APPENDIX: GENERATIVE AI CHATBOT USE

This appendix is part of an active area of development in higher education. See the policy library version of this document on LearningHub for the latest version of this policy.

HOW SHOULD I USE GENERATIVE AI IN THIS CLASS?

The effective and safe use of generative AI tools (to extend cognition, search for information, summarize documents, and produce texts and speech) increases with expertise in a particular area. However, generative AI tools introduce cognitive risks, including the dissemination of misinformation, susceptibility to algorithmic disinformation, disruptions to opportunities for building skills and cognitive models, and premature restriction of informational spaces. These threats are a problem because they undermine the goal of education (to learn accurate information and develop skills) and a healthy society (which requires accurate information and skilled thinkers).

When humans use tools that carry substantial risks, our primary protection is social: we make sure that people develop and use those tools in settings where other people can provide feedback (think of learning to drive a car, safety spotting when using heavy equipment, pilots confirming pre-flight checks, or surgical safety checks in operating rooms). Humans have learned that when the tools that we build carry the possibilities of high risk and high reward, we are safest when we check with each other.

There are 6 simple steps to use AI safely in this course:

1. Recognize that human beings have agency over the tools that we choose to use and choose *not* to use in learning environments.
2. Use that agency to commit to the goal of using this intentionally designed course to develop your knowledge and skills.
3. There are several low-risk uses of generative AI for the discerning student: using generative AI for integrated word choice and editing, to manage time use for a project, in search engines that produce incidental AI summaries (but primarily provide search results), and for practice testing in a domain where you can check the accuracy of the answers. For these types of generative AI use, the risks are low if you have the cognitive capacity to check the accuracy of the generated language. I trust students to use their own discernment as learning agents in these areas without requiring monitoring or reporting.
4. When searching within a chatbot interface, summarizing an existing document, revising your own writing, or generating genre examples to learn what kind of language to use, risks are higher. One risk is that these uses can occur on the edge of a student's knowledge, where there is no possibility of checking the accuracy of the information. The second is that these uses can easily move to replace the cognitive tasks that this course is designed to develop and practice. To protect against these risk, a student wishing to use generative AI for one of these purposes should (1) outline their plan for prompting a generative AI tool to respond, (2) explain how

their background knowledge and skills will allow them to identify misinformation and threats to cognitive development (and how they will respond to those two threats), (3) show that plan to another person and ask for their feedback in light of the risks for misinformation and replacing cognitive development, (4) submit that prompting strategy, personal background, and a summary of the peer-review to the Generative AI Tool Use Request Portal, and, after receiving permission and any modification of their plan by the instructor, (5) document their AI use as requested to ensure that they are able to assess misinformation and discontinue use when their cognitive development is threatened. Permit time for this process—do not expect your proposal to be reviewed and approved within minutes.

5. There are many uses of generative AI tools that are deemed too high-risk in the absence of high-level expertise to recommend in an educational environment. However, if you believe that you have the expertise to use generative AI tools for any of these purposes, you may follow the generative AI use request procedure in step 5. The high-risk uses include:
    - generating ideas by integrating course content, prior knowledge, and experience
    - writing initial drafts of assignments
    - completing homework questions
    - answering quiz and test questions
6. When in doubt, ask if filing a request is necessary.

The primary consequence of this approach to generative AI use will be that the use of generative AI tools in this class is expected to be either incidental and easily monitored or intentional and planned in advance. Typically, if you are using generative AI tools in an unmonitored, last-minute, and individual situation where the tool is replacing your work, you are making an unsafe choice.

The remainder of this document provides further information on my perspective on generative AI tools and education.

WHAT IS GENERATIVE ARTIFICIAL INTELLIGENCE?

Generative AI refers to a type of computer system that is constructed by training with large datasets. Generative AI systems learn the patterns in the data sets and can quickly generate compositions based on those patterns. In many cases, generative AI produces output that matches what a knowledgeable human would produce; in other cases, it produces output that is equally confident and fluent (compared to an expert human) but is incorrect or fabricated. Human expertise and discernment are required to distinguish between these two cases; generative AI is not self-aware and cannot distinguish between fact and fiction.

