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# ShouldAI, CouldAI, Would AI

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February 28, 2025

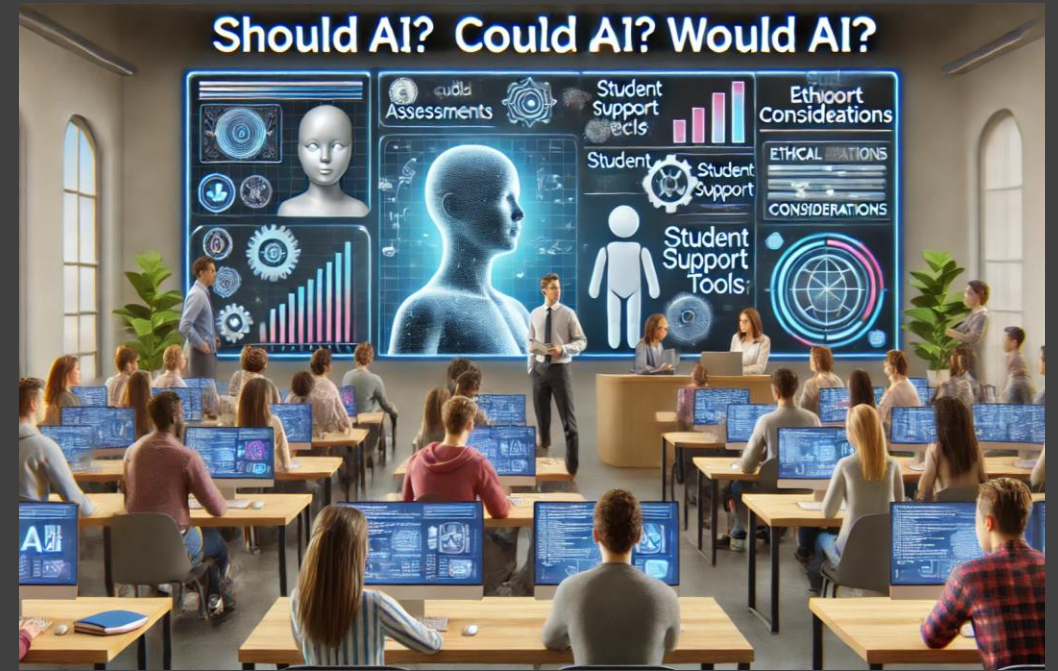
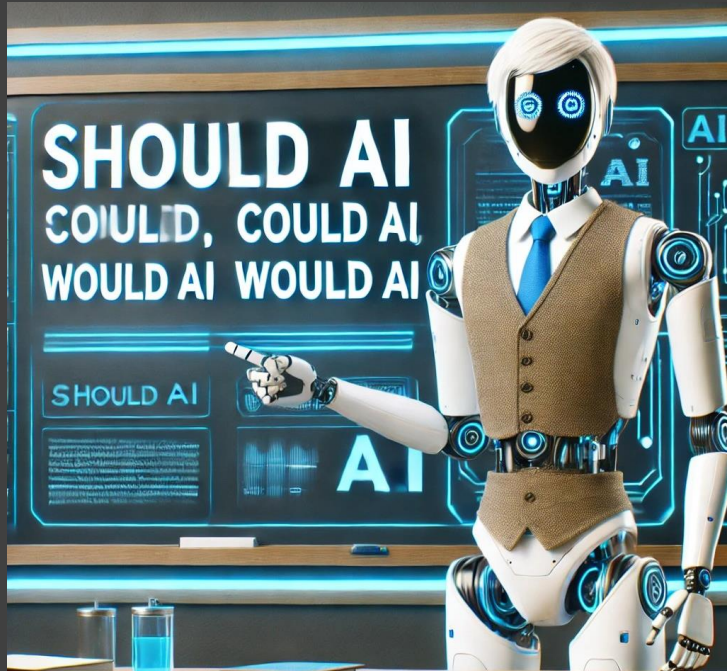


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# SHOULD AI, COULD AI, WOULD AI

Jenny Fitzgerald

# WORD ASSOCIATION



- 
- Increased academic integrity issues
  - Challenge to keep pace with rapidly emerging technology
  - Opportunities to tailor materials to learner needs
  - Smart but with limitations
  - Personal input is required to revise the AI result
  - Innovative, scary, exciting, life-changing, mistrust, need for authentic assessments, overwhelming
  - Let's work together to learn and try this out, moving very fast
  - Opportunity, creativity, helper
  - Assistance, prompts, creative inputs, inaccurate, innovative
  - Excitement, challenge, revolutionary change, learning support if used correctly, plagiarism if used incorrectly, what's next?
  - Transformational tools + risk of undermining thinking and learning
  - Support, plagiarism

# FINISH THE QUESTIONS

SHOULD AI...?

