



WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
Leadership Education Department

Using the disclosure of AI as an opportunity for critical reflection

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Session Description

This session will provide insights on how to provide guidance to teachers and students about using AI ethically and transparently in academic settings. Beyond suggested direction on how to cite and acknowledge AI use, but in providing some instructional strategies for supporting AI use and building ethical users of AI.



VISUAL EDUCATION

A COMPARATIVE STUDY OF MOTION PICTURES *and* OTHER METHODS OF INSTRUCTION

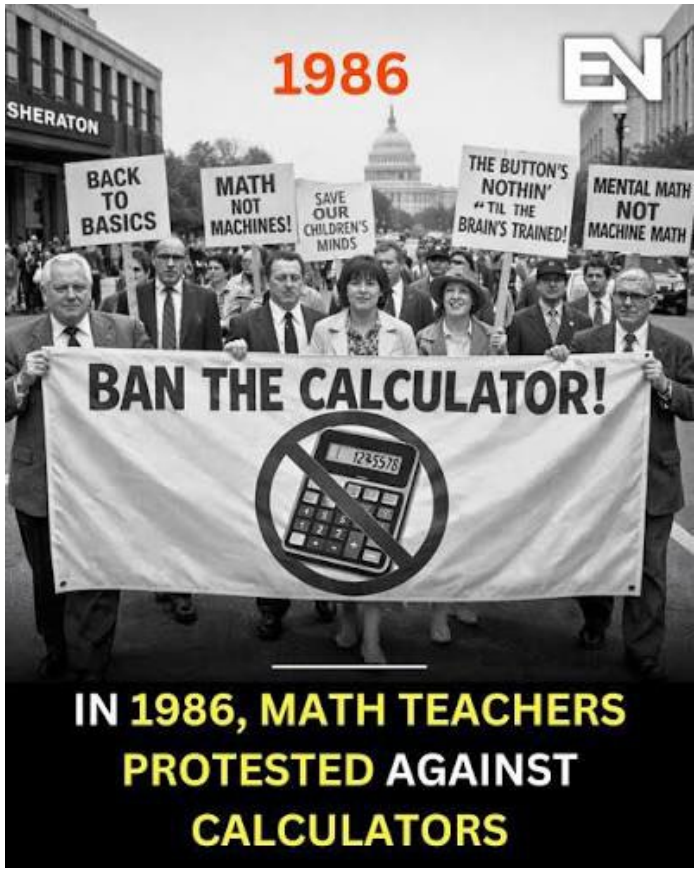
THE REPORT OF AN INVESTIGATION MADE WITH THE AID OF A GRANT FROM THE COMMONWEALTH FUND

