Transcript for Enhancing the Human Aspects in Designing Learning with GenAI
BCcampus FLO Friday event hosted on June 21, 2024
Facilitator: Gwen Nguyen
Host: Helena Prins

HELENA PRINS:
Good morning, everyone, and welcome to our FLO Friday on Enhancing the Human Aspects in Designing Learning with GenAI. Today, I am just the lucky host. I do not have to take you through this content. The person who will do that is my fantastic co-worker, Dr. Gwen Nguyen. She's our in-house expert on all things AI, and we are just so glad to work with her. She's one of the most thoughtful colleagues I've ever had. Gwen, I know the people in this room today are in good hands. We are also joined by the ever awesome Kelsey Kilbey. She's our tech support for this event behind the scenes. If you have any trouble, then you can just send her a private message there in the chat. And I do want to highlight that you can enable captions. There's a CC button there on your menu bar. The session is also being recorded. It will be shared afterwards publicly. If you do not want your name to appear on screen, you can change your name to "FLO participant." That's totally okay with us. Just when called upon, don't turn on your camera. For those who have given consent for media, just know that this will be shared publicly afterwards. We have no other housekeeping items other than please enjoy this presentation. You can use the chat with questions throughout, you don't have to wait till the very end, and Gwen will invite you to participate by using QR code. If you have your phone nearby, that might be helpful as well. Thank you so much for joining us, and Gwen will also start us up with the territorial acknowledgment. Thank you, Gwen.

GWEN NGUYEN:
Well, hello, everyone. Thanks very much for joining us, and thank you for your warm introduction, Helena.

So I'm joining everybody today from my home office in Gordon Head area, situated on the traditional territory of the Lekwungen-speaking People, including the Songhees Esquimalt and W̱SÁNEĆ Nations. It is a very beautiful day in town. I know that as we gather in this virtual space to discuss GenAI and learning design, it's very important to acknowledge that we come from diverse places and each of us have our old stories and bring it with us into this learning space. So I think that in the AI-enhanced learning roles it's even more important to emphasize on the core values, like the human core values. With June being the National Indigenous History Month and June 21 today is the National Indigenous People's Day. I like to reflect on my relationship with the land. So as a very first generation Vietnamese immigrant in Canada, in my family. So my connection with the lanes actually multi-faceted it and very sometimes can be quite uncomfortable as I consider myself and my family as forever guests in this land. However, I think that I'm committed to being a good guest, and I'm deeply grateful for the privilege to live in a very beautiful space surrounded by nature. On the slides, you find two photos. One, I took when we left the ferry to go to Vancouver on our road trip with our teaching and learning team and other team members at BCcampus. The other one is our team together at the

na'ʔkʲʷulamən garden at Okanagan College on the territory of the Sylix people. Before we loaded everything, before we prepared for our first conference stop. So we took a walk around the garden. We learned about the land and we wrote Haiku together to reflect on our experience as a way to connect to the land. So I just want to share those moments with you. And I know that we have different ways of coming to learn about our relationships with the land. And I know that there is much more to be done to address, like the barriers, as well as all the loss facing the Indigenous communities. I invite you all to continue this process, decolonization with me and with BCcampus to confront the ambiguity, as well as fear, to stumble and learn. Yeah, again, you're welcome to share your territorial acknowledgement in the chat if you wish. So Helena mentioned that I'm an in-house AI expert, but no, I'm not. Becoming an expert in this journey is a really daunting task, I think. So just like many others in the education field, I feel like I'm more like a learner. And in fact, I'm a very curious learner. So I read things extensively online and then I get different books about AI, and one of the books that I'm currently into is "Unmasking AI" by Dr. Joy Buolamwini. So I dug into different resources and I tested different versions of ChatGPT, as well as other GenAI tools. I wrote a couple of reflections. But yeah, I understand that it is really challenging to stay on top of those technology advancements, and sometimes it is very. It can feel very overwhelming as well as lonely.

