

Empowering Educators: Purposefully Integrating Generative AI

Sharing lessons learned
from implementing an
institution-wide GenAI
framework



THE
Teaching
PROFESSOR
CONFERENCE

JUNE 7-9, 2024 • NEW ORLEANS

Presented by



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Dean, Teaching, Learning and Program Quality



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Agenda

- Our Approach
- Our Framework
- GenAI Tools
- Faculty and Student Resources
- Assessment and Academic Integrity
- Lessons Learned
- What's Next



**DC PROGRAMS AND LEARNING
SPACES OFFER FLEXIBLE, ACCESSIBLE,
HIGH QUALITY AND DIGITAL-BY-
DESIGN EDUCATIONAL EXPERIENCES
TO SUPPORT THE DEVELOPMENT OF
21ST CENTURY SKILLS.**



Our Approach: GenAI Taskforce

Purpose Statement:

To investigate open access artificial intelligence tools to determine the opportunities and challenges in their use to enhance teaching & learning.





Our Approach: CTL Resources

- Directives
- Framework
- Benefits for Teaching and Learning
- Academic Integrity and Assessment Resources
- Student Resources

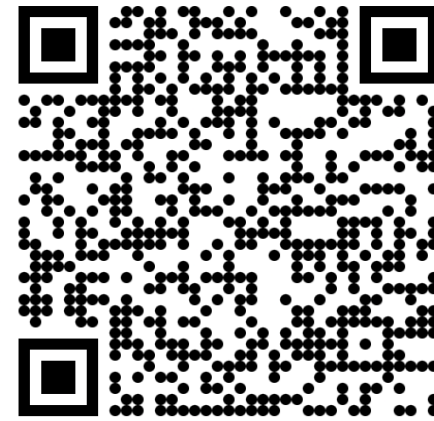




DC'S INTERIM* STATEMENT ON USING GENERATIVE AI IN TEACHING & LEARNING

Generative AI is evolving at a rapid pace and colleges must adapt to the use of AI responsibly and with critical consideration. DC supports faculty in exploring GenAI, and evaluating the benefits of adopting it where it will enhance student learning and align with industry expectations. We are preparing learners for the future world of work, in which GenAI will be a cornerstone. Graduates who hold a critical understanding of the purpose and use of GenAI will be valued and productive members of the labour market and economy. GenAI can create the opportunity to develop critical and creative thinkers when leveraged by faculty in purposeful and meaningful ways.

Directives for the permitted or prohibited use of GenAI in course work and assessments must be communicated with students clearly, in writing, ahead of any learning activity or assessment. Faculty are encouraged to ensure this communication is specific and detailed and to maintain an open dialogue about expectations; and it is the responsibility of the student to adhere to GenAI directives on a course-by-course basis and seek clarification in the case of uncertainty. Principles of academic integrity, as outlined by policy [ACAD-101 – Academic Integrity](#), apply to all instances of GenAI use.



Our Framework

The DC Framework for Integrating GenAI revolves around five principles:

INTENTIONALITY

**ACTIVE
ENGAGEMENT**

**RESPONSIBILITY
OF ACCURACY**

**ENSURE ETHICAL
AND LEGAL
CONSIDERATIONS**

**REFLECTIVE
PRACTICE AS AN
EVALUATION OF
LEARNING**

Draws from Jiahong Su and Weipeng Yang's (2023) [*Identify/Determine/Ethic/Evaluate \(IDEE\) framework*](#), and the *Guidelines for Generative AI in Learning, Strategy, and Instruction* developed by Dr. Brenda McDermott (2023) of the University of Calgary



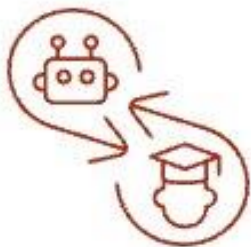
INTENTIONALITY

Begin by identifying the desired outcomes. This ensures the use of GenAI technology aligns with desired pedagogical outcomes.

! CONSIDER: THE **LEARNING**

» What is the purpose in using the GenAI tools and what skills will be learned? Based on this, does the tool support the learning outcome?

- Will the tool promote a self-regulated approach to learning to develop skills that can be applied to new contexts?
- Will the students develop skills that will allow them to adapt to emerging technologies?
- Does the tool encourage deeper engagement with and processing of course content and new concepts?
- Will the tool develop metacognitive skills in students?
- Is the tool, or GenAI, used in industry/subject matter?
- Will the tool support GenAI literacy in students?



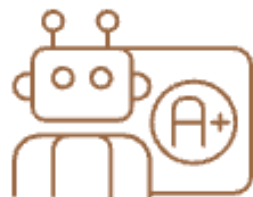
ACTIVE ENGAGEMENT

Ensure the student remains in control of their learning and assessments supported and supplemented by technology, but not replace student agency.

❗ CONSIDER: THE **ASSESSMENT**

» Does the assessment require adjustments to ensure the GenAI technology enhances the learning without substituting student learning? If the technology can complete the assessment in its entirety, the assessment should be revised.

