

Transcript for FLO Friday: Responsible AI Use in the Classroom – Starting Conversations with Students

BCcampus webinar recorded on May 30, 2025

Presenter: Adina Gray

Host: Helena Prins

HELENA PRINS:

Good morning, everyone, and welcome. My name is Helena Prins, and I'm an advisor in the learning and teaching team of BCcampus, and we are so excited to see the interest in this session today. We had more than 200 registrants. So we are recording the session, and the recording will be shared publicly in about two weeks. We also sent a link to the slides this morning as part of the reminder email, and we will also share the slides with the recording when that goes out. I also want to just highlight a few things before we start the session, we have a short survey to get your feedback on how this session goes that we will share with the facilitator afterwards as well. So please do take a moment afterwards to give us some feedback. We are always interested in your input in our professional development program. If this topic of AI is important to you, and that's probably why you're here, we also have two other events coming up related to AI. Our next FLO Friday will be on June 13, and that's about rubric design for AI transparency. Then the following week on June 16, we have a FLO MicroCourse that is with my fabulous colleague, Dr. Gwen Nguyen, and that's on the GenAI and Teaching and Learning Toolkit. You can also sign up for that for free. But we are here today because like me, you want some guidance on how we have conversations with our students about appropriate AI. To lead us in this topic is Adina Gray. She's from the School of Business and Economics at Thompson Rivers University. Adina, I am just so thankful that you're willing to take on this topic, and we look forward to your guidance in this hour. Adina will also start us off with a territorial acknowledgment. Thank you, Adina.

ADINA GRAY:

Thank you, Helena. I'm going to move away from the screen here, even though I'd like to see people, but it may be distracting for others. Welcome, everybody. As I said, my name is Adina Gray and I see some familiar faces in the chat. I'm from Thompson Rivers University in Kamloops, and I've been with the Bob Gaglardi School of Business and Economics for many years, at TRU for 20 years. I just got my 20-year TRU pin yesterday, which is crazy how time goes. So before we move on, a few acknowledgments about the presentation. The PowerPoint slides were sent to you yesterday and there's also linked in the chat. If you scan your QR code with your phone on the screen, you'll be able to see them as well. So that's throughout it. As Helena mentioned, I'd like to acknowledge that I'm joining you from the traditional lands of the Tk'emlúps te Secwépemc within the Secwépemc'ulucw, which is the traditional and unceded territory of the Secwépemc. You have in the pictures, there have been installed on campus just a few months ago. A reminder of the contribution of the Secwépemc people to this area and they're a symbol of learning and knowledge.

So to move along, as Helena said, we have only one hour which goes pretty quick. I have a clock on my side here; if you see me glancing over it's because I do want to keep on track. I think I worried Helena a little bit this morning when she looked at the slides and she saw how many things I had, I get really carried away. This is a topic that is of a lot of interest to me, so I want to share as much as I can and learn from others. But I do recognize that an hour goes by pretty quick. I do have a schedule and I have the minutes there and the clock on my side, so I'll try to keep to that. I'll just do a bit of introduction about who I am and how I got into this AI field and maybe learn a few things about yourselves. I will try to focus most of the sessions on the opportunities and concerns about AI, particularly in education and also what you want to know. What are some classroom strategies? How can you start talking about AI with your students? How can you embed AI in your courses? Maybe AI literacy. How can you rethink teaching and learning from an AI perspective? There's a little bit of time for reflection and application. I know, one of you asked if there's any mandatory breakout sessions and some people really dread those. We don't have time for breakout sessions, but I will reserve five minutes for you to think about what was discussed and try to apply it to your own context, your own course to see how this may work for you. Then I'll share some AI resources. I'm going to close. As I said, some of the slides, there are a lot of them. I'll just go through them quickly. They're more for your reference.

