SESSION 2 OF 5

# When a Student Brings AI Work to a Session

What to do when a student shows up with an AI answer, an AI draft, or an AI study plan: check the rules, stay curious instead of suspicious, and turn the AI output into something the student learns from.

| TIME | WHO IT'S FOR | YOU'LL NEED |
|---|---|---|
| 45 minutes | Tutors, SI leaders and academic coaches | This guide, plus one tutor handout per person (separate file on the session page) |

**By the end, participants can**

- Use a three-step routine (rules, goal, explain) when a student brings AI work
- Respond without accusing or judging
- Turn an AI answer into a learning task
- Know when to send a question back to the instructor or coordinator

## Agenda at a glance

| | | |
|---|---|---|
| 1 | Warm-up | **5 min** |
| 2 | The routine: rules, goal, explain | **10 min** |
| 3 | Curious, not suspicious | **5 min** |
| 4 | Practice with the three examples | **15 min** |
| 5 | When to hand it off | **5 min** |
| 6 | Close | **5 min** |
| | **Total** | **45 min** |

## Before you start

- [ ] Finish "AI in the Session" first, or review its handout.
- [ ] Make three short examples of AI output from courses you support: a worked math or science solution (with one wrong step), a paragraph of AI-written explanation, and an AI study plan for an exam.
- [ ] Print the tutor handout.

## Session plan

### 1 Warm-up — 5 min

Show the AI worked solution with the wrong step. Ask tutors to find the error on their own. Most will spot it slowly, which makes the point: AI work looks finished, so students stop checking it.

### 2 The routine: rules, goal, explain — 10 min

Teach three moves, in order.

- **Rules.** “What does your instructor allow for this assignment?” If the student isn’t sure, look at the syllabus together. If it’s still unclear, the student asks the instructor. The tutor doesn’t decide.
- **Goal.** “What do you need to be able to do on the exam or the next assignment?” This moves the session from the answer to the skill.
- **Explain.** “Walk me through how this works, step by step.” The student explains, the tutor asks. If the student can’t explain a step, that’s where the session starts.

### 3 Curious, not suspicious — 5 min

Tutors aren’t integrity officers. Compare two openers:

- “Did you just copy this from ChatGPT?” (shuts the student down)
- “Show me what you asked it, and let’s see what it got right.” (opens the session)

Students who feel judged stop showing tutors their AI use, and then nobody helps them use it well.

### 4 Practice with the three examples — 15 min

Small groups take one example each and plan the session using the routine. Each group shares one question they’d ask and one task they’d give the student.

### 5 When to hand it off — 5 min

Tutors bring it to the coordinator when a student asks them to finish graded work, when the course rules are unclear and the deadline is close, or when a student seems to be in trouble with an instructor. Tutors don’t report students or make integrity calls.

### 6 Close — 5 min

Each tutor writes the exact words they’ll use for “Rules” in their next session.

## Role plays

### The polished draft

A student brings a lab report introduction that reads like AI wrote it and asks the tutor to “make it sound more like me.”

**Tutor’s goal:** check the course rules, then help the student rebuild the paragraph from their own notes instead of disguising the AI text.

**Debrief:** How did the tutor avoid both accusing the student and helping hide AI use?

### The study plan

A student shows a two-week exam plan from a chatbot that’s mostly “reread chapters 4 to 7.”

**Tutor’s goal:** keep what’s useful (the schedule) and swap rereading for retrieval practice.

**Debrief:** What did the student change in the plan, in their own words?

### "My professor said it's fine"

A student says AI is allowed, but the syllabus says only for brainstorming. They want help with a full AI-written solution.

**Tutor’s goal:** point to the syllabus wording without arguing, and suggest the student confirm with the instructor.

**Debrief:** Did the tutor stay neutral and still keep the session useful?

## Check for understanding: answer key

Ask these out loud or use them as a short quiz at the end.

1. What are the three steps of the routine, in order?
   **ANSWER** Rules, goal, explain.
2. A student isn’t sure what the course allows. What happens next?
   **ANSWER** Check the syllabus together, then the student asks the instructor.
3. Why does an accusing opener backfire?
   **ANSWER** Students stop showing their AI use, so nobody helps them use it well.
4. Give one way to turn an AI worked solution into practice.
   **ANSWER** Cover it and have the student try the next step, or find and fix an error.

From the Learning Center AI Tutor Training Kit. Free to copy and adapt for your center. More sessions at learningcenterai.org/tutor-training.