

## **Transcript for FLO Panel: The Creative and Ethical Use of Artificial Intelligence in Post-Secondary Education — a B.C. Perspective**

**BCcampus event hosted January 16, 2024**

**Panelists: Alejandra Silvera Calvo, Fuat Ramazanov, Stacey Linton, Dr. Leeann Waddington, Clint Lalonde**

**Host: Helena Prins**

HELENA PRINS:

Hello, everyone. Welcome to our panel discussion on the Creative and Ethical Use of Artificial Intelligence in Post-Secondary Education. While this presentation is focused on a B.C. perspective, we do welcome many registrants from beyond our province today. Today we have five short panel presentations. Each panel presentation brings a unique but hopefully relevant perspective. I'd like to thank our five panelists we will meet today for saying yes to this invitation to present. After each presentation, we will allow for a couple of questions, and depending on time, we hope to have a nice open Q & A at the end of the session. My wonderful colleagues, Dr. Gwen Nguyen, she's our chat monitor for today, and Kelsey and Paula, they are on tech support. And we could not host this session without them. I thank them deeply. A few additional housekeeping items. This session is being recorded so if you would like to not appear on camera, please don't turn on your camera. You can also rename yourself to "Participant" if you'd like. A friendly reminder that upon registration, you did sign our code of conduct. We're looking forward to some constructive conversations today. Given the very large number of registrants we have. We actually, I think have 413. We created three different copies of Google Docs. They're all the same, but we ask that you go into them based on your last name just to avoid some overcrowded traffic when you enter the Google Docs, Kelsey is sharing those in the chat. Thank you Kelsey. We will also share all the slides from today's session with you afterwards when we share the recording. Some of you might be happy to know today there are no breakout rooms. We stay in this main room together. But we do have a few questions that we'll ask you midway through on the Mentimeter. And we really value your input and we look forward to sharing all of that with you afterwards in a curated document. Let's start the session in a good way. Next slide.

I'm deeply grateful to be here on the Lekwungen speaking People's lands who include the Songhees and the Esquimalt Nations. I'm thankful for their hospitality. I immigrated to Canada about 15 years ago and I've been so fortunate to live on this beautiful island, now called Vancouver Island, for all of it. I am personally and professionally committed to reconciliation, and with my team here at BCcampus, I'm committed to continue our learning and our work decolonizing practices in post- secondary education. Unfortunately, while I could not secure Michael Running Wolf to be a panelist today, I do want to share an article that was shared by one of my colleagues, Britt, about his perspective on artificial intelligence and Indigenous ownership of knowledge. I think it's such an important aspect of our conversation today. Again, Kelsey will share that link with you in the chat. You are invited to share with us where you are from. We would like to see all the people that's present here. While you do that, I will introduce

our first panelist. Alejandra Silvera Calvo. We will start with the student perspective today. I'm so excited. Alejandra, thank you for being here. Alejandra is an international student currently pursuing a post-baccalaureate in human resources management at Kwantlen Polytechnic University. She's the KPU student ambassador on the academic integrity team. As a current student, she strongly believes that integrity is fundamental to making sure students acquire the knowledge they are investing in. Alejandra, we are very keen to hear from you.

ALEJANDRA SILVERA CALVO:

Thank you, Helena. Thank you everyone for giving me the opportunity to share my perspective as a student in the academic integrity topic, specifically around artificial intelligence. Next slide.

My name is Alejandra. I am an international student. I'm pursuing a post-baccalaureate in human resources at Kwantlen Polytechnic University here in Canada. In my yearning, I have experienced a mix of enlightenment and challenges, which have shaped my view on education, especially concerning academic integrity in the era of artificial intelligence. Next slide.

As an international student, one of the challenges I encountered was adapting to a cultural learning when I arrived here in Canada. The biggest challenge was to learn how to cite and to properly give credit to other people's work. Because that was not something I was taught in my previous education back in my home country. This was very difficult because in the first semester I had to adapt to a new country, to settle down, and to also learn how to cope with all of these new things that I was learning. I found it was super interesting once you learn it, the passion that you can put in it, everything else will, will be good if you put a lot of effort in the first semester. That was one of the challenges. The second one, I was honestly trying to balance academic work and also my family. I have a three year old, so I have a handful of things to do at home. When things get hard, it's very tempting not to use or rely on artificial intelligence. For me, it's an honour to be here speaking about how I can manage the balance between trying to rely on academic integrity in an ethical way while maintaining academic integrity. Next slide, please.

In my view, artificial intelligence is here to stay. Its integration into academic and professional life is inevitable. Our responsibilities as student, staff, or academic support is not just to accept the fact that it is here to stay, but also embrace it and learn how to teach students on how to integrate artificial intelligence in a responsive way while maintaining academic integrity. It is important to build educational settings to introduce academic integrity in an ethical way. One of the examples that we are doing, for example, we have recently launched a tool that is called Draft Coach. It is a tool that is going to help students to have, for example, immediate feedback and to uphold academic integrity while they are using artificial intelligence. Next slide, please.

In the world of education, we hear a lot of ChatGPT. But I just wanted to show this example because there are a lot of other artificial intelligence tools that we have been using, that we have been using in our daily life, like for example, Google Maps or Alexa, etc. And we have used

it in a good way. The same way, in my view, is how we need to introduce these other artificial intelligence tools to leverage education. Next slide, please.

The importance of, of teaching, the proper use of artificial intelligence is because we also have a lot of benefits. Artificial intelligence, if we use it in a proper way, can also give us a sense of... It can give the opportunity to other students, for example, with disabilities or with different backgrounds, like us, to feel more included in the learning environment. Also, next slide, please.

If we teach students how to properly use artificial intelligence while upholding academic integrity, we can try to avoid some of these problems. Most of you will already know the different problems that pose to education, but one that I wanted to make a lot of emphasis on is the dependence on technology. If we do not teach how to properly use artificial intelligence, students can rely too much on technology and create a bad dependence. This can blur their ability to really think critically and to learn how to solve problems. Next slide, please.

From my perspective, one of the ways we can introduce this properly is one, do not say to students that this is not allowed, that we cannot use it. Because if you say that, if we are told that we are not allowed to use something, I don't know what happens in humans that we are urged to use it more. In my opinion, we should introduce the use of AI in a responsive way. We need to provide support on their use, teach them how to use it. Obviously, keep up to date. Which are the good tools? How can we use it properly? Etc. and encourage students to use critical thinking. One example that I want to bring here is in my last semester I had two professors that they gave us assignments where we have to use in one same assignment a ChatGPT, and we need to cite it. We also have some questions that were almost impossible to introduce in ChatGPT. This way... They were encouraging us on how to think critically from whatever we have found in ChatGPT. This combination, in my opinion, I valued it a lot because they are honestly teaching me how to use this. When I graduate and I go to work, I'm going to be, going to use it. Why not teach me the proper and ethical way on how to use it? Next slide, please.

Another tip that I can offer today is if you don't have in your organization a unit that focuses on academic integrity, I think it is a good idea to have it right now. I am part of the Academic Integrity Unit at KU. I am a student ambassador in this unit. I was motivated to take this job because I knew that artificial intelligence and academic integrity, that combination of the two is a relevant topic right now. In my role, I get the opportunity to engage with peer students that are new, with faculty members in these crucial topics. I have the opportunity to speak for incoming new students, to tell them about the importance of academic integrity. I facilitate training for peer mentors. I also organize events. I encourage students to rely and reflect on the importance of academic integrity. All of these things that we do is to promote the awareness of upholding academic integrity and the importance. Next slide, please.