But I think it is a wonderful opportunity for us all to come together to think, to share, and to navigate those changes together. It is urgent than ever to reimagine the purpose of higher education. And in what way that we can maintain the authenticity, humanity, and in what way that we can bring those elements forward. So that is the topic. On this slide, you can see the agenda of today. So we just started with some introductions. I will invite you to do some check-in activities, and then following that could be the discussions on the human-centred design in the context of GenAI-enhanced learning environment. We will delve into two activities, two design activities. One is the learning concept of GenAI, and the other one is the framework that reinforces our values in teaching with GenAI. Okay. So I should start with something you like about the hands of the designer. Actually, we leave in the word that you know it's hard to go through anything without the touch of the hands of the designer. So why are we interested in this smartphone rather than the other smartphone? They probably do the same kind of things, but you know, there's a certain design that appeals. So those are the things that, you know, I want to bring forward with our, you know, like meaningful designing with learning and GenAI today.

So the very first thing is on this slide. On this slide, you will see an image showing a series of cartoon robots with various facial expressions and body language. Each number from number one to number eight, and this image is actually created with the help of ChatGPT-4 Omni. If you can please share in the chat, on an AI scale, how do you feel when you hear another talk or conversation related to AI? I can see here two. Yeah. Four. Some people do four, two, one. Yes. I saw something from Sean. It's hard to see. But anyway, thank you very much for sharing how you feel when you hear another talk. Actually, today, I'm in between one and three so curious to learn more with everyone. At the same time, I feel a bit concerned about other things,

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especially with the conversation with other folks from the FLO micro-course, learning about how to enhance learning with generative AI images. We had a really rich conversation yesterday and talked about those ethical dilemmas. Yeah, I can identify myself between one and three, and it's really nice to see many people choose these numbers like one and three. Yeah, I'm there with everybody. Thank you. The next activity.

The next check-in is the poll. We're going to launch a poll. By no way, there's a test or any judgement with this activity. But I just want to get a sense of the landscape that I'm entering into. There are three questions on this poll. The first one is, do you have any current accounts for GenAI tools, anything. I can see here the result is coming in and yes. Most people have accounts with GenAI tools, and yes. 97% right now actually use GenAI tool to generate content for coursework or professional work. Yes. With question number three about have you used GenAI tools in your assessment practice? By assessment practice, I mean, you integrate this tool, allow the students to use those tools in their assignments and express their ideas or opinions or critical thinking through those tools and those assignments. I can see that, like 40% of people saying yes for this one. Yeah. 60% of people haven't used this in assessment practice. So it seems like people have participated now. And thank you for this. Many people have an account with GenAI tools and some people have generated content for the professional worlds. But not as many people actually integrate those in the assessment activities. This is like the first look of our circle that we entered into today. Yeah, I saw in the chat. I said, Thank you, Laura, for explaining. You don't use it to mark, but you give the students an assignment where they can create a drug using ChatGPT. I believe that it means that you use GenAI tools in assessment practice. Yeah. Thank you. Thanks for clarifying. Yeah. Okay. Thank you very much for participating in these activities.

So I think that I should clarify my standpoint with GenAI. As we see that GenAI is a technology that creates content in response to written prompts. So it's producing images, text, videos, music, software code, and more, and actually, it has been a really significant disruptor in higher education. So following ChatGPT back in November 2022 and other generative AI tools over the past two years, the debate surrounding the use of AI tools has become more and more intense actually. But I think that those technologies don't go anywhere, and whether we want it or not, actually it's undeniably reshaping higher education in some ways. So it's crucial for us to approach it responsibly and ensure that we maintain the human-centred approach in our work.

So this is the GenAI Literacy Framework that I use for approaching a GenAI tool. For me, it's really important for educators to stay dynamic and relevant in this learning journey. By that, I mean, building of GenAI literacy is essential for both educators and students, and for educators somehow it is heavier because not just for our own skills and our own teaching, but also to have our students be aware of those to know of this presence, strains, and limitation, as well as to confront all the uglies that GenAI may pose for teaching and learning study.