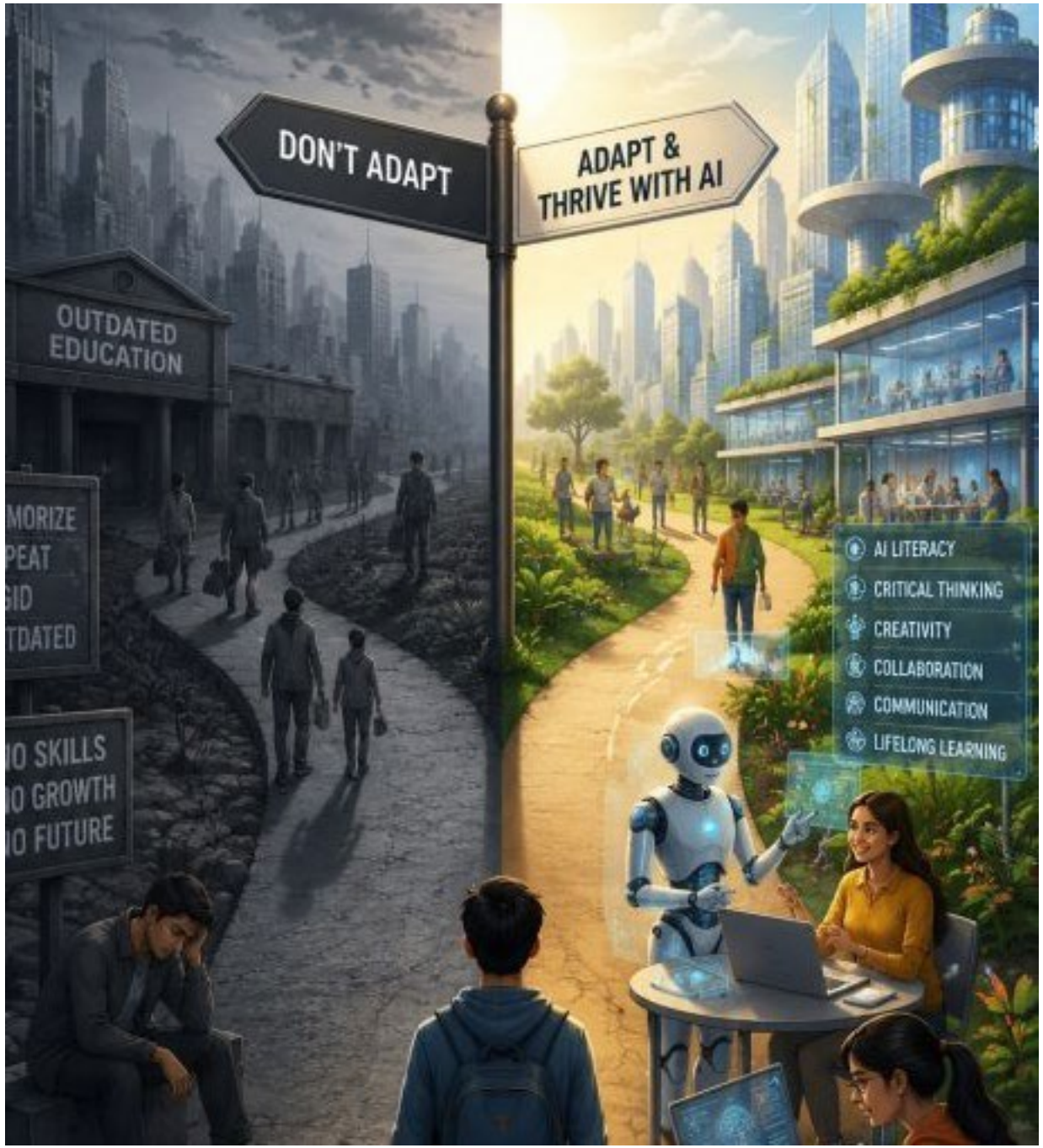
By

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Dulababu, T. (2026). LinkedIn. https://www.linkedin.com/posts/dr-tapal-dulababu-1567662b_ai-education-futureofwork-share-7464151348482297856-1GyW/?rcm=ACoAAABBnNcBLz4rk9OfWurN9Yny2gVewKRBxDM (post removed or lost)

The AI-Resistant Classroom Is a Myth

- Detection is not an instructional strategy — false positives erode trust; false negatives breed complacency.
- If a tool can complete the assignment, ask why it is assigned.
- Make invisible cognitive work visible: annotated source logs and drafting reflections.
- Design for judgment: compare two AI outputs, name the bias, synthesize from sources.
- Add brief, low-stakes oral defenses; keep policy clear.

Teaching Reflective Practice

As we move to a professional world where generative AI becomes embedded in nearly all tasks, it will be essential for us to prepare our students to be able to reflect on their individual and collective partnerships with these generative tools.

Our students need to understand how to reflect on how human agency and judgement is used to bend the production of these tools to human will.

Authentic Assessment: Instructors verify, *not detect*, learning.

Instructional Themes

Instructional design must remain in the driver's seat: AI integration must deepen thinking and support learning.	*Assessment should verify genuine understanding while protecting student cognitive work.*	*AI should support and supplement human thinking, decision-making, and learning.*

Derived from Grand Canyon University AI Support Materials

Core Principles for the Use of AI

- Pedagogy First: Human reasoning precedes AI involvement.
- Transparency: Both educators and students should disclose AI use.
- Privacy: No identifiable student data should be used with AI tools unless fully FERPA compliant.
- AI Literacy: Both educators and students must verify accuracy and identify bias.
- Authentic Assessment: Instructors verify learning not focusing on detecting AI use.

Ethical Judgment, Not Just Compliance

- **Disclosure** is the floor: explain why the use was appropriate.
- **Verification**: confirm every AI fact, quote, and citation against a source (LLM v RAG for instance)
- **Bias**: whose perspective does the output center and whose does it omit?
- **Privacy**: no identifiable student data in non-FERPA-compliant tools.
- **Equity:** don't assume paid tools or home access.
- **Reflection:** "was this use appropriate?" builds the habit.

Shifting Assessments

Core Principles for AI Use	Transforming Assessments
• Pedagogy First: Human reasoning precedes AI involvement. • Transparency: Students must disclose AI use. • Privacy: No identifiable student data in AI tools. • AI Literacy: Candidates must verify accuracy and identify bias. • Authentic Assessment: Instructors verify, not detect, learning.	• Shift to process artifacts, drafts, oral checks, and real-time demonstrations. • Embed structured AI protocols to strengthen cognition. • Require verification when AI obscures learning. • Redesign signature assessments to emphasize situational judgment and contextual decision-making.

Why AI Matters for Instructors

- Exploding volume of scholarly literature
- Time constraints for practitioner-scholars
- AI as a cognitive exoskeleton; not a shortcut