As a brief introduction, some of you may already know me and some of my colleagues are here. I've been in the post-secondary sector for 20 years, teaching for about 14 years. I've always been interested in the pedagogy of teaching and learning, although my area is business ethics and corporate social responsibility. I've also taught financial management. But over the years, I always grapple with how do you engage students, especially in the age of technology when everybody started bringing phones to the class and they're glued to social media. What kind of a tech tool can I use to engage them with the course material, with the conversations. The last two years because of the advances in artificial intelligence and generative AI, I've spent a lot of my time, most of my time, uh, learning about the implications of these tools for teaching, learning, but also for workplace. We are preparing graduates for the future and how will their jobs and their careers change in the light of AI and what can we do to support that? This picture on the left, some of you may recognize it. It was that ChatGPT went viral a while ago where you ask it, based on what you know about me, create an action figure complete with a box and little elements that illustrate why. Because I'm such a heavy ChatGPT user. That's all I told ChatGPT and it created this beautiful, wonderful reflection of who I am, what my interests are, which if you know, it's quite accurate.

Some of the things that I've done in terms of my own learning for artificial intelligence is I've attended a lot of conferences and AI summits and events. I just came back from Barcelona. Last week I presented a workshop at a conference, EdMedia conference on AI tools for educators. The week before I was in Germany for a week, teaching an AI course to students in Germany, and I've been to Paris, I've been to many different places. I love to travel and I love to engage with educators and students. One of the great benefits is that you see the same level of

excitement, but also the same type of concerns with educators and students across the globe. So if you think that is it just me? Am I just too worried about it? Do I feel overwhelmed? Everybody's in the same place. If we talk to somebody from the US, from France, from Barcelona, everybody's trying to grapple with the same questions.

Within our universities and our School of Business and Economics, we've engaged with AI for the last couple of years quite heavily. We've been very fortunate to have support from our dean and our school in terms of organizing events and our teaching and learning committees, and these are photos from our AI summit. We had a full day in February where we invited academia, we invited students, the business communities to talk about some of the issues surrounding AI and business education and society. This has become our second annual event.

So for the first interactive questions, I know an hour is not a long time, but I've participated in webinars where the person just talked for an hour and I find that there's a lot of value to a bit of engagement.

I know you already self-declared this, but it will just be interesting to see where you're joining us from, what city or town. There is a QR code there where you can scan, so if you have a phone you can scan it quickly. There are about 90 of us. I may not wait until every single person answers, but just to get a sense of who you are and where you're coming from. Is that working? There you go. Thank you. Okay. You got a lot from Kamloops Victoria, Terrace, Coquitlam, Fort St. John, Vancouver, White Rock, as far as Nova Scotia, that's great. I was in a webinar yesterday, a webinar for business and there were 5,000 participants in that session yesterday from all across the world. So it's really indicative how much interest and excitement this technology has really produced not just within the education community, but also within the business and society in general.

That's the first one. The second one, and I know you already answered these questions. That's why I had the category in terms of who you represent. I know about 200 people registered and about half of you came. So how many are in the teaching, instructing faculty, and in other supporting roles? Okay. All right. And I know this session is focused on talking to students about AI, but I think a lot of the ideas are applicable to other supporting roles as well. So it looks like the largest group is the teaching faculty but some educational instructional designers. That's great. Thank you for participating. I think I'm right on time, maybe just a minute behind. I like to move on to some of the opportunities and concerns of AI in education.

I do have a lot of slides about the history of AI, which I will skip through a little bit, just to provide some context and move along to education. This is the list that I received from Paula and Helena with the questions that you wanted answers to for this session, and the list actually goes even longer than that, you can see all of it. I asked ChatGPT to organize all the questions by themes, by categories. So people are interested in ethical use and academic integrity, teaching strategies, classroom conversation, tools, detection, practical applications, right? Uh, so those are big topics, and Helena mentioned there are more sessions coming up. Today, we're

just going to focus mostly on B: What are some of the strategies in terms of talking to students and how can you embed elements in your courses. But I do recognize there's a lot of interest and AI is such a big topic and it's something that you can't just, you know, grapple with in an hour. This has to be continuing ongoing conversations about AI implications and different aspects of teaching and learning.