So by that, I mean I don't embrace AI. I don't like using the word "embracing" at all because I don't want to promote any specific tools in the sessions. Actually, what I want you to do is, I

don't want hasty adoptions of AI that might promise some efficiency, but actually enhance the inequalities. But I think that you like as an educator and myself, I think each of us have a mission in this journey. As the author of the book that I really love right now, I want to share is the "Unmasking AI." She said that those machines are a reflection of both aspirations and also the limitations of the people who create them. If you have a face, you actually have a place in the conversation and the decisions that impact our daily life, the decisions that are increasingly being shaped by advancing technology that sits under the umbrella of artificial intelligence. So she said that we need your voice because ultimately the choice about the kind of world that we live in is up to us. So as an educator, I think that we have the mission of building up our AI literacy as well as the student literacy. We do need to redesign the meaningful learning that brings all those human elements forward. So the question that we bring into the conversation should be, how we will preserve and prioritize the humanistic and contemplative approaches in teaching and learning because those elements of our classroom provide the grounded values to our craft.

It is crucial to bring those core values that know algorithms that can replay back to the centre of all designs because those tools are so prevalent in education right now that we barely notice. And that's why we need the intention and the pedagogical practice in the way that we can approach this landscape and navigate those challenges in the way that we prioritize the humans. Also there's some quotes that I share in the slides that you can. I'm not going to read through all of those, but Helena actually wrote in her blog about "An Educational Emergency: The Bots vs the Human in Your Classroom." There isn't much that educators can do to slow down the AI development, but you do have the control of our own classroom environment, and it is prudent to prioritize the humans in these spaces. So with that, I would like you to go to the Mentimeter activities and then maybe you share with all of us. What do you think that you value? What aspects of teachings do you value the most? There's going to be two questions. There's going to be two questions with the Mentimeter activity. And I think Kelsey has helped pop the link in the chat as well. So I will go to the Mentimeter right now.

The first question: What aspects of your teaching do you value the most? If you have a problem with popping your answer in this Mentimeter activity, you can share in the chat as well. I see here "sincerity," "community, relationships, honesty, transparency, creativity, critical thinking, connection, empathy." Yeah. I see "fun" as well. Yes, and "safe like the safe space, growth mindset." Thank you for sharing your answers. Yeah. Keep it coming. "Authentic." "Learner agency," like the "learner autonomy in this learning process." "Transparency." Yeah, I appreciate that. It's really nice to see all those overlapping and sharing over here. "Creativity." I will screenshot this Mentimeter and share with everybody through this slide show as well. But yeah, thank you very much for sharing. It's really nice to see the student inside as well. Bringing students back to the centre of learning.

I would like you to come to the next question. What are some actions that you have taken to reinforce these values in your teaching? So like "transparency in your teaching," yes, "being transparent." Again, yeah, for me, it's not about embracing those tools or banding those tools

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completely, but it's about our communicating with the students. We need to communicate about our approach to it. And the reasons why this is allowed in some phases of the coursework, and these tools are not allowed in others, why ? We should be communicating clearly. I see here "critic biases in AI output." Yes, "digital literacy lessons." I can see "critical thinking engagement, growth mindset, relationship building." Yeah. I like that, "relationship building and creating trust with learners." "Put yourself in the learner's shoes." Yeah. It is one of the empathy approaches as well. "Inviting students to critique the quality of ChatGPT outputs. "Listening to learners' needs." I think in my previous conversation also related to this and some also share that we have to trust that students come to the circle as to learn, not with the intention to cheat. Those are some of the actions. Thank you for sharing your actions about this. Yeah. Thank you. So with that one, I would like to go back to my slides.

Well, that's nice comments, Helena. Yes. We are in a room with such caring facilitators. Yeah. That's so true. Sometimes, like I said, it feels lonely on this journey. But we are not alone at all. There's actually many scholars who are concerned about this and then try in their work to contribute to this and in a way that advances learning and also advances teaching practice as well. So I would like to share this quote. "Human creativity, critical thinking, and empathy are integral to the design process because they encompass aspects of intuition, emotion, ethics, and human understanding that are challenging for AI to replicate."

