grammarly for education

The AI Revolution in Higher Ed:

Creating Responsible Citizens and Fluent Professionals

HIGHER ED DIVE

Custom content for Grammarly by studioID

Generative artificial intelligence (AI) tools have secured a firm foothold in higher education since their release in 2022. As many as half of students surveyed by Inside Higher Ed report using generative AI. Institutions themselves are also beginning to understand the paradigm-shifting role generative AI will play in the educational space and workforce over the next few years.

Generative AI Adoption in Higher Education

22%

of faculty use generative AI tools

49%

of students use generative AI tools

Source: GenAI in Higher Education (Tyton Partners and TurnItIn)

"The rate at which students have adopted generative AI technology has spurred a massive upheaval in higher education," says Jenny Maxwell, head of Grammarly for Education. "As the conduit between the worlds of education and business, institutions have a responsibility to do their part to make sure students have the skills they need to be career-ready, and today that includes generative AI."

Of course, every paradigm-shifting technology raises both opportunities and challenges, especially when it is adopted so quickly. For many in the education space, generative AI spurs questions about how it can enhance student learning without compromising academic integrity.

"As the conduit between the worlds of education and business, institutions have a responsibility to do their part to make sure students have the skills they need to be career-ready, and today that includes generative AI."

Jenny Maxwell, Head of Grammarly for Education

97%

of organizations will have implemented generative AI within the next two years.

Generative AI stands to augment student potential for thinking, learning, and writing instead of replacing it, in the very same ways it will augment potential in the industries students pursue upon graduation. In fact, it's become a critical skill higher education institutions must pass on to students as a competitive advantage in their careers. A recent study from Inside Higher Ed shows that 90% of higher education faculty believe that working with AI tools will be an essential workplace skill.

Academic Integrity is a Human Issue, Not a Technology Issue

A common objection to the use of generative AI technology in higher education is that it will facilitate cheating (i.e., students taking credit for work generated by AI). However, it's important to note that academic integrity is and has always been a human issue, not a technology issue. The role of educators today is to create and enforce guardrails for students to use this technology ethically and responsibly, not to avoid it altogether.

In many cases, students don't want to cheat — they are invested in their education and want to learn how to think and create for themselves rather than outsourcing that thinking to generative AI tools. In fact, a recent Grammarly survey of student users found that their top concern about generative AI is not developing the skills they need. Clear instruction around responsible use, such as when to use the tools and how to cite sources and tools correctly, is the solution.

When used responsibly, generative AI can directly remedy many of the reasons students claim to cheat in the first place — fear of the blank page, not knowing where to start, or fear of asking for feedback from a peer or instructor. It also gives students opportunities to practice human skills and gain experience with generative AI as a tool in their broader toolkit to work smarter, not harder. These skills will ultimately serve students as members of a truly dynamic workforce.

Every higher education institution needs to think about how to take the lead on generative AI, establish responsible standards and usage, and train students to use these tools alongside traditional learning methods. Increasingly, a higher education experience that doesn't incorporate generative AI will leave students unprepared to excel in the workforce — a workforce in which Goldman Sachs estimates as many as 300 million jobs could be affected by some form of AI.

Incorporating generative AI into the curriculum responsibly is not a small undertaking, and it can't necessarily be accomplished by following a checklist.

Each institution's approach will vary, uniquely calibrated to its student population. **That said, we believe the following key pillars can help guide the effective incorporation of generative AI in education:**

"The business world is driving forward with generative AI, with 97% of businesses planning to use the technology to support communication by 2025. Students will need to be prepared to understand and act on strategies and guidelines that inform that usage, and the most prepared students will start that process within their higher education experience."

Jenny Maxwell, Head of Grammarly for Education

Suggest counterarguments

Pick out my main point

Help improve my paper

Pillar #1:

Drive Experimentation With Clear Rules of Engagement

Many institutions will find that generative AI is already thriving on their campuses. However, it may have proliferated without a formal introduction or organization around particular tools. Before taking any further steps around generative AI, institutions should ensure that students actually understand what the technology is, its capabilities, and its limitations. Creating an institutional policy around generative AI and publishing standards for usage is a critical first step.

Initial policies should focus on standardizing transparency; the proper citation of AI tools can be the distinction between acceptable use and plagiarism. Ethan and Lilach Mollick, instructors and directors at Wharton Interactive, at The Wharton School of the University of Pennsylvania, note in Harvard Business Publishing that they include the following guidance in their course syllabi: "AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of the academic honesty policies."