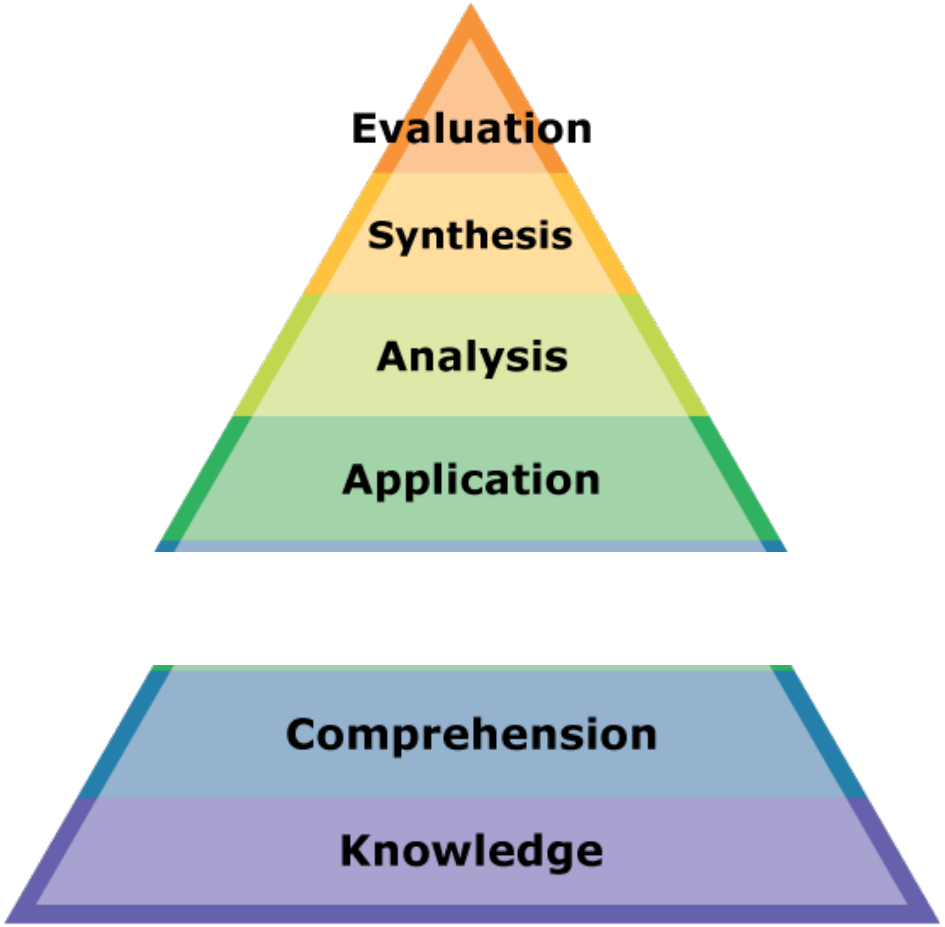
AI Is *Not* a Shortcut assuming:

- AI does not make analytic decisions
- The instructor and students retains epistemic control
- All interpretations are reviewed, justified, and documented
- An AI-use disclosure is included in the methodology section of research or in a disclosure at the end of an assignment

Must focus on higher levels of Bloom

Any summative assessment must focus on the upper range of the original 1956 Bloom

- If a Chatbot can answer the question, maybe it isn't a strong assessment



Oregon State University Ecampus

Bloom's Taxonomy Revisited

Use this table as a reference for evaluating and making changes to aligned course activities and assessments (or, where possible, learning outcomes) that account for generative Artificial Intelligence (AI) tool capabilities and distinctive human skills.

All course activities and assessments will benefit from **review** given the capabilities of AI tools; those at the **Remember** and **Analyze** levels may be more likely to need **amendment**.

Attribution 4.0 International (CC BY 4.0)

	RECOMMENDATION	AI CAPABILITIES	DISTINCTIVE HUMAN SKILLS
CREATE	Review	Suggest a range of alternatives, enumerate potential drawbacks and advantages, describe successful real-world cases	Formulate original solutions incorporating human judgement, collaborate spontaneously
EVALUATE	Review	Identify pros and cons of various courses of action, develop rubrics	Engage in metacognitive reflection, holistically appraise ethical consequences of alternative courses of action
ANALYZE	Amend	Compare and contrast data, infer trends and themes, compute, predict	Critically think and reason within the cognitive and affective domains, interpret and relate to authentic problems, decisions, & choices
APPLY	Review	Make use of a process, model, or method to illustrate how to solve a quantitative inquiry	Operate, implement, conduct, execute, experiment, and test in the real world; apply creativity and imagination to idea & solution development
UNDERSTAND	Review	Describe a concept in different words, recognize a related example, translate	Contextualize answers within emotional, moral, or ethical considerations
REMEMBER	Amend	Recall factual information, list possible answers, define a term, construct a basic chronolgy	Recall information in situations where technology is not readily accessible

https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/

AI as a Second Collaborator

This routine shifts the AI from a "ghostwriter" to a "teammate" that the student must manage.

- How it works: The student is the "Lead Researcher," and the AI is the "Junior Assistant." The student must assign the AI a specific task (e.g., "Find three metaphors for photosynthesis"), but the student is responsible for the final synthesis.
- The "Anti-Masking" Strategy: Students are required to submit a contribution log. They must explicitly state: "I came up with X, the AI suggested Y, and I decided to use X because of Z." This makes the student's critical thinking visible

Devil’s Advocate (works best with RAGs)

This routine uses AI as a "Devil’s Advocate" to stress-test student logic.

- How it works:
    1. The student writes a draft or a thesis statement entirely on their own.
    2. They feed it into the AI with the prompt: "Identify three logical fallacies or weak points in this argument."
    3. The student must then write a rebuttal to the AI’s critique.
- The "Anti-Masking" Strategy: It is much harder to "fake" learning when you are forced to defend your own ideas against a critique. It requires a deep level of subject matter mastery to know if the AI’s challenge is valid or a "hallucination."

Explain Your Prompting (EYP)

This routine focuses on the process rather than the product.

- How it works: Instead of just grading the final essay, the instructor grades the "Prompt History." The student must submit a reflective narrative of their "conversation" with the AI.
- The "Anti-Masking" Strategy: If a student simply asks, "Write an essay on Hamlet," they fail. If they show a sequence of 10 prompts where they asked the AI to refine a specific paragraph or explain a complex quote, they are demonstrating metacognition (thinking about their thinking).

