Leading Learning in the AI Era

Disclosure of AI Use

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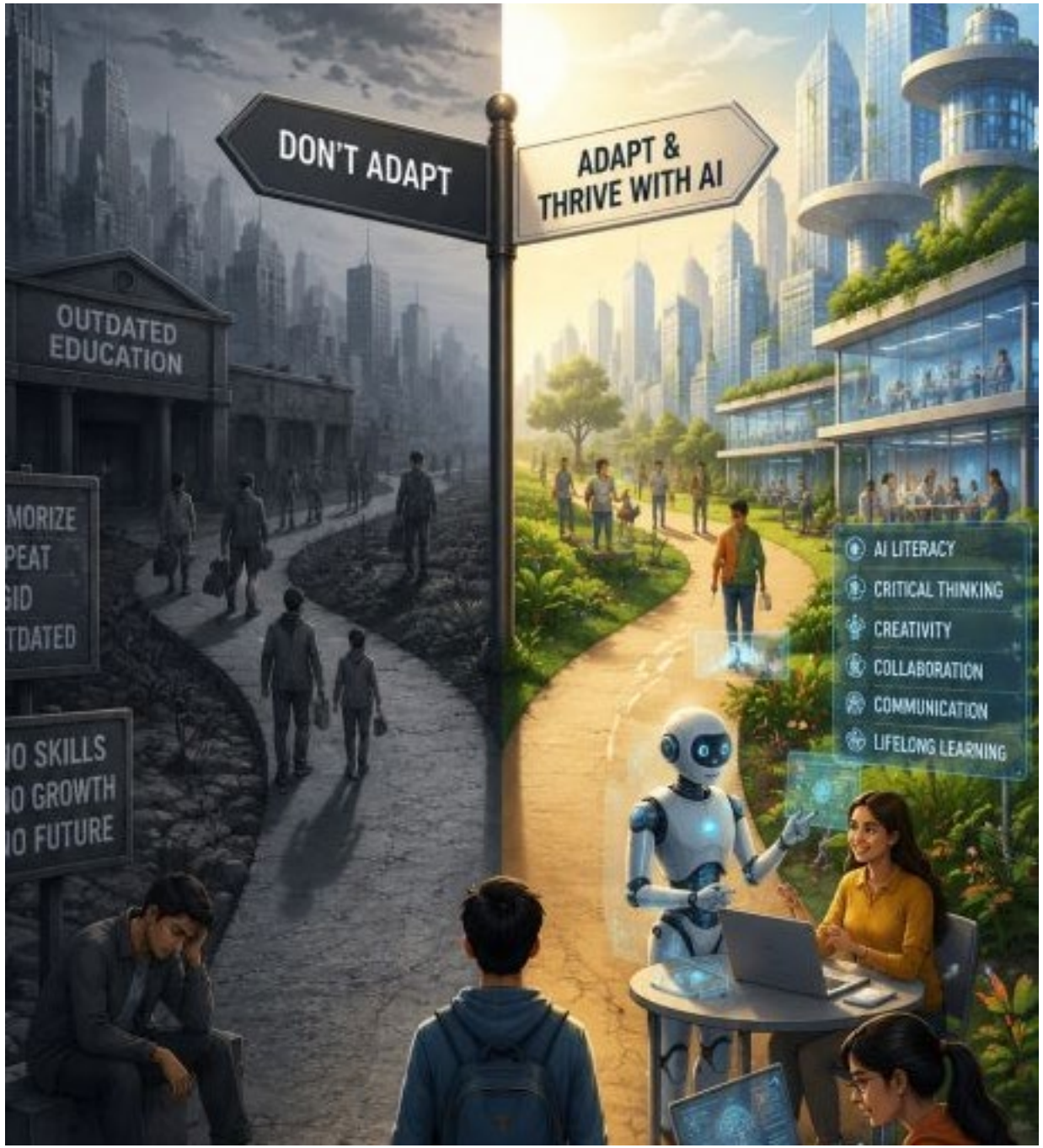
Session Description

The session will discuss the development of AI guidelines using three disclosure questions to shift from detection to integration. Examples included.