Many institutions leave the details of a generative AI policy up to each instructor and class. However, examples of overarching strategies from institutions such as Duke University and Stanford University can serve as inspiration. Institutions may consider offering templates of syllabus statements, suggestions for instructors, and example sentences that could guide instructors in creating their course policies. Be sure to address considerations such as:

- Whether or not students can use AI

- How students should credit or cite AI

- A warning about the limitations of AI, including hallucinations, bias, and deceptive data

The Eberly Center at Carnegie Mellon University has collected several examples of academic integrity policies to address student use of generative AI.

Pillar #2:

Encourage Students to Use Generative Tools as a Complement, Not a Replacement

Generative AI tools are not intended to replace learning in higher education. Instead, these tools should augment and expand the possibilities of human creativity and thinking, making it possible to think and do more than ever before. This also mirrors how students will be asked to use generative AI in the workforce to support their tasks and expand their capabilities. To this end, a framework for responsible AI use will encourage students to use generative AI tools to complement the learning that takes place throughout their education.

For example, many areas of study in higher education have historically used writing to assess student knowledge. Not only is writing seen as an effective way to evaluate depth of knowledge and nuanced understanding of a specific topic, it also helps learners translate their knowledge and thinking into written word and insert their own point of view — all tasks that solidify understanding in the learner and mirror essential career and life skills.

With the advent of generative AI, however, the learning and assessment opportunities that writing assignments offer are shifting. While writing will remain crucial in helping students synthesize their own thinking and develop an informed point of view, parts of the writing process — specifically leveling up analysis and depth of knowledge that can be expressed in a particular assignment — can be transformed with generative AI. Instructors need to tailor their assignments accordingly.

📝 Acknowledge Grammarly gen AI use

✏️ Improve it   ✂️ Shorten it

🔭 Identify any gaps   👔 Formal

Consider a straightforward assignment to write an essay on an important historical figure. Using generative AI to replace human thinking would look like prompting a generative AI tool to write the entire essay. Leveraging generative AI to augment human thinking looks different and incorporates more creativity. The instructor might assign students to use generative AI tools to create multiple outline options for the essay, then ask them to decide which outline best gets the point across for a given audience.

Grammarly's generative AI offers non-text-generating tools and prompts that aid students before they begin writing. Students can leverage Grammarly's generative AI prompts to help brainstorm topics for an assignment, draft an outline, or prepare a research plan. When AI is used in this complementary way, the learning that takes place isn't "key logging" or generating sentences — it's enhanced metacognition, or developing a better awareness of one's own thought processes.

Students who learn how to use AI to its fullest potential this way won't just get things done. They'll get things done better than they could have without the tools. And students will still need to learn how to harness the power of AI in their own way. Everyone will be able to get similar outputs from AI tools, so students — and later, professionals — will need to take those outputs further with their own thinking. Assignments that leverage generative AI for metacognition can help students develop this crucial skill.

"Taking generative AI to its limits means instructors can assign projects they wouldn't have been able to assign without it," says Maxwell. "This kind of learning uses technology to put more pressure on human intelligence and decision-making, not less. And the end result is a student who is better equipped to think about their thinking and contribute at a higher level."

"Institutions are seeing instructors experiment and try different ideas to unlock students' ability to play with generative AI. The assignment itself becomes the process by which they engage with these futuristic tools."

Jenny Maxwell, Head of Grammarly for Education

Pillar #3:

Enhance the Student Experience With Real-Time Support

Incorporating generative AI into the curriculum and culture of an institution allows students to gain valuable, career-ready skills. However, generative AI can also play a critical role in supporting students during their educational experience, especially when they face obstacles and challenges due to communication skills. A framework for incorporating generative AI should include an approach to ensure its use directly supports students.

Institutions use Grammarly to provide students with around-the-clock, AI-powered writing support. At any time, students can access insights and feedback about their writing, just as they would in a traditional writing center. In addition to offering suggestions to improve grammar, tone, and clarity, Grammarly also acts as a brainstorming partner to elevate critical thinking with generative AI prompts such as "Suggest counterarguments," "Brainstorm topics," or "Identify any gaps." Grammarly's student-centric generative AI tools help students overcome the fear of the blank page and provide suggestions to help them improve the quality of their thinking and writing. Grammarly also encourages students to use generative AI transparently with their professors and easily acknowledge when and how they've used Grammarly's assistance in their writing with the pre-set prompt, "Acknowledge Grammarly gen AI use."