Metacognitive Designs That Need No AI

- Strategy memo first: name the goal, plan, and predicted sticking point before starting.
- Exam wrappers: after each test, diagnose what went wrong and what changes next time.
- Annotated bibliography by hand: why each source matters and where it conflicts.
- Draft-to-draft reflection: mark three revisions and justify each one.
- Oral defense: two minutes explaining the reasoning, not the result.

Why Disclose

Thirteen experiments found that people who disclosed AI use were trusted LESS than those who did not — professors included.

Schilke & Reimann (2025), Org. Behavior and Human Decision Processes, 188, 104405

72% of students reported increased trust from instructors when they included an AI disclosure statement

per ChatGPT 1/9/2026

Sample Syllabus Language

You are encouraged to use generative AI tools to help prepare for assignments and projects (e.g., to help with brainstorming, etc.). You are welcome to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. If AI Tools are used, add a disclosure statement at the end of the paper, prior to the reference list outlining which AI Tools you used and how you used each, see examples in D2L. Items that are specifically created by an LLM or other generative AI Tool should be cited.

Sample Syllabus Language v2

Students may use generative AI tools as part of their preparation for assignments and projects, such as for brainstorming, outlining, or preliminary drafting. AI tools may also be used for editing and revision purposes, including identifying issues in clarity, logic, organization, or citation formatting.

Any writing, text, media, or substantive content generated by AI must be clearly identified at the time of submission. Disclosure may take several forms; one acceptable method is a brief statement placed at the end of the paper, prior to the reference list, describing the AI tools used and the nature of their use. Content produced by large language models or other generative AI systems should be cited in accordance with the relevant citation style. As always, the student is fully responsible for the final submission

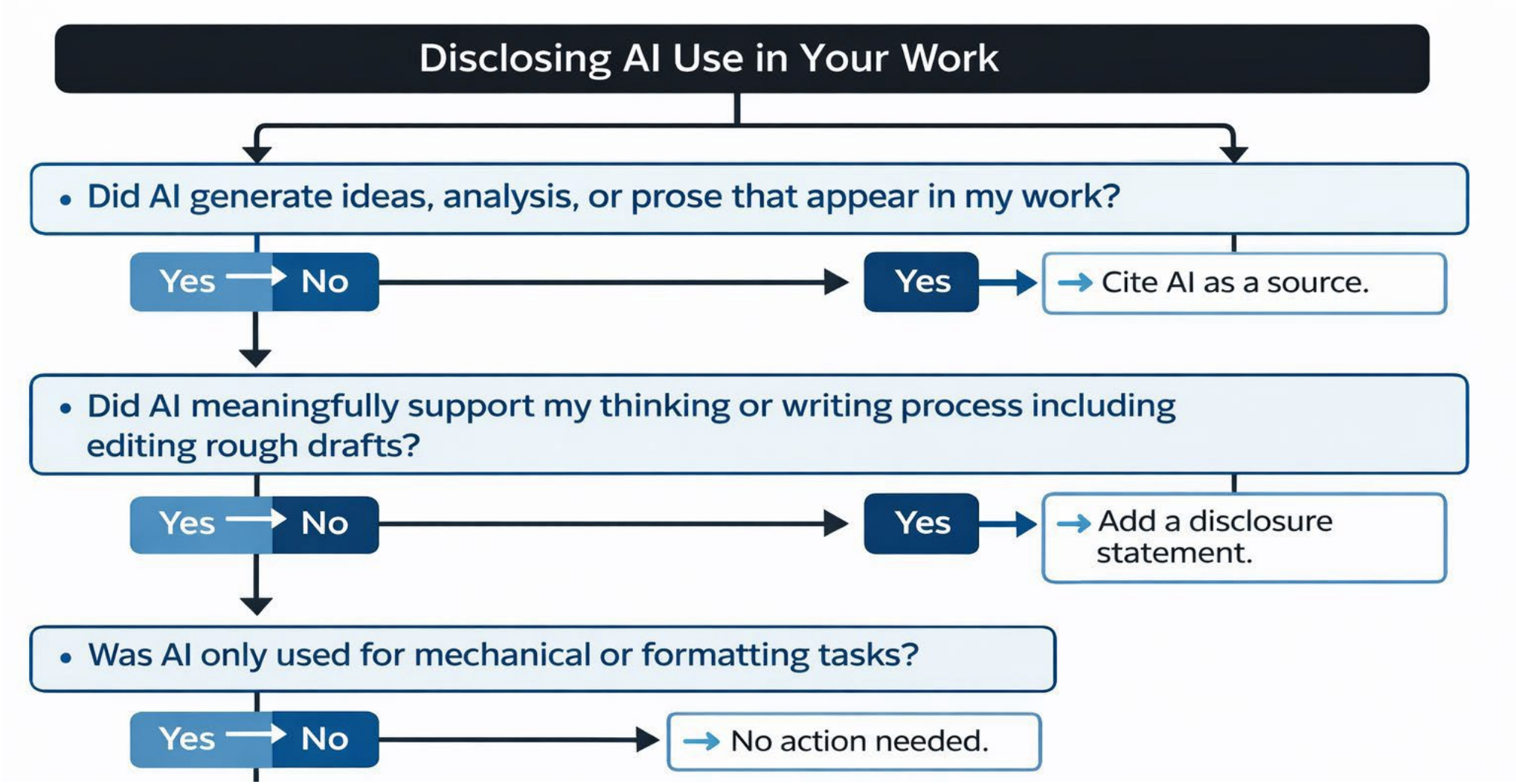
How to Disclose

Attribution vs. Citation in AI Use: A Simple Decision Tree for Students

Faculty can offer students this three-question test to determine how to disclose their use of AI Tools.