As we navigate in this future, it is essential to equip students with the knowledge and the values necessary to uphold academic integrity and also engage in these conversations. I just talked about one of the ways. This panel is another way to engage in these conversations. Also promoting responsible AI integration and fostering transparency are key for us. One example of fostering transparency is, for example, in the Library Centre we have included in the guides on how to cite, how to properly cite when we are using artificial intelligence. I'm glad because this is what I have just done. We are not encouraging to use it, but if we use it, you just need to properly cite you are using artificial intelligence. I hope this... Next slide. Thank you, everyone, for listening to me and I hope my tips and my reflections have been useful. I think we have time for one or two questions.

HELENA:

Oh, absolutely. Thank you, Alejandra. If anyone has a question for Alejandra about the student perspective, please raise your hand. You can find the raise your hand icon at the bottom of the menu bar and then we can invite you to unmute. I see a few thank yous in the chat for you, Alejandra. Thank you. Okay, I see two raised hands. Leeann, I see yours first there. Go ahead.

LEEANN:

Thank you. That was a great presentation, Alejandra. I'm wondering if in your conversations with your student colleagues, if all students are of the perspective that they would like to learn how to use this or are there students who would be more inclined for faculty to leave this as a choice-based activity that may have less comfort with moving into these spaces?

ALEJANDRA:

Honestly, I'm going to talk to everyone. The majority would like to because right now they are using it. I see it in my peer students when I go to classes. They are using it, but they don't know how to use it properly. For example, I can give an example. If you don't put the prompts correctly and you don't use your criteria, your analysis to understand if the information, in this case, ChatGPT is giving you and how to merge with critical thinking. You are not leveraging the information that AI is giving you. I see their frustration when they put some information or they ask questions and it's not a proper question and the information they are receiving is not the correct one. They are trying to understand how to properly use it. If you teach them, you open the compass and you open the opportunity for them to learn it and to not rely on it for everything.

HELENA:

Thank you. Thank you for that question and answer. Our next question comes from Lynn Kleinerfelt.

LYNN:

Good morning. Thank you very much, Alejandra, for your informative presentation. I was particularly interested to hear more about one of your challenges that you mentioned about

starting out at university and referencing sources because this is something that for years has been a challenge for many students. I'm just interested in knowing how artificial intelligence at this stage is assisting students with improving on referencing sources in a particular style.

ALEJANDRA:

Thank you. Okay. Right now, there are different sources that you can be using. For example, Draft Coach is one of the tools that we are introducing to all students this semester. Draft Coach, for example, can give you three different immediate feedback to students. One is to know if your assignment has similarities to the database that Draft Coach has. The second one is, for example, if your assignment has references that don't match with the citations, the in-text citations that you have in your assignment, it flags if something is wrong. It doesn't do the homework for you, the assignment for you. That's a good tool. But you also need to understand how to properly cite, for example, if I am using the APA citation, that tool is not going to tell me if I wrote it correctly. It's just going to say, for example, if I'm missing an in-text citation or a reference. It's more a feedback tool. I think it's a sweet point to still uphold academic integrity because there are other tools that do the homework for you and you don't get to learn. Also this tool can also give you feedback about grammar and spelling. That is some of the struggles that international students encounter because of the difference of language. That's only one of the tools. We have other tools that we can find that also help you to see if something is maybe, I don't know copyright or you need to paraphrase. But this is the one that we at KPU you are encouraging.

LYNN: Okay. Thank you very much.

HELENA:

Thank you, Lynn. We can squeeze in, we can't really squeeze in. I'm looking at the time. We have a tight schedule that we're running here, So David, please stay around and we'll have you at the end for the Q & A. And we'll have you go first, but since we have five panelists, we'll move on to our next panelist. Alejandra, thank you so much for contributing to this panel discussion. She will be here till the end, and we can continue asking her questions at the open Q & A. So our next panelist brings an educator perspective. And he's a dear friend of mine, too. I'm very happy to introduce Fuat Ramazanov. And even though I know him well, I still don't say your last name correctly, I'm so sorry about that. Fuat. Fuat is the director of the International Business Management Program at Acsenda School of Management. He's also a doctoral student at the University of Calgary and with research that's focused on exploring students' perceptions of the intersection between human and AI creativity. Today he will share his insights as an educator who designed the creativity and designed thinking in business course. This course incorporates various applications of generative AI across different stages of the creative process Fuat, the floor is yours.

FUAT RAMAZANOV:

Thank you so much. Hello, everyone. I echo what Alejandra mentioned. Artificial intelligence is here to stay. Next slide, please.

As an educator who learns and navigates in the area of AI, I start all the classes that I teach with an open and honest conversation with my students about my expectations regarding the use of artificial intelligence in the classroom. Next slide, please.

I extend this discussion further, where I usually bring to my very first class a job ad from any job website such as Indeed for a particular application. If you teach for example, HR class that can be HR generalists. If you teach project management, that can be project manager. I give the papers to my students and ask them to think about the duties that are listed there. And think which duties can be performed by humans only today, which duties can be performed by artificial intelligence, chat bots for example. And which duties can be performed by humans with the help of AI. That leads, actually, to a very good discussion, as students actually get surprised after that discussion. But one question that I ask after that is, which tests can be done by humans and AI in collaboration? If you're an educator, if you think that exercise is useful, you can also have a discussion with the students about where do you think that particular job will be in five years from now? That also can lead to some good answers because students will be surprised to see what may happen in the area where they will be working. And that can actually give them a perspective of how to look at jobs ads moving forward. Next slide, please.

After that discussion, I also have what I call an AI Trust Survey. I have a list of questions prepared for my students and that question spans from educational, daily life, professional business environment. I use a model which many of you may know. It's Comfort Zone, Learning Zone, and Panic Zone. I only use the comfort and panic zone here. I asked students to honestly answer for themselves. I don't ask them to disclose their answers, I just map the answers on the comfort and panic zone. I have done this exercise with 60 students so far. The only question that I ask after this exercise, do I have a student who has every single answer in a comfort zone? And apparently I've never had such students yet. It tells me that students are not comfortable using AI in some situations where they're comfortable using AI in different situations. That's a good ethics and trust discussion. I make students think about the situation and why they use AI and why I don't trust AI. Perhaps the situation requires making the health decision or mortgage decision or other personal decisions. You can think of an educator making this an activity where students can write a reflection paper. That's about a little exercise at the start of every class. I find this exercise is useful, especially if students spend two or three years at college. If they do in the first year and continue doing throughout their studies, that can really show them how AI is changing in their educational journey at least. Next slide, please.

I then take this discussion to the way how AI is perceived in at least research literature today. So it can be viewed as a self-sufficient generator requiring minimum input from humans who act as the just passive admirer of a creation. That's a good example, it can be art and music as a creation tool. That's what most of us use as ChatGPT. We put our input and then generate an

output. We can look at it. The last one is co-creative partner. That's what my research is focused on and that was the question I previously mentioned. Do they see any tasks that humans and AI can do in collaboration? Next slide, please.