So moving along, I'm interested. Where are you in your AI journey? Whenever I do this presentation and workshops, I always want to know where people are coming from. I'll just wait for responses first and I'll let you know if this is typical or if your group is typical or atypical. Are you a newbie? You're just getting started? Are you a dabbler? Are you actively learning? Are you an integrator? Are you an expert? Right? I'm preaching a little bit to the converted because just the fact that you're here on a Friday morning, you must have some interest, basic level of interest in AI in education. Looks like we have a few experts among us. I don't know if I'm an expert or if anybody is an expert, if you follow where you know that technology is moving so fast, much faster than we can understand how to apply not just in educational context, but in business I talked to a lot of organizations and businesses on how they're integrating AI into their workflows and operations and nobody has the answers. We're all trying to figure it out together. Um, so it looks like there's quite a bit of basic level of knowledge. There are a few people who are just getting started and everybody else in between, right? So it's such a fast moving domain that as I said, I find it's a full time job just trying to keep track of the latest models and, you know, what's happening out there. But it's good that we are in this journey together.

Um, this is something that I'm using for another presentation I attended in terms of the technology adoption curve, not just in AI, but in general, they're the innovators and early adopters. And I think pretty much everybody in this room is in this category, and many in the I feel think that we are in this what they call the chasm right now there. We haven't entered the early majority. We're in between. But over the next three to five years, I think we'll see a lot more people engaging and embracing this technology. Poll number 4, in one word, I always like the word cloud. How do you feel about the impact of AI on education? This is our focus today. Just keeping track of time here while you respond. 11:10, I think I'm still on track. So some people are sad, excited, skeptical, optimistic. Um determined, massive, uncertain, overwhelmed, overwhelmed. I don't know if you can see behind me, but there's a very nice graphical representation from our AI seminar and there is a picture of a fire hose. Somebody in the seminar said that learning a way about AI or trying to keep on track is like trying to drink from a fire hose, it's really overwhelming. I can tell you that based on conversations that I had with educators and students all over the world, this is very common. Everybody feels a little bit on the edge, a little bit uncertain because it's such a transformational technology, something that we haven't seen um, in decades if at all, and nobody is quite sure where it's going and how it will impact not just your job as an educator, but also students later on in the workplace.

A few things about artificial intelligence just to give some context. I said, we don't have a lot of time to go into it. I find it particularly interesting. But what we're talking about today in education, we're really talking about this small circle, the generative AI.

AI, artificial intelligence has been around, if you can believe it for 70 years. Next year will be the 70th year anniversary of this group of people who coined the term "artificial intelligence." It has been part of our lives for decades. You may have heard about machine learning and deep learning. I'm not really a technical person. I'm more focused on applications of AI in education, but I do have a basic understanding. I don't think you need to know how to code data and how to do all of that. You do need to know what these models can and cannot do, what are the limitations but also the opportunities.

AI has been around for, you know, at least a decade in our life. So if you've ever used Google Maps or Netflix or Amazon or Spotify, they all have algorithms that feed what you want and what you're interested in because of the AI part. Why does that interest in artificial intelligence in the last couple of years?

If you remember November 2022, I don't know what you were doing. I don't think I adopted that early, but pretty shortly after that, by January or February, I knew about AI and ChatGPT and you can see the exponential growth in weekly active users. In May, the latest numbers are 800 million people around the world use ChatGPT alone, never mind all the other models, on a weekly basis.

This is something that has not been seen in the history of technology. It took only five days for ChatGPT to get 1 million users. It took 3.5 years for Netflix and then never mind if you talk about the internet and cell phones. It's not just the technology that is new, but the pace at which it has been adopted and integrated is something that we haven't seen.