- As faculty, consider the appropriate level of automation, depending on the assessment or practice activities.
- Will the student remain actively engaged with the tool while using it?
- Can the student maintain agency over the choices and options presented?
- Will the tool develop metacognitive skills in students?
- Does the tool supplement and support without replacing student action?



RESPONSIBILITY OF ACCURACY

Students must be aware and understand that they are responsible for the accuracy of the use of GenAI, such as accuracy of content

! *CONSIDER: HOW STUDENTS WILL BE INFORMED AND UNDERSTAND THAT THEY ARE RESPONSIBLE FOR THE ACCURACY OF THE OUTPUT FROM THE GENAI*

» Will you be taking the time to discuss specific requirements and provide appropriate direction?

- Will the student be taught how to [cite AI](#)? How to acknowledge the use of AI?
- Is there capacity and intentionality to teach students to be critical consumers of generated information?



ENSURE ETHICAL AND LEGAL CONSIDERATIONS

Ensure the ethical implications of using GenAI are carefully considered, including potential biases, ethical and legal considerations, and data collection.

❗ CONSIDER: *HOW STUDENTS WILL BE INFORMED AND UNDERSTAND THE* **ETHICAL PRINCIPLES GROUNDING THEIR RESPONSIBILITIES** AROUND USING GENAI?

» How can they ensure the data collected does not perpetuate stereotypes, biases, including racism, sexism, or ageism?

- Is there capacity and intentionality to teach students to be critical thinkers related to biases and stereotypes?
- How may these considerations be reflected in the assessment? (e.g., ethical use of AI in the rubric).
- Has the tool been assessed to consider student access, such as is the tool free for students to use? Is the tool AODA-compliant and accessible for all students?
- Has the tool been assessed to consider student data, such as do students forfeit ownership of data (input or output) when using a tool? Has the signup requirements and terms of use been reviewed to maintain privacy and meet FIPPA requirements to ensure tools do not collect excessive student data (e.g., phone number, email address, age)? Tools that do not meet privacy requirements must be voluntary and alternatives provided.



REFLECTIVE PRACTICE AS AN EVALUATION OF LEARNING

After using GenAI, provide students an opportunity to reflect on their learning to develop critical AI literacy skills. After using GenAI, as faculty, evaluate the effectiveness of GenAI in achieving the desired outcomes.

❶ CONSIDER: *HOW STUDENTS WILL REFLECT ON THEIR LEARNING* AFTER USING GENAI.

» Is there capacity for reflection activities in assessments?

- How will students consider how the tool contributed to the advancement of their learning and understanding?
- Did the tool encourage deeper engagement with and processing of course content and new concepts?
- *The original intention:* Did the tool enhance learning in a way that promoted deeper engagement?
 1. Did use of the tool develop metacognitive skills in students?
 2. Did use of the tool support GenAI literacy in students?
- Are students aware that it may be unlawful to enter material into a GenAI app if the material is protected by laws, such as privacy laws, intellectual property laws, or otherwise confidential (e.g., a court order)?



< Generative AI

Benefits for Teaching and Learning

DC's Framework for Implementing
Generative AI

Ethics, Data Privacy and Security, and
FIPPA Considerations

Tools for Teaching and Learning

How to Incorporate Generative AI

Adapt Assessments to Mitigate
Inappropriate or Unauthorized Use of
Generative AI

How to Write a Prompt to Engage with
Generative AI

Academic Integrity and Use of
Generative AI

Benefits for Teaching and Learning



While it may seem intimidating or challenge the spirit of academia, generative AI (GenAI) presents many opportunities to support and enhance teaching and learning.

GenAI can improve efficiency in, and even support offloading of routine cognitive, instructional and administrative tasks, which allow faculty to dedicate greater focus on teaching, student support and increase resource availability to enhance authentic, durable and transferable learning.



IN THIS SECTION

- [Ways to consider using Generative AI](#)
- [Developing Generative AI literacy](#)
- [How else could Generative AI benefit teaching and learning?](#)