I would like to share about human-centred design.

The human learning-centred design which places the human at the heart of the digital pedagogy, and learning design can help educators and leaders to ensure that digital learning is effective, inclusive, and engaging. This is in the report from Selkrig and other scholars.

In this way, you will see that the human-centred design ensures that the learners are at its focus, the architects of the learning experiences. In other words, the teachers are designers of the real world learning environments that facilitate the learner agency and build the student's capacity to navigate the unknown. They must identify what learners need and what theories and principles are relevant and decide how to apply these principles in the practice, communicate and enact those learning experiences. So I would like to share with you this figure that demonstrates the human-centred learning design, that we will see that the learning ecology could set the context found in physical and also virtual spaces that provide the opportunities for learning different faces of education. We can envision those elements as different basics of education. So put the students at the centre of ecology, so we can reflect on the system level, the personal, the material factors that make it easier or harder for learning and also inform our practice. Here we see the people here, including us, educators, learning designers, the leaders, administrators, and support staff. We are all in this framework together. We can see resources and infrastructures. For example, we can envision it as the learning management system, like GenAI technologies, like learning spaces, and when it comes to resources in digital learning, a human-centred approach is applied to ensure that all resources fit for the purposes accessible and enjoyable for the learners and educators alike. Integrating AI

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in learning, in teaching actually, it's good to consider that technology if it is actually accessible for all learners regardless of their identities, their backgrounds, or the individual areas of strains or needs. Talking about the system and policy here. It is a broader context factors. It can be like policy, it can be curriculum, and also pedagogies. Pedagogy is actually underpinning everything that we do in educating the learners. In the past 20 years, we actually see different types of frameworks or we call modules, like the TPAC modules that assists educators to adopt new technologies in the teaching and learning. Maybe many of us are familiar with the model like substitution, documentation, modification and redefinition. Those models suggest that mindful use of technologies to redesign the new task that otherwise not possible to consider the purpose of the design rather than just use technology for technology's sake.

So I would like to go through some of the strategies proposed to support the human-centred design. For example, the very first one is we use structures and flexible design to accommodate the very needs and interests of learners. Here we can think about creating some revision lessons, like the course topics or skills that we address that have the clear structures, but also adaptable and accommodate different learning needs and paces and interests. We can use generative AI tools to provide personalized learning paths. For example, because some of this identifies what the students are struggling with and suggests specific resources or provide us with a series of questions that can align with the students' interests as well as the difficult level. So with number two: Prioritize accessibility, diversity, and inclusion in all learning design. That means to use the UDL model that we can mix accessibility standards in our design. When we use GenAI, we can generate alternative formats of content. For example, if it is in text format, we can envision how we can create the video with that and offer the video transcripts as well as some catering as well as some audio captions or recordings or visuals that cater to various learning references. We can also use it in a way that can assist us with creating the inclusive content and suggestions with inclusive language or plain language as well. Number three is about applied strategies from inquiry and active learning to make learning more engaging. We can integrate the AI to simulate some like reword scenarios where the students can apply their knowledge. For example, AI can create role play situations or simulations that the students can interact with to deepen their knowledge. As homework, for example. The next one is provide the opportunities for learners and teachers present in those spaces, online and offline, to support the connections. In a way that educators can design learning that allows multiple modules for the students' presence, foster a sense of belonging, build active community, and support their digital identity. By this, I mean that If we plan to integrate AI in the assessment practice, I think it is really reasonable to offer the resources to be there for students to support them on how to navigate through those platforms to offer a safe sandbox that they can test, critique those technologies in a way. Then in that way, they can also offer the social and emotional support to each other as well. Number five is about foster collaboration, and participation in learning activities. One of the activities that I think is some people use generative AI to facilitate some ice breakers where the students can illustrate a key concept of the course. For example, I used the AI scale today for the check-in activity. Another example that we can use when we talk about collaboration, and participation is. We can redesign some activities that maximize the student's critical thinking and problem-solving skills. For example,

