

AI Is a Decision, Not a Default

Two tools that help students and instructors
think before they use AI

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Who we are

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AI literacy is a core competency

Literacy built on judgment

AI literacy is a core competency. Critical thinking and human judgment are the foundation under it.

We don't ban it

Banning AI doesn't teach anyone to use it well. We want use to be visible and thought through.

Courses set the standard

Each course can set the AI approach that fits its goals. These tools help people make that call.

The tools support the decision. They don't make it for you.

Should I use AI for this?

What it does

A student answers a handful of questions about one assignment and finds out whether AI would help or hurt their learning. They also get a record of their answers to show an instructor.

It ends in one of these:

SUPPORTS LEARNING

PROCEED WITH CARE

LIKELY HARMFUL

Scan to open it



www.wichita.edu/services/mrc/OIR/Games/_documents/AI_Decision_Tree_Student3.html

What the student tree asks

1	Instructor guidance	Have you read the syllabus, the assignment, and the AI policy?
2	Learning goal	What is this task meant to build in you?
3	Effort and timing	Have you already worked on this on your own?
4	How you'd use it	Would AI check or clarify what you know, or produce the work for you?
5	Reflection	Would you be comfortable explaining exactly how you used it?

If the policy hasn't been read, the tree stops and sends students back to it. Some paths skip questions.

Three possible results

SUPPORTS LEARNING

Go ahead, and keep yourself in the loop

Have AI quiz you, poke holes in your argument, or explain a concept a different way.

PROCEED WITH CARE

Possibly fine, if you stay transparent

Get permission if the policy isn't open, cite the use, and check every claim yourself.

LIKELY HARMFUL

Try it yourself first

Starting with AI, or having it write what you won't explain, skips the effort that builds learning.

What the widget teaches

Stop and reflect

Before you open the tool, pause. What is this task meant to build in me? What have I tried on my own? Could I explain how I used it?

Try it yourself first

The same prompt helps after a real attempt and hurts before one.

Follow the rules

Read the syllabus and the assignment. If the policy is unclear, ask.

Be ready to explain it

If you'd rather your instructor not know how you used it, that tells you something.

Is AI appropriate for this assignment?

What it does

An instructor answers questions about an assignment they are designing and finds out how AI fits it, from open use to none. The tool leaves a record of the reasoning to paste into a syllabus or assignment.

It ends in one of these:

OPEN USE

**WITH
ACKNOWLEDGMENT**

**WITH
PERMISSION**

**NOT
APPROPRIATE**

Scan to open it



www.wichita.edu/services/mrc/OIR/Games/_documents/AI_Decision_Tree_Instructor.html

What the instructor tree asks

1	Purpose	Does it assess original thought, interpretation, or personal reflection?
2	Cognitive load	Would the tool replace the effort that produces the learning?
3	Learning support	Could it organize, clarify, or visualize without doing the core thinking?
4	Ethics and risk	Would use raise privacy, bias, or academic integrity concerns?
5	Outcome alignment	Does the use align with the assignment's stated learning outcomes?

Yes at 1 leads to 2. No at 1 leads to 3, then 4 and 5 if the tool would not simply support the work.

What each result tells you to do

OPEN USE

Invite it and build in reflection

Ask students what the tool got wrong and how they knew. Grade the judgment, and keep citation.

WITH ACKNOWLEDGMENT

Allow it and set the boundary

Show an acceptable use in class, ask for a one-line note on how it was used, and point out where AI fails in your field.

WITH PERMISSION

Allow only the uses you approve

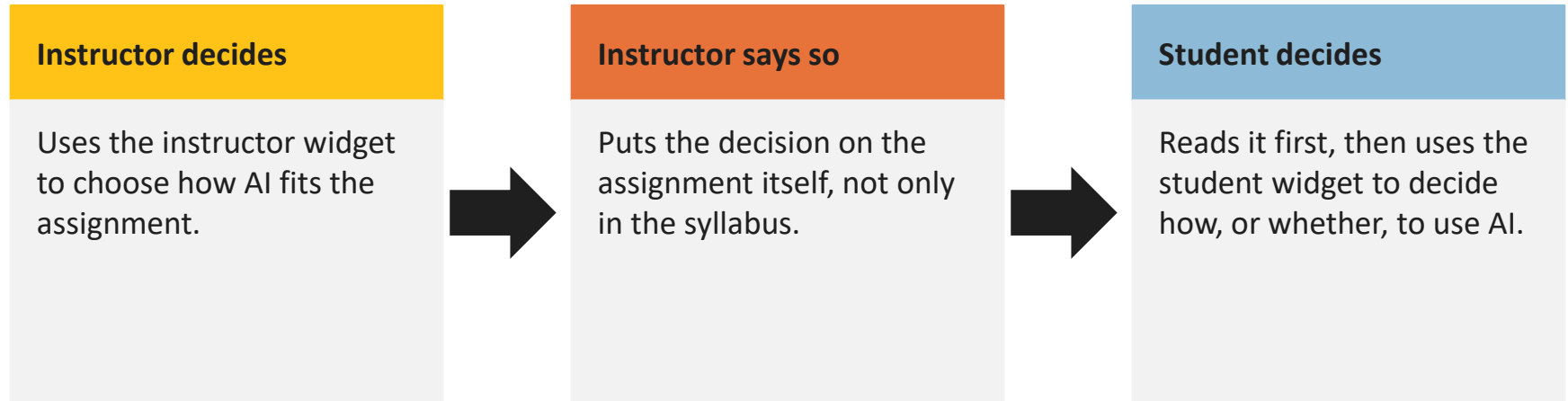
List which uses you approve and which you don't. Students cite tool, purpose, and extent. You can ask for their prompts and outputs.

NOT APPROPRIATE

Say no, and say why

Put it on the assignment itself, not only the syllabus. Tell students what to do when they're stuck.

Two tools, one conversation



Both widgets leave a record of the reasoning, so either person can explain the choice later.

TRY THEM

Try them yourself

For students



Should I use AI for this?

www.wichita.edu/services/mrc/OLR/Games/_documents/AI_Decision_Tree_Student3.html

For instructors



Is AI appropriate for this assignment?

www.wichita.edu/services/mrc/OLR/Games/_documents/AI_Decision_Tree_Instructor.html

Nothing you enter leaves the page. Walk an assignment of your own through either one.

OPEN FOR DISCUSSION

Questions?

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