CENTRE FOR TEACHING AND LEARNING

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< Generative AI

Benefits for Teaching and Learning

DC's Framework for Implementing
Generative AI

**Ethics, Data Privacy and Security, and
FIPPA Considerations**

Tools for Teaching and Learning

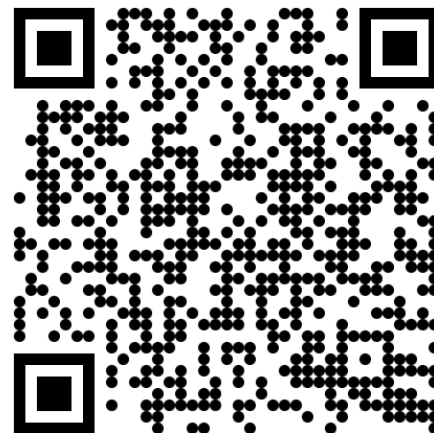
How to Incorporate Generative AI

Adapt Assessments to Mitigate
Inappropriate or Unauthorized Use of
Generative AI

How to Write a Prompt to Engage with
Generative AI

Academic Integrity and Use of
Generative AI

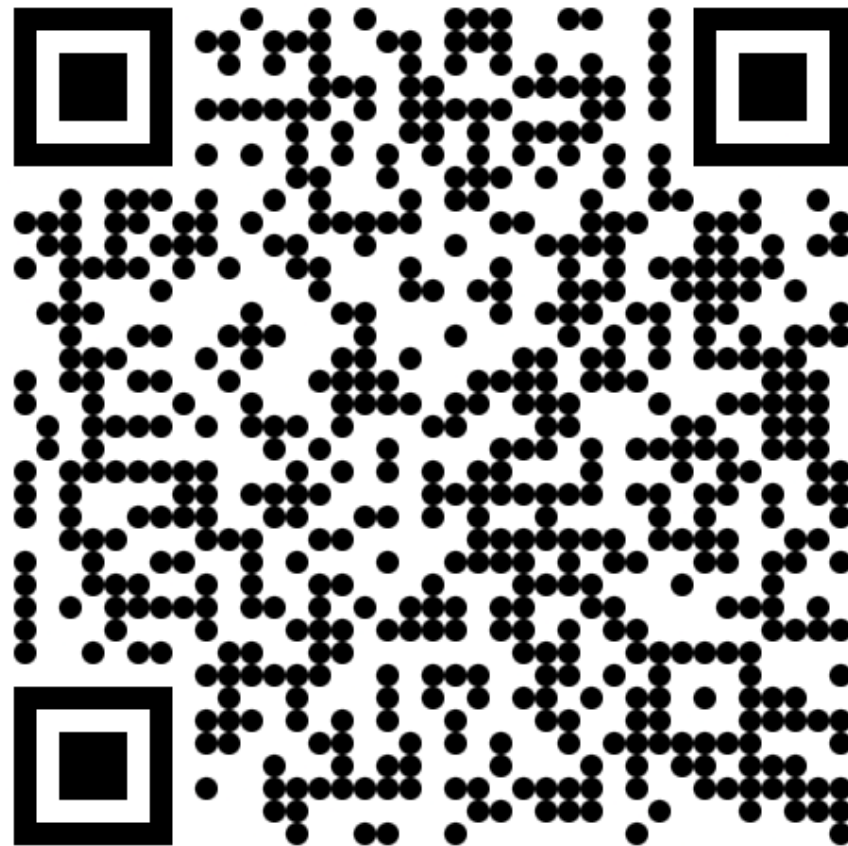
Ethics, Data Privacy and Security, and FIPPA Considerations



Considerations for using Generative AI in the Classroom



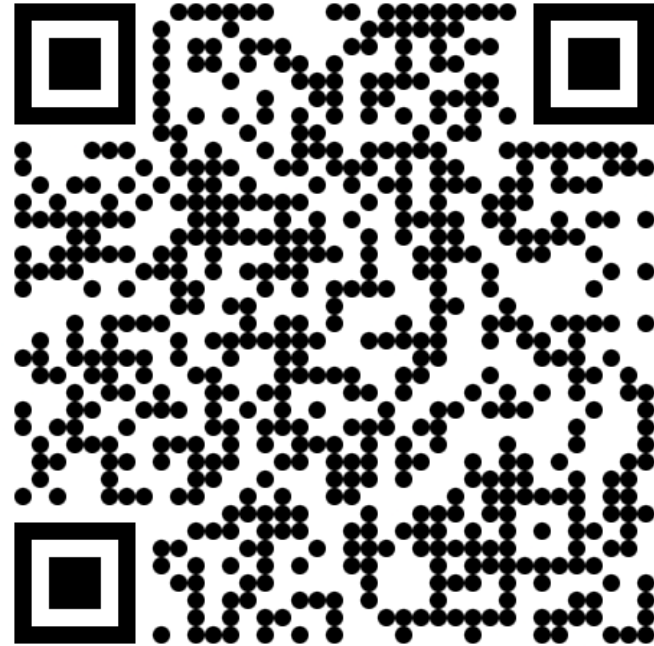
GenAI Tools





Faculty Resources

- Include a GenAI Directive in course outlines and course shells
- Personalize an introductory slide deck to be discussed with students



USING GENERATIVE AI IN [INSERT COURSE NAME]

2023: Version 1

["Using Generative AI"](#) by UTS. This work is licensed under CC BY 4.0.



Faculty:

This is a selection of slides that we encourage you to adopt/adapt to your course. Customize content on slides with a green sticky note and then delete the sticky note.

Please download this template and then edit it for your course.



