

Transcript for FLO Friday: An Introduction to the AI Toolkit
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Presenter: Gwen Nguyen
Host: Helena Prins

HELENA PRINS:

My name is Helena Prins, and I'm an advisor on the learning and teaching team here at BCcampus, and I have the fun job of coordinating the FLO family of offerings that we have throughout the year. Today, your FLO facilitator is my wonderful colleague, Dr. Gwen Nguyen. I do like to take a moment to honour the First People here, and to thank the Lekwungen People who include the Songhees and Esquimalt Nations on whose lands I've been building life for the past 16 years. As an immigrant and now a Canadian citizen, I continue to learn about my role and responsibility towards reconciliation. Today, when we talk about artificial intelligence, I think it's very important first to acknowledge the issue of digital access. Given the digital divide in Canada affects Indigenous communities disproportionately, let's continue to advocate for digital equity as promised by the federal government through Canada's connectivity strategy. This strategy aims to connect 95% of Canadians to high speed internet by 2026. Furthermore, while the problems surrounding bias and copyright issues of AI platforms are well documented, I do want to share an article today that sheds light on how Indigenous knowledge systems could push AI to be more inclusive. This large scale project will address major challenges from the perspective that Indigenous epistemologies can provide frameworks for understanding how technology can be developed in ways that integrate it into existing ways of life, supporting the flourishing of the future generations. This article challenged me deeply when I read it. Just to deepen my own understanding of Indigenous ways of knowing and being. I could also ensure that my own practices and invitations for engagement are more inclusive of Indigenous students and educators. I'll share the two links with you in the chat now. [Links below.] Then since we're coming from all around the province and beyond, I do want to take a moment just if anyone wants to share in the chat, where you're joining us from today.

Let's see our agenda for today. We are going to look at GenAI in teaching and learning, the toolkit that Dr. Gwen Nguyen put together. We're going to talk about the whats and the whys. You are going to have an opportunity to get hands on with the toolkit. We'll also talk a little bit about what are potential first steps for implementation. Then we hope to have time at the end for some Q&A. Gwen, I have seen you work extremely hard over the last few months on this toolkit. Can you tell us a little bit just the why of this? Why did you design this toolkit? Why is this topic so important to you?

GWEN NYGUEN:

Good morning, everyone. Yeah, thanks for the question and a very warm and thoughtful welcome introduction, Helena. Hi, everyone. I'm Gwen, and I'm also the teaching and learning advisor at BCcampus. Today, I'm joining you from my home office. It's in Gordon Head, a place know as Gordon Head, but on the traditional territories of the Lekwungen People, including Songhees Esquimalt and W̱SÁNEĆ People. Back to your two questions, Helena, I find it quite

hard to answer these two questions separately. So I think because the goal and also the reason are always interconnected. So I will try to address these two together.

And so if I'm slow everybody because I navigate different screens today, I don't have the help of sharing the screen, and I will go back and forth between a little bit on different platforms today. The toolkit, as you can see it here, is on our Pressbook page, and here's the QR code. You can also see the link to the Pressbook over here. [Link below.] If Helena can help me put that Pressbook link in the chat, that could be great. The main reason for the toolkit is, thanks, Taruna, super fast.

The toolkit is designed to inspire and mainly support educators, from mainly B.C. and across the province, but also across Canada to understand and integrate GenAI tools within the teaching practice. But as the title is the toolkit, I think it is more than just the collection of tools. It is about actively trying them out, integrating them in our curriculum design process, and also having the conversation with each other about ethical, practical, and pedagogical aspects of the tools in the teaching context.

So I think results like this are important because in navigating the rapidly evolving landscape of GenAI in education, as you see that, you often hear people say, AI is everywhere and it is here to go and we must deal with it. You also hear some concerns like using, ChatGPT uses 500 millilitre of water every 50 prompts, for example. But also we hear something like before ChatGPT, a Google search back in 2022 actually uses up to 5.6 million gallons of water. I think it is a really good time for an approachable guide that not only introduces the fundamental ideas of GenAI, but also engages educators in addressing some ethical, practical, and pedagogical aspects of it. Helping educators to reimagine the teaching and learning context with big questions. For example, what are our roles now? And what should we do to support the new generation of learners and help them be ready for the new demands of the work environments in the new future. Because we think about it like the same way that the internet changed the way that we approach the knowledge of the content. The AI technologies actually change the way that we think and we work in a way. If before, employers are not happy with just a Google search accepting the first output from the Google search. Now I don't think that employers are happy with what the student copy and pastes from a chatbot to their output or their performance. We should ask some big questions, for example, like in what ways that we do for those big companies like Open AI to have less impact in education, in what way that we help them to think about how to reduce this water use, for example. On these slides, as you can see, these are the photos. Back in 2012, when I was teaching at the university in Japan, I asked my Japanese students to visualize a language classroom in the next 10 years. Those photos are what I received at that time. In all those pictures that you can see the emerging existence of a bot teacher. Some of my students also said that they imagined that the bot can be in the classroom with them, welcoming them at the beginning of the class, supporting them with their homework with further explanation, and also facilitating some debates or discussion in the class. And I was super shocked and sad. And at the same time, I wasn't, I didn't worry that much at that point. Ten years later in November 2022, when ChatGPT actually came around and