Currently, researchers accept that limitations of independently creative AI are there. That's why the focus is more towards the co-creative AI, which many believe will be widely accepted as a tool for collaboration moving forward. Next slide.

The model that I use is the model of creative process. There are many different models of creative process, but most creative processes include problem definition, diverging and converging phases, and finding a solution. I just have a general picture of that. Next slide, please.

It's commonly accepted that AI today can be used in tasks that require divergent and convergent thinking or problem finding. In divergent thinking, diverging phase is where we generate many ideas. And converging phase, when we select from these main ideas, one or fewer ideas, AI can perfectly perform this task today. When I say AI, I mean generative AI such as ChatGPT. Next slide please.

But what is interesting and I really like the statement in collaboration, the human keeps the central role in two key moments of the creative process. I personally believe that using AI in the framework of the creative process is safe because as humans, we have control at the beginning and the end of the creative process. We can, as educators, give students an assignment which we believe is ethical, is correct, is out of bias. The result which we'll get from there, we can also control. Next slide.

Because my research is focused on creativity, I will just give you a little bit of background about the most common elements that exist today in the definition of creativity. Four P model, if you may have heard. This is about the person process, product, and press. A creative person engages in a creative process to create a creative product in a creative environment. That actor is a person, process is a process, output is a product, and space is the environment. One item that is new here in this drawing is the main. The main thing is something that creativity is demand specific. Let's say a professional chef may not necessarily be a professional art maker and professional business person may not necessarily be creative in this field that is new to him or her. Creativity is very demand specific. I personally find that this is important in my research and next slide please.

So in my research what I do, I create activities where humans and students need to cooperate with AI and perceive them as the collaborators in the process. I design exercises where students need to brainstorm on a situation, and I design exercises in a way. For example, for business students, I can give an assignment that requires some engineering knowledge, but students typically miss it. Then after the first iteration of brainstorming, I ask students a question. Whose

expertise are you missing in the team? Or whose expertise do you think will be valid if you have that person right now helping you in brainstorming? Usually students name some characters or some people they want to have and then I ask them to write a prompt. Let's say if business students are missing an engineering expert in their team. I asked them to generate a prompt to an AI chat bot saying, "Assume a role of an engineer invited to participate in the conversation about topic blah, blah, blah and suggest your ideas." When AI generates this idea, students pick it up and the next phase or next round of brainstorming continues. This actually gives very good results. Once I have an exercise with my students, when I asked them at the beginning, how many ideas do you think we will end up at the end of session? They said maybe 50 or 60. And after four rounds of iteration and brainstorming, we ended up with 250 ideas. Yes, some were created by AI, and I use different tools. My note here is if you use AI for idea generation, make sure you set the rules. Because when we as humans generate ideas, we typically record them and have sticky notes as something very short. But when AI generates ideas, it can give you long sentences. You set the same format for both students and AI. Next slide please.

The next exercise that I also practise doing, it's called Delphi method. It's a commonly accepted forecasting and prediction tool, which involves anonymous experts. Oftentimes, when experts all together in one room, they may hesitate to share their ideas. And what that tool does, we take the idea from one person and anonymously give it to another person for analysis and feedback. What I do here, I ask students to assume that they work with their peers to evaluate their feedback on a given situation. But apparently, sometimes instead of human input, I give them AI generated content for analysis. As an educator, you can adopt this exercise, for example, to make your students to analyze bias and assumptions that another expert may have had in his or her paper without knowing that it's actually AI generated content. After a few iterations, what we have here, we have a human plus AI-generated output which is mixed by many human inputs. That actually leads to a very good discussion at the end with my students, next slide.

As an educator who actually advocates for teaching with creativity, for creativity, and about creativity. I also now advocate for teaching AI, with AI, and about AI. So "teaching with creativity" means teaching creatively. As an educator, you can bring some interesting or games to your classes, so it actually boosts environments so it makes learning fun. "For creativity" means nurturing creative skills in your students and "about creativity" is actually teaching creativity. As an educator today, who even navigates the area of AI, I think this is the mindset we have to adopt. Thank you so much. I have time for one or two questions.

HELENA:

Yes, you have time for questions. I think it's almost ironic. You are here with the educator's hat on, and it sounds like you are surrounded by students. People can certainly hear students in the background there. Let's get some questions for Fuat. As before you can raise your hand. I see some nice comments for you from people in the chat too.



STEPHEN:

This is Stephen here. Are you able to hear me?

HELENA: Yes.

STEPHEN:

Yeah. So, which tools do you use? If I see you, you have written like Midjourney, and what are the other tools which you're currently using?

FUAT:

Yeah. For my classes and for my research, I use only ChatGPT because this is the only free tool. Midjourney requires some payments. I don't want my students to pay for Midjourney. I just use for the image generation for this presentation, I use ChatGPT and any text-generated AI tools.

STEPHEN:

Okay. You mean when you are giving this idea or asking somebody to assume the role, you are putting ChatGPT in the central role?

FUAT:

Yes, I put a computer. I assume students having a computer as an equal collaborator or participant in discussion and use the computer to generate ideas and then the conversation continues with humans. But I always encourage humans' input first, then AI input to give as a twist or boost to brainstorming sessions. Then again, it continues with human inputs.

STEPHEN: Thank you very much.

HELENA:

Thank you. I actually see two questions in the chat related to privacy concerns. How do you navigate that of students? Because for many of us, a guideline would be that we can't force students to create a ChatGPT account, for example. How do you navigate privacy concerns?

FUAT:

Well, again, I ask students who use AI and who are comfortable using AI and that students use. So that's why I started this conversation with ethical considerations because I'm fully aware of that and I don't ask students to disclose anything they feel uncomfortable disclosing, but students who are comfortable they can use. But moving forward, I'm sure AI is now already offering some private GPT so everyone can use their private GPTs. The technology is evolving fast. I'm sure that will be covered soon too. Privacy should be addressed.

HELENA:

Thank you so much. Fuat will also be here at the end. We have more questions. I appreciate your presentation so much. There's some nice comments in the chat. Our third panelist today is

Stacey Linton. She's all the way from the University of Northern British Columbia where she's the manager of Continuing Studies. As part of reimagining how we educate and learn in a rapidly changing world, UNBC Continuing Studies is offering new courses on artificial intelligence and machine learning. Stacey is going to tell us more about the exciting new UNBC partnership with RoboGarden. And how they're helping communities meet the challenges and embrace the opportunities presented by AI's reshaping of industries. Stacey over to you.

STACEY LINTON:

Thank you. Good morning, everyone. As our host mentioned, my name is Stacey Linton and I'm joining you from Snowy Prince George located on the traditional territory of the Lheidli T'enneh Nation. Next slide please.

In the classroom and in the workplace, AI is all around us. This presentation will introduce UNBC and our Continuing Studies department, discuss our new machine learning and AI courses in partnership with RoboGarden. And share how this new training will help our northern communities and beyond to meet the challenges and embrace the opportunities presented by AI's reshaping of industries.

In the mid-1980s, residents called out for a university in Northern B.C.; 16,000 people, including my dad, signed a petition that resulted in the creation of the University of Northern British Columbia in 1990. 30 years later we have over 16,000 alumni who are helping to build and shape our region and our world. UNBC. Continuing Studies lives within this context of a university in and for the North offering short-term skills-based training developed in response to and in coordination with community and industry needs. Not everyone has the time, the funds, or inclination to complete a full degree. Or maybe they do, just not right now. Either way, Continuing Studies creates learning experiences that provide our students with tangible skill sets that directly support their goals in the workplace.