Generative AI is highly convincing because it aligns with many of our cognitive biases for identifying expertise and authority in the real world, including fluent language production, confident and detailed responses, and coordination across conversational turns. However, generative AI chatbots differ from human conversation partners in four core aspects of human thinking:

Embodied Thinking: Human thinking always engenders bodily responses. We do not think of ourselves as abstract beings, but rather as beings who react physically and emotionally to our own thoughts and to the language of others. These embodied responses ground our thinking in immediate physical consequences and are a necessary part of our ability to engage in empathy and moral reasoning.

Directing Action: Human thinking is for action. While chatbots can be designed with limited ability to act in the world, human language is itself a physical action (the movement of muscles to produce speech, gesture, or writing) and is ultimately used to seamlessly direct or simulate actions. Human language use is therefore deeply action-oriented, and for that reason, human words have the weight of action in ways that chatbot words cannot.

Extended Thinking: Herb Clarke describes language use as a type of joint action: a coordinated activity in which dialogue partners work together as an ensemble using their common understandings to achieve shared goals and engage in actions that neither could do separately. While a human can absolutely think thoughts with the chatbot that they could not think themselves, the chatbot does not realize the same benefit of extension. Indeed, after the conversation, the network weights for the chatbot remain unperturbed. The human, on the other hand, has been changed. When humans interact in dialogue, their joint actions can become more effective in the future—they become even more capable of cognitive extension. The same is not true to the same degree for chatbots, because they cannot grow with the human (although they can coordinate more effectively by including past conversations in the text considered for a conversation).

Nested Networks: Human thinking occurs within embedded social, physical, and information networks. Humans structure this complicated world of knowledge into world models (organized memory structures in their minds), which they deploy strategically depending on their situation. Generative AI chatbots, on the other hand, lack world models and instead create the illusion of one through the use of generative pre-trained transformers (GPTs). Many apparent errors on the part of chatbots are the consequence of their dialogue partner under-specifying the necessary world model details to help the GPT produce the appropriate language for the situation.

WHAT IS THE GENERAL DEPARTMENTAL POLICY ON GENERATIVE AI USE?

In the School of Social and Behavioral Sciences, our recommendations for incorporating generative AI into a learning program are grounded in two key principles.

Principle #1: Communication

Students must:

1. Use generative AI as directed by each professor in each class.
2. Ask professors for guidance immediately when encountering questions about a particular tool or use.

3. Remember that different classes follow different use rules because different classes teach different skills.
4. Communicate with your professor about situations that might make the inappropriate use of generative AI tempting.
5. Propose new ideas for how to use AI that are not covered in these guidelines prior to using an AI chatbot for that purpose.

As your teacher, I will:

1. Demonstrate appropriate use of generative AI chatbots.
2. Inform you of the ways that I use generative AI for class.
3. Provide you with sample prompts and dialogues to help you use generative AI chatbots effectively.
4. Listen to your new ideas about how to use AI and help you adopt ones that fit the spirit of these guidelines.
5. Regularly test the limits and capabilities of generative AI chatbots and tools.

Principle #2: Planning

Students must:

1. Plan ahead to do the work required in order to develop the expertise and skills needed to make effective use of generative AI tools.
2. Keep drafts of work, track the changes made to documents, and otherwise document the process of completing assignments, whether generative AI tools are used or not.
3. Save notes, copies of revisions, and other evidence of the process of completing assignments.

As your teacher, I will:

1. Help all students to develop AI chatbot communication skills.
2. Recommend alternative models for AI chatbot use that allow students to develop the skills targeted by assignments and AI chatbot communication skills.
3. Review and recommend AI-use plans and share practical uses developed by other students.

WHAT ARE THE THREE RISK CLASSES FOR COMMON GENERATIVE AI USES IN EDUCATION?

In educational settings, generative AI uses typically fall into three groups by risk:

1. incidental, low-risk cases, where the generated content is easily checked and does not replace student learning,

2. moderate risk cases, where the generated content is not easily checked by novice learners and basic student learning may be replaced, and
3. high-risk cases where generative AI almost always replaces opportunities for student learning and memory development.

Low-risk cases: Generative AI tools are increasingly being integrated into the software we use most in education, including word processing, spreadsheets, and search engines. In most of these settings, however, the generative AI tools are incidental and easily monitored—suggested edits in a word processor can be dismissed, search engines still provide the links to check summaries, and integrated AI tools can even be disabled. While it is easy *not* to check the language produced by generative AI tools in these settings, students can be trusted to build habits of agency in these domains.