GENERATIVE AI IN OUR PROFESSION

Generative AI is already impacting [discipline name here]

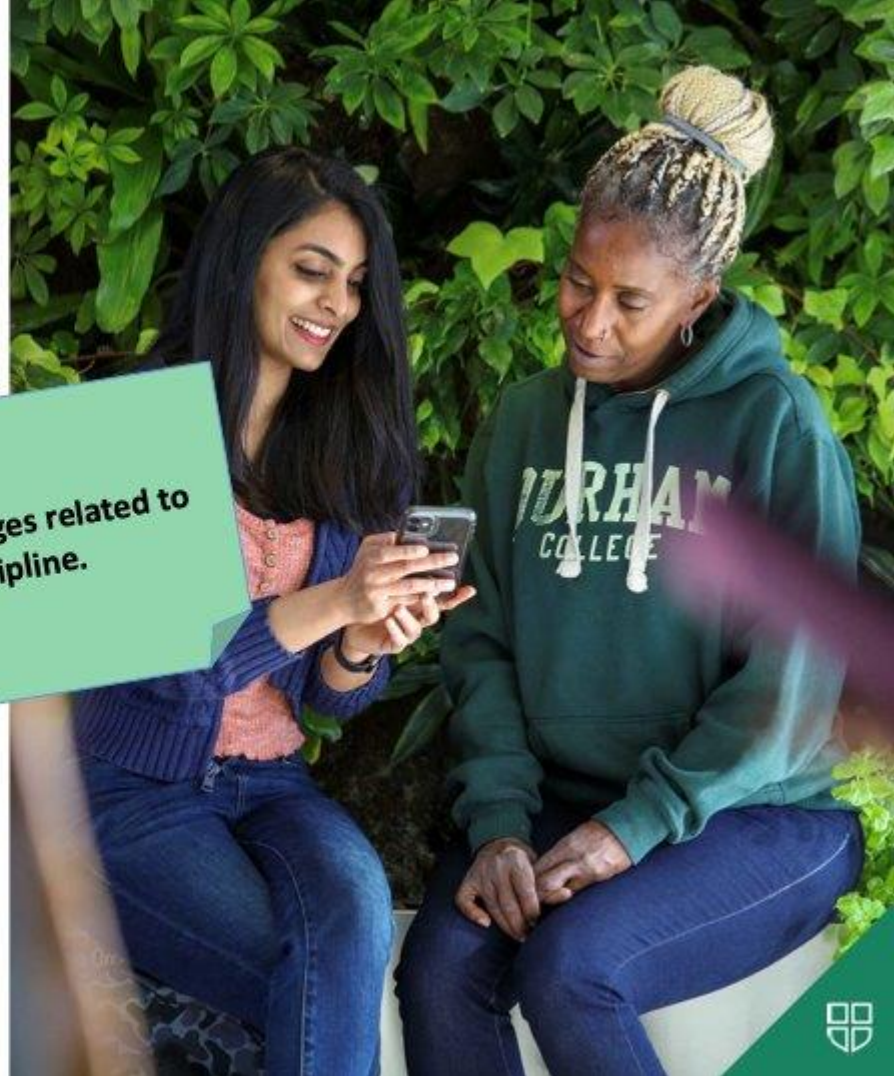
IMPACT:

- [type here]

Faculty:

Please add points or images related to your subject/discipline.

Maybe a source. Maybe a footnote. Maybe attribution.



ACADEMIC INTEGRITY AT DC

Academic Integrity refers to the pursuit of scholarly activity in an open, honest and responsible manner. Breaches of academic integrity refer to a variety of practices including, but not limited to: copying another person's work; using unauthorized materials or resources during an evaluation; **and any unauthorized use of generative or other artificial intelligence.**

Students are responsible for adhering to the generative, or other artificial intelligence directives presented on a course-by-course basis. Failing to do so will constitute a breach of Academic Integrity.



LEGAL AND ETHICAL ISSUES TO CONSIDER

BIAS IN TRAINING DATA -> BIAS IN OUTPUT

Generative AI models can be biased towards certain groups or types of content, which can perpetuate existing inequalities and discrimination.

For example, if a generative AI model is trained on a dataset that is biased towards a particular race or gender, it may generate content that is also biased.

If you use generative AI content, it is your responsibility to not perpetuate existing inequalities and discrimination.

Image Attribution: The Conversation. (2023, July 9). [Ageism, sexism, classism and more: 7 examples of bias in AI-generated images](#)

"Generative AI: Considerations" by KPU. This work is licensed under CC BY 4.0.



AI showed women for inputs including non-specialized job titles such as journalist (right). It also only showed older men (but not older women) for specialized roles such as news analyst (left). Midjourney

MIDJOURNEY AI TOOL:

Showed only older men for "news analyst", but women can be "journalists".



The AI generated images with exclusively light-skinned people for all the job titles used in the prompts, including news commentator (left) and reporter (right). Midjourney

MIDJOURNEY AI TOOL:

Only light-skinned people for "news commentator".



LEGAL AND ETHICAL ISSUES TO CONSIDER

UNRELIABLE CONTENT

Generative AI can generate a large amount of content quickly, but the quality and accuracy of that content may be questionable. There is a risk that AI-generated content could contain errors or perpetuate biases, which could mislead students.

If you use generative AI content, it is your responsibility to verify the accuracy of the source.

["Generative AI: Considerations"](#) by KPU. This work is licensed under CC BY 4.0.