- Did AI generate ideas, analysis, or prose that appear in my work?
  - Yes → Cite AI as a source.
  - No → Continue.
- Did AI meaningfully support my thinking or writing process including editing rough drafts?
  - Yes → Add a disclosure statement.
  - No → Continue.
- Was AI only used for mechanical or formatting tasks?
  - Yes → No action needed.
  - No → Why not?

This framework is easy to teach, easy to audit, and easy to defend in academic integrity hearings.



Generated by ChatGPT 1/27/2026

Disclosure Options

- Simple disclosure statement
- Detailed disclosure statement (AID Statement by Weaver; hereafter Weaver Statement)

Documentation (Transparency) Options

- Narrative transparency appendix
- Tabular transparency appendix
- Transparency appendix with detailed query logs
- Transparency appendix with detailed query logs and generated samples

Sample Citations

How to Cite AI (APA 7th Ed. Example)

Reference list:

OpenAI. (2025). ChatGPT (GPT-5.2) [Large language model]. [I recommend including the specific prompt]. https://chat.openai.com/

In-text citation: (OpenAI, 2025)

For major assignments, best practice is to include a brief appendix with the prompts used so that the AI's contribution is transparent and reproducible.

MLA reference list (Karbach, M. 2026)

MLA (9th). "Brief description of prompt" prompt. ChatGPT, 13 Feb. version, OpenAI, 8 May 2026, chat.openai.com.

Sample Disclosure Statement

Example used with *eCampusNews* article:

The author used Co-Pilot and Claude.ai to help revise the initial draft of the paper.

Example from Kristin Berndt, Winona State University EdD Student:

The author used the generative AI tool ChatGPT to assist with language editing, organization, and refinement of this manuscript. All AI-generated suggestions were reviewed, revised, and integrated by the author, who takes full responsibility for the final content.

The potential headings for the AID Statement (Weaver, 2026)

Artificial Intelligence Tool(s)	Conceptualization
Methodology	Information Collection
Data Collection Method	Execution
Data Curation	Data Analysis
Privacy and Security	Interpretation
Visualization	Writing—Review & Editing
Writing—Translation	Project Administration

AI Disclosure Statement: Weaver Model

Artificial Intelligence Tool: ChatGPT v4.o (OpenAI); Writing—Review & Editing: ChatGPT was used to check the final manuscript for grammatical errors and to suggest minor phrasing improvements to enhance readability.

Example generated by Gemini from Weaver (2026).

AI Disclosure Statement: Weaver Model – heavier AI use

Artificial Intelligence Tool: Microsoft Copilot (Institutional Instance) and Elicit; Conceptualization: Microsoft Copilot was used to brainstorm potential sub-themes and refine the core research questions; Information Collection: Elicit was utilized to locate peer-reviewed journal articles relevant to the historical background of the topic; Writing—Review & Editing: Microsoft Copilot was used during the drafting process to break down complex sentences and ensure a concise, professional academic tone.

Generated by Gemini from Weaver (2026).

Artificial Intelligence Disclosure (AID) Framework

- *Artificial Intelligence Tool*: Microsoft Copilot (University of Waterloo institutional instance); *Conceptualization*: Microsoft Copilot was used to identify key motor-performance fitness tasks in the development of the research question; *Information Collection*: I used Microsoft Copilot to find relevant journal articles and other sources; *Visualization*: I used Microsoft Copilot to create a graph comparing the different motor-performance fitness tasks included in my paper; *Writing—Review & Editing:* I used Microsoft Copilot to help break down my paragraph-long draft sentences into clearer, shorter ones.

~ Kari Weaver's (2026) example

Transparency /Documentation Appendices

Why a Transparency Appendix

Like the methodology section of a research study, the primary purpose of a transparency appendix is to allow for future researchers to replicate a study

In instructional settings, the transparency appendix can serve the additional purposes:

- Engages the student in self-reflection on the use and effectiveness of AI Tools
- Allows the instructor to see how and why the student used AI Tools

Key Components of an AI Transparency Appendix

- Tool(s) Used: The specific AI platform and version (e.g., ChatGPT-4o, Claude 3.5 Sonnet, Grammarly, Perplexity).
- Task/Phase of Writing: Where in the workflow the AI was utilized.
  - *Examples:* Brainstorming topics, structuring an outline, explaining a complex statistical method, proofreading for professional tone, or generating code.
- The Prompts Provided: The exact or approximate text the user fed into the AI. (This shows the user's competency in prompt engineering).
- AI-Generated Output & Human Modification: A brief explanation of what the AI produced and, crucially, how the human verified, edited, or corrected that output.
- Reflective Statement: A short paragraph where the creator reflects on whether the tool was actually helpful, how it influenced their thinking, or how they guarded against hallucinations and bias.

