemplation and individual work**."*

FEEDBACK 2

*"Exposed me to so many **AI resources** that I never knew existed. Before this the only version I had any significant experience with was chatGPT. There's so much more out there! The instructors who shared their **real life experiences** in applying AI resources to their courses was particularly inspiring!"*

EVOLUTION & FUTURE DIRECTION

EVOLUTION OF CAMP

STAYED THE SAME

- 3 days online
- presentations, discussions and hands-on work
- deliverables
- peer presentations and feedback

CHANGED

- more time to discuss in affinity groups
- more examples from classrooms
- multimedia tools in addition to text tools
- asynch choices to address Zoom fatigue

MORE CHANGES?

- experimentation with tools in advance
- discipline-specific uses of gen-AI
- an advanced track

CAMP 2.0

- 2 tracks:
 - create chatbots for a specific purpose (practice motivational interviewing, new client intake, writing tutor, course navigator)
 - create course materials (practice questions, case studies, podcasts, worksheets, infographics, alternative assessments, alt text)
- more in-depth explorations of tools such as Copilot, Consensus, ResearchRabbit, and NotebookLM

CAMP REUNIONS

Yani Su /teacher/
8 days ago

Pamela Kallimanis (English)

AI statement in syllabus: Plagiarism includes word-for-word copying and/or paraphrasing of someone else's ideas without acknowledging the source. If in doubt, cite the source. It also includes having another person write or dictate all or part of one's composition—or using AI software to write all or part of your essay for you. Using paraphrasing software or Grammarly, since it alters your own language, is a form of plagiarism as well and will result in the same consequences as other forms of plagiarism. To avoid trouble with this, please add a footnote to your paper at the start of the use of ai. It can read, AI consulted for grammar and spelling or AI generated text for organization used.

0 2

Professor K /teacher/
2 days ago

Stefania Porcelli /teacher/
5 days ago

Stefania Porcelli (Romance Languages)

Video • 02:33

So sorry I cannot be with you. I will be teaching. Thank you for listening!

0 0

Add comment

Roberta Kilkenny
1 hour ago

AI Camp Reunion - Presentation

AI Camp 2025 Reunion

Roberta Walker Kilkenny
Africana, Puerto Rican and Latino Studies

PPTX 19 November 2025

Jillian Báez
2 hours ago

AI Essay Annotation Assignment

I had the students annotate a AI-generated essay based on what they learned in the course. This demonstrated to them to the limits of AI and that they can be more knowledgeable than AI.

Here is the assignment prompt:

Using ChatGPT, I generated a 500-word essay in response to the following prompt: **describe three major patterns in Latino representation in media.** Please annotate the essay for accuracy and bias based on what we learned throughout the semester. Each student should contribute at least **three annotations** to receive credit for this assignment. Please consider the following questions as you annotate the essay:

- What does ChatGPT get right?
- What is missing?

Shiao-Chuan Kung Sissel McCarthy Logan Spevak Jillian Baez Marcus Artigliere Meg Wise-Lawrence

Safari File Edit View History Bookmarks Window Help

chatgpt.com

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GPTs Explore DALL-E

Chats

Essay feedback coaching New chat Essay coaching feedback Essay feedback process New chat Improve LinkedIn post Finalist description writing In-text citation MLA rules Year-end review writing Rocky Mountain Institute over... Direct vs indirect evidence

Sissel McCarthy Plus

1. How would you phrase your three prongs in your own words?

2. Which prong is least visible in your current introduction?

3. Where do you want your thesis to sit — end of the first paragraph or in a short separate paragraph?

Once you answer those, we'll build your improved thesis together, without me rewriting your work for you.

0 0 0 ...

Here's my new thesis: This video is not credible because it relies on sources that are not independent or authoritative, fails to include direct evidence to support its key claims, and uses multiple conspiratorial thinking techniques to manipulate the audience.

Nice — that's clear, multi-pronged, and aligns with exactly what your body paragraphs develop. Now let's sharpen it just enough to meet the Exemplary rubric without changing your meaning.

I won't rewrite it for you, but I'll help you test it the way your professor will.

✓ **THESIS CHECKLIST (Based on the Rubric)**

1. Is it multi-pronged?
Yes — you have three clear reasons.

2. Does each prong map directly onto a major body section?
Yes — source problems, lack of evidence, conspiratorial thinking.

Learn something new

+ Study

ChatGPT can make mistakes. Check important info.

GOING FORWARD

Sustain engagement & professional growth

- position learning about gen-AI as shared journey
- collaborate within and across institutions

Increase accessibility to & sharing of resources

- build repository of syllabus statements, assignment ideas, samples of student work, video presentations
- continue camp reunions and offer more tool explorations

Strengthen pedagogical foundations

- continue to highlight ethical reflection, transparency, and critical AI literacy
- place gen-AI as a collaborative partner (tool, tutor, tutee)



<https://tinyurl.com/HunterCollegeCampAI>