

Where's the "I" in Generative AI?

Discipline: Gender and Women's Studies

Focus: Undergraduate, Discussion board, Voice and authenticity

Overview

A lesson to help Gender and Women's Studies faculty guide students toward ethical and productive use of generative AI, centered on a low-stakes discussion board assignment about voice and authenticity.

Learning objectives

1. Discuss ethical concerns about academic integrity and generative AI in the classroom.
2. Define the "I" in generative AI.
3. Complete a low-stakes assignment that shows the limitations and advantages of AI with respect to voice and authenticity.

Activities

- Brainstorm pedagogical uses of generative AI in the classroom.
- Collect students' views on generative AI for coursework.
- A discussion board assignment in which students and faculty compare differences in voice between their own writing and AI output.
- Key terms reviewed together: generative AI, ethical concerns and limitations, and "learning or reproducing?" as it relates to course learning outcomes.
- Closing questions: What limitations did you encounter? What advantages are apparent?

Tools

ChatGPT, Claude, Microsoft Copilot, CELT Student AI Use Scale (modified)

Adapting it

Writing-intensive and humanities courses can use the voice comparison as an early-semester activity that also sets expectations for AI use.

From the 2025–26 Teaching Innovation Institute (TII) cohort, University of Kentucky. Sources: 2025 TII Showcase posters (December 3, 2025) and the 2025–26 TII Project Takeaways survey.