






Human Centered Use of AI For Learning: Guidelines for Use of AI in the Classroom

Teachers will define the appropriate engagement from the five established categories: No AI, Minimal Use, Moderate Use, Extensive Use, and AI Exploration. Students should consult their teacher to understand the expected level of AI utilization for any given assignment.

LEVEL OF AI USE	ROLE OF THE STUDENT	ROLE OF AI / AI USAGE	TEACHER - WHAT AM I ASSESSING?	CITATION/ ASSESSMENT	SAMR MODEL CONNECTION
No AI Use 	You are building strong foundational skills and thinking independently. You are expected to create all of your work on your own.	AI should not be used at any point during the assessment. However, you may use AI to prepare for the task.	We want to see a clear picture of what you know and can do without any outside help, relying on your own knowledge, skills, and understanding.	You don't need to cite AI as it was not used in the creation of your work.	Not applicable (focus on foundational skills before technology integration)
Minimal AI Use - SUBSTITUTION 	You are focusing on accuracy and improving your work without compromising your original ideas. You create the original content.	AI acts as an assistant to help you make improvements to the clarity or quality of your work, such as editing or suggesting vocabulary. You can use AI for planning, idea development, and research, but not for completing the final product.	We are assessing your original content and your ability to refine and improve your work with AI as a tool.	If AI helped with editing or vocabulary, you can briefly mention how the tool was used in a footnote or acknowledgment. <i>(e.g., "Google Gemini was used as an editing tool to edit, check grammar, and suggest vocabulary").</i>	Substitution: Technology acts as a direct substitute, with no functional change.
Moderate AI Use - AUGMENTATION 	You are enhancing your creativity and structure, working with AI like you would with an in-class partner. You are using AI to get feedback and refine your original thinking. You are also asking AI to identify ways you can improve your work. The work you create must be your own.	AI acts as a coach for idea generation and refinement. It helps you complete the task, but you independently evaluate and revise all AI outputs.	We are assessing your enhanced creativity, structured thinking, and your ability to critically evaluate and incorporate feedback from AI to improve your original work.	Cite AI as a "Coach" for feedback and refining your work. This could be a general statement at the beginning of your work <i>(e.g., "Google Gemini was used as a coach to prompt feedback and refinement of ideas from my draft document").</i>	Augmentation: Technology acts as a direct substitute, with functional improvement.
Extensive AI Use - MODIFICATION 	You are developing strong editing, evaluation, and synthesis skills. You are critically evaluating AI-generated content, modifying it to align with your understanding, and explicitly citing AI contributions.	AI acts as a collaborator, assisting in generating partial content like drafting sentences, snippets of code, or introductory paragraphs, which you then integrate into your work.	We are assessing your critical thinking, your ability to evaluate and synthesize AI-generated content, and how you integrate it into your own original work.	Cite AI as a "Collaborator." Explicitly cite AI contributions for specific sections or content generated by AI <i>(e.g., "My Introductory paragraph drafted with assistance from Gemini AI")</i>	Modification: Technology allows for significant task redesign.
AI Exploration - REDEFINITION 	You are enhancing critical thinking, revision skills, and ownership of content by creatively leveraging AI for efficiency to solve problems or explore new approaches. You are co-designing with your teacher. You review, edit, add to, and delete AI-generated content to refine the final product.	AI is used transformatively. You use AI to generate a complete draft of significant portions of your assignment. AI also acts as an editor/ reviewer.	We are assessing your transformative use of AI to create new tasks or approaches, your critical thinking in refining AI-generated content, and your ownership of the final product.	Cite AI as an "Editor/Reviewer" and clearly indicate that AI generated significant portions or drafts, with your subsequent review and modification. <i>(e.g., "Initial draft generated by AI, subsequently reviewed and edited by student.")</i>	Redefinition: Technology allows for the creation of new tasks, previously inconceivable.

APA Style (7th Edition): APA classifies AI generated or edited content as "personal communication." If you're using Google Gemini and other AI tools for coursework, include a description of how you used AI within your work. For example, you can describe in your introduction how you used Gemini to generate an outline for your presentation. When citing AI-generated text, remember to include both in-text and references list citations.	Reference List Format: Developer. (Version Year). <i>Name of generative AI tool</i> (Version number) [Type of AI Model]. Example: Google. (2025). <i>Gemini (Version 1.0)</i> [Large language model]. <i>Response to "what are large language models?"</i> .	In-Text Citation (Quote or Paraphrase) Format: Include the prompt you used when you quote or paraphrase text generated by an AI tool. If you are including a copy of the generated text, you may refer to it in the body of your text, or as part of the in-text citation such as in the example below.	Example: Given the prompt "What are large language models?" the text generated by Google Gemini described them as "Large language models (LLMs) are a type of artificial intelligence (AI) program designed to understand and generate human-like text. They are built on neural networks and trained on vast amounts of data, including books, articles, and websites. This training allows them to learn the patterns, grammar, and nuances of language." (Google, 2025).	Notes: This citation guide is based on the Publication Manual of the American Psychological Association (7th ed.). The contents are accurate to the best of our knowledge. Some examples illustrate Seneca Libraries' recommendations and are marked as modifications of the official APA guidelines. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License . It is used/adapted with the permission of Seneca Libraries. For information please contact citation@senecacollege.ca . When copying this guide, please retain this text.
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