LEGAL AND ETHICAL ISSUES TO CONSIDER

PASTING PROTECTED MATERIALS INTO GEN AI:

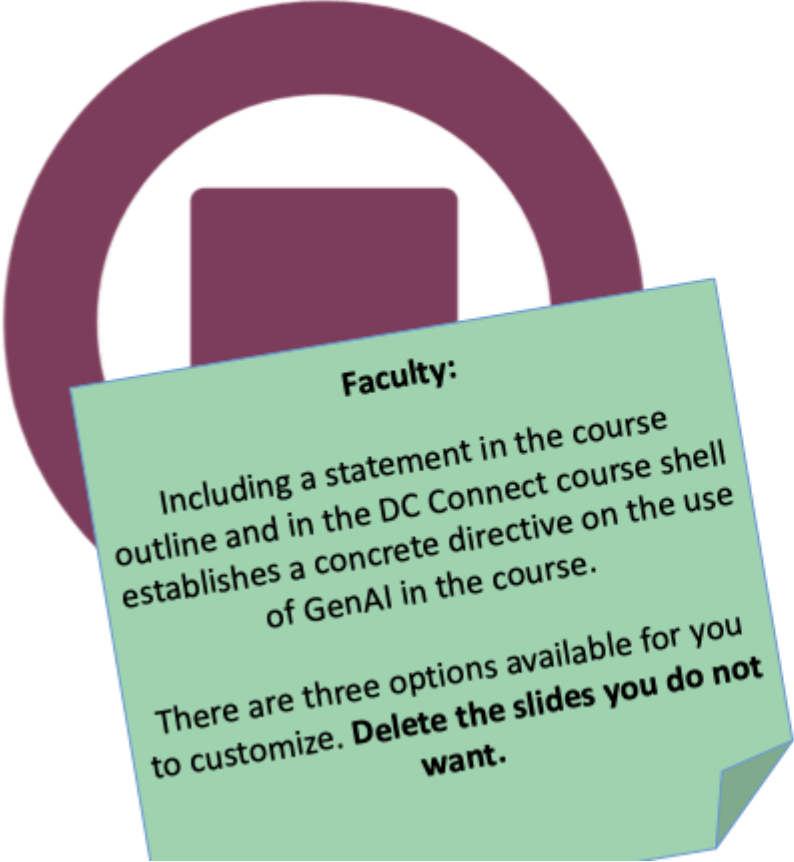
It may be unlawful to enter material using the chat function of a GenAI app if the material is protected by laws, such as:

- privacy laws
- intellectual property laws
- otherwise confidential (e.g., a court order)
- Most GenAI apps use the information we input to further train their technology, and may reproduce what we enter to other users*.
- So please take care and stay legal!



COURSE STATEMENT – AI NOT PERMITTED

SAMPLE #1: The use of generative AI is not permitted in this course. Using generative AI to aid in or fully complete your coursework will be considered a breach of academic integrity and Academic Policy [ACAD-101](#) Academic Integrity will be applied.



Faculty:

Including a statement in the course outline and in the DC Connect course shell establishes a concrete directive on the use of GenAI in the course.

There are three options available for you to customize. **Delete the slides you do not want.**



COURSE STATEMENT – SPECIFIC AI PERMITTED OR AI PERMITTED IN CERTAIN CIRCUMSTANCES

SAMPLE #2: The use of generative AI is permitted in specific components of this course. Review the course outline/assignment specifications closely to determine where you are permitted to use generative AI. It is your responsibility, as the student, to be clear on when, where, and how the use of generative AI is permitted. In all submissions in which you use generative AI, you must cite its usage. Failing to cite the use of generative AI is academic misconduct. In all other aspects of your work, the use of generative AI will be considered a breach of academic integrity and Academic Policy [ACAD-101](#) Academic Integrity will be applied. If you are uncertain if you have used Gen AI and/or cited appropriately, please speak with the library or your professor.

