Online Seminar on Undergraduate Mathematics Education

Generative-AI-resistant assessment in an intro-to-analysis course

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I will give an account of implementing assessment practices that support learning while resisting being circumvented by the use of generative-AI. The context is an eighty-student introduction-to-analysis course at Cornell. Considerations I propose to discuss include: Why resist student use of generative-AI? How can we win student buy-in to use homework as a learning tool? What are the advantages and disadvantages of a cycle of in-class quizzes? What are the practicalities, the scope, and the limitations of these approaches?

Noon ET, February 10, 2026

Zoom link: https://cornell.zoom.us/j/92415199317, passcode olsume

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