Here are some examples of incidental AI tool use:

✅ Accepting suggested revisions to improve grammar and sentence structure: Use to the degree that you are comfortable and document to allow your future self to reuse the tool. Remember that humans are also effective dialogue partners.

✅ After learning the material in a course, using generative AI for dialogue when studying and practice testing: Use to the degree that you are comfortable and document to allow your future self to reuse the tool. Remember that humans are also effective dialogue partners.

✅ Using a generative AI chatbot as a manager for structuring tasks, time management, and working through barriers: Use to the degree that you are comfortable and document to allow your future self to reuse the tool. Remember that humans are also effective dialogue partners.

Moderate-risk cases: As the complexity, specificity, and amount of language generated by a generative AI tool increase, the risk for misinformation and replacing human learning also increases. These cases are ones where some students might have the expertise to safely monitor the generative AI tool, but others may not. Of course, the additional risk is that generative AI tools are designed to prolong engagement, and can easily cross the line to doing the cognitive work for a student, even when prompted not to.

For these cases, think carefully about whether you are engaged in machinal bypass (allowing AI to stand in for your "authentic, personal involvement"; Kaplan et al., 2025). I have described ways that generative AI can be used when there are moderate risks; however, all of these should be approved through the Generative AI Tool Use Request Portal.

Moderate-risk cases include:

🤔 Generating examples of assignments to learn about the genre and possible structures. We all learn how to write by reading in a genre. If you are uncertain about what a report should look like (the structure of the genre), reading examples can give you ideas about structure. Do not, however, use the generation of examples as a type of brainstorming—use discernment to think of your ideas and use generative AI for the purpose of genre reading only, with a clear intention never to draft your writing or copy text into your draft from generative AI. Recognize that generative AI will tend towards typical and expected ideas, and away from the idiosyncratic and personal ideas that can only come from your lived, embodied experience. If you believe you can use generative AI tools safely in this manner, please prepare a plan and submit a request.

🤔 When revising a major assignment. You might be nervous about turning in your work because you aren't confident in the language that you have constructed. When using AI tools for major revisions, ensure that the revisions are reviewed and modified to retain your voice and ideas. Using track changes and saving all transcripts (as required above) are best practices (for your protection). A more effective use of a chatbot is to ask it to guide you through the revision process ("Help me develop a workflow, but do not generate content for me" is a far better approach than "Make my paper more readable"). However, this will require discipline and discernment as generative AI chatbots tend to provide more assistance than users have requested, particularly in the domain of homework assistance. If you believe you can use generative AI tools safely in this manner, please prepare a plan and submit a request.

🤔 Summarizing texts. Sometimes you need to read a challenging paper that has been assigned by a teacher or that you must understand for a project. It's easy to just ask generative AI what the paper says. Be careful, though: Do not ask AI to summarize a document when you cannot check the summary against the document. Generative AI can produce summaries that miss key points, invent ideas, and misinterpret patterns. The summary will be produced very quickly, but you should set aside the time you would usually spend reading the document to check the summary carefully. When asking generative AI to help you understand new words, test the answers against what you know. Try asking multiple AI chatbots for summaries to verify converging interpretations. If you believe you can use generative AI tools safely in this manner, please prepare a plan and submit a request.

🤔 Searching for information within a chatbot interface. Now that generative AI chatbots can connect to internet search engines, generative AI provides a means for detailed search prompts. However, remember that, as with all searches, an algorithm is selecting some

information to present and other information to suppress. Use processes that parallel lateral reading and click restraint to dig more deeply into the search results. Also note that the generative AI produces substantially more language than is justified by the links it reads: the chatbot will tell you what the links say, along with some additional language associated with what the links say.

