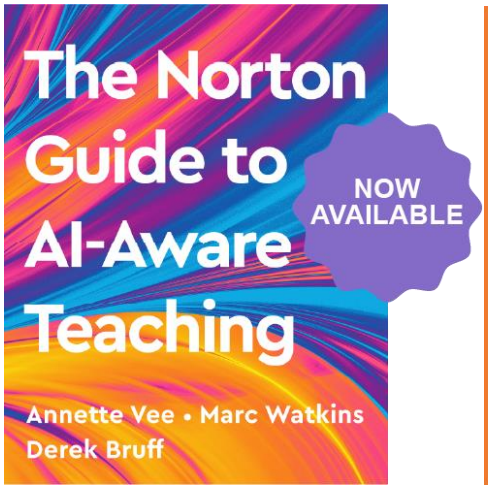
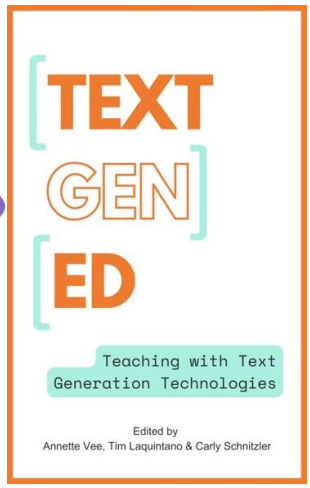
Faculty Resources: Teaching with/against/despite generative-AI

The following resources address the need for better faculty resources in light of the disruptions caused by gen-AI in the classroom.

*This list was curated and written, by hand, by Sean DiLeonardi





For educators, by educators:

The Norton Guide to AI-Aware Teaching (by Annette Vee, Marc Watkins, Derek Bruff).

Copies available for faculty through the Center for Digital Studies. This resource "supports the development of AI-aware assignments, activities, assessments, and course policies" while offering flexible approaches from AI resistance to adoption.

TextGenEd: Teaching with Text Generation Technologies (ed. Annette Vee, Tim Laquinatano, Carly Schnitzler).

This resource is peer-reviewed open-sourced. The book is ripe with ideas, experiments, and new approaches to engaging with gen-AI in ways that prioritize student outcomes and traditional pedagogy. For faculty looking to embrace AI, without compromising learning objectives.

Against AI (by Anna Kornbluh, Eric Hayot, Krista Muratore). For college professors, especially in the humanities, this site provides assignment samples, syllabus language, and other resources for those faculty wishing to resist the encroachment of AI in the

classroom. The site also includes evidence of higher ed programs across the country that have created more robust restrictions against AI use.

Broader guides/reports:

"How to disable or avoid intrusive AI" – a librarian's guide to disabling built-in AI tools on a variety of devices, from phones to search engines. Try encouraging your students to take some of these steps on their own devices.

AAUP Report on AI - provides data relevant to college professors, along with recommendations for best practices

"MLA Framework on AI-Resilient Assessment and Grading" – broad, research-based, and applicable strategies for rethinking assessment practices for AI resilience

"Four Frictions: or, How to Resist AI in Education" by Sonja Drimmer and Christopher J. Nygren

University of Pittsburgh Specific

"The Prompt: Teaching with AI" from the University Center for Teaching and Learning