COULD AI...?

WOULD AI...?



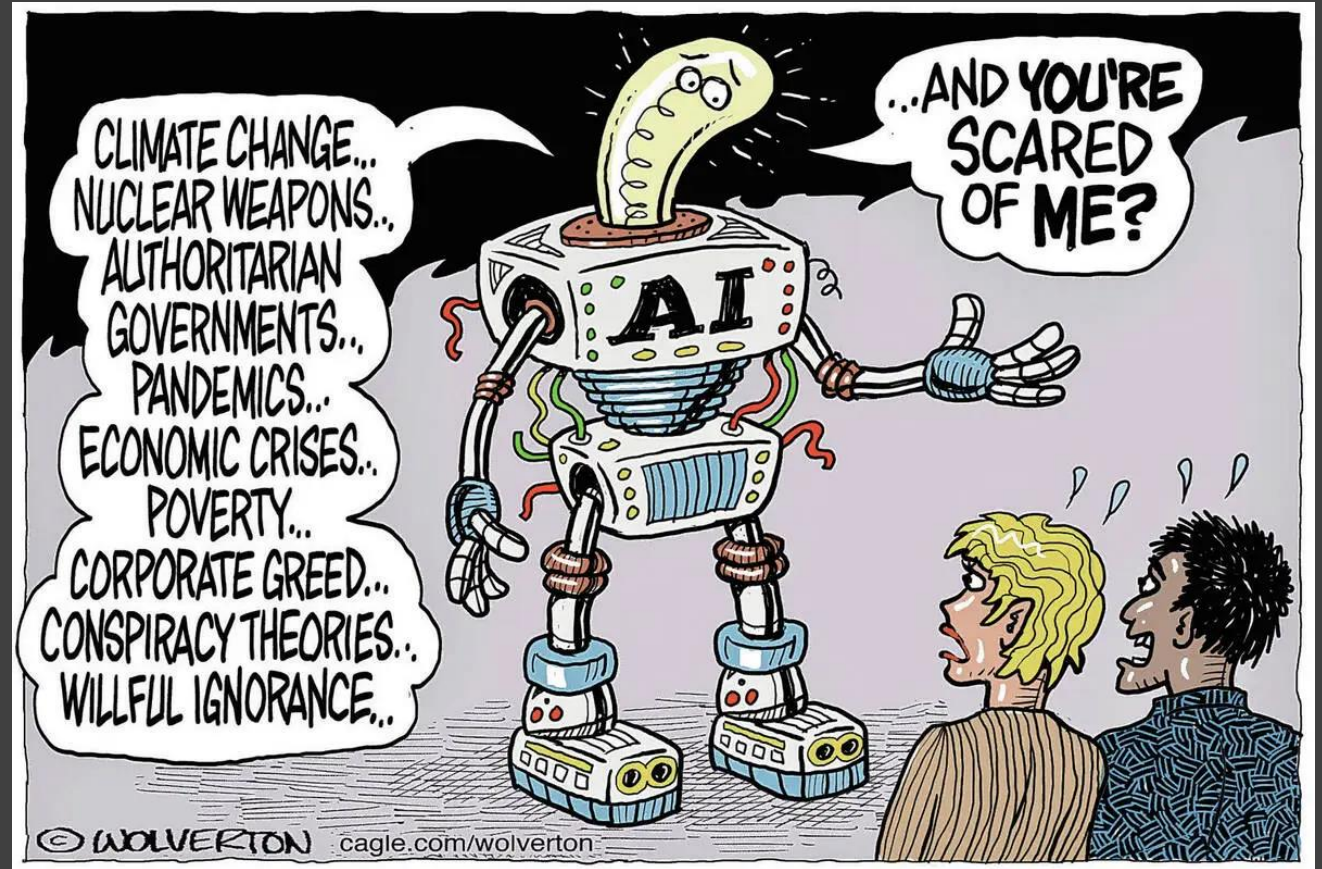



## **How are you using AI in your work?**

"When my creativity is running low, chatGPT can help me continue to think of creative sentences. I also use it to think of new ways of testing grammar. I will tell the AI what I am testing and see what it comes up with for questions. Usually it doesn't give me anything too creative, or things I haven't already seen, but it's nice to check (Feels a little like collaborating)."