Um, now we are interested in educators on how it will affect teaching, learning, our students, but I think we also have to consider how it impacts the world out there because our graduates may work in health care, they may work in financial services, media and entertainment. As I said, I'm very active in this field and I talk to and I listen to business practitioners and they're all, um, rapidly integrating these AI tools into the workflows and they're telling us and they're telling the students, I hope your universities are teaching you these tools or are engaging with the tools because we expect graduates to have these skills.

This is a quote by Bill Gates. You must have heard it, might have heard it, that it's really the most exciting transformational technology of the lifetime.

Now going to AI applications in education and particularly generative artificial intelligence. I'm just curious. Again, just some polls to give us an idea, how are you using AI or education practice? I see that a few people are newbies, so maybe you just started playing with it. A lot of people have been engaging. What are some examples? What do you use it for in your practice,

whether you're teaching, whether you're in a supporting role? Okay. So we see research, teaching, role playing, not using at all, writing, exams and assignments. This could be a three-hour workshop and that's what I did mostly in Barcelona. How do you. What tools do you use for your teaching, for your research, for engaging students? I have some ideas to share obviously strategies in my slides later on, but it looks like most of you are experimenting with different applications of it. This is probably the exciting part or how can we use it to enhance our teaching to make us better and free sometimes to engage with the students on a more personal basis. That's great to see that you are already experimenting with that.

These are just some of the studies that I've come across lately as of 2025, that usage rates among educators are increasing. I know there's a lot of skepticism. If you talk to people just last year or six months ago, many are a little bit worried about engaging with it, but there is a growing positive perception and we're trying to see what are the benefits. What are the costs and how can we balance that? Some of the things you mentioned in terms of how you use it, obviously for student feedback, grading communications.

Now if you move on to the student because that is the focus for today, if you were to guess, and I know you have your own views on it, in what ways do you think students are currently using AI? I have some data from this AI Research Education Tank in the United Kingdom. I also have some research data from our own university. I don't know if Peter Tsigaris is here, but he worked with one of the students on a research paper on AI at Thompson Rivers University and what students are using it for, how they think about it. So you're saying that you think students are using it to write their paper, complete assignments, generate ideas, studying, editing, create online content. There's a lot of use cases for AI, not just from our perspective, but also students trying to maximize the time they have, enhance their learning, and that's great to know.

Now, the study I mentioned about and in the slides, you can click on it. It will take you straight through the source. Those are some applications that students have self-declared in the UK. They use it, like I said, for academic support. They are easy to organize all their lives. I or some students say, I have a workout session that I create with AI, I prepare, I practice job interviews, I adjust my resumé for it.

Those are some of the concerns that students have and maybe from your conversation with your students, you've already come across it. They're really concerned about over-relying on it, and this is probably one of the major ones for educators. Do we become too dependent and lose our critical thinking skills? There's data privacy, employability, there's a um, yesterday, the CEO of Claude, one of the big large language models, said that he believes that it's very likely over the next few years, 50% of the entry-level white collar jobs will be replaced by AI. We have students who are graduating and traditionally have to go in these entry-level roles that are being replaced by AI, right? So what does that mean for the students? What does it mean for us as educators? How do we prepare them?

Those are some of the things that students were determining in terms of needs and concerns that they want more, um, guidelines and more support from their universities.

I was walking to my office this morning and there's a number of posters on the walls here on the hallway from a student research conference, and my colleague Peter Tsigaris— his wife Leanne is here. Maybe he's here as well with one of the students, Kelly Unandela, she was also in my class last semester, I knew about it. She had a survey of TRU students to see how they're using it. Just like you said, those are the main uses. 90% of the students surveyed said that they are using heavily AI. In the conclusions I find it was interesting that they feel that there's a gap between AI usage and institutional support. Most students feel only partially prepared. I'm not sure how this is at your institutions, but from conversations I have with colleagues of universities all around the world and students from those university feel that uh, the institutions could provide more support, more training, more AI literacy education for students and faculty in order to better prepare them for this very uncertain future.