High-risk cases: These are instances where generative AI tools completely replace human thinking. While there may be reasons for these uses in some domains, in a learning environment, they pose an extreme threat to the fundamental purpose of education: human cognitive development. However, there might be reasons that an expert dispenses with some cognition to open time for other cognition. The following cases involve generative AI tool uses that should be avoided unless you can demonstrate high levels of expertise and discernment:

🚫 Generating ideas: Avoid the use of generative AI tools for generating ideas or brainstorming. The first stages of an assignment are the most difficult because they require creativity and the formation of new links between knowledge and concepts—if a chatbot makes those links, you will not get any practice at this task, and your memory will not be restructured accordingly. The effort required to overcome a blank page is what it feels like to struggle for growth as a human thinker, not evidence of a lack of ability. Your use of generative AI early in assignments risks pushing you towards a path built from the heaviest weights in the generative AI training data—a path that may not be yours and that you cannot predict without a deep knowledge of the training data. Generative AI chatbots also do not make a distinction between brainstorming ideas and completing assignments, and will sometimes complete the assignment when you upload a description and ask for ideas. Instead of following a generative AI path, engage in joint action within your human community to select prompts and initial ideas for your reports.

🚫 Writing initial drafts of major assignments: Do not use AI chatbots to generate content. Writing your initial ideas is effortful because first-draft writing helps clarify your thoughts—the struggle and intrusive thoughts are the embodied feelings of deep thinking. I provide an example of each major project that you can use to structure your first draft.

🚫 Completing homework: Do not use AI chatbots to generate responses to questions, select correct answers, or otherwise avoid investing your effort in recalling, constructing, or synthesizing answers. The purpose of homework assignments is to build and strengthen memories through elaboration and retrieval practice.

🚫 Answering test and quiz questions: Do not use to search for or generate answers to questions. The purpose of tests is to build and strengthen memories through retrieval practice. Testing is a form of learning; learning is a gift to your future self.

Assignments that use generative AI without prior approval, peer-review of the use case, and (when needed) a record of the process; or uses for inappropriate purposes will not meet specifications, and you will need to revise or redo the assignment by following the continuation token revision process.

How does Dr. Bailey use generative AI?

I am a skilled user of generative AI and hold a position as a Faculty AI Teaching Fellow at Andrews University (for which I have the responsibility to build and test AI tools for educational purposes). I have doctoral-level training in cognitive psychology, linguistics, and computer science, 40 years of coding experience, and over 20 years of experience as a cognitive scientist and college instructor—my use of generative AI reflects decades of preparation. I have been working on machine learning and natural language processing as a researcher and programmer for over two decades. When I use generative AI tools, the time investment is not just the time spent on the task with the tool, but also the years of hard work that have allowed me to use these tools with discernment. Here are some examples of the choices I have made, based on my experience and expertise, regarding how I will utilize generative AI tools.

I use generative AI tools to:

1. Edit, organize, and clarify documents I have drafted for use in class or as background information (with review and revision after AI use).
2. Transcribe and summarize recorded and dictated content for use in class or as background information (with review and revision after AI use).
3. Assist me in coding applications and tools for teaching, advising, and research (with review and revision after AI use).
4. Search and organize information from documents and the internet.
5. Break down tasks into manageable chunks to organize my time.
6. Generate test banks from existing content that I can review, revise, edit, and curate.
7. Create data files for teaching purposes.
8. Assist in summarizing themes from existing teaching documents.
9. Design active learning experiences (using GPTs designed and trained to implement cognitive psychology-based learning, using either training materials that I have prepared or GPTs developed by other scholars, for example, Michelle Miller's FACTbot). The use of these design GPTs is akin to selecting and adapting an active learning framework from a book that lists active learning approaches.
10. Translate natural language instructions into step-by-step guides for completing procedural tasks at the university.

I always review and edit all AI-generated content prior to using it for educational purposes. Many of my chatbot transcripts reach the limits of the chatbot context window because I provide substantial documentation as a context for the chat.

I will not use generative AI tools to:

1. Write unsupervised drafts of content for use in classes.
2. Grade student work.
3. Write unsupervised drafts of syllabi.
4. Write research papers.

What are some best practices for chatting with a chatbot?