Our programming is diverse and intended to support our students in any stage of their career. To help ensure our programming remains relevant and timely, some of the courses we offer in partnership with other institutions. These partners produce training that is constantly evolving to keep pace with rapidly changing technologies. The use of AI certainly fits within this realm.

Our newest partnership is with RoboGarden, an industry leading cloud-based publisher that excels in delivering interactive AI-driven digital skills learning experiences. RoboGarden is the Calgary-based subsidiary of Micro-Engineering Technology, Inc. METI, a global AI and software solutions development group, also Calgary based with extensive experience providing solutions in the economic sectors driving Western Canada alongside global operations, delivering successful digital transformations for organizations in multiple industries and sectors. As such, when RoboGarden builds programs and designs content or projects, it addresses the industries and sectors driving growth and presents both a regional and global vision of the demand and potential for machine learning and AI skill sets. Because METI staff are available to the

RoboGarden programs as instructors, teaching assistants, and online support, students further benefit through their interactions with these professionals, gaining real world awareness. Next slide.

Through this partnership, UNBC Continuing Studies has added two AI courses to our offerings. Machine Learning Foundation and Machine Learning, and AI Boot Camp. Machine Learning Foundation is a 12-hour, fully online self-paced micro-credential that serves as an introduction for those interested in exploring these concepts. Machine learning and AI boot camp is a 450-hour, 10 module certificate, ideal for those who want to learn the skills needed to apply machine learning to real world challenges in the workplace. We're quite excited as our first boot camp starts in just a couple of weeks. Both courses are accessible to all. There's no previous programming experience or prerequisites required. The foundation course is actually module one of the boot camp. So you can try before you buy before committing to the full certificate. Next slide.

Not only do these courses teach students about AI and machine learning, they use AI in the learning process. It can be intimidating when people are asked to do something they not only have never done before, but may also have no understanding of. Gamification, the concept of learning through games can help students get past their initial concerns. AI technology tracks student progress through a gamified system based on points per challenge, exercise test. And then additional points can be achieved by spending a defined number of hours on the platform regarding rewarding engagement or returning to the course multiple days in a row. A streak rewarding commitment. Then AI can use this tracking system to help students overcome learning challenges. The AI support feature can offer hints, not answers, directing students towards error correction. This way students are able to arrive at solutions faster than stopping to wait for instructor availability or searching for solutions outside the learning environment. AI support platforms can also trigger a check-in from the instructor if a student continues to struggle, send an automated note of encouragement when they're on track. Or provide more complex challenges if they're progressing ahead of their group. This helps students maintain learning momentum and grow confidence. Next slide. Machine learning and AI jobs are projected to be worth \$31 billion in 2024. The training provided in these courses will help our students gain the skills they need to find their place in this in- demand digital sector. Typical machine learning and AI career duties include all the items that are listed on the bullets here. We don't need to take the time to read them all out. I'm sure you'll get these slides after the event. Next slide.

These in-demand skills translate into high opportunity careers. For the Government of Canada Job Bank in December 2023, B.C. has the strong average wages per hour for machine learning specialists among all provinces at the 0 to 3 year and 3 to 6 year experience levels. And the highest by more than \$3 per hour among all provinces in the 6-year experience level. As the need for digital skills rose, the shift to more technologically advanced focus roles is expected to continue.

Industries with AI-related job opportunities across most, if not all, major sectors in Northern B.C. Health care careers include medical imaging specialist, clinical data analyst, health care research scientist. Engineering careers include data engineer, robotics engineer, AI solution architect, Construction careers include project schedule optimizer, construction management technologist, nerve centre data scientist. Forestry careers include field researcher, GIS technical specialist, forest analyst. Mining careers include safety experience architect, specialist rock engineer, integrated master scheduler. Energy careers both in the oil and gas and clean tech sectors include intelligent asset care lead and energy efficiency engineer.

One regional example is Canfor Corporation. Canfor is the latest forestry company to embrace AI in the manufacturing process. In September 2023, Canfor announced it would be investing \$200 million in the state-of-the-art sawmill located in Houston, B.C., approximately 300 kilometres west of Prince George. Site preparation is scheduled for this spring. Canfor will use artificial intelligence to optimize its mill operations. This means using AI and machine learning technologies to improve business process management, support organizational strategies, and meet goals. Everything from analyzing data to automating repetitive tasks, to helping team members make better decisions. Next slide.

Where do we go from here? As our first two panelists have mentioned, the fact is AI is here to stay, and its influence on education and industry continues to grow. If we do not prepare our students for a career that involves AI, they will fall behind. Therefore, we must continue to identify industry and community needs, develop or partner to offer upskilling and reskilling training, and support our students in their educational journey. Our innovative partnership with RoboGarden is one of the ways that UNBC Continuing Studies is empowering our students in northern B.C. and beyond with the leading edge skills necessary to drive innovation, foster solutions, and thrive in an AI-driven world.

Thank you so much for your time today.

HELENA:

Thank you Stacey. And there are questions already in the chat for you. We certainly have time and a few people giving you applause. Thank you so much for sharing your exciting program. Hope is asking, "Are these courses then run through your LMS with a link to RoboGarden?" "Does UNBC have a license with RoboGarden?" My chat just disappeared there. But that's basically two questions. Hope, hope you can phrase that better if I didn't phrase that correctly for you.

STACEY:

Yes. RoboGarden and UNBC have worked together to port the students, I think would be a good term, through LMS. Basically, the student comes to our site and we work with D2L. We use D2L, and then within D2L the course then they go through an LMS system to the RoboGarden site.

And then they do all of their training through RoboGarden. Then RoboGarden provides us back the grades information and we provide a completion certificate to the students. From the licensing side of things, because RoboGarden is directly doing the training themselves, we have a partnership agreement rather than a license.

HELENA:

Thank you. We have a moment for one more question. If there's anyone with a burning question for Stacey, just unmute yourself.

STACEY:

I see in the chat that there was a question about education department. Yes, definitely. Education has a part to play. Like I am assuming you're meaning like the K to 12 side of things. And yes, there's definitely AI being moved in the education role as well. But from an industry perspective, that wasn't one of the ones that I had focused on in career titles.

HELENA:

Last one we're going to squeeze in. People are wondering about the cost of these courses to students. Are they similar or comparable to other UNBC courses? We actually with RoboGarden, because of the use of AI in the technology, they've actually been able to reduce their costs so that they are able to offer it at a good price. The Foundation course is \$199 for the 12-hour training and the Boot Camp is \$5,995 for the 450-hour, 22-week full certificate.