The individualized, in-the-moment support offered by AI-empowered tools is especially important for students with different needs. Not every student enters higher education with the same experiences, education, or skill levels. Especially when it comes to communication, students may need additional support in learning how to clearly and effectively communicate their ideas at the collegiate level.
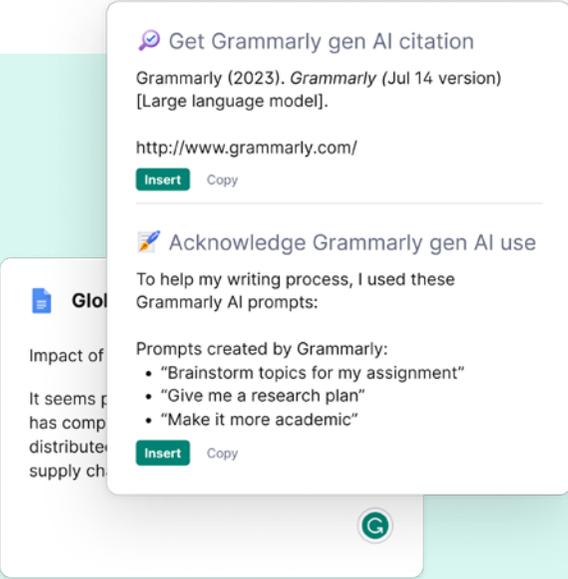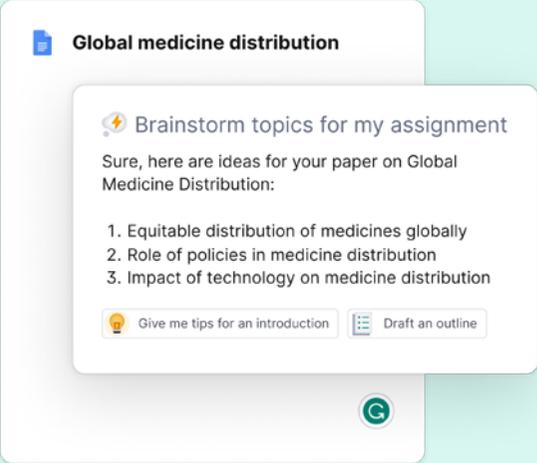
"The need for individualized writing and communication support at scale is especially interesting when you consider the context of shifting demographics in higher education," says Maxwell. "For example, one of the fastest-growing student demographics is fully online adult learners. These individuals may not have the margin in their lives to take an hour and stop by the writing center for feedback. This student's ability to get timely, flexible support in creating and completing their coursework — after work hours or in early mornings — is a huge factor in their success."

With generative AI tools like Grammarly, students who can't be on campus or access traditional academic support services can still receive the support needed to elevate critical thinking and strengthen their communication skills. These tools are also instantly scalable, providing any student who wants to use them with immediate support. There's no need to wait for instructors, assistants, or resources.

"A tool is only helpful if it's with you everywhere you write," says Maxwell. "A tool like Grammarly is ubiquitous, seamlessly accessible when a student is writing a paper in a Word document, sharing a LinkedIn update about their course progress, or sending a direct message to someone in their cohort."

Institutions can lead the way for responsible and competent use

How an institution addresses generative AI will impact not just the day-to-day learning experience of students across all areas of study but also those students' level of preparation for life after college or university. Students not trained on this new, universal skill will find themselves unprepared for the demands of their careers and unable to harness their full potential within the workforce.

Now is the time for institutions to get ahead of how generative AI is being used and lead the way for responsible application among students and instructors. If they do, institutions can ensure that generative AI in higher education serves the ultimate purpose of elevating critical thinking, sharing knowledge, and advancing students — and society — forward.

Empower Students to Succeed in a Rapidly Evolving Workforce with Grammarly for Education

For students: Grammarly helps students learn as they write and communicate more confidently to succeed in the classroom and beyond.

For educators: Grammarly helps educators boost productivity and makes teaching easier, more efficient, and more meaningful.

With Grammarly, your entire institution gains access to an AI-powered writing assistant, offering suggestions that augment classroom instruction and improve student outcomes. To learn more about Grammarly's responsible approach to using AI in the classroom, contact our team.