Opportunities and concerns are shared on both sides. We are worried about the things that students are worried about as well. But my point of view is that we also should focus on opportunities, the fact that this is a skill and necessary skill that students have to develop and it is our responsibility and our obligations as educators and as universities to provide this support.

Um, some of the things that countries have done, I'm just going to go through it. You may know from the news in terms of offering education and opportunities. China is making it mandatory education. In the US, some universities are partnering with OpenAI and those AI labs to provide free ChatGPT training.

This is what may be of interest to you. We have a Minister of AI, Minister of AI and Innovation now, so some of the things happening in B.C. and B.C.,

I tried to find something and it's mostly focused on K–12. But if you go to the link here, this is something that may interest you. Alberta Machine Intelligence Institute or AMII has just received a \$5,000,000 grant from Google to provide AI literacy training and help institutions, universities embed AI into their existing courses. You can apply. The university doesn't apply or you can apply on behalf of universities and you could qualify for funding for that. I think this was very exciting. I think I'm at 11:25. Oh my God. I'm right on time.

AI classroom strategies, I see Helena smiling. Classroom strategies showcase. This is the meat. I think some of the things that I'm sharing are things that I have done in my classes. I have heard from my colleagues at TRU and also from all the educators that I met at conferences in the US and all over the world. As I said, I'm not an expert on it. I don't know who it is. Things are moving so fast, things that weren't possible three months or three weeks ago are now possible. The models are moving fast, but there are some things that you can do and something to think

about, especially if you feel overwhelmed. Where do I start and you don't have to do everything, you just pick one or two things and try it with your students. So here's what I have.

From my conversation with the colleagues and maybe you can find yourself in one of these categories or some of the people that you know. I talked to people about AI and we just had a meeting yesterday for coffee after work, and some people, they said, how do I deal with AI? Very simple. I just only do in-class assessment exams. I don't do research papers, I don't do that because I know everybody's cheating. I don't even bother. I just do in-class assessment quizzes, and that's how I deal with it. I certainly heard that more than once. I've also heard a few people who said my assignments are AI proof. I don't know if you've heard that as well. As soon as I hear I know that that person has a certain level of AI literacy if that's what they truly believe. Some people, I think they just pretend it doesn't exist or are terrified. I know I spoke with a colleague who thinks that his job will be replaced by AI, doesn't know what to do, just paralyzed. I think that's one category of people. There's another category and maybe you can find yourself with others here where it's controlled and conditional. I allow students to use AI but only for these things. Or if there's an assignment as specified that you can use it for, you can use it to brainstorm, to come up with ideas, to come up with the outline, but you can't have ChatGPT write your paper for you. Right and you maybe engage in conversations with students about AI. I have a few examples from my colleagues at university, some things I have done as well. And then there is another category and maybe those of you who self-identify as an AI expert where you're actively integrating and helping students develop AI literacy skills. Maybe you encourage them, you design or redesign your assessments and assignments around the AI. Instead of trying to pretend that it doesn't exist or terrify or scare students, that if they use it, they're going to be reported for academic dishonesty, maybe you expect them to use it and you help them around it. I have some examples here.

Before I share, I just want to know where do you think you're on the spectrum all the way. Are you in the avoid and restriction? I don't think there's any right or wrong answer here. There may be some who are just too reluctant. Some people say, I just want to wait and see where this is going. I'm not going to do anything for now. It also may depend on or some people say it depends on the subject area that you teach that some more writing intensive courses are more prone to AI use and others that are more quantitative or technical. Okay 11:40. I'm just keeping track of time here. A few people there are still in the reluctant stage. Actually, the rest of you almost 50/ 50 are allowing it or encouraging to a certain degree or actively teaching. I wish we had more time for getting engaged. I would love to hear from you. How are you actively engaging and teaching students? How are you dealing with incorporating in your courses, but hopefully we'll have another opportunity.