A Little Context About Me

- Loras College
- University of Iowa
- Northern Ill. University
- Loyola University of Chicago

- Taught social studies, ELA, and art
- Managed school library and technology programs
- Five years as a building administrator
- Six years as a district administrative
- Thirteen as a superintendent
- 20+ as an adjunct professor
- Eight years in higher education



From:
Dulababu, T. (2026). LinkedIn. https://www.linkedin.com/posts/dr-tapal-dulababu-1567662b_ai-education-futureofwork-share-7464151348482297856-1GyW/?rcm=ACoAAABBnNcBLz4rk90fWurN9Yny2gVewKRBxDM

Overview of Methods of Disclosing AI

One Educator’s View

AI must push us to rethink the architecture of learning itself. In the age of abundance of knowledge, evaluation also needs to reverse. There is little sense in asking students to reproduce information, write long memory-based answers, or fill pages with content that AI can generate instantly.

Assessment should move from answers to questions, from recall to reasoning, from content reproduction to judgement, and from grading scripts to understanding capabilities.

Can the learner ask a sharper question? Frame a problem? Identify assumptions? Evaluate evidence? Use AI responsibly? Act ethically?

Saxena, N. (2026). LinkedIn. https://www.linkedin.com/posts/emre-dinc-ediworld_aiineducation-responsibleai-edtech-share-7463882041571295232-zNcq/?rcm=ACoAAABBnNcBLz4rk9OfWurN9Yny2gVewKRBxDM,

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.

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.

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

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

Seven questions your students wish you would let them ask AI, Doan Winkle (2026) via LinkedIn

1 **Explain this concept like I'm 12.**	*Because you went too fast and they're too embarrassed to ask.*
2 **Quiz me on this chapter before the exam.**	*Because your study guide is OK. AI's is personalized.*
3 **Tell me where my argument falls apart.**	*Because office hours feel like an audit. AI feels like a coach.*
4 **Help me say this in plain English.**	*Because the rubric says "professional tone" and they aren't sure what that means.*

Notebook LM Example

- Added all the articles into NotebookLM
- Added my Word doc notes as well
- Was able to ask it questions, to find which article to go to

Why Disclose

72%

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

per ChatGPT 1/9/2026

An email example

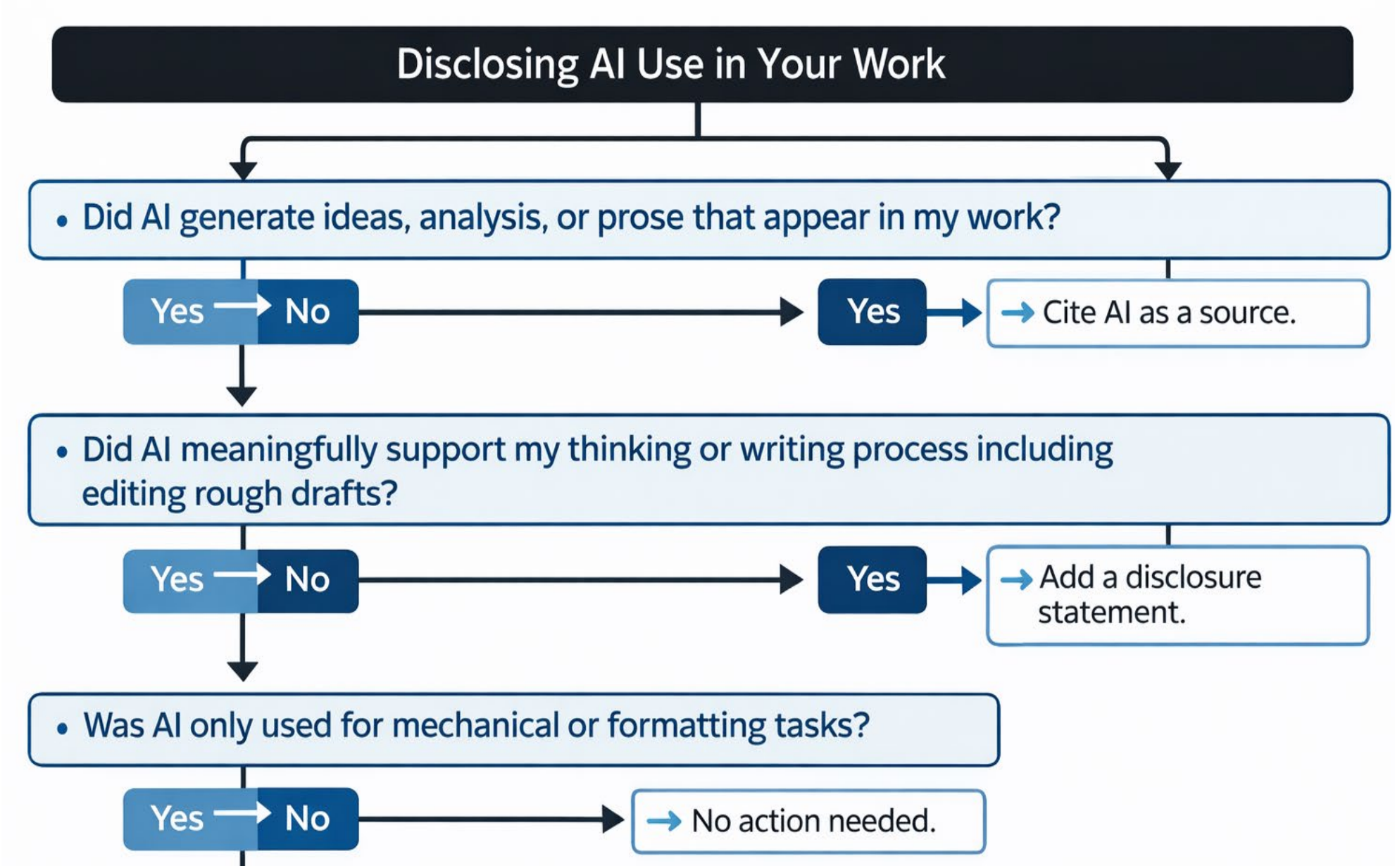
*Just assume AI in some way has partnered with me to author any of my work. Currently I use Gemini Ultra, Imagen3 and Magic School AI. However, this often changes as I learn constantly and seek the best tools to work with me to communicate. If I can identify or cite the work of others I will. Otherwise please realize where I begin and AI drops off and visa versa is no longer discernible. I call this Cognivance - the state of coexistence with AI.