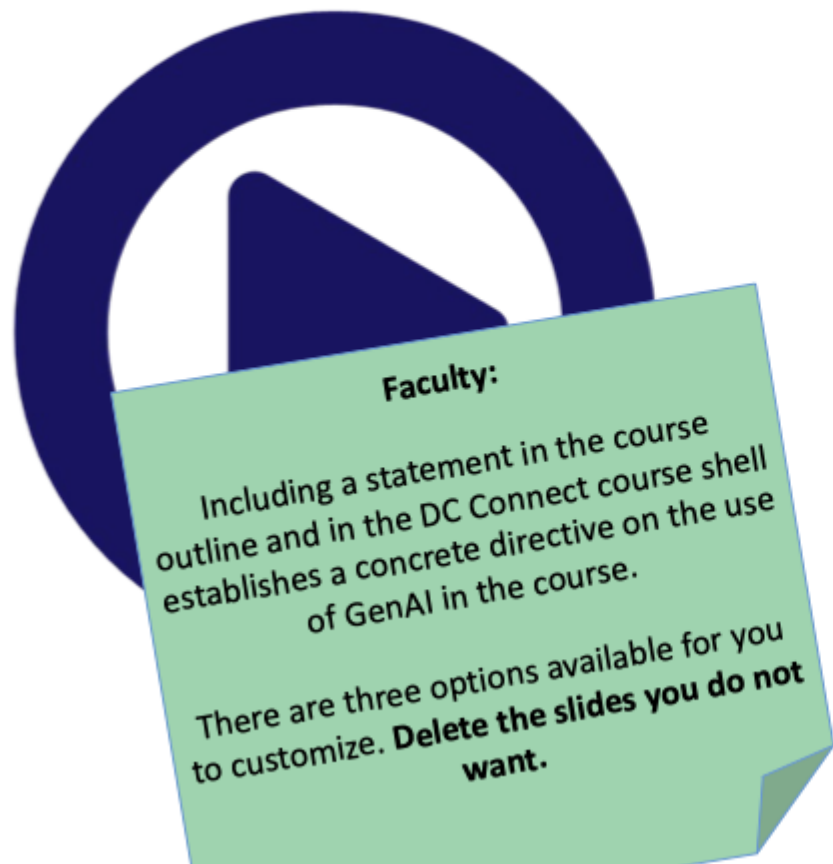


Faculty:

Including a statement in the course outline and in the DC Connect course shell establishes a concrete directive on the use of GenAI in the course.

There are three options available for you to customize. **Delete the slides you do not want.**





COURSE STATEMENT – AI PERMITTED

SAMPLE #3: The use of generative AI is permitted in this course. In all submissions in which you use generative AI, you must cite its use. Failing to cite the use of generative AI is considered a breach of academic integrity and Academic Policy ACAD-101 Academic Integrity will be applied. However, it is important to understand that all large language models are known to make up incorrect facts, fake citations and inaccurate outputs, and image-generation models can occasionally create offensive products. You are responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or a Generative AI source. If you are uncertain if you have used Gen AI and/or cited appropriately, please speak with the library or your professor.



ASSIGNMENT #[INSERT]: [INSERT TITLE HERE]

For this assignment:



GenAI is prohibited. It may **NOT** be used in any way for

Faculty:

Please **duplicate this slide for each appropriate assignment** in your course outline evaluation plan. To duplicate the slide, right-click on the slide in the menu to the left and select "Duplicate Slide".

Please **update the assignment number and/or name** and **adapt the guidance to each assignment** to advise how you will allow AI tools in your assessments.

There are three options available for you to customize. **Delete the slides you do not want.**



ASSIGNMENT #[INSERT]: [INSERT TITLE HERE]

For this assignment, you are permitted to use GenAI apps to

- GenAI may be used to **suggest ideas, propose outlines on your drafts, polish writing.** [These are examples, delete as required]

YOU MUST DECLARE YOUR USE OF GENERATIVE AI AS FOLLOWS:

You must declare your use of GenAI apps as follows:

[These are examples: delete/edit as required]

- Declare usage using [APA citation format](#).
- Save your chat transcript with the app and upload the file with the top that this is a true transcript.
- Provide a written reflection on whether you found the GenAI app helpful. Provide screenshot examples to evidence your point.

Faculty:

Please **duplicate this slide for each appropriate assignment** in your course outline evaluation plan. To duplicate the slide, right-click on the slide in the menu to the left and select "Duplicate Slide".

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There are three options available for you to customize. **Delete the slides you do not want.**



For this assignment, you are permitted to use GenAI apps for



GenAI can be used in any way you wish but ensure you

The assignment requires you to... In class, we will... [The assignment is required]

YOU MUST DECLARE YOUR USE OF GENERATIVE AI AS FOLLOWS:

You must declare your use of GenAI apps as follows:

[These are examples: delete/edit as required]