Which approach do you think it's best? Regardless of your own, um, familiarity and comfort with integrating AI. If you think about the students and prepare them for the future, the same categories, which do you think would be best, whether you are in that space or not? Do you think we should continue to avoid and restrict use and continue the more traditional teaching practices? Do you think we should try to control and allow for conditional use or should we be

moving more into the active AI literacy? I think the answer is clear there that the majority of you believe that that is the future. That's where we're moving. That's where business and all sorts of organizations are moving. The question now is, how do you get there and how do the students get there? I think that's still an ongoing conversation.

So some strategies, I said, this is from things that I have done that I have heard through my engagement with educators at different events and also some of my colleagues are done. I don't know how many of you see yourself in one of those four strategies. I'm going to start with the first and the last one. Engage with the students on the first day of classes. The first week of classes, when you talk about the course outline and what this course is all about, how many of you start including AI? What do you already know or use AI to invite students to share their knowledge and experience? I have tried that the last couple of semesters and I know at the beginning, most students are very reluctant to even admit. If you say, raise your hand if you use ChatGPT some of them will, but most of them won't. At the AI Summit that I talked about, we had a student discussion panel. We had five or six students who talked openly about AI used in their classes and how their friends are using them. But they said this feels a little bit terrifying, a bit nervous that I'm actually admitting, like you're doing something wrong. I think students are quite nervous about admitting that they're engaging with the tools, although we know from the studies that 90% of them at TRU are engaging. But if you ask them to self-declare at the beginning, they're quite reluctant. What I think works quite well and I've done is combine A with D. Don't just ask them how they use it, but really be honest and share how you're using it if you are. Say, well, the case study we have today, the class activity, all the course materials that I posted that are so engaging, I use these tools to create them. Normalize the fact that AI is part of our present and our future. That is important, to be honest, to use them in an ethical and a productive way. But just pretending that it doesn't exist may not be the best solution. Explore student perspectives. I know some of you and some of my colleagues already incorporated List an AI statement in the course outline and maybe for assignments, specify this is what you can and cannot use it for. Maybe you can even engage students. What I plan to use for the fall semester. I received a grant and a few of my colleagues have received a grant from our Centre for Teaching and Learning to embed AI literacy and AI components into our courses. I really plan to rethink the course from an AI perspective and try to redesign with students in mind. How do you think AI should be used? What is the best use of it? Maybe analyze the syllabus together if you're comfortable, have students agree on an AI use policy for the course or even for assignments. To just be honest, open about how you use it, that it's okay to talk about it. And just starting a conversation and I will start at the very beginning rather than when they submit the assignment and you're suspecting AI use and by then, I think it's too late.

This is something interesting that I've seen at the conference. I went to Stanford University a couple of times last year to the AI Summit. Stanford University is very active in this field. They have a Center for Human Center Artificial Intelligence, and they have an AI conference on Education every year. And I heard somebody talking about this within their business. It was School of Business and Economics. They said for every assignment or every course outline, we asked faculty to put a green and orange or red dot, and it explains what it is. Green is those

who are heavily involved with it, adopt it freely, use it to support your learning and then some language. Orange is use it with caution and red is I don't want you to use it at all. Because think about a student maybe taking four or five courses a semester. One instructor says nothing about it. One instructor says, Yeah, go ahead and use it. So use it with caution, how are students supposed to keep track of what is the appropriate use of AI and what course and for? This I thought was really an easy way and it makes the course outlines more uniform and you speak the same language. This course is a green, this course is an orange, this course is a red. Maybe at some point, all courses will be green as instructors and students become more comfortable with it. But as a starting point, I thought this was a great idea.