Faculty, April 2024

# SHOULD AI?



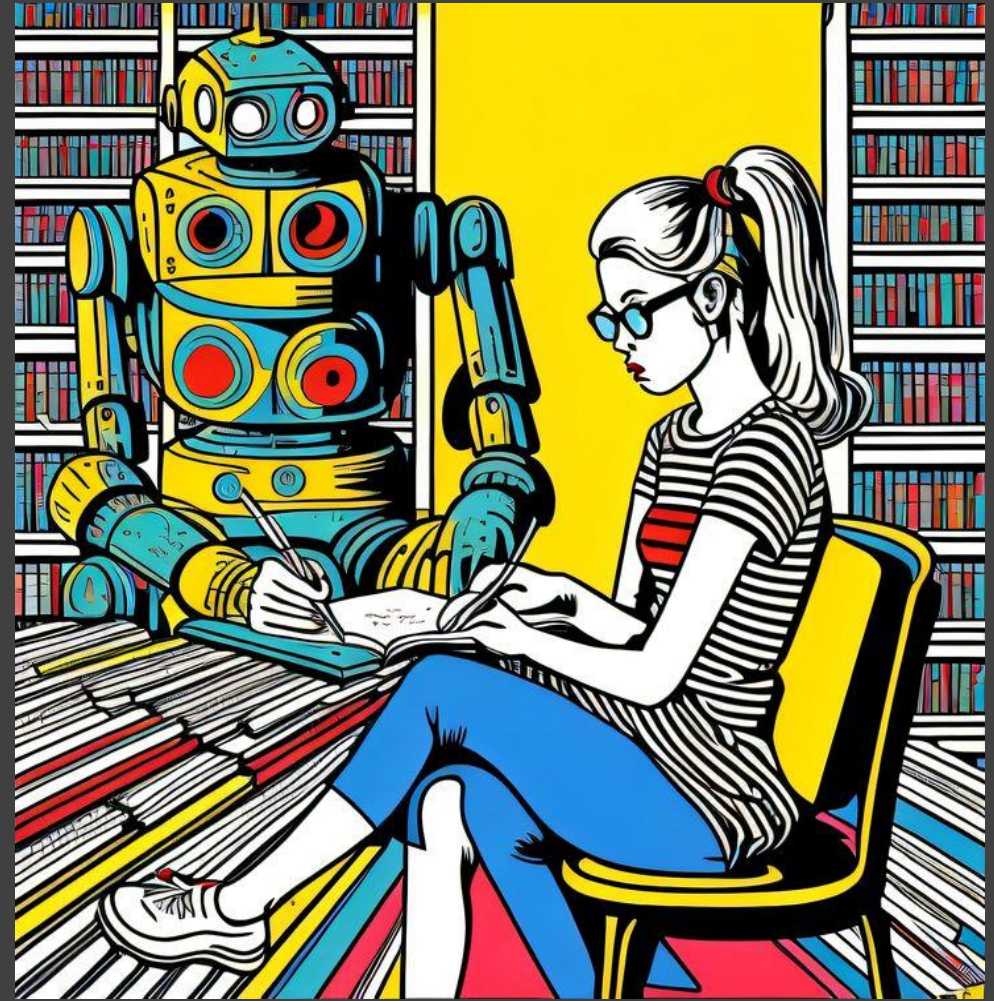


Faculty have now been charged with determining what skills are essential skills for adapting to a new era of human thinking. While there will be disciplinary variations, AI literacy will need to include how to find the right AI of the job, how to craft better prompts, the causes and dangers of hallucinations, and especially the value of iteration.