Sample Transparency Appendix

Phase of Work	AI Tool Used	Prompt Used	How Output Was Used / Modified
Brainstorming	ChatGPT-4o	"I am writing a quantitative research proposal on K-12 teacher burnout. Give me 5 potential angles focusing on structural issues."	I used angle #3 (administrative load) but narrowed it specifically to rural school districts based on my literature review.
Editing & Tone	Claude 3.5 Sonnet	[Pasted Draft Section] "Critique this section like a hard grader. Tell me where my transition logic falls apart."	The AI pointed out that my transition between paragraph 2 and 3 was weak. I rewrote the paragraph myself to better bridge the two ideas.
Proofreading	Grammarly	Automated suggestions.	Accepted standard comma fixes; rejected two style changes that altered my voice.

Example generated by Gemini

Reflective Sample

Phase of Work	AI Tool Used	Prompt / Input Provided	Output Received & How It Was Modified	Reflection: Was AI Use Appropriate?
Research & Framing	Perplexity AI	"What are the most cited structural causes of K-12 teacher burnout in rural districts between 2020 and 2026?"	Provided a list of 4 themes (isolation, funding, multi-grade prep, and community pressure) with source links. I verified the sources, discarded the "isolation" angle, and used the remaining three to structure my literature review.	Yes. It functioned as a highly efficient search engine. It didn't do the reading or synthesis for me, but it accelerated my path to the foundational peer-reviewed literature I needed.
Methodology / Data Analysis	ChatGPT-4o	"I am running a Kruskal-Wallis test on ordinal survey data across three school sizes. Explain the steps to input this into the SPSS PROCESS macro and how to interpret the output matrix."	Provided a step-by-step navigation guide for SPSS and a mock breakdown of the interaction effects matrix. I used this as a manual to run my actual data and write up the results section.	Yes. This was an appropriate use of AI as a 24/7 statistics tutor. It helped clarify a complex quantitative mechanism, ensuring my manual execution of the data analysis was accurate.

Reflective Sample cont.

Phase of Work	AI Tool Used	Prompt / Input Provided	Output Received & How It Was Modified	Reflection: Was AI Use Appropriate?
Structural Critique	Claude 3.5 Sonnet	[Pasted draft of Methodology section] "Critique this draft like a rigorous academic reviewer. Identify any gaps in my logic or alignment with my research questions."	Pointed out that my transition between the sample description and the data analysis plan was abrupt, and noted I hadn't explicitly justified choosing a non-parametric test. I rewrote those sections to bridge the logical gaps.	Yes. This invited constructive friction into my writing process. Claude acted as an objective editor; the critique forced me to do deeper critical thinking and execute the actual writing repairs myself.
Drafting / Text Generation	Document AI Copilot	"Write the abstract for my paper based on the attached conclusion draft."	Generated a 150-word abstract. It sounded incredibly robotic, used clichés like "delve into the paradigm," and missed the specific statistical significance of my findings.	No / Marginal. I ended up deleting about 80% of it. It was faster and more authentic to write the abstract from scratch in my own voice. In the future, I will only use AI to critique an abstract I wrote, rather than having it draft one.

Seven Ways to foster AI Reflection

Critique the AI's answer — students rebut where it is wrong or shallow (Evaluate)

Interrogate their own draft — AI poses five probing questions; students answer in a memo (Analyze)

Prompt archaeology — annotate the prompt history: what failed and what changed (Metacognition)

Steelman the opposing view — defend which position survives scrutiny (Evaluate)

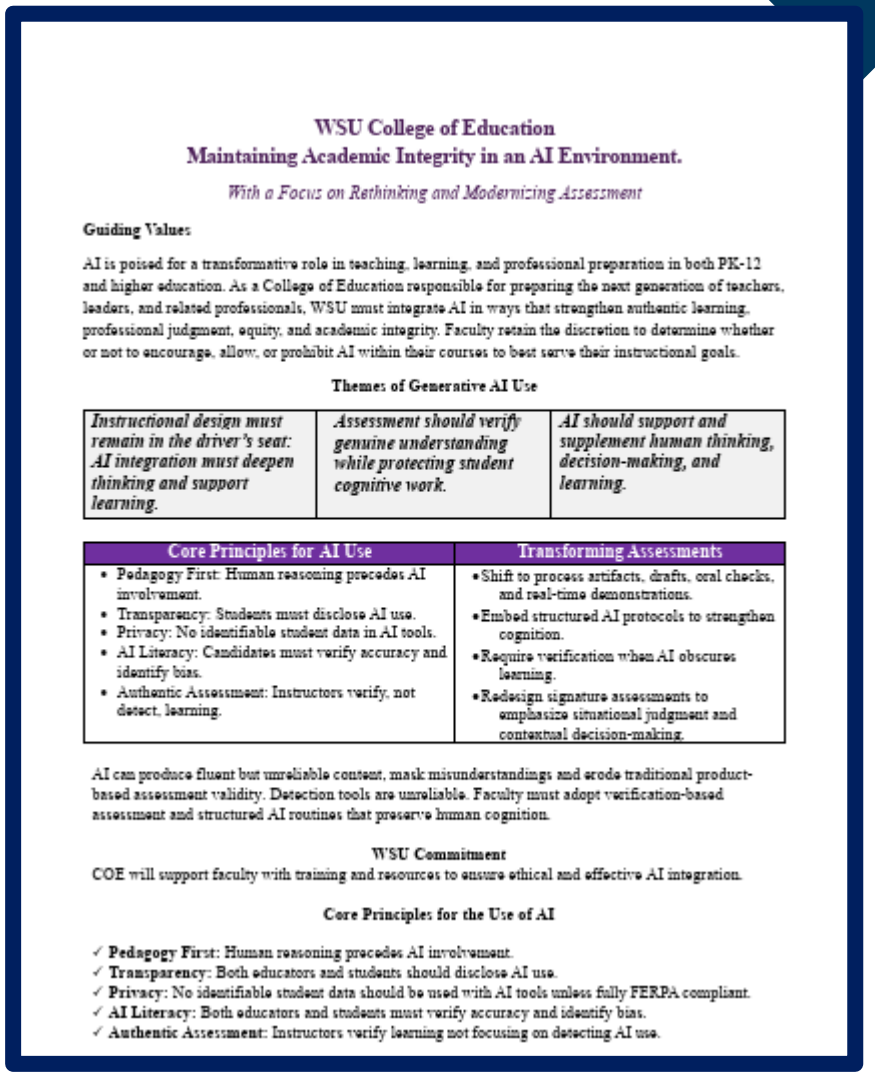
Compare AI across audiences — 5th grader, peer, specialist; then write a better fourth (Create)