Now another example I have and you can see the top there is from my colleague Lian Dumouchel, which I know she's in this session today. I would say that from people I've engaged with at TRU, she's the most progressive and interesting. There's interesting things in terms of embedding AI into her course and her assignments. With her permission, she teaches in the tourism department School of Tourism. With her permission, I'm sharing what she has in her course outline. She has the course outline with the topics and all of that and then she has a statement on artificial intelligence, how it will be using the course, talks about AI literacy, and then you are encouraged to use AI. I thought this was a really, really good example and I'm sure she'll be okay if you want to adapt it to your own context, be upfront from the beginning because it is a developing new tourism enterprises course, she has a project and ongoing projects throughout the semester where students have to develop a business in the AI field and she actively teaches and encourages students to use different AI tools to come up with an idea to brainstorm a name, a logo, a website, all of those things. I think it's a great use of AI. Um, Lian also recently participated in a podcast interview.

I have the link at the slides, if you want to listen to it is about 36 minutes. It's really, really interesting. She even wrote a marketing book with the help of AI and talks about that, talks about how her students use AI to develop surveys, to interview AI persona people through ChatGPT. Really, really innovative and interesting work.

I highly encourage. I have done something similar in the course that I mentioned in Germany. The topic of the course is the impact of generative IO on education, business and society. I had business students and social science students and it was a one-week long and throughout the duration of the week, the students had to come up with this AI innovation start-up challenge, use AI to identify a problem to solve a social problem, brainstorm, test, develop. I said by Friday. We started talking about it on Monday afternoon. By Friday, I want you to have a basic business plan, a prototype or a mock up, a short website or landing page.

And these are some of the things that students were able to create. I don't have time to show you, but navigating German bureaucracy, finding internships, this Nutrimind nutrition mental health app. They were able to go through this process, come up with a prototype, a working prototype. There's this app called Lovable, where you were able to create a website and a working prototype of an app within minutes, something that you would never be able to do

otherwise. There was a lot of excitement and a lot of interest in it. Those are some of the obligations. If you are doing this assignment, have them use the AI tools and raise your standards before you knew that students could not have enough time even within a semester to get that far. But now they can have a prototype. They can have a working website, they can have an app, it's things that are unbelievable.

Another thing that I've done and as I said, if you're interested, I can connect with you and even come talk to your faculty about some of the things we've done. Creating GPTs. Maybe you've experimented within ChatGPT. These are little tools within ChatGPT that you can upload your course materials, and this is what it looks like. I uploaded all my modules or the PowerPoint slides. I give specific instructions. Now I share this with the students and they can engage ChatGPT within this constrained environment that's based solely on the materials that I prepare. They can create exam questions. They can analyze cases. It's really a really interactive way of engaging with your materials above and beyond just a normal textbook of PowerPoint slides.

Google NotebookLM, if you've ever tried, you can upload your course materials and it creates a very engaging and interesting podcast. Students are out walking, they're at the gym, they can listen, engage with your material just by listening to it.

Another thing is role play, and this is a lot of information, so you can look at it through the slides that I shared. But this is a very popular one. Rethink the assignments with AI in mind instead of banning or limiting it. If you teach history, if you teach business, even political science, you can have dialogues with you asking AI to pretend to be a historical figure, an industry, a business professional, and have students engage with that. Instead of just doing research and presenting a paper that may or may not be produced by AI, you can ask them to engage in this very hands-on activity and maybe submit everything, Their prompt, their conversations, and find a way to assess that. So role plays are really popular with the people that I talk to, even if you're in the quantitative field, if you're in finance accounting and it's quantitative, you can set up this role playing. If you're even in creative writing communications, and I know AI is a big concern about it. Well, have students engage with it. Write a short passage and ask them to rewrite that in different tones or voices. What else?

Cross cultural. This is a great one. Learning another language, if you teach languages, ask AI and you can even do the phone app where it talks in real time to act as a language teacher as a translator. Those are really applications by disciplines. It's really unbelievable and students love it. They love this interaction and feeling that they're not penalized, or not banned by using AI, but really rewarded for engaging with it.