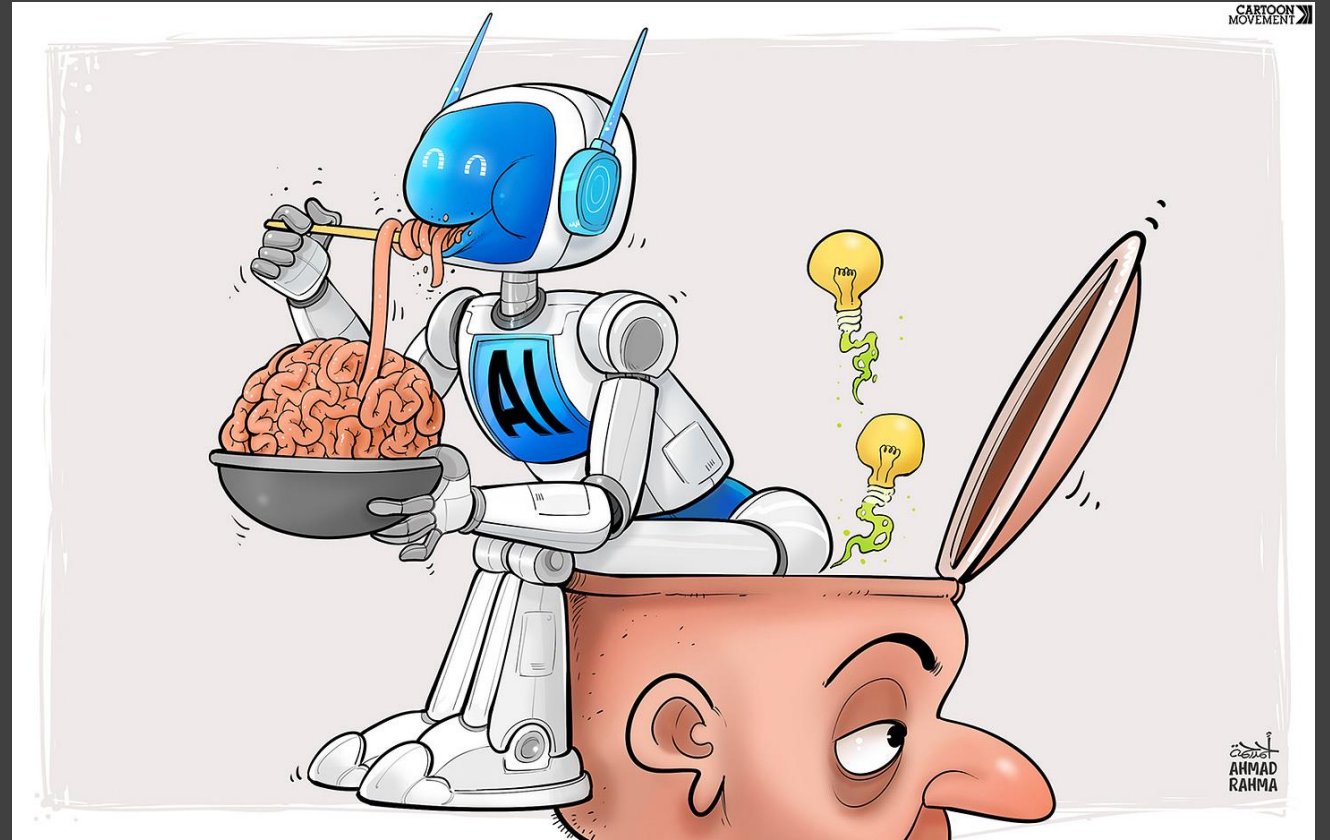
Bowen, Jose A., and C. E. Watson. *Teaching with AI*. John Hopkins University Press, 2024.



COULD  
AI?



WOULD  
AI?






**Considering the impact of AI on the courses you teach, should there be updates made to your curriculum and assessments?**

"As most of my assessment are writing based, there needs to be specific adjustments made to the learning outcomes of many the courses I teach so that assignments can focus more on the critical thinking aspects of writing for the workplace. I am also creating more authentic assessments in writing like an infographic or a video explaining something (speech included), or a blog post."

Faculty, April 2024

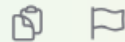


# RE-IMAGINING ASSESSMENT GENERATOR

AI

Hi there. I am built by an instructor who, like you, has been challenged by the advent of Gen AI in our classrooms. This app is designed to support you to easily and thoughtfully redesign your assessments based on evidence-based research.

Can you please upload your course outline? Please make sure it is the course outline which is on a public-facing website unlike your own syllabus.



# NEXT QUESTIONS



MRS. ROTHMAN, WILL ANY OF THIS BE  
RELEVANT ONCE AI TAKES OVER?