~ Dr. John Sonnenberg, Carmenta Education

How to Disclose

Disclosure Options

- Simple disclosure statement
- Detailed disclosure statement (AID Statement by Weaver; hereafter Weaver Statement)
- Narrative transparency appendix
- Tabular transparency appendix
- Transparency appendix with detailed query logs
- Transparency appendix with detailed query logs and generated samples



Generated by ChatGPT 1/27/2026

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.

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 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

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

- *Artificial Intelligence Tool(s)*: The selection of tool or tools and versions of those tools used and dates of use. May also include note of any known biases or limitations of the models or data sets.
- *Conceptualization*: The development of the research idea or hypothesis including framing or revision of research questions and hypotheses.
- *Methodology*: The planning for the execution of the study including all direct contributions to the study design.
- *Information Collection*: The use of AI to surface patterns in existing literature and identify information relevant to the framing, development, or design of the study.
- *Data Collection Method*: The development or design of software or instruments used in the study.
- *Execution*: The direct conduct of research procedures or tasks (e.g. AI web scraping, synthetic surveys, etc.)
- *Data Curation*: The management and organization of those data.
- *Data Analysis*: The performance of statistical or mathematical analysis, regressions, text analysis, and more using AI tools.
- *Privacy and Security*: The ways in which data privacy and security were upheld in alignment with the expectations of ethical conduct of research, disciplinary guidelines, and institutional policies.
- *Interpretation*: The use of AI tools to categorize, summarize, or manipulate data and suggest associated conclusions.
- *Visualization*: The creation of visualizations or other graphical representations of the data.
- *Writing—Review & Editing*: The revision and editing of the manuscript.
- *Writing—Translation*: The use of AI to translate text across languages at any point in the drafting process.
- *Project Administration*: Any administrative tasks related to the study, including managing budgets, timelines, and communications.

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.

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 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