Error injection — AI plants flaws; students diagnose, explain, and correct them (Analyze/Create)

Identify the AI created draft – review three to four examples; which was AI generated (Analyze)

Sample Documents

- Teacher/Instructor Guidelines
  - https://stevenbaule.org/AI_materials/WSU_CoE_AIguidelines20260109.pdf
- Student Guidelines
  - https://stevenbaule.org/AI_materials/Student%20Guide_AI_Academic%20Integrity_20261014.pdf



WSU College of Education
Maintaining Academic Integrity in an AI Environment.

With a Focus on Rethinking and Modernizing Assessment

Guiding Values

AI is poised for a transformative role in teaching, learning, and professional preparation in both PK-12 and higher education. As a College of Education responsible for preparing the next generation of teachers, leaders, and related professionals, WSU must integrate AI in ways that strengthen authentic learning, professional judgment, equity, and academic integrity. Faculty retain the discretion to determine whether or not to encourage, allow, or prohibit AI within their courses to best serve their instructional goals.

Themes of Generative AI Use

Instructional design must remain in the driver's seat: AI integration must deepen thinking and support learning.	*Assessment should verify genuine understanding while protecting student cognitive work.*	*AI should support and supplement human thinking, decision-making, and learning.*

Core Principles for AI Use	Transforming Assessments
• Pedagogy First: Human reasoning precedes AI involvement. • Transparency: Students must disclose AI use. • Privacy: No identifiable student data in AI tools. • AI Literacy: Candidates must verify accuracy and identify bias. • Authentic Assessment: Instructors verify, not detect, learning.	•Shift to process artifacts, drafts, oral checks, and real-time demonstrations. •Embed structured AI protocols to strengthen cognition. •Require verification when AI obscures learning. •Redesign signature assessments to emphasize situational judgment and contextual decision-making.

AI can produce fluent but unreliable content, mask misunderstandings and erode traditional product-based assessment validity. Detection tools are unreliable. Faculty must adopt verification-based assessment and structured AI routines that preserve human cognition.

WSU Commitment

COE will support faculty with training and resources to ensure ethical and effective AI integration.

Core Principles for the Use of AI

✓ **Pedagogy First**: Human reasoning precedes AI involvement.
✓ **Transparency**: Both educators and students should disclose AI use.
✓ **Privacy**: No identifiable student data should be used with AI tools unless fully FERPA compliant.
✓ **AI Literacy**: Both educators and students must verify accuracy and identify bias.
✓ **Authentic Assessment**: Instructors verify learning not focusing on detecting AI use.

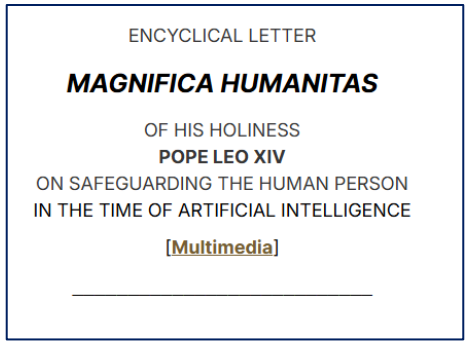
Placement

Type of Document	Placement	Suggested Type
Short documents, discussion posts	At the end of the document or post	Short disclosure statement
Regular assignments	At the end of the document	Short disclosure statement or Weaver Statement
Summative or core assignments	At the end of the document	Weaver Statement or reflective transparency appendix
Short research papers	After the abstract	Short disclosure statement or Weaver Statement
Full research papers	Disclosure statement after abstract referencing the transparency appendix and as an appendix	Transparency appendix including prompt logs