HELENA:

Thank you so much, Stacey. And Stacey will also be with us at the end if you have more questions for her. But before we hear from our next panelist, we really want to hear from all of you. We want to tap into the local wisdom of this audience. Upon registration, you had the opportunity to ask us some questions. Wow, we got a lot of questions that you hope to get answered in this 90 minutes. We want to post two of the prominent questions to you today. We're going to do that through Menti. If you've not done a Mentimeter before, these answers are anonymous, so feel free to answer. We will also then collate all the responses and share it out with you afterwards, when we share the recording. You can participate in this Mentimeter by using the QR code with your phone. Or you can go to Menti.com and type in the code. Kelsey will also share a link that you can use there in the chat. Also, if right now you just need a screen break because this is intense, then you can take a bio break or screen break. Those of you who stay, we really look forward to your input. And this will take about 5 minutes. So you don't want to miss the next speaker at 11:50. Okay. The first question that many people wondered about, what Stacey certainly touched on it a little bit in his presentation as well as Alejandra. How can educators direct students on the ethical use of AI in these studies? What are some of your best practices? "Create assignments that highlight the importance of ethical use of AI." "Modelling shared practice in the classroom." "Show them how to cite their use of AI using MLA and APA styles." I'm just reading a few responses here. I love them. "By discussing AI with students and following the institution's policies on the use of AI." "Provide clear guidance in the syllabus."

"Talk about AI in class before asking students to use it." That's so important. Demonstrate to them, model it, include it in presentations." "Teaching them how to cite and how to enter the drafts for similarity flagging." Yes, that's something that Alejandra mentioned. Scroll down. Yes. Thank you. I guess discussion is a theme that comes up a lot. Let's discuss with our students, let's show them. Let's model. "Learn how to strip data and the prompts you give it, how to anonymize the prompts." "In form of real world responsibilities and consequences." These are really wonderful responses. "Show demos of past ethical usages." Wonderful and I'm going to read the last one. "They explain the purpose of assignments." Oops, Okay, I've lost that. That's all right. It's moving very fast there. But yeah, there it is. "Explain the purpose of assignments. What skills are students meant to learn and how does the assignment help them learn those skills? If AI can help with that, great. If AI would hinder that, say why." I love that tip. That's really helpful. Again, all these wonderful responses will theme them up and we'll share them with you when we share the recording.

The second question we have for you, thank you for everyone who participated in that one. Are you aware of any professional development opportunities related to artificial intelligence that you recommend? And otherwise, how do you stay abreast of all the things that's happening? What's your own personal professional development for AI? There you go. "This amazing panel" is one. Thank you. "The Auburn course." I see there's some links coming through. Read, read, read. One of my strategies is to I follow one or two people on LinkedIn. Lucas Wright is one of them from UBC because I really trust their input. Find one or two models that you can maybe follow on social media would be my tip. "There's a tech conference coming up." "The faculty union at your college." So check in with them. "Coursera has one on prompt engineering." Yes, "Sarah Eaton from the University of Calgary." I would definitely follow her. She does a lot of good work on academic integrity as well. As we heard from Alejandra, they're so connected and feel free, if you couldn't put the link in your Menti, then you can put it in the chat. And we are just going to clean it all up for you and send it in a nice readable document after. "Stay aware of news and updates." "Amazon Web Services." Yes. Someone just likes to play and experiment with different apps. I think that's important. Right. If we ask students to use it that we are familiar with it ourselves, Western University chief general AI officer." "George Veletsianos." We're a big fan of George. "BCcampus, talking to colleagues, reading, YouTube." Very nice. "TikTok." Yes, TikTok. You can learn a lot on TikTok. I see a few other wonderful links there. Thank you everyone for sharing that.

I'm very excited to share this with you afterwards. And then really our next panelist, I'm sure you're going to be blown away. Right, Leeann? Leeann is going to give us the institutional perspective because Dr. Leeann Waddington, she's the associate vice president of Teaching and Learning at Kwantlen Polytechnic University. She's responsible for the strategy and leadership of the Teaching and Learning Commons. Leeann, we're really looking forward to hearing from you how you and your team have been navigating this ethical and creative use of AI at KPU. Thank you.

LEEANN WADDINGTON.

Awesome. Next slide. Thank you for that introduction. Helena. I am grateful to be joining you today from the overlapping territories of the Musqueam, Katzie, Tsawwassen, Semiahmoo, Qayqayt, Kwikwetlem, and of course the Kwantlen First Nation who bestowed their name upon our university. In doing so, recognizing our commitment to address and reduce the ongoing colonialism, oppression, and racism that Indigenous people continue to experience in Canada. Next slide.

I thought I'd start off with a quick timeline because we, like every other institution, we/re, you're monitoring, is this going to come? Is anything happening with this? And then all of a sudden tools roll out and everybody panics and says, "Whoa, what are we going to do about this?" I would say we moved a little bit slower than I would have liked in the early phase of the release of ChatGPT in the fall to when we actually started to put out some formal statements in April. We started off prior to this timeline by just really saying to folks, "Hey, we know this is out there, we know people are experimenting. We're going to be thoughtful and bring forward some guidance. Stand by, but consult with us as you move along, if you need help or guidance." We began with a generative AI resource, which I will share with you at the end, the QR code to link to that. Providing some guidance, we opted for the position of something that would be quite fluid. We moved into having a generative AI discussion group. We called it a think tank, so we brought together faculty. Dr. Veletsianos was our guest speaker and we played. The goal was really just to get people who were curious to engage in conversation and to begin to utilize tools. Coming through the fall months, we began to look at what are we learning from other places? What have we heard from UNESCO? From the Higher Education Strategy Associates AI Observatory. I know BCcampus took our guidelines, revised them, made them better, came up with more case uses. We're now revising, building off of what BCcampus did. So through the fall has been an internal capacity building in our team and engaging with the faculty in the different departments who have said, "Hey, we want to have a conversation about this." Of course, as Alejandra mentioned in the first presentation, one of the primary concerns of faculty and of students is academic integrity. I think one of the things we have to be mindful of is that we need to talk about these two in relationship to each other, but not necessarily always tie them together. Because I think that, while they are complex in how they relate to one another, one can stand separately from the other also. We have recently created a Generative AI Playlist out of LinkedIn learning. We have an institutional licence for LinkedIn. We're able to grab and gather things. Now as we build more things that are KPU specific, we'll be able to add them to that. The leadership team is now in the process of talking about what kind of curriculum might we need to develop at KPU. I really loved one of the earlier presenters there. I think it was Fuat who said teaching about AI, with AI, and for AI. And so curriculum would be about "for AI." How do we prepare people for the future where AI is going to be used as opposed to my lens, which is about AI? We've got to start with helping people understand it. Next slide.

We started off with a big challenge, right? We need to provide guidance on something that we're not expert at. We're not 100% clear about how it works. The folks who are making it

aren't being forthcoming about how it works. We need to assess and mitigate risk to our organization and our students while turning around some quick guidance that people really need. We can't sit silent. Next step. That was where we began last winter. Next slide.

We decided that we had recently had a presentation by Cyé Wakeman, who wrote *Reality-Based Leadership*.

And our human resources department brought her out for a leadership retreat. And one of the things that really stuck out to me was her notion of this idea of thinking inside the box. And she said, so often we ask our teams to identify solutions, and then we tell them all the reasons why the solution that they identified can't work. Because the reality is we have finite money. We do have legislation we have to follow. We do have risk to our organization and standards and things that we need to take into consideration when we're thinking about guidance or problem solving a situation. We decided to take this concept and utilize it for the creation of our guidance. Where the lines of the box are the areas of caution. The fact that the outputs may perpetuate bias is an area to be mindful of, not to say don't use it, but it is one of the lines of the box. How do we keep our students safe? How do we manage intellectual property? Of course, in those early days we weren't quite clear how to cite it. We weren't necessarily clear about where all it was drawing its data from. The lines of the box can continue to change if we need them to. While we think about what are all the possibilities within this that will allow us to move forward in a responsible way to meet the needs of learners and of society. And I loved some of the examples that Fuat provided in his presentation. I'm definitely going to be taking some back to share with my team. Next slide.