TRUSTED AI · ASSISTANCE
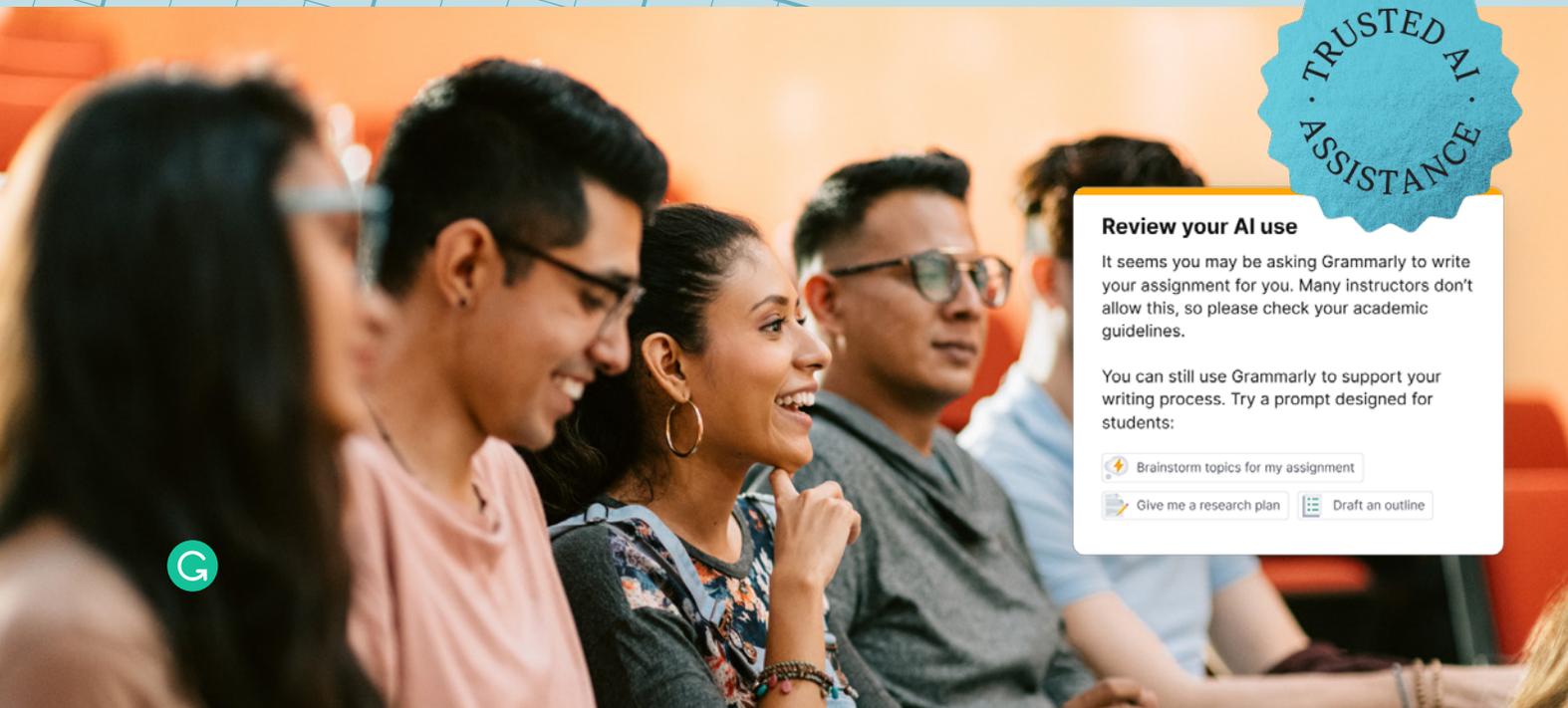
Review your AI use

It seems you may be asking Grammarly to write your assignment for you. Many instructors don't allow this, so please check your academic guidelines.

You can still use Grammarly to support your writing process. Try a prompt designed for students:

- ⚡ Brainstorm topics for my assignment
- Give me a research plan
- Draft an outline

17

studio / **ID**

BY INDUSTRY DIVE

studioID is Industry Dive's global content studio offering brands an ROI rich tool kit: Deep industry expertise, first-party audience insights, an editorial approach to brand storytelling, and targeted distribution capabilities. Our trusted in-house content marketers help brands power insights-fueled content programs that nurture prospects and customers from discovery through to purchase, connecting brand to demand.

LEARN MORE