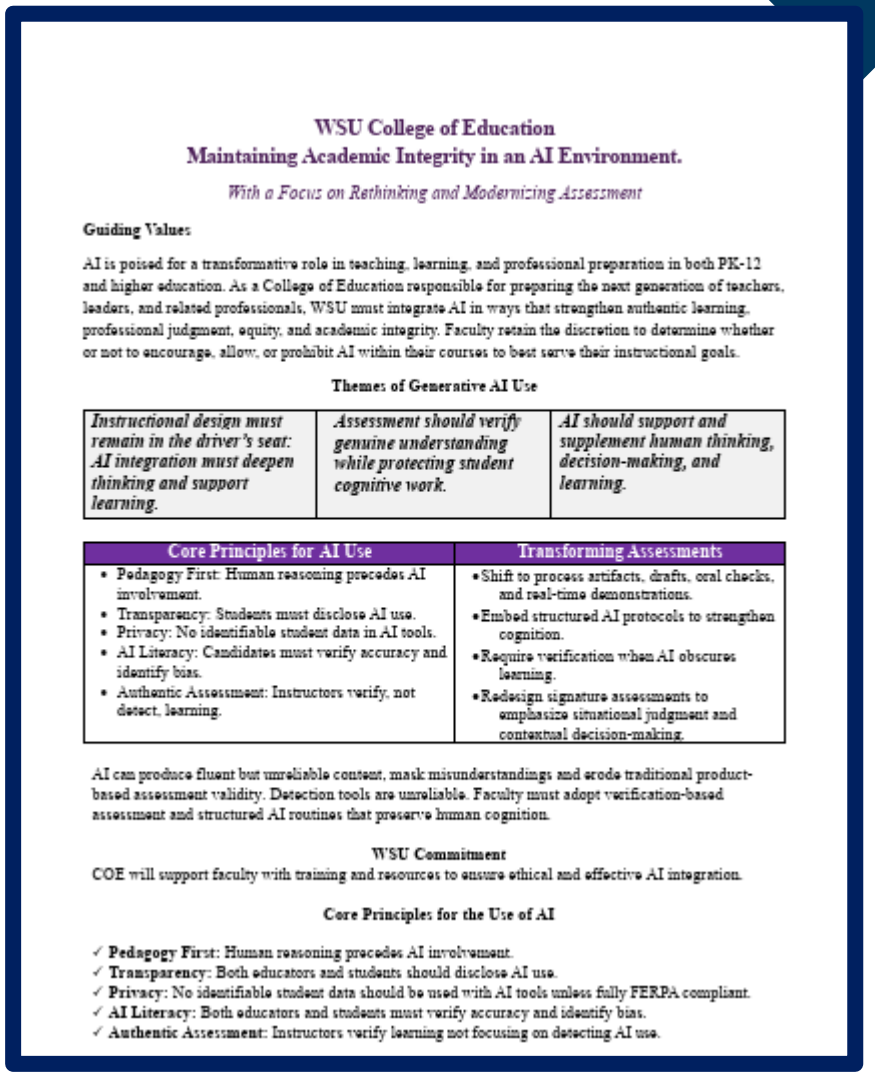
Phase of Work	AI Tool Used	Prompt / Input Provided	Output Received & How It Was Modified	Reflection: Was AI Use Appropriate?
Research & Framing	Perplexity AI	"What are the most cited structural causes of K-12 teacher burnout in rural districts between 2020 and 2026?"	Provided a list of 4 themes (isolation, 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.

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.
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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, theses, dissertations	Disclosure statement after abstract referencing the transparency appendix and as an appendix	Transparency appendix including prompt logs

References

- Baule, S. M. (2026). Academic integrity in the age of AI: A student's guide to citation and disclosure, *Essays in Education*: *32*(1), Article 12. https://openriver.winona.edu/eie/vol32/iss1/12
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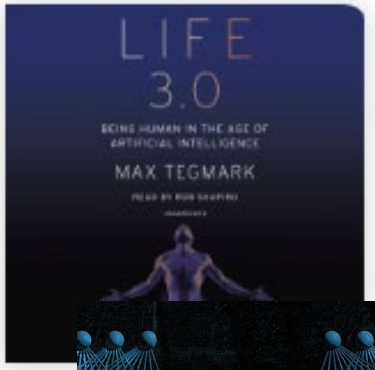
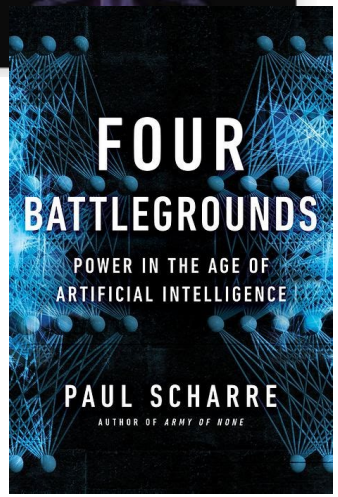
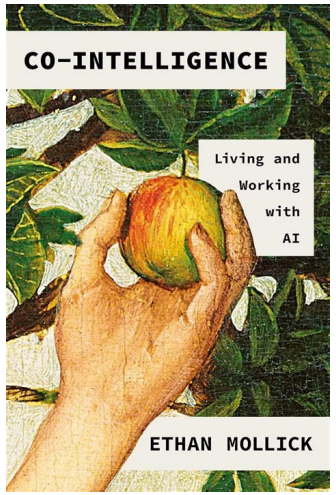
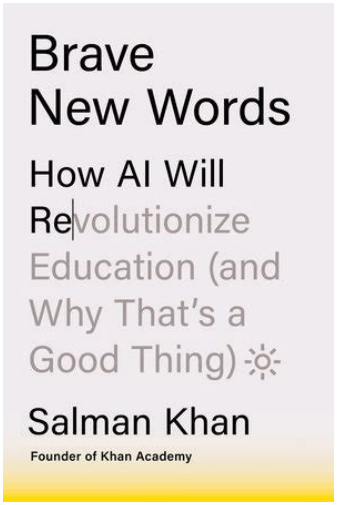
- Weaver, K. D. (2026, May). The artificial intelligence disclosure (AID) framework: An introduction. *College and Research Library News*, *85*(10), 407-411. https://doi.org/10.5860/crln.85.10.407.