1. **Write detailed prompts.** Chatbots work better the more content they have to work with, as they generate responses based on pre-training on large amounts of input in context. The more context your prompt provides, the more likely the generated text will be helpful for you.
2. **Be as chatty as a chatbot.** Notice how much text chatbots produce. This is partly because the chatbots are using their own output to enhance the context of future output. You should do the same, not only in your prompts, but by asking the chatbot to refine output, correcting with the chatbot when it misunderstands, and giving more detailed updates to the chatbot than you would to a human. Chatbots do not possess human common sense or intuition; you must provide a chatbot with substantially more information than a human.
3. **Use the chatbot to enhance, not replace *your* learning.** Remember that the chatbot can generate multiple responses for you to select from. Chatbots are typically adequate (not consistently excellent) generators unless (and even sometimes, although) they have been trained for specialized tasks; expect to check responses for accuracy and improve the quality of content generated by chatbots. Chatbot-generated text and speech are easy to read and fluent. You will be tempted to read the text superficially; slow down and read it critically.
4. **Remember that discernment is the result of expertise.** When working in an area where you are still learning, only use the chatbot to scaffold your learning and development. As you develop expertise in different skill areas, you will find that your use of chatbots changes—experts are much more able to use chatbots *in their area of expertise* because experts can better design prompts, shape chatbot responses, identify chatbot errors, and revise chatbot output. (Greater experience interacting with chatbots and teaching learners also makes chatbot conversations more useful.) The greater your expertise in an area or with a skill, the more useful the chatbot will be as a content generator. It typically takes thousands of hours of practice in a skill or content area to become a true expert; for example, most writers

need 20 years of experience (beginning in childhood) to perform at an expert level, where they can think about their writing goals, performance, and audience needs simultaneously while writing. This need for expertise extends to discerning how to use generative AI tools and texts.

How can I start a conversation with a chatbot?

I recommend that your initial prompting strategy for any AI chatbot use start with a modified version of one of the example prompts below. If you need a prompt not provided and can't infer what to do from these examples, please email me with your use case and ask what prompt you should begin with.

Dialogue Partner: I am a student in a college course on _____. You will act as my dialogue partner as we discuss what I learned in class today. Take on the role of a classmate who did not attend class today and ask me questions so that I can teach you about what we learned in class. When I teach you concepts, you might rephrase those concepts, ask for clarification, try an example, or respond in another way so that I can check your understanding.

Practice Testing: I am a student in a college course on _____. You will take on the role of my tutor and give me practice test questions on the main ideas from today's class. Begin by asking me for a list of the main concepts from today's class. Then ask me to identify alternative concepts that might confuse the main concepts. Once you have that information, make some story problem multiple-choice questions that ask me to categorize the story problem as one of the concepts from today's lesson. Always use concepts that might be confused with the correct answer and common errors to construct incorrect options for multiple-choice questions.

Breaking Down Large Tasks: I am a student in a college course on _____. My teacher has assigned _____. Please help me break this assignment into a list of short tasks (15 to 30 minutes). First, I want you to ask me to upload or paste the assignment instructions into this chat. Let me know that you have read the instructions. Then ask me how much I have completed so far. Once you have that information, please give me an ordered list of tasks. Try to keep the tasks short. If I need to spend more than 30 minutes on a task, indicate the number of 30-minute sessions you think I will need to complete the task.

Managing Time: I am a student in a college course on _____. I am working on _____. Please keep track of the tasks I need for this project. First, ask me for my list of tasks. Then, please give me the first task to do. I will report back once I have finished that task and ask you for the next one. If we need to reorganize the tasks, I will let you know.

Overcoming Barriers: I am a student in a college course on _____. I need to start working on a paper, but I am currently anxious about the number of tasks I have to complete. I am unmotivated and have already spent an hour on my phone, avoiding work. What can I do to refocus and get started on the tasks I need to complete?

Revising Elements of an Assignment: I am a student in a college course on _____. My teacher has assigned _____. First, I want you to ask me to upload or paste the assignment instructions into this chat. Then, please ask me to upload or paste the grading rubric or checklist for this assignment. Once you have read both of those documents, please let me know. I will then share the current version of my writing with you. Respond with questions or recommendations that can help me revise my paper. Take on the role of a peer reviewer—your role is to help me improve my writing. Avoid rewriting the paper for me. I want to gain the benefits of reconstructing my ideas.