In general, our goal here was to focus only on instructional use at our institutions. I will say that we have not made an institutional decision about business use. We have determined that it's a no brainer. It's here to stay, we need to move forward, having this be part of our teaching and learning environments. We haven't quite figured out from a human resources and a union perspective, how much of your work can you ask Chat GPT to do for you if you're not in a teaching space? This guidance is purely for instructional use. The principles around it were to really allow choice for faculty to engage, not to engage. We want to encourage to lean in. But we don't want to force. We want students who aren't comfortable to be able to, for example, work in collaboration with other students. So someone else might be getting the license and someone might be observing. And they might be working in partnership. Or to do an assignment utilizing it and seeing what that experience is like. Or to still do the assignment without the use of generative AI. We want to make sure that we're protecting privacy and that we're engaging in conversations about what data is being collected and what data is being used, so that we increase the digital awareness of all the folks in these spaces. And, of course, to recognize complexity, to consider ethics, and to keep educating our partners across the institution about potential risks. This isn't a space that we can just go into with our blinders on and begin to just do whatever we want. Because we're taking students with us. So really focusing on those principles as we talked about potential case uses. Next slide.



A lot of complexity here. As a leader of a teaching and learning space, one of probably my greatest nemesis is figuring out what faculty are using from a technology perspective across the institution. Honestly, folks who want to do what they want to do, go for the like, “I’ll beg forgiveness later” approach. And they just begin using, not recognizing necessarily the risk that they’re bringing to their students or to the organization. We have this unknown faculty use and we want to draw people in. We want them to see that we’re taking this as a very flexible approach. We want to hear what they want to do and we want to help them to do it safely. We have fluidity in the skills, knowledge, and openness of employees to generative AI and technology in general. There are constantly technology changes in this particular sphere as there always is. But those can create some conflict, right? In fact, even in the chat there, I shared some pieces about CoPilot and someone else had heard a more recent update about the team’s component than I had heard. So we have to be ready to keep iteratively changing what we’re saying here. And that’s frustrating for the folks that we’re trying to educate. Right. Like well, last week you said I couldn’t use and this week you’re saying I can use and I don’t know what end is up. Right. It’s a hard space to be in for folks. We haven’t determined business use, as I said, and we have not currently selected specific tools. Although as I said in my chat comment, we are leaning heavily towards the Bing CoPilot piece that is tied into our infrastructure so that when folks are logged in with their KPU user ID, this system is not gathering their data, but promoting that and getting folks to stay in that lane is a whole different problem. Then of course, keeping pace with change. Next slide. Our next steps are that the Office of the Provost and the faculty areas are considering where we might need to make curricular changes in order to support graduate competencies with generative AI. That is going to be a work that we really fully embark on, I think, in the next academic year. But we are posting some time-release positions for faculty who are really wanting to engage in this way to come forward with creating things like special topics courses that can be used in an interdisciplinary way. Senior leadership is engaging in those discussions about business-use parameters. And how do we help people be comfortable with something that can increase productivity and efficiency? Let’s be honest, the education sector doesn’t have the government showing up with buckets of money on our front doorstep so somewhere along the way, we’re going to probably be working smarter, not harder. Generative AI might be a tool that really helps us to gain efficiencies in places we don’t have them right now. Teaching and learning and IT are having discussions about software needs. What we might learn into how we’re going to make co-budget requests that help us to get the tools that help faculty to prepare our learners and engage in this space. We want to continue to engage in conversations with individual disciplinary departments across the institution. We’ll continue to revise our guidelines. And we are currently in the process of designing some workshops to build faculty knowledge and skills. Because as was said earlier, we need folks to experiment. You can’t successfully teach other people to engage with something that you’re not yet engaged with. That variety of skill sets can make that quite challenging. How do we normalize experimentation? How do we meet people where they’re at in a really partnered, non-judgmental way to help them engage, practice, experiment, and move forward in tiny ways. Next slide.

Paul Hennessy of Shutterstock said, "I think there are two choices in the world. Be the blacksmiths that are saying 'cars are going to put us out of horseshoe-making business,' or be the leaders that bring people kicking and screaming into the new world." I think that's part of what we need to do here. Those embracing or those fearful, we're all living in space. The technology is here to stay. It's going to continue to look different. How we use it is going to continue to evolve, but the reality is we have to figure out how to use it. Next slide.

Here's a link to our current guidelines. As I said, an evolving resource. One of the things that we've done in here is that sphere of possibilities. We are currently doing a sprint in our team to develop more and more case uses about ideas for activities that instructors can do with their students. Ways to slightly reshape assignments, ways to Leann in that help people to feel safe as they navigate forward.

HELENA:

Thank you Leann for sharing that. I really appreciate your transparency about it. All right. This is complicated. We're not pretending that this is easy. Thank you for that. I have time for questions. Let's get some questions to Leann. I don't know if I've seen, the chat is moving fairly quickly. So there is a question from Sylvia. Can you see that Leann? "What workshops, resources have been provided to students so far outside of what..." Sorry, I'm having a hard time reading my...

LEANN:

I see it. "Outside of individual faculty members are doing in their classes?" Interestingly, more transparency, teaching and learning at KPU is focused on faculty supports. And we have a learning centre that focuses on student supports. Our Academic Integrity office. Alejandra is one of the student representatives there, is addressing this in their Q & A's, but I wouldn't say that we are offering any workshops that I'm aware of. Alejandra may have awareness that I don't, but I don't believe that we are actually teaching students how to use this. Partially because we have so many faculty who are saying they can't. This is again, the complexity we have to navigate. How do we build everyone's comfort and respect where everyone's at as we move forward in a slow and cautious way. I think we really need some resources and workshops for faculty and more dialogue there in order to navigate forward to provide those supports directly to students. Otherwise, we run the risk that students start using, and the faculty call it an academic integrity violation. A little more complexity added there. Thank you for that. And Noosha, you can grab the mic.

NOOSHA:

Hello. I apologize for not turning my camera on. I'm recovering from COVID. Yeah, thank you. I wanted to ask about your policies on how to penalize usage of AI when the assignment is not allowing it or not lending itself well to it. Like we keep saying, you have to revisit your course

learning outcomes. If the learning outcomes are writing itself, we shouldn't allow students to basically use AI to write. Then the problem is that the Turnitin checkers are not 100% accurate. It's hard to blindly accept the percentage. So we push for corroboration. Corroborate 2, 3, 4 different checkers and they never agree. Then there is pushback from the students not really admitting to having used them. A lot of faculty are resorting back to maybe more old school paper pencil assessments. I'm just curious to know how you go about, how you navigate these situations?

LEEANN: So there's a lot of questions embedded in there.

NOOSHA: I realize.

