

## AI & Teaching

**Caveat:** The capacities and applications of artificial intelligence are developing rapidly. There may be a lag between updating advice on this page and the most recent changes in this field.

### Context

- Definitions and history
  - [Artificial Intelligence Definitions](#) (Stanford University Human-Centered Artificial Intelligence)
  - [History of Artificial Intelligence](#) (Black Hawk College Library)
- What's happening now with AI globally
  - [Artificial Intelligence-Overview](#) (Global Challenges Foundation)
  - [The Path to Trustworthy AI: G7 Outcomes and Implications for Global AI Governance](#)
- What's happening now with AI & work
  - [How AI Is Changing The Future Of Work](#) (Forbes)
  - [Generative AI and the future of work in America](#) (McKinsey Global Institute)
- What's happening now with AI & personal lives
  - [Public Awareness of Artificial Intelligence in Everyday Activities](#)
  - [AI and Privacy: The privacy concerns surrounding AI, its potential impact on personal data](#)
- What's happening now with AI & education
  - [This Fall, How Will You Integrate Gen AI Into Your University Work?](#)
  - [ChatGPT & AI in Higher Education](#)
  - [AI, Pedagogy, and Academic Integrity](#) (Penn State, resource site)

### Recommendations

- [Artificial Intelligence and the Future of Teaching and Learning](#) (U.S. Department of Education, Office of Educational Technology)
- [AI: Considerations for Teaching and Learning](#) (Ohio State University)
- [Guidance for the Use of Generative AI](#) (UCLA Center for the Advancement of Teaching)
- [How to Use ChatGPT as a Learning Tool](#) (American Psychological Association)

\*Note: CUNY has yet to create a university-wide policy for AI and instruction although multiple CUNY institutions have individual resource pages and recommendations: see [here](#) for ChatGPT resources and CUNY college and program links.