- Declare usage using [APA citation format](#).
- Save your chat transcript with the app and upload the file with you the top that this is a true transcript.
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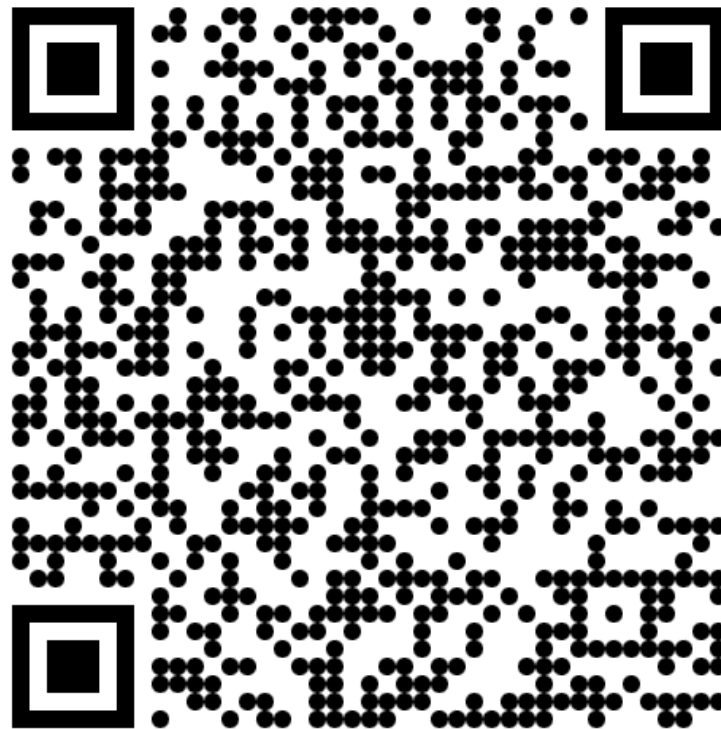
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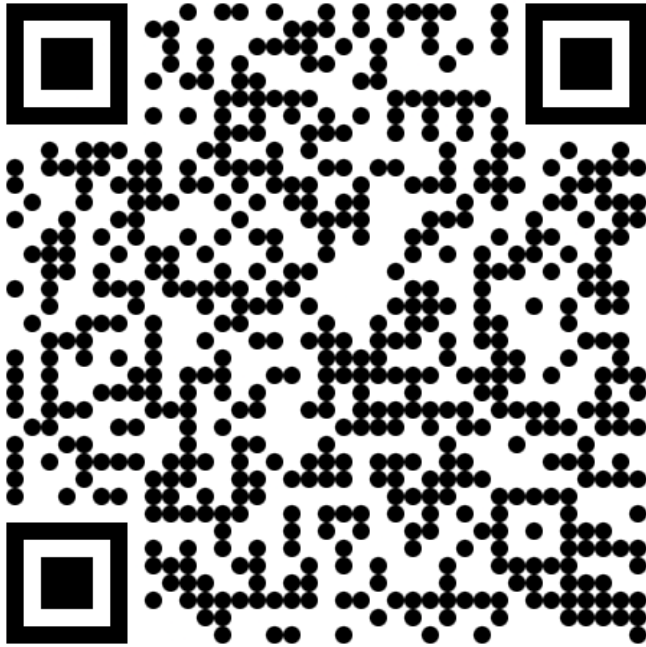
Download PowerPoint



<https://tinyurl.com/GenAIPPT>



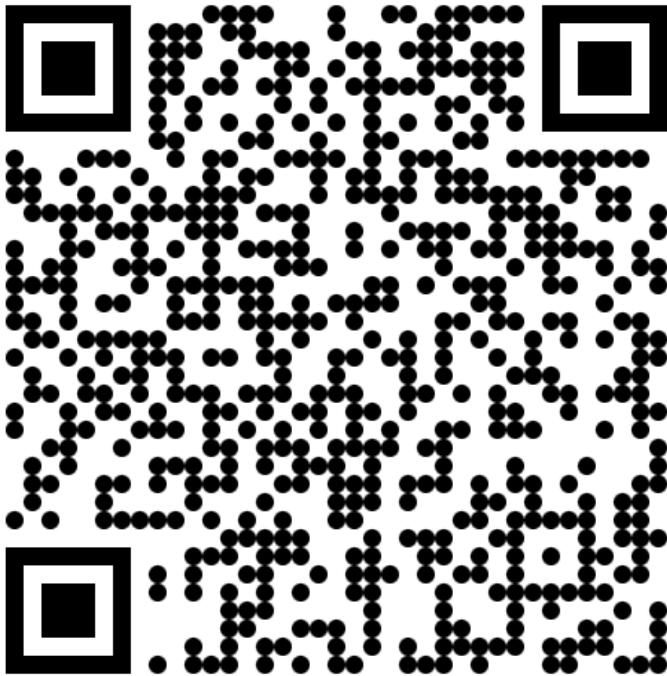
Authentic Assessments



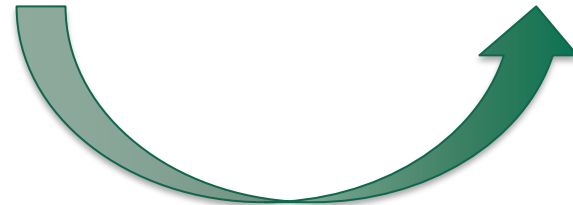
- Mirror realistic tasks
- Present cognitive challenge
- Apply learning in a novel or creative way, evaluate/assess then render a solution or judgement



Academic Integrity and Assessment



- Unreliable Detectors
- Citation & Attribution



So, How Did It Go?

JOIN US ON OCTOBER 27
GENAI ACADEMIC PD DAY



Join the CTL team

Available partial secondments

Generative AI (GenAI) Consultant(s)

Portfolio: **Teaching & Learning**

Positions available: **2**

Secondment term: **Winter 2024 – Spring 2025**

The CTL is seeking faculty members who use generative artificial intelligence (GenAI) in their instructional and assessment strategies to provide guidance and support for their faculty colleagues. These individuals must be full-time faculty members with a strong interest in GenAI. They are champions for the benefits of GenAI in teaching and preparing students for the world of work. They will work with faculty members one-on-one, both remotely and in-person, and will develop and deliver monthly workshops to provide support and guidance for the use of GenAI in the classroom.

Explore generative AI in education in this faculty-led CoP

Led by DC's own Jonathan Carrigan and Corey Gill, seconded faculty members in the CTL as *GenAI Consultants*, this space is a hub for educators to collaborate, share, and innovate. Dive into AI integration in teaching and learning, regardless of your expertise level.