Summarizing a Peer-Reviewed Research Article: I am a student in a college course on _____. I am reading a peer-reviewed research article on _____. I need to write a summary of this article for my notes and to use later for other assignments. First, ask me to upload a PDF of the article. Then, ask me questions to help me summarize this article. Focus on the purpose (research questions), sample (participants), methods, findings, and relevance of the study. As I answer each question, compare my answers with yours. Please perform that comparison only after I have answered. Please ask me to verify the accuracy if our answers do not agree. At the end of our conversation, provide a draft summary based on my responses. Use my words whenever possible when constructing the summary.

Searching for Information: I am a student in a college course on _____. I am looking for information on the following question: _____. I already know that _____ based on peer-reviewed evidence from _____. Search the internet for an answer to my question and reply based on peer-reviewed psychological science. Cite your sources. Consider multiple sources of evidence when making claims and indicate how much confidence a student should have in each summarized claim.

Genre Reading: I am a student in a college course on _____. I have attached the instructions, rubric, and a prompt for the writing project in my class. I want to read some examples of writing in this genre. Please generate examples one at a time so that I can read them. I will let you know when I have finished reading one example so you can generate the next one. I have provided you with prompts I am not working on, so we can focus on reading in this genre.

APPENDIX: ZOOM MEETING POLICY

This appendix is part of an active area of development in higher education. See the policy library version of this document on LearningHub for the latest version of this policy.

The Andrews University Code of Student Conduct applies to online and face-to-face or classroom behavior. You are expected to be professional and respectful when attending class in virtual settings. The following are class policies for our meetings in virtual settings, which involve audio, video, and/or text ('chat'). Typically, these meetings will be held via Zoom video conferencing software at Andrews University. All students are expected to adhere to these policies, which extend classroom expectations.

Principles: Consider virtual spaces (and social media) as professional and public environments, and act accordingly. Make decisions in virtual spaces that will help you construct a reputable and professional identity.

Recording

Class meetings in virtual spaces (including video, audio, and chat text) will not be recorded for viewing or reading by other students in the class. They may be recorded for the instructor's use or for transcript creation.

General

You must sign in to virtual spaces with your full first and last names as listed on the class roster. Please do not use a nickname or other pseudonym when logging in, as this makes it impossible to determine who is in attendance. Using your full name also helps your instructor quickly sort students into their groups. Users who do not provide their full names will generally NOT be admitted to class. For security purposes, participants who are not recognized may be removed from the meeting immediately.

Exceptions

- Since enrolling in class, some students have changed their names to reflect their identity better or facilitate communication (for example, using a short form of a name, a middle name, or a cross-cultural name). If you currently use a different name than what is listed on the official roster, please send me an email from your official andrews.edu account with your official Andrews University record name, the name that you wish to be known by, and your AU ID number—then you can use your current name in the virtual space.
- If you do not have internet access to a computer or smartphone, you may call into class using a phone; however, you must email your instructor with your name, AU ID number, and phone number to identify you. This is not optimal; please try to locate an internet-enabled device for class. To ensure that your classmates can

identify you during discussions, I will use your name and a phone number when you call in to the virtual space.

Stay focused. Please stay engaged in class activities. Close any unnecessary apps on your device and disable notifications.

If you need technical help, contact the ITS Help Desk at helpdesk@andrews.edu or 269-471-6016.

Video

Turn on your video when possible. It is helpful to see each other and share attention, just as in a face-to-face class. Keeping your video on will keep you accountable for listening and thinking about the material that we are discussing. During the pandemic, students in my class who attended face-to-face classes or kept their cameras on for most of the time generally performed better than other students with similar levels of pre-class preparation. For many remote students, my only connection was based on their assignments because I had never seen their faces or heard their voices. If you are uncomfortable with having your camera on, consider using a Zoom avatar if your system supports avatars—avatars hide your face and background while still communicating your facial expressions. You can find avatars in the video >> backgrounds menu when available.

Exceptions

- If you have limited internet bandwidth or no webcam, it is ok not to use video.
- If you cannot find an environment without many visual distractions, it is also ok to turn off your video.
- During our class, there will be times for you to write or think. It is ok to turn off your video during this time as long as you are on task.
- Please turn off your video if you need to eat a meal during class time—but avoid this situation if possible.
- Some people find long Zoom meetings to be very tiring. It is ok to turn off your video briefly if you are feeling overwhelmed and need a break from appearing on camera. However, you should turn the video back on when you are going to talk. Be prepared to turn on your video when called on.
- Keep it clean. Do not share anything on video that you would not put on the projector in class! Video backgrounds, or backgrounds that distract or disrupt, are not permitted in this course. Your instructor may ask you to turn off your background if it is disruptive. Consider your background to be part of your professional image. You may want to use a picture of your face as your avatar to make yourself more recognizable once unmasked social interactions resume.