gained such certain fame among all the communities, especially in higher education. So I thought about that assignment and for a minute, I thought, so my students' imagination actually has come to life. And to be honest, like everyone else, I do feel lost, overwhelmed, but at the same time, I also care. So I care about the students and I care about the economic communities that I have opportunity to engage in. So I see the importance of the topic that the intersection between technology advancement and educational transformation. In my role as a teaching and learning advisor and a lifelong learner, I take the responsibility to start picking things up and learn how those two actually work and research and reflect on its impact in our teaching and learning context. Then when ready, support and share those with other educators so that we can support teaching excellence and learning success.

One of the quotes that I cited and then I usually share in my presentation is from Marie Curie. She said that "Nothing in life is to be feared, it is only to be understood. Now is the time to understand more so that we may fear less." Through the speedy advancement of AI technologies, I think understanding and integrating AI in teaching can be so daunting. However, when we offer the supportive and guided space to learn and experiment with those two are we able to make informed decisions about how it actually transform our practice?

I just want to clarify one thing that throughout my toolkit and also my presentation, I don't embrace AI. I also don't want to promote any specific tools. But I think it's so important for educators to be aware of the responsibilities and the roles and the voice that we have in this journey because one of the authors of the book that I really loved in the *Unmasking AI of Joy Buolamwini*. She said that as long as we have a face, we do have a voice in this fight. In the toolkit, I confirmed there are two roles and two missions that educators should take. One is cultivating GenAI, and the other one is creating meaningful learning experiences for the students.

HELENA:

Wow, Gwen, it is so clear that you care about this topic. Thank you for that bit of context. I'm now wondering, can we take a moment just to define what is GenAI literacy? What does that look like? How is that relevant to us in our context?

GWEN:

Thanks, Helena. Yeah. It's such a huge topic when we think about AI literacy or GenAI literacy in general. I also want to hear your voices, what you think about this. I want to invite us all to participate in this 5-minute Padlet activity, and here is the link as well as the QR code to the Padlet. If you open that QR code, or maybe I will pop the link into the chat now for that Padlet activity. Thank you.

If you go to that there's one question in the toolkit, right at the beginning of the chapter. I ask what images or ideas come to you when you hear the GenAI? Here I see some of the answers already. Exciting future. I see robot. *Terminator* movie. That's great. Yeah, to participate in this activity, if you are new to the Padlet, you can go to the plus icon over here. You can either act

over here, or you can put out some of the ideas that you see when you hear. Robots everywhere, frustration everywhere. Yes, daunting, but also helpful, scary, and robots. Yeah. A digital companion. Stolen content. Yes. The massive imagining the massive ideas and things that they are used to train those bots. Lightning speed results, and information. Yeah, thank you to some who actually generate some photos over here on the Padlet as well. Yeah, thank you for sharing. I like it, but it also scares me. Cheating. We hear those words a lot as the concerns from the faculty as well when they hear the word GenAI. Yeah, that Padlet activity is also open there if there's some ideas that come up during the day, you can also like share with us these things. But I'm just mindful of the time that we have here.

While people are participating in that Padlet activity or we can come up with. I will share a little bit.

Do you see the screen of the SlideShare now? Yeah. Thank you. I think you think about it like driving, learning to drive or use a computer. We don't really need to know everything about the engines. We don't really need to know about every software program, but what we need to know are the skills that matter the most. That's why I think it is very important to break the literacy down GenAI literacy down into smaller and manageable pieces, something that we are familiar with, something that can help us drive through this safely. So we don't have to know everything about everything about machine learning. We don't need to know about the history of GenAI even, but we need to know how to use those tools in the way that makes sense in our context.

So that is the reason why I propose the idea of AI literacy include a set of essential abilities that enable people to use the tool ethically, efficiently to work, learn, and thrive within the higher education context.

So, for example, if we work in the field of higher education, we don't need to know about the algorithms or the history of the machine learning. But I think it is important for us to develop critical thinking skills, for example, so that we can mindfully use the tool. We need to learn how to use some of the strategies so that we can interact and engage with those tools ethically and also productively. We need to learn how to review the output as well as being ethical and safe when interacting with those two together. I propose approaching those two with five steps. One is understanding. Next one is exploration and mindful use. Continuous reflection and response to the GenAI. Also the last one is creating a world with GenAI.