Sources for Overview AI Guidance

UNESCO White Paper

Summary of the paper

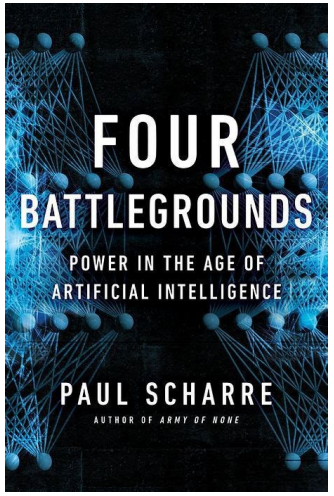


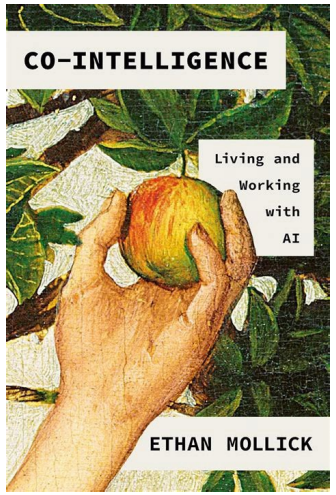
Magnifica Humanitas

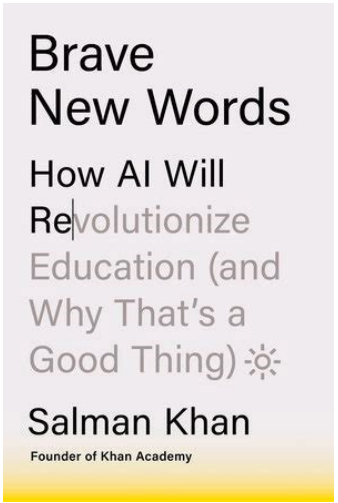
Summary of Magnifica Humanitas

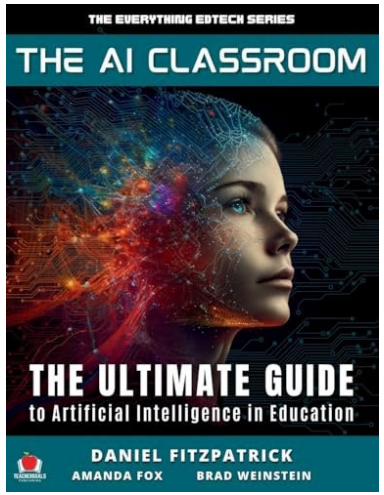
TeachAI ToolKit | **Digital Promise** | **MDE's AI in Education**

A Brief Reading List on AI

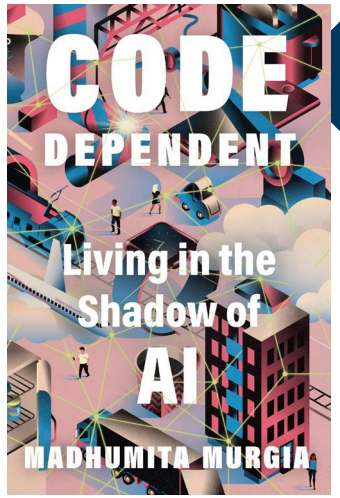


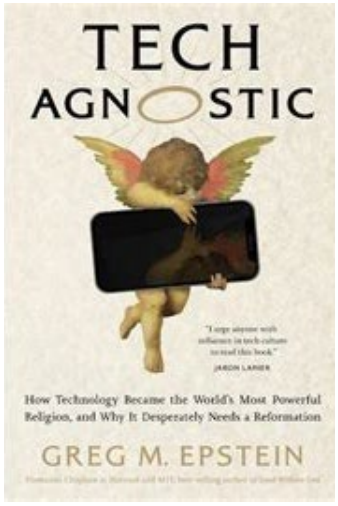


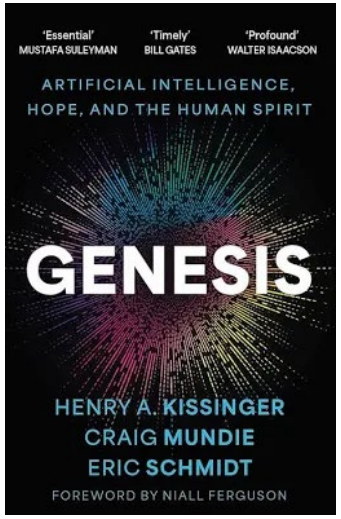


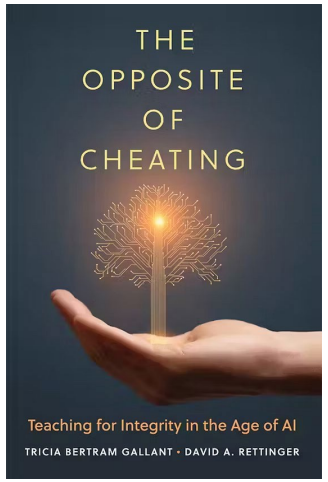


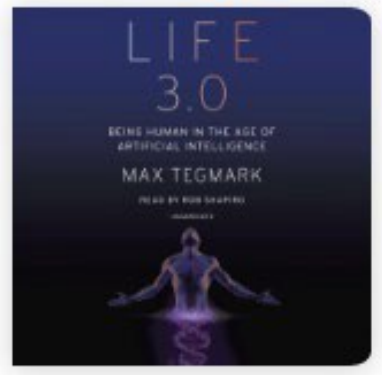












[9 Suggestions For Your AI Reading List | *Tech & Learning*]

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Questions

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