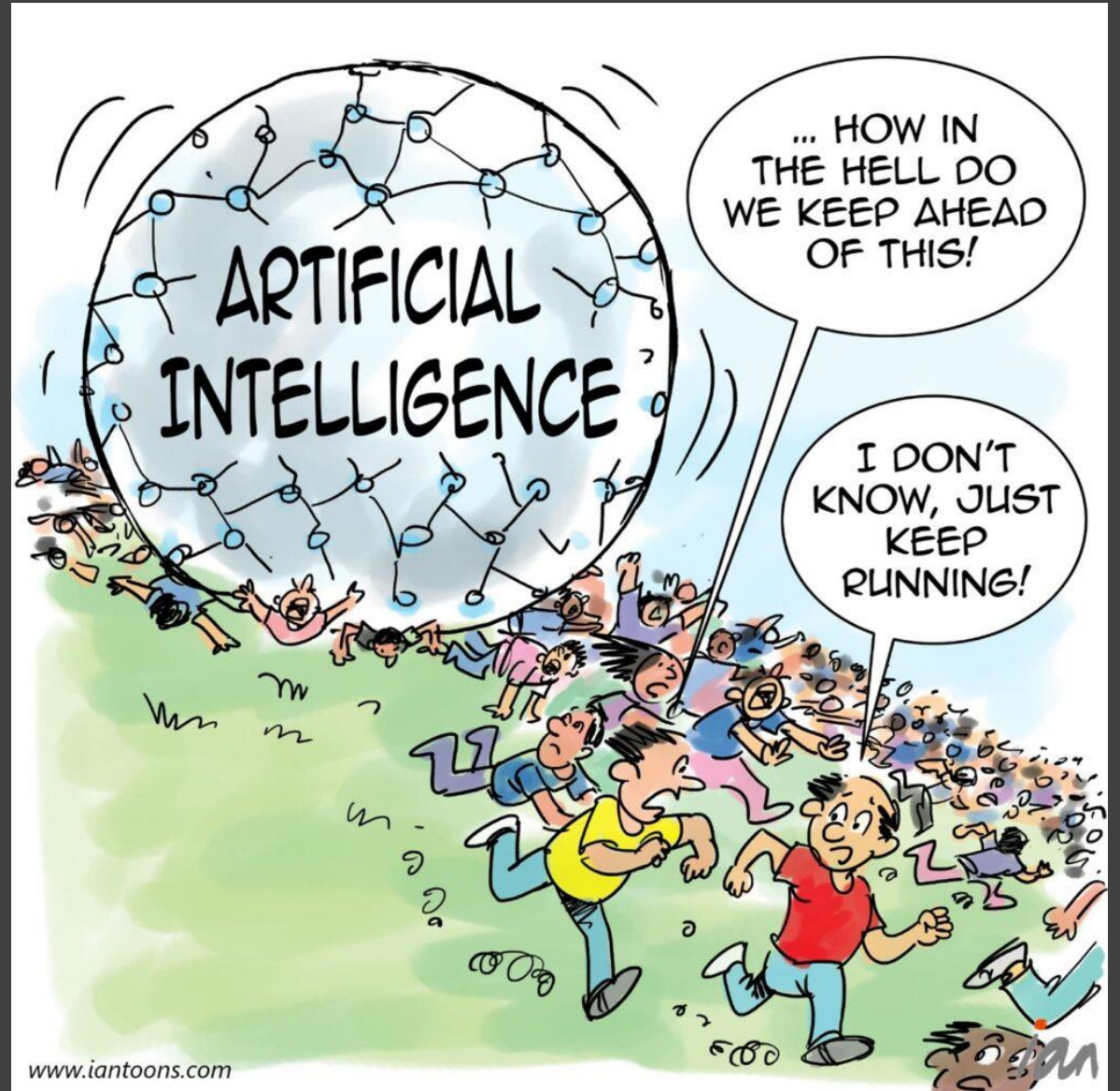
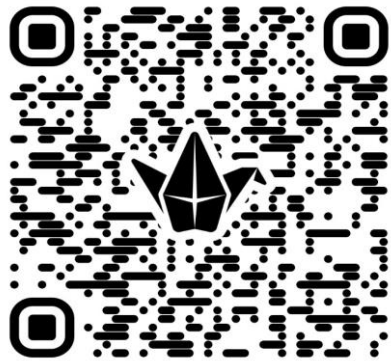


**What concerns, general or specific, do you have about AI in post-secondary education?**

When I look at course outlines from the largest public post-secondary institutions in BC, they are not based on using AI. How will we use AI? What subjects align with AI more than others? What subject matter is important for students to have in their working long term memory and what subject matter is okay to leave in the realm of AI? So many issues to work out.

Faculty, April 2024

# RESOURCES & ACTIVITIES



# Upcoming FLO Events

- March 10:  
FLO MicroCourse: Decolonizing Pedagogies  
– Reframing the Ways we Teach
- April/May:  
Roadshow!



**BCcampus**  
*Regional Roadshow*  
Driving Learning & Connection

📍 Prince George April 30-May 1    📍 Dawson Creek May 5    📍 Fort St. John May 7

**Register at: [roadshow.bccampus.ca](https://roadshow.bccampus.ca)**  
Please register using a B.C. PSI email.