LEEANN:

So a couple of things. I think that our approach around the academic integrity piece is to start off with, it is imperative that the instructor clearly articulate in their syllabus what is and is not permitted in terms of use. Do we have 100% compliance with that? No. Do I have some strategies for how we're going to move more in that direction? Yes, but Rome wasn't built in a day. [laughs] So that's the first piece, is that we have to be explicit with our students about what is and isn't allowed. And we have to question our practice about why are we saying it's not allowed. I think back to conversations I had as recently as four years ago with instructors who told me that they didn't allow the use of cell phones in their classrooms because cell phones were the perpetuator of academic integrity violations and a lack of engagement by learners. I remember in those conversations saying to folks, well, hang on a minute here. How might you use the cell phone as an engagement tool? The world uses the information provided on the internet all day, every day to function. How would they use it in the real world? Build that into your classroom. And this is the same thing, but it's human nature to be frightened of change, right? So we have to, that's that part of partnering, that open dialogue about how we move forward. The other thing is, yes, we do see a little bit of a trend when people are fearful of academic integrity, back towards more traditional types of assessments. I can tell you a few of the things that we are encouraging. We're encouraging a lot of conversations about authentic assessments. What would your students have to do in the world if they were out working in the industry that you're preparing them to work in? They would... My background was as a nurse. For an exam. You might expect me to memorize all the details of the medications I'm going to give. But in the real world, when I'm in the emergency room and I have to give something I haven't given for a long time, I'm going to go to a book and look it up. Why would we not allow them to go to a book and look it up? We have a lot of conversations about authentic assessment. We have a lot of conversations about misalignments between learning outcomes and assessments. We have a lot of conversations about things like e-portfolios and student's ability to articulate how they know what they know. That's a very tight answer to a very complex question.

NOOSHA: I appreciate it. Thank you so much.

HELENA:

Yes, well done on answering that, and thank you for your question, Noosha. Thank you so much. You always say yes and you bring your A-game. Thank you so much. There's some contact information. We are going to move on to our last panelist, but before we do, I just want to remind you all about the Google Docs and Kelsey will put the links in again. The more you share, we can curate that and send it back to all of you that you have something to work with. Very excited now to introduce our final panelist. And this is my fabulous colleague, Clint Lalonde. He's the director of Open Education here at BCcampus. The BCcampus Open Education team, they developed some guidelines and recommendations for OER grantees on how they can approach using generative AI. Today, Clint will share with you some of those guidelines and the considerations that went into that. Clint, thank you so much for your readiness to do this and for all the good work you do in Open Education.

CLINT LALONDE:

Well, thank you very much for inviting me here today to talk about this. Thank you to all the other panelists. It has been a very informative hour and a bit here so far. I've learned a lot about what's happening at the institutions, and I want to especially thank Alejandra for being here to provide the student perspective. I know it's not difficult to come into a room full of educators and to do a presentation and to talk as a student. But it is so important for us in education to be hearing from the students all the time. And your perspective is very valuable for us. So thank you. As Helena said, I am the Director of Open Education for BCcampus. And I've got a bit of a unique and a specialized use case for AI that I want to talk about today. And that's the role of generative AI in the development of open educational resources. Next slide.

First, I thought I'd start off with a definition of what open educational resources are. Some of you may not be familiar with this term or what we mean when we talk about OERs. Open educational resources or learning resources that instructors and students can use for free. And by free I mean there are no financial costs. The reason why they are free is because of special open copyright licences that these resources have that allow them to be legally copied, distributed, and adapted by anyone with very few legal restrictions. Next slide.

Here in British Columbia, we've been focusing quite a bit on a type of OER called open textbooks. And we have a curated collection of hundreds of open textbooks. Free open textbooks and other course materials available for use. It's located at [collection.bccampus.ca](https://collection.bccampus.ca) that anyone can download and use at no cost. Now, while these resources are free for instructors and students, there is, of course, a cost to developing these resources. And that is one of the roles that BCcampus plays in the British Columbia post-secondary system. We receive funding from either the provincial government or from our partners at the Hewlett Foundation. And we use this funding to give development grants to instructors in the B.C. Post-secondary system to create these open educational resources. So the people who create these resources do get paid to develop OERs. These are not freely created by people. They are paid

for their efforts. In the spring of 2023 and last year, we started to get some questions from some of our grantees about whether or not they could use generative AI tools like ChatGPT to develop OERs. So our open education team got together and we set about drafting a set of considerations and recommendations for OER content creators on how they might approach using generative AI tools in the content development process. And that's what I want to talk about today. Next slide.

As we sat down to develop these considerations and these recommendations, we had some guiding principles that we used to help to guide our work. First off, we didn't want to say no. Also wanted to acknowledge the potential unintentional use of generative AI. We wanted these guidelines to be a continuous work-in-progress. Knowing that this field is in flux or iterative. I think Leeann used the term. Next slide.

The first principle was don't say no, don't use them. We thought about some of the ways in which generative AI can actually be very helpful in the development process. From helping to create question sets and case studies, analyzing photos to help develop alt text for accessibility and open textbooks, for example. To help create charts, illustrations, generating scripts for videos and podcasts. Summarizing data, there's a number of ways in which generative AI can really help with the OER creation process. Like you've heard from all the other panelists. We also decided that AI wasn't a flash in the pan. These tools are here, they're going to be here, they're available, and they're being integrated into platforms that we're using already. To just say no, to not use them, didn't seem like the right response. Next slide.

But yet, we all know that there are a lot of problematic elements with generative AI tools that we wanted to make sure our grantees were aware of. Which is why we developed a consideration section of our guidelines to help provide some context and to spell out some of the concerns that we see people voicing about generative AI, like some of these ethical issues here. Next slide.

The second thing that we wanted to do is we wanted to acknowledge that people might be using generative AI tools without even knowing that they're using generative AI tools. AI is being built into so many of the content creation tools that we currently use. And it's really possible that someone could use it without even knowing that they're using it. This screenshot is an example of the script I had developed for this particular presentation in Microsoft Word. I highlight a piece of text, I right click on it, and it gives me a suggestion on how to make it stronger, or how to change it, or how to modify it. That's AI at work. Someone who's just using Microsoft Word might not even recognize that they are using generative AI when they're actually developing content. We didn't want our recommendations to come across as being very highly prescriptive. We didn't want to worry grantees that they might somehow get into trouble or be punished by using generative AI when in fact they might not have even been aware that they were using generative AI. Next slide.

You've heard this mentioned by every panelist as well. We wanted people to know that these considerations and recommendations are going to change and evolve over time. We're still in the very early days of generative AI and this is my prompt of a flux capacitor to show it overloading with information because everything is in flux right now with generative AI. For us for example, one of the core areas that we work in is around copyright and copyright issues, which is hugely in flux right now around copyright status. We wanted people to know that these recommendations could change as new information comes to light over time. Next.

If you're interested in finding the recommendations, they are available in our *Getting Started Guide*. We've posted the link in the chat here. They are openly licensed, meaning that if you wish to use these or modify these based on your own circumstances or your own context. If you're creating OERs at your institution, free to copy and redistribute or modify these as you'd like, providing you give attribution to BCcampus. Next.