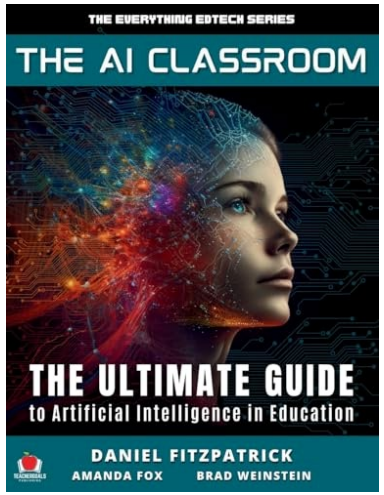
A Brief Reading List on AI

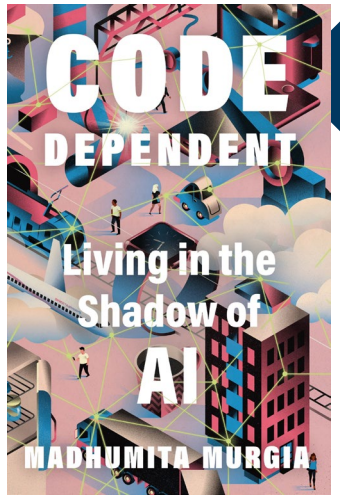


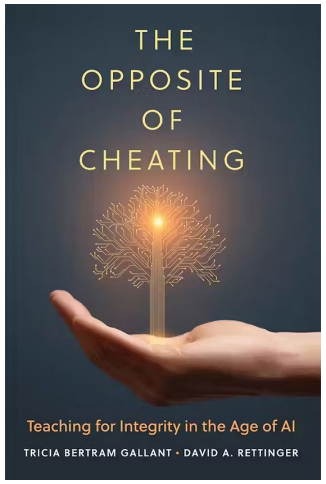


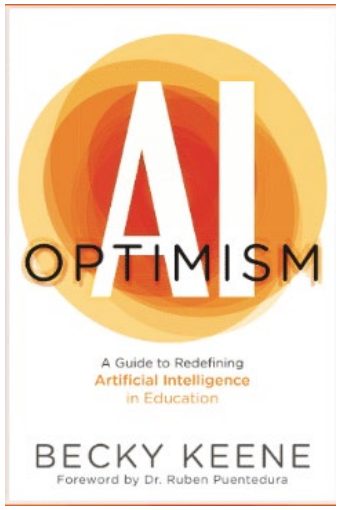


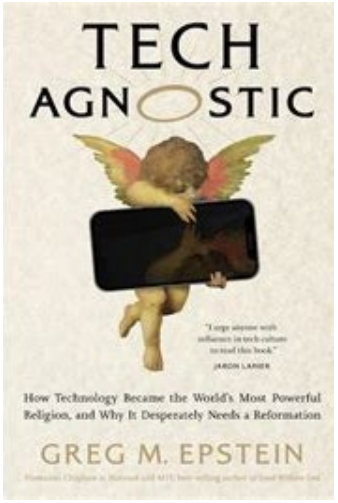












9 Suggestions For Your AI Reading List | *Tech & Learning*

Exploring generative AI through the lens of science fiction: A framework for educational dialogue - eCampus News

Questions

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