an auto-generated essay draft can be critiqued together in the group. Some exercises can help this mystify those tools and the processes as well as help the student critically reflect on the assumptions of those tools as well as the values of using tools in the writing or referencing process. The next one is about consider innovative, authentic, ongoing practice to feedback and assessment. We can think about inviting the students to co-create AI policies. If AI is integrated into the course, then we visit and revisit and reflect and make changes on those when possible. Another example is not from me, but from the conference that I attended and one of the professors actually used GenAI so that the students can create their own visual monument designs to reimagine the public spaces where colonial and confederate monuments have been removed from Washington state. In this way, the students actually create positive works that represent unity, transformation, and healing. Some students are allowed to use DALL-E or Midjourney to reimagine the monument that Christopher Columbus for example, or the monument that honouring women on making the monuments that honouring animals or to contact women through history. Those are some activities that I think in a way that provide innovative and authentic assessment. The other things that I think if we plan to use those tools in our assessment of practice, I think that it is also important to use the design statement in AI-enhanced assignment. So first things as the course instructor, we update the course syllabus to clarify our expectation regarding how GenAI can be used in the course. And a design statement is also can be a three- to four-sentence paragraph explaining the process that the student used to complete the assignment. And for example, we can instruct the students to explain how they write a design statement. For example, I used ChatGPT to summarize an article that I was having trouble understanding and that, for example, and encourage the students to keep the history of those so they can reshare and be transparent about it with the groups when possible.

Those are some of the examples that I would like to share about the resources. For example, the resources using Perplexity AI for student research and also effective source identification. This is an open educational result and you can scan the QR code to these resources for your reference. The other things that I would like to highlight is like the UBC AI Corner. They also have different resources related to the design statement that I said. The statement that instructors can use in the course syllabus if they actually integrate AI into their coursework. Also the instruction, how the students can write some informal design statements to explain how they use GenAI transparency and ethically in their assignment.

The other resource that I would like to highlight is, if you want to look for more, like how to integrate those into the assessment practice. This document "Assessment reform for the age of artificial intelligence" is the one that I really like to promote. They have various activities and very dynamic and also very interactive as well, very creative. Yeah. You can also scan the QR code and you go through those resources in your reference. And yes, thanks, Helena. The slides will be shared afterward.

And now with that one, I think I stop my talk here and I would like you to go back to, you know, the questions about what human aspects In the teaching that you value the most and think

about how these are supported and enhanced by generative AI. So in this Padlet activity in the next minute, I will go to the Padlet and then I will share how those can be used.

So I will share this activity, for example, like using ChatGPT for creating interactive dialogues to enhance the empathy element. So In the Padlet, I would like you to share what tool that we plan to use. So the human aspects that we want to enhance in this learning concept, and maybe a general description of the activity. For example, like here, the students are allowed to use ChatGPT to engage in a conversation with AI-generated characters from different historical periods. The goal is to understand the diverse cultural and historical perspective and to foster empathy. Then we can use the feature. I can't draw so that we can see what images come up in the AIs enhanced feature of the Padlet. Now I will go through my Padlet.