HELENA:

This really piques my interest, Gwen. I'm very curious to learn a little bit more, and I am wondering if you could give us a peek into this AI toolkit we've spoken about now, and then perhaps we can even try another toolkit activity.

GWEN:

Because of those five ideas that I had about five small skills like the skill set of GenAI literacy. What you see in the toolkit then, you can find a foundation for understanding about GenAI and its implication in education. You can also find some practical and hands-on approach to explore GenAI tools. Among that, you can also find out some ethical frameworks for implementation, some strategic guidance for integrating those tools in redesigning the assessment activities, for example, and also some further resources for fostering the community dialogues and collaborative learning when we thrive with those tools.

In a way, in the toolkit you will find that the toolkit structure into those five concepts and divide it into three main sections. In a minute, I will walk us through the Pressbook. But as you can see, there are three parts in Part one, the GenAI basics, over here that explore the fundamental ideas of GenAI and what it can do, why it matters to educators. We learn some basic skills of crafting effective prompts reviewing our prompts, for example. Then in part two, you will see we tackle more critical questions around AI in education. We will explore considerations like academic integrity. Because as you see, the first thing that people think of AI, also the integrity and the cheating, as you see pop-up as the answer. When you hear about the integration of those two, and in part three, they're going to be continuous invitations of reflection and creation. Over here, there are some strategic responses that I propose that we address some GenAI outreach or you will find the strategies of creating a custom chatbot that you can help us not like avoid 100% of hallucination, for example, but also in a way that using the tool that tailor for our teaching context. There's also a section about how to support the well-being among our communities and our students.

Here I will pull the toolkit up here. Yes. When you go to the Pressbook, then when we start reading the book over here on the side bar that you will see, the introduction is over here about the toolkit, and then I break it into three main parts with part number one that you can see three main parts helping you with fundamental ideas of GenAI basic, and Part two with more ideas about ethical and creative use of GenAI. Then Part three could be the reflection, response, and creation to flourish within the teaching and learning context with those tools. If you open further, then you will see further resources, for example, about some practical series from Wharton School, for example, like more resources of BCcampus on AI. Over here, you can also approach the 10 GenAI Challenge, which is designed by Lucas Wright, and it's open right now for all of us to try out those activities. If you want to go further, those are some scholars that I actually follow on LinkedIn. Like everyone else, I'm also a learner. So I open people to follow to read articles, continuously reflect and engage in this community because again, we do have a voice in this fight, and then we need to go through with that. So with that, I think let's start with our activity to explore a bit further with the toolkit.

So Helena will help me in a minute to create the breakout room activity. I cannot open it here so I don't know how many we have. But anyway, there's going to be five, there are going to be five main activities. Activity number one is a Think-Pair-Share with a chatbot, and you will find that in module number one, for example, and then activity number two could be trying out a

new GenAI tool that you see in the toolkit. Activity number three, group number three will go through review and revise the prompt and number four could be to draft an AI statement for your course, for example, with your partners. Number five could be about taking assessment activities that you have and think about the way that you can redesign the assessment that leverage GenAI. Helena pop up the Google Doc in the chat as well.

But over here, I created a Google Doc so that in the Google Doc with each tab, actually there's going to be instructions for each activity. The general instruction going to choose a group based on the activities that you are interested in exploring right now, and then spend 5 to 7 minutes with the activity on your own, or scheme that section in the toolkit. Then the last one is going to share your insights and reflection with the group that you are in the room with. Okay. I will pull my Google Doc over here to walk people through.

It's still loading on, but yeah, I start seeing people in that Google Doc. Again, there are five activities over here. You don't need to pop your answers in this Google Doc, but I created this Google Doc because I think there's going to be instructions for each activity and also the link. For example, activity number one, the link is there that you can go to module number one and then try to engage with this activity. In 5 to 7 minutes, and then you will share your insights with the people in your breakout room. If you are in the main room with us, it's okay, then you can also have free discovery. That means you will go to the introduction of the GenAI toolkit, that very first chapter of the toolkit. Then you will pick the sections that interest you. Maybe jot down some general ideas about the toolkit. For example, what elements that you find most useful, or are there any gaps? Should I pay attention? You like in my next phase of reviews and develop this further? What do you think about the results provided, could assist you or help you enhance your teaching practice, maybe like that. Okay. So we are at 11:29, and if you can have, you know, like the next 15 minutes, engaging in an activity that you want to. If you have any questions, Helena and I are right here.

