Making Your AI Use Transparent

How to show students when and how you use AI in your teaching, to build trust and model the responsible use you ask of them.

1 Why transparency matters

IT BUILDS TRUST

- Students know what's yours, what's AI's, and that you checked it.
- Students have publicly objected when instructors used AI without saying so.

IT MODELS RESPONSIBLE USE

- Showing how you use, check, and credit AI gives students a practice to copy in their own work.
- You ask students to disclose. Doing it yourself shows the expectation runs both ways.

CONSIDER

Would students be surprised to learn I used AI here?
If yes: tell them. Surprises erode trust.

Do I ask students to disclose their AI use?
If yes: show them what good disclosure looks like by doing it yourself.

2 Where you might use AI

- **Course materials:** slides, examples, practice questions, case studies.
- **Communication:** announcements, emails, instructions.
- **Accessibility:** captions, summaries, alternate formats.

DISCLOSURE MATTERS MOST WHEN

- Students would assume you wrote it yourself.
- Students will rely on it to learn.
- Students are prohibited from similar use.

CONSIDER

Does AI shape something students rely on?
If yes: disclose it, and say how you checked it.

Is this routine, like fixing typos?
If yes: a general note in your syllabus may be enough.

Before sharing AI-assisted work: six questions

1. **DISCLOSE**
   Would students want to know AI was involved?
2. **SPECIFIC**
   Did I say what AI did and what I did?
3. **CHECKED**
   Did I verify it before sharing?
4. **CONSISTENT**
   Am I meeting the standard I set for students?
5. **VOICE**
   Does it still sound like me?
6. **MODEL**
   Am I showing my process, not just the result?

3 What to disclose

- **Which tool** you used.
- **What it did:** drafted, edited, summarized, or generated examples.
- **What you did:** reviewed, revised, fact-checked.
- **Why it fit** the task.

SAMPLE NOTE

"I used an AI tool to draft these practice questions, then checked and revised each one. Let me know if anything seems off."

CONSIDER

Could a student tell what was mine and what was AI's?
If not: be more specific.

Did I check the output before sharing it?
If not: check it first, and say that you did.

4 Where and how to say it

- **Syllabus:** a short statement on how you use AI in the course.
- **On the material:** a one-line note on slides, handouts, or announcements.
- **In class:** show how you prompt, check, and revise AI output.
- **When asked:** answer students' questions openly.

CONSIDER

Does my syllabus describe my own AI use?
If not: add a short statement next to the student policy.

Could I demonstrate my process in class?
If yes: show a real example, including AI's mistakes.

5 Modeling responsible use

Model the use you'd want to see from students.

- **Show verification:** how you catch errors and check sources.
- **Show judgment:** tasks you chose not to give to AI, and why.
- **Admit limits and mistakes,** including when AI got something wrong.
- **Keep your own voice** in your teaching and communication.

CONSIDER

Am I showing only polished results?
If yes: show the process too, including corrections.

Have I explained when I don't use AI?
If not: share one example. It models judgment.