FLO Panel: The Ethical and Creative Use of Artificial Intelligence in Post-secondary Education

The following resources were crowdsourced and curated during the FLO Panel event on January 16, 2024.

AI Tools in Learning and Teaching

- [Enhancing Teaching and Learning with ChatGPT](#): ChatGPT is used to supplement traditional teaching approaches, generate study materials, create discussion prompts, and provide personalized feedback to students
- [Coursera: Innovative Teaching with ChatGPT course:](#) Vanderbilt U course - about 2-3 hours - great examples how of to adapt an assignment to different audiences and how to ask ChatGPT to generate handouts or slides
- [AI as an authentic and engaging teaching tool for occupational therapy students](#): Case study of use of Occupational Therapy - to help students generate and critically evaluate treatment plans
- [Metacognition and Critical Thinking: Using ChatGPT-Generated Responses as Prompts for Critique in a Problem-Solving Workshop (SMARTCHEMPer)](#): Use of Chat GPT in Chemistry Education - to promote critical thinking and problem solving - Journal of Chemistry education
- [AI Pedagogy Project: Assignments](#): A collection of AI related assignments developed by educators. AI Pedagogy Project from the metaLAB at Harvard.
- [An Indigenous Perspective on Generative AI](#): An Indigenous Perspective on Generative AI from TechPolicy.Press
- [Otter](#): meeting summary
- [Elicit](#)
- [Woldfram Alpha](#)
- [Artificial Intelligence Evaluation and Assessment in Post Secondary](#): the University of Victoria's position statement on GenAI
- [Using AI in your work search](#): the University of Victoria Co-op and Career Services resources to support students, alumni, and community on GenAI related to job search - AI (ChatGPT, ATS and VMock)

Institutional AI framework or guidelines

- [Generative Artificial Intelligence in Canadian Post-Secondary Education: AI Policies, Possibilities, Realities, and Futures](#) (D2L)
- [Artificial Intelligence Evaluation and Assessment in Post Secondary](#) (University of Victoria)

- [Using AI without breaching academic integrity](#) (Kwantlen Poltechnic University)

How can educators direct students on the ethical use of AI in their studies?

By implementing these best practices, educators can empower students to engage with AI ethically, fostering a responsible and informed approach to its integration into their studies.

- **Initial Course Discussions and Clear Guidelines:**
    - Start the course with comprehensive discussions on ethical AI use.
    - Clearly outline guidelines in the syllabus, discussing acceptable use cases.
    - Co-create rules and procedures with students to foster a sense of shared responsibility.
- **Comprehensive Awareness:**
    - Address the broader impact of AI, covering environmental concerns, ethics, implicit bias, and potential pitfalls.
    - Discuss the boundaries of AI application and its implications on a global scale.
- **Purposeful Assignments:**
    - Clearly define the purpose of assignments and the skills students are meant to acquire.
    - Explore whether AI can enhance the learning objectives, emphasizing its supportive role.
- **Modeling AI Usage:**
    - Demonstrate how AI works and how to use it responsibly.
    - Utilize 'critical incidents' and case studies to illustrate real-world applications and ethical dilemmas.
- **Ethical Considerations in Assignments:**
    - Design assignments that explicitly highlight the importance of ethical AI use.
    - Scaffold assignments to guide students through progressively complex tasks.
- **Data Stripping and Anonymization:**
    - Train instructors to strip data in prompts and anonymize information effectively.
    - Emphasize the importance of respecting the work of others through responsible AI use.
- **Teaching Information Management:**
    - Instruct students on proper citation practices and submitting drafts for similarity checks.
    - Establish workflows that allow students to document and catalog their use of AI tools.
- **Critical Thinking Development:**
    - Illustrate that AI is not infallible; grade AI-generated work to showcase strengths and weaknesses.

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- o Emphasize the limitations of AI tools and the risks associated with uncritical usage within their discipline.
- **Evaluation and Critique:**
  - o Encourage students to critique AI outputs, fostering a deeper understanding of its capabilities and shortcomings.
- **Academic Integrity Module:**
  - o Introduce an Academic Integrity module addressing the ethical use of AI.
  - o Mandate literature on navigating ethical complexities in AI to deepen students' understanding.
- **Real-World Responsibilities:**
  - o Inform students about real-world responsibilities and consequences associated with AI use.
  - o Highlight the importance of traceability in arguments, emphasizing the need to know the origin of supporting information.

Professional Development Opportunities Related to Artificial Intelligence

BCcampus' event offerings and resources:
- Research Speaker Series – Harnessing Artificial Intelligence to Supercharge Research Insights – BCcampus
- FLO MicroCourse: Musing Around with Artificial Intelligence and Pedagogy – BCcampus
- FLO Friday: Teaching and learning with ChatGPT: Navigating the Landscape – BCcampus
- FLO Panel: Artificial Intelligence in Post-Secondary Education, a B.C. Perspective – BCcampus

Recommended professional development related to Artificial Intelligence from FLO Panel attendees:
- ChatGPT in Higher Education – Enhancing Teaching and Learning: ChatGPT is used to supplement traditional teaching approaches, generate study materials, create discussion prompts and provide personalized feedback to students
- Innovative Teaching with ChatGPT: Course on Coursera (Vanderbilt University), about 2-3 hours. Great examples how of to adapt an assignment to different audiences and how to ask ChatGPT to generate handouts or slides
- AI as an authentic and engaging teaching tool for occupational therapy students: Case study of use of Occupational Therapy - to help students generate and critically evaluate treatment plans (Short article, U Sydney)
- Metacognition and Critical Thinking: Using ChatGPT-Generated Responses as Prompts for Critique in a Problem-Solving Workshop (SMARTCHEMPer): Use of Chat GPT in Chemistry Education - to promote critical thinking and problem solving - Journal of Chemistry education
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- [Generative Artificial Intelligence in Canadian Post-Secondary Education: AI Policies, Possibilities, Realities, and Futures]()
- [Demystifying AI](): Digital Detox activities from Middlebury College (US)
- [PromptCraft:]() A weekly AI-focused newsletter for education, improving AI literacy and enhancing the learning ecosystem by Tom Barrett.
- [International Conference on Artificial Intelligence in Education (ICAIE-24)]()
- [Leon Furze]() - Leon Furze's Blog on AI in higher education
- [Teaching with AI @ Auburn (Canvas Course)](): Professional development programs on Teaching with AI at Auburn
- [Academic Integrity and Artificial Intelligence in Higher Education Contexts: A Rapid Scoping Review Protocol](): [Sarah Eaton's]() work on Academic Integrity and Artificial Intelligence in Higher Education
- [Alchemy (YouTube):]() Alchemy videos on teaching and empowering our work with AI
- [AI: Educational Activities](): AI Pedagogy Project created by the metaLAB at Havard

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