Audio

- Mute your microphone when you are not talking. This helps eliminate background noise.
- Use a headset when possible. If you own headphones with a microphone, please use them. This improves audio quality.
- Be in a quiet place when possible. Find a quiet, distraction-free spot to log in. Turn off any music, videos, etc. in the background.

Chat

Stay on topic. Use the chat window for questions and comments relevant to class—all chat messages are public in this course. The chat window is not a place for socializing or posting comments that distract from the course activities. If you fill it up with random comments, we cannot sort through the information quickly to address students' real questions/concerns about the course.

- Please use the chat for quick technical problems ("I cannot hear.") or clarification questions.
- Please use the chat to make observations (on-topic) of interest to your classmates.
- If you are face-to-face and want to participate in the chat, join the Zoom meeting, but **do not connect to audio**.
- Avoid in-group or ostracizing slang in the chat that people of other identities might not understand—slang is excellent for promoting in-group solidarity, but can make people feel like outsiders just as easily, and is destructive to building community in this classroom. Remember that speech in the chat window is professional speech.
- No disrespectful or hateful speech will be permitted in the chat—just like in our face-to-face class, respectful behavior is expected.

(Modified from: https://www.k-state.edu/keepteaching/zoom-policies.html)

APPENDIX: ELIMINATIVE MULTIPLE CHOICE

This appendix is part of an active area of development in higher education. See the policy library version of this document on LearningHub for the latest version of this policy.

Eliminative multiple-choice questions ask you to identify as many of the *wrong* answers to a question as possible, instead of merely identifying a single correct answer. This approach aims to allow your instructor to better understand how you arrive at an answer to a given question. The procedure involved in grading eliminative multiple-choice questions is designed to encourage you to answer only based on information you are confident about. First, each question is graded by assigning one positive point for each incorrect answer correctly identified, and *n*-1 negative points (where *n* is the number of answer options – for a four-answer question [see below], three negative points) for selecting the incorrect answer. It is, therefore, advisable to select neither response if you do not know which of the two answers is correct. Thus, scores on a given 4-option eliminative multiple-choice question may range from -3 to +3 points, allowing your instructor to gauge whether you misunderstood or do not know it. We will practice this type of question in class prior to the first Classroom Assessment.

Example:

Q. Dr. Bailey's Philosophy of Grading is based on the belief that high grades in a university course are [Correct Answer: C]:

A. the right of every tuition-paying student, regardless of effort and results.
B. a conspiracy to reward the few, promoted by captains of industry.
C. an expert certification of high engagement and understanding in a domain.
D. almost impossible to achieve, except by those who no longer need sleep.

[1] Marco crosses out options A and D to identify them as incorrect responses, but cannot decide whether option B or C is correct. Because he identifies 2 of 3 incorrect responses and avoids the correct response, he receives a 2 (on a scale of -3 to +3). When this scale is standardized so that zero is the endpoint, he receives a 5/6 or 77% on this question.

[2] Paula is confident that option A is correct, so she crosses out options B, C, and D to identify them as incorrect. Because she has identified 2 of the three incorrect responses, she receives two positive points, but she also receives three negative points because she incorrectly identified the correct answer. Thus, she receives a score of -1 on a scale from -3 to +3, or a standardized score of 2/6 or 33% on this question.

The scores on individual questions are generally interpreted as follows:

raw score (-3 to +3)	standard score (out of 6)	Interpretation
3	6	confident knowledge of material
2	5	significant knowledge / moderate confidence
1	4	partial knowledge / low confidence
0	3	absence of knowledge / lack of confidence
-1	2	partial misunderstanding / moderate confidence
-2	1	significant misunderstanding / low confidence
-3	0	complete misunderstanding concerning material

Along with each test, you will be given a Test Feedback Questionnaire (TFQ; based on Achacoso, 2004). You will complete this along with each attempt on the test. The TFQ takes about ten minutes to complete and helps me interpret student grades on tests.