HELENA:

Yes. Soon I will open the room, but first, we'll just wait in case there's any questions, right Gwen? But I have created five optional rooms. People can choose room one, two, three, four, or five, so room one is group one, room two is group two, and you don't have to go into a breakout room if you don't want to. Any questions before I open all the rooms?

HELENA:

Welcome back, everyone. Thank you for trying out those activities that Gwen designed with such care and thoughtfulness. Gwen, the last part of this session that we designed is really to talk about first steps and next steps because the vibe is overwhelm. There's so much we can read about AI, so much we can do about it. So much we have to do because we're standing in front of students in a classroom. I'm wondering what are some of your tips for those first steps of integrating GenAI toolkit resources into our practice.

GWEN:

Right, Helena. Yeah, as you see, then we couldn't actually it's hard to expect to find all the answers for your question in the toolkit, actually, and it's hard to become an expert within a few days. Talking about implementation strategies. I'm not sure. I think we have different ways of approaching, of approaching this and also learning things. But I really like the way that Flower Darby mentioned in her *Small Teachings* book. First thing is to start small. I think the very first thing is start small, take one or two steps at a time. By saying that, I mean, you try, try out one practical exercise that you see in the book that piques your interest. For example, try out a new tool and the important thing is to revisit your core values of the teaching journey, what do you really care? Why is that important to you? Then maybe after playing with one or two tools that are commonly used among the students or the academic communities, then maybe we can learn about some practical frameworks of engaging with those tools in our teaching and learning context. If you open the module number seven or number eight, for example, you will see some practical tips in that module. And then not all the strategy is going to work for your context, but choose one or two that align with your core values, align with your teaching context, and then try it out, and maybe assess some ready to use resources for the classroom. Then if you plan to communicate or integrate with GenAI in the course.

With that, I will share this quickly, for example, if you open the toolkit. Then if we go to part number two, then they're going to be the part talking about the economic integrity and GenAI, for example. I want to think about how I can create, how I can integrate a statement in my syllabus, for example. Then there are going to be some samples from over here, like one on class policy for AI intelligence if it is not permitted? Maybe I can copy and paste this if it works for my context, for example, if I want to use the AI disclosure statement in my work context. So how do I cite that assignment if I use GenAI? How do I cite that presentation if I actually use GAMA to decide with me, for example. Those are some little things from the toolkit that I really invite you to try out. Then the important thing is also to connect with other people and share some insights and also engage in the conversation about how it enhances or is actually integrate with our context.

For that, it's actually the end of my presentation as well, but there's one thing about the framework. I can, I dare, and I matter. The slides will be offered to you at the end of the session. But if you think about some identifying items, for example, I can't understand strength and limitations where you are in that framework. And what is the next step that you want to do? I dare to confront some of the ugly matters of GenAI, for example, like GenAI like the environmental dilemmas, like for example, Emily, in her, from VCC, in her presentation when she said the ethical framework, or the philosophical statement that she going to use when she used GenAI to deal with some environmental issues, for example. Yeah. It is right there, and I invite you to take one step at a time. That was also the end of our presentation. I think it's quite a lot for the learning on a Friday too. I really appreciate you joining us for you like the lunch and learn activity on a Friday. We will save the next 10 minutes for questions and answers if you have any. Yeah. Other than that, thank you very much.

HELENA:

I'd like to also just move on to the next slide while you formulate questions that you may have for Gwen. I do want to let you know about some of our upcoming events because we know how important AI is to all of you. So we have a few sessions around that, but also other topics. On January 15, you can join us for a very experiential time with Mike Ray from CNC on Progressive Rubrics: Using AI to Drive Student Growth. If you've been in a FLO Lab with Mike before he is an excellent facilitator and you can expect to really get hands on. Come with the rubric and he'll walk you through it on how you can use AI to help you there. We are also very excited about a FLO MicroCourse coming up on Designing for Accessibility Using POUR Principles. We have two amazing facilitators, Fizza and Gena, and I hope you'll join us for that. We also, our next FLO Friday is 2025 with Allison, and it's Collaborative Online International Learning. Then we are also very excited to announce that through the month of February, we're going to shed the spotlight on Neurodiversity in Post-Secondary Education with quite a few amazing workshops coming up with Sarah Silverman, not the comedian, the educator, is one of those. We're very excited to share that news with you.

Links referenced:

- [Indigenous-Led AI - How Indigenous Knowledge Systems Could Push AI to be More Inclusive](#)
- [Canada's Connectivity Strategy](#)
- [GenAI in Teaching and Learning Toolkit: The Least You Need To Know as Educators](#) by Gwen Nguyen
- [Unmasking AI: My mission to protect what is human in a world of Machines](#) by Joy Buolamwini
- [Exploring the Toolkit with a Hands-on Activity](#) (Google doc)