What you're going to do is. What we're going to do is through this plus, you go to the Padlet and in this plus features, I will enter "Envision a learning concept with GenAI activity that enhances the values that you want to value in your teaching practice." For example, like using ChatGPT, and I want to say ChatGPT-3.5 or ChatGPT-4 Omni free version for creating interactive dialogues to enhance the empathy element. We will list the activity, a learning concept that we want to use and enhance the human elements. For example, I use the tool ChatGPT-4 Omni and the human aspect that I want to enhance is cultivating the empathy in the role play. The activity that I described is that the students are allowed to use ChatGPT to engage in a conversation with GenAI characters from different historical periods, and then I want to navigate to an image. So I used the feature. I can't draw, and then I put, you know, for example, I want it to find an image to display, you know, how the students interact with generative AI characters. It comes up with those pictures that you can use to showcase your learning concept. For example, I'm going to use that one and then I will publish this one in the learning tablet. What I want you to do is to identify the tools that you want to use in this learning concept, and then maybe you can see what human aspects that you want to enhance in this learning design activity, and maybe a short description of this activity, and then maybe use the feature, "I can't draw," which is the AI-enhanced features in the Padlet. I think it is powered by Di and then five images to represent this learning concept. I will give this activity maybe five minutes. Then if you like the Padlet is open for us to share if there's anything come up later after today too. So take your time. But I just want you to play a little bit with getting a bit more creative with thinking how we can use GenAI tools to enhance a specific element in our human-centred design. Some answers, so I want to refresh. Thank you for sharing. Using ChatGPT to design a glass that will drive understanding the differences between... interesting. "The tool is ChatGPT and the critical aspect is human, critical, and empathic thinking about why…" Thank you for sharing those activities. Thank you for your feedback. Now I will. When people participate in this Padlet activity, I will go through this chat to see if there's any questions or comments. Yeah. Thank you for being so engaged in this conversation, Nadia. Thank you. "By letting the student use the AI to summarize the articles, we let them give up the learning skills of summarizing themselves." But again, I think you. Thank you very much for sharing, but I think it really depends on the learning objectives of that specific topic or session that we want to engage in. If the learning objectives could be critical like sharing the critical perspectives through those articles, for

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example, through a collection of articles on a specific topic, then the summarizing skills could not be prioritized in that aspect. So for some learners who come from other backgrounds or something, dealing with those notions or for example, I don't know, with different learning needs. Maybe the very first thing is summarizing the article, and then they can use the critical thinking to find that if those summarizing actually are accurate, or if there's any gaps, what can they do to furthermore that things? Again, it really depends on the learning objectives of those things, Lydia also sharing like you shared yesterday. Yeah. It's a massive change. And thank you again for engaging in this learning design activity. For some people, I think it's also really hard for the blank slate, I think, and for others. It can be the summarizing. Yeah. So Olivia said here, "It really depends on the context, and I get stuck because of the academic language being used, and it's easier for me to highlight the text and ask ChatGPT to write the same paragraph in simpler terms." Yeah, I think that some other fellows and educators also share the same. And for me, I usually struggle with writing alt text for the image that I use in my classroom. And I find out that I'm not. I did not copy exactly what ChatGPT offers, but I think that the idea of descriptive languages and the language that many others understand is something that I can hang on as my first draft of the alt text for the image. It's less time consuming for me in that case. Yeah. Thanks Patrick. "Education and focus on the application of GenAI Tutor that can grow." I haven't heard of that one. Yeah. Yes, I agree that keeping humans in the loop is much more effort for a human user than giving the AI output a relative shallow than being over the cursory review." Yes. Yeah. Claims that the great tool for independent foreign language learning, possibly for EFL learners. I come from, you know, second language education as well. I think that, for example, one, I haven't taught for years, but if I use, those tools are here. I think that I will redesign some texts, especially academic reading text so that it can go through for different types, actually for different levels of learners, some who are beginning levels. Some others at the intermediate levels of that can also understand and get it and critique that article or that text for example. Yeah. Thank you. Thanks. Thank you for participating in this activity. I think we are at 11:49 and this Padlet is there and if you have any more ideas on that, you know this is for us to share our ideas. I will go to my next slides.

We don't have much time for this. I think I will talk a bit about the framework. As we have, we approach the teaching journey with different values, and as you share from the beginning. For example, I want to invite you to think about what framework that you would like to use when you want to integrate AI in your teaching and learning. For me, I would use the four C and one E model and I want something to enhance the critical thinking skills from the students. I want to emphasize the creativity. I want to emphasize the collaboration aspects in learning. And I also want to reinforce the continuous learning from myself as well as the learner. The very last one is empathy. So in the activities that we did before, I think some of that is the critical thinking as well as creativity when we design those things together. And I would like to invite you to think about the model that you would like to use. We could have different frameworks and models. At first, I plan to do this as an activity, a breakout room activity, but at this time, I think that probably we don't need that, but I invite you to continue thinking on the model that you would like to use, and you can share this model with your students and see how those actually align with their values and in what way we can bring or advance those things.