JOIN THE GENAI COMMUNITY OF PRACTICE

Ready to join?

Generative AI Community o... ...

▼ Main Channels

General

Articles and Publications

New Tools!

Upcoming Webinars and PD S...

1/5 10:14 AM

AI Prompt Generator

Hello Everyone,

Please see a cool little prompt generator tool

<https://flowgpt.com/p/cpb-contextual-prompt-builder>

Best,

[see more](#)

CPB (Contextual Prompt Builder)| FlowGPT

Meet CPB: Your Gateway to AI Excellence 🚀

Tired of AI letdowns? 😞 Prompts falling short? Meet...

flowgpt.com

Reply

1/10 3:37 PM Edited



AI Quiz Generator

An easy to use tool that can generate multiple choice questions. Just drop in the text you want to use and it will provide questions that can be downloaded in a few formats:

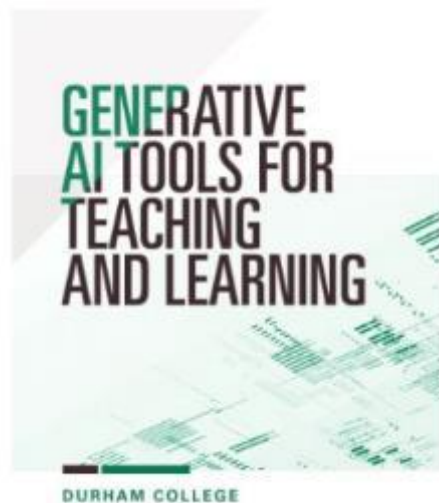
<https://quizwiz.onscreensolutions.com/>

QuizWiz - AI Generator for Engaging and Acc...

QuizWiz is your go-to AI quiz generator, designed to boost classroom engagement like never before. Creat...

quizwiz.onscreensolutions.com

Reminder / Consider using our Generative AI resources for academic AI support



Cover of *Generative AI Tools for Teaching and Learning*

Generative AI (GenAI) is quickly becoming a resource that is utilized by individuals and companies across the world, with many adopting it in the post-secondary sector. Prepare for the Winter semester by utilizing the following resources created by the CTL and the GenAI taskforce. This is a comprehensive suite of resources, including:

- a dedicated section on the CTL website, [Generative AI](#), which includes ideas for use in teaching and learning, and a framework for implementation, including ethical, privacy and data considerations;
- a guidebook of all GenAI tools that have been investigated, [Generative AI Tools for Teaching and Learning](#);
- [written directives to share with students](#) about the use of GenAI tools in their academic activities;
- [a customizable PPT](#) to use to support your discussion with students at the beginning of the semester.

As we all know, GenAI tools will continue to evolve and new ones come forward daily, which is why this resource will be an ongoing initiative. Be sure to check back with both the *Generative AI* section of the CTL website and the *Generative AI Tools for Teaching and Learning* guidebook for the most up-to-date information available.

Learn more about GenAI

Check out all the resources available!

VISIT CTL WEBSITE

Call for Proposals

The CTL is excited to announce the call for new Scholarship of Teaching and Learning (SoTL) project proposals for the 2024-25 academic year! SoTL involves purposeful research into student learning with the intent of improving deep and durable learning, while contributing to the body of knowledge about student learning.

Proposal requirements

- the lead researcher (applicant) must be full-time, non-probationary faculty; however, project teams may comprise both full-time and part-time faculty.
- the applicant should discuss their SoTL proposals with their Executive/Associate Dean. Please note that all proposals must be endorsed by signature of the Executive/Associate Dean.

SoTL proposal deadline: **Friday, May 24, 2024 at 5 p.m.**

All proposals can be sent to: **sotl@durhamcollege.ca**

Learn more by visiting the SoTL website:

[VISIT SOTL WEBSITE](#)

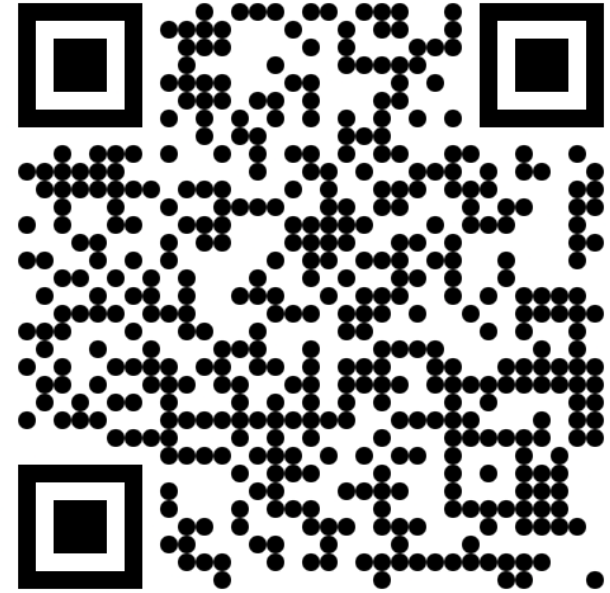
Lessons Learned

What's Next?

Thank You!



CENTRE FOR
TEACHING & LEARNING



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