Just the last couple of slides here. I'm not going to talk too much about the considerations and the recommendations. I'm going to let you go off and read them. But these are the five big considerations that we want our grantees to consider when using, or before using generative AI tools. These are things that are hopefully obvious to most people these days, but the first thing is the lack of transparency around how these tools are created and what the data is that's used to train these tools. We want people to know that we don't really know how these tools are created and that can cause some problems like number two, bias, in the responses that you get. Accuracy of results is another issue. Generative AI is known to hallucinate to give false answers. So we want people to be aware of that if they approach using generative AI. There's a number of intellectual property and copyright issues that we want our grantees to be aware of in really three key areas. The use of content that trains the models. As you know, artists are fighting against large generative AI companies. The *New York Times* has sued OpenAI around the use of copyrighted content. So there are copyright issues that still need to be worked out by the legal system around that piece. We had questions around whether people could apply their own copyright license to the generated outputs. So we wanted to provide some guidelines around that. There was also a lot of questions around using AI to summarize copyrighted works, whether that was okay. Then we also wanted people to know that there is an environmental cost around using generative AI. It uses a huge amount of computing power, which uses a lot of real power. There's a huge environmental footprint around the use of generative AI. Next slide.

We came up with these eight recommendations built on those considerations. The first one is pretty obvious. Be cautious and deliberate with your use of generative AI. Don't just use it for the sake of using generative AI. Have a point to using generative AI. Manually review and assess all the content for accuracy, appropriateness, and usefulness, including anything that might resemble bias in the outputs that you have. We actually include a link to our own BCcampus EDI statement as an example of what to look for when it comes to checking for bias. To provide some additional guidance to our grantees around how to look for that. Don't use AI generated content for an area or a subject you don't have the appropriate level of knowledge or

understanding of to verify the accuracy of the content. We ask our grantees to be very transparent in the use of generative AI. And I noticed that some of the panelists here today who use generative AI to create images were being very transparent about it. Had the prompts, had the tools, had the dates that they generated it. It's exactly the kind of information that we're looking for so that we can track back if we ever needed to, how this content was created and it has a layer of transparency to users. The next part about copyright, don't copyright AI generated content. There's general consensus right now in copyright that the content coming out that's being generated by generative AI tools is not copyrightable because it's not created by a human being. This area may change. This is one of the areas that might be in flux. We did have a piece in here about avoiding developing content that might infringe on trademark or patents. What this is, is an example of don't create images that use logos that might be trademarked. Finally, make sure all AI generated summaries accurately represent the source material. You still need to be familiar with the source material to make sure that you're getting an accurate representation. Next slide. So those are the eight recommendations that we have put together. If you want to see them in more detail, there is the link there. And that's 10 minutes. Thank you.

HELENA:

Yeah, thank you so much, Clint. I love the recommendations. I think it's transferable to many contexts. Thank you for sharing that. While I invite the other panelists to come up too and turn on the cameras, let's take any questions for Clint first. Michelle.

MICHELLE:

Thanks so much, Clint. This has been super helpful. I'm struggling with the concept of how to be consistent with the statements and transparency. A lot of the people who I help with OERs get like should I cite, should I attribute, how do I make this clear? And one thing they're struggling, I'm really struggling with is how to advise them for all the different iterations AI can make. You can use it as a reference when you ask it a question, or you can use it to generate writing to inspire you, or you can make an image. Do you have any thoughts on how to consistently be transparent in the AI use? Is it just a statement at the beginning of the book or at the bottom? It can vary so much on how you do things in OER because it's so flexible.

CLINT:

Yeah, Yeah, I hear you. I don't have a really good answer for that other than we are still in the early days. And this is one of the areas that I think as we start working with generative AI and the different types of generative AI output that we have, we're going to start seeing more nuanced guidelines from. There will be an APA format on how to cite if you're using generative AI in this particular instance. Some of this stuff will happen over time. But I think the big thing that we all need to realize right now is just the importance of transparency. And just how important that concept is around when we use generative AI, just to make it very clear and obvious to people. And I think the formatting will come and there will be more guidelines. That's one of the reasons why we actually wanted to provide this for content creation for OERs.

We hadn't seen anybody who put this kind of thought into or work out there into how we should actually generate an attribution for it when you're using it in the piece of content. We came up with this and we're certainly willing to change it and modify it. And hope to hope that it will start a conversation amongst other OER developers around. Is this the right way to do this? Maybe there's a better way to do this. Sorry, it's not a great answer, but I think it will evolve.

MICHELLE:

That's okay. I will say it's really, really handy and I'm definitely going to use your recommendations to inform how I speak to faculty thinking about AI. So glad to know I'm not alone with trying to figure this out. Thanks so much.

HELENA:

Thank you. Thank you, everyone. And while we could stop sharing the slide deck and bring up all the panelists for a final question or two. I would also like to remind you that we have those Google docs and Kelsey will put it in the link maybe one more time, please. Also, we have a survey. We really read those survey answers. We take it into consideration as we plan for the year ahead. Please give us your feedback. We also ask for topics of interest. Please give us that and we will try to respond. The floor is open. Please raise a hand. I see David Williams. You raised your hand first, so it's your turn.

DAVID:

Hi there, I'm sorry. I've got two things going on at the same. I'm hearing my voice and talking at the same time. My question is for Alejandra. Thanks so much for that presentation and it's great to see two representations from KPU because the very first guideline that I found really informative and useful came from KPU. My question for you, Alejandra, is what are some of the things that you are specifically doing in terms of events and training as the student ambassador, things that are for students. Because I think that is something that I'd love to hear more detail on.

ALEJANDRA:

Thank you for the question. One of the events that we're doing, one, we have presence in the onboarding of each semester. So fall, summer, and spring, we are there and trying to make activities that are fun to attract students, to come and talk to us about academic integrity. What have they learned? Because they are taught some information about academic integrity. We also have some classes that are asking for more help about academic integrity. We are going in person to teach students and to talk to students about academic integrity, the importance of holding academic integrity. We go to the main events, we go to in-person classes. Also, we have a direct email so that students can reach us if they need any guidance, not guidance about if this is plagiarism or if this is a misconduct, Just for example. I don't know where to go, so we can guide them. Go to the library, go to the learning centre. Because we have noticed that students sometimes are afraid to talk to their professors for any reason.



Because they don't want a professor to think that they don't know anything, so they prefer to talk to a peer. We have some people that have come to talk about that. We also, I think I share in the chat because we recently launched the Draft Coach too, we are starting to make workshops to teach students how to use this tool. We are trying to be present in different activities, but this is not a fun topic, right? We are trying to make it fun with different activities. For example, crosswords about academic integrity, matching games about academic integrity and the concepts. It's been working a lot. Yes, that's different things that we are doing this year. Thank you.

HELENA:

Thank you. Shall we do one last final question? Anyone? Well, we are at 12:30, so maybe it's fitting that the student had the last word. She started us off and she finished off. Thank you, Alejandra. Thank you, Fuat. Thank you, Stacey, Leeann, and Clint. What a wonderful hour and a half with all of you, and for our audience who stayed. Thank you so much for choosing to spend your time with us this morning now into the afternoon. I see someone say in the chat, The takeaway here is it's an ongoing conversation. Indeed it is. We encourage you to go back to your institution and have conversations in the hallways. Have conversations with your peers there. Also our panelists, if you don't mind putting your contact information in the chat, if people want to reach out to you for follow up, that'd be wonderful. And we commit to sending the recording out to you in about two weeks. We are going to try and curate all the resources you share today. We are saving the chat as well because there's valuable information. And we'll send it out. So with that, a last wave and a thank you from BCcampus.