I want to save some time at the end for the reflection as well as the question as well. This activity that 1-2-4 All is actually original from the Liberating Structures activity, but I make it a bit different. In one minute I want you to just write on the piece of paper, think about how you describe how you think generative AI can enhance the design of meaningful learning experience, one or two sentences in a piece of paper. One minute. Then in the next two minutes, if you finish writing your reflective answer, then you can put that prompt into a chatbot that you are familiar with. It could be Copilot Gemini, Google Gemini, or it can also be ChatGPT and see how the chatbot responds, aligning or actually challenging your view, and what are your thoughts about it. After two minutes interacting with the chatbot, maybe I will just open the floor for us to share any insights or have any questions about the session. Yeah, Rebecca shared that ChatGPT actually got the article summaries wrong. That's why it's always important to have the human touch in this one. Thank you, Linda. We have a few more minutes, so I will just open the floor if you have any questions or any comments or feedback or anything that you could share with the group, please unmute yourself or you can also put your question in the chat.

PARTICIPANT:
Thank you so much for this talk, I really appreciate it, and I was especially attracted to the humanizing element. I think right now there's so many wonderful, often free webinars, workshops around generative AI and post-secondary. You almost have to be really selective about your pathway. I just want to say this area really interests me and I'm thinking about faculty as an educational developer, with human faculty and, you know, still having such a range of feelings around the generative AI in the classroom and having somewhere, some faculty are completely banning it, and other faculty are allowing everything. And I'm just wondering, If you have or if anybody has any sort of ideas, tips on how we can continue to have these conversations, but in a place that is not putting shame, placing shame as you look at, I think when we get to shame, that's when we stop moving forward, right? And so I just wondered what your thoughts were on this and if you're having the same similar thoughts with you.

GWEN:
Thanks very much, Lydia. That is a really, thank you for sharing the concern, and also, you know, the same thing. I feel like, you know, like I also feel like I'm sweating all the time whenever I talk about this topic. Like I shared with Helena and Kelsey, how many times when I talk about this, I feel like I'm not ready. You know, the more you read, the more you are into this, and you know, the more you feel like you know nothing. And there's so many concerns, there's so many things that we do. But I don't want us to. I don't want us to come to the space together to feel shame. The same thing that we come to, the decolonizing journey, feeling shame. I want us to come with a more open mind in the way that we learn those things together and that, yes, we make mistakes. There is something like that, you know, sometimes we unintentionally put something into the chatbot, for example, and maybe in some way that, you know, enhance the inequalities spaces or something in the way that we use those. But in that space, I think the magic of

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sharing together, being open and transparent with each other about those feelings, and for our students too, because I think they deserve to know and they also deserve a spot in this conversation. Thank you. Thank you very much, everyone. I think I'm at the end of my session. There's nothing more. But if there's any other comments and things, please let us know. Unmute yourself. Any urgent questions. Yes, and we really love your feedback on the session so that we can plan further for sessions. Thank you.

HELENA:
Thank you so much for taking us through this hour of such grace and thoughtfulness. And what a wonderful chat there, so many comments in the chat to follow up on for sure. Thank you, everyone, for joining us on a Friday no less. And now I invite you to go enjoy some free vitamin D out there. It's sunny finally in B.C. Enjoy it, and Gwen, we probably want to tell them about the FLO Lab coming up next Wednesday. Do we have a slide for that?

GWEN:
Oh, yes. I forgot to copy this slide, Helena. But yeah. There's a FLO Lab next week on June 26. And if you are really interested in how to enhance the UDL with generative AI, please join us in that FLO Lab session. And the link is in the chat. Lucas is a great facilitator and you don't want to miss it. There's a lot of practical activities.

HELENA:
Lucas will be joined by Dr. Afsaneh from UBC, so it is definitely going to be a wonderful session, but it will be three hours and for optimal experience, you really need to attend all three hours. We don't record that session. That's it from us, folks. Have a wonderful Friday and a great weekend. Yes. Thank you.