So I'm coming close to 11:40 where the reflection should start. As I said, there are people in each category from avoidance and restrictions, but I really believe based on my conversations with educators, they're moving into more control, conditional use and hopefully active integration of AI. If universities start developing AI strategies and provide the training and

support the faculty and administrators need and support people need, I think we are moving into that integration category, it just takes time. The technology is moving much faster than we can absorb it.

So here are a few minutes for you to reflect and apply. Again, I think the link to the slides are in the chat, you can go back to the slides and read some of these things and maybe think about it in your own context. So what course do you teach? How may you incorporate AI into your teaching in a way that's intentional, ethical, and relevant? Maybe some things that you're already doing and some of you sound like you are. But just based on this short presentation, any new ideas, anything that sparked your interest in terms of the course outline or an assignment or anything, but think of something really specifically and I'll put a timer on, five minutes to think about it. I'm going to keep quiet so we can concentrate on it. So what contribution? What can you do going into the fall semester, for example, to add one small thing, one little thing. After you have a chance to think about it, if you can record your answers here so we can get a sense, that would be great. I put my timer here.

HELENA:

And Adina, I'll just highlight because you did give me permission to highlight if there are questions. So something when we come back in five minutes, I think that would be important to address maybe is, you know, the tension with the ethical considerations and how do you navigate that with the student? Yeah, if you've had maybe examples of that, that would be great to just share. You can look at some of the questions in the chat maybe over the five minutes.

ADINA:

Lots of ideas from a variety of courses from chemistry extra practice questions and communications, having conversations with conflicts in AI, language courses. I see use of NotebookLM. Some of you are familiar, maybe already have experimented and some of you are concerned about ethical use, environmental, labour, privacy, equity, of course, this is an entire conversation and one-hour conversation on ethical implications, These are things that I think we should all be aware of. We should have conversations around it, how they can be minimized. I know some of the concerns, especially in terms of privacy, environmental impact six months ago or a year ago, are different today. We are moving into the direction of trying to minimize or address them. Those are important conversations that you have. Job search, develop ideas. It's really a continuum. It's really a continuum. What is the ethical use of AI for you as an instructor, as an educator? What is the ethical use for students? I think this is an open-ended question and it's a philosophical question. All I can tell is about my engagement with people from the business community, employers who are using AI heavily. I participated in that one session yesterday that had 5,000 people. Um, and they're talking about the fact that companies are using AI as a copilot with their employees, you know, side by side, brainstorm ideas, come up with ideas. They're using them as a teammate. AI, if you have a team of five people, AI is one of them, and they're delegating work with AI. So things are moving very fast into the world of AI agents. And I think in the future, my feeling, my perception, prediction is

that we are curators of knowledge. You still have to have domain expertise and I understand your concerns that if students are using AI for everything, how do they develop critical thinking skills, but also how do they develop domain expertise? If I ask AI or a GPT to give me something on physics or chemistry or an area that I know nothing about, ChatGPT could be 100% right or 100% wrong. I have no idea. The use of AI or the efficiency of AI comes when you have domain expertise and you're able to assess that, whether that is writing or anything else. We still have to find a way to help students develop the basic knowledge domain expertise. But I do believe that when they go out in the workplace and their careers going forward, their role will be to manage all these AI agents and to curate knowledge and make sure that the reports that they generated, the research reports are accurate and relevant to their job. These are a lot of conversations, of course, and what is ethical and whatnot. What are the implications? But the reality, it is part of our lives and it is something that it's important for students to know. 11:50 and right on time.

Sharing a few AI resources and I hope that we can continue some conversation. I will give you my email address at the end and LinkedIn profile, and I would love to keep in touch with you going forward and perhaps we'll see each other at different events in the future. But these are some of the resources that I particularly have found helpful. I know there's so much out there and it just feels overwhelming. So if you just choose one or two that you decide to explore or follow, I think that would be great. I will start with BCcampus. Thank you for putting this session on for inviting me. You may or may not know that there's quite a bit of information on their website is a Generative AI Subject Guide and I explored it a little bit and that's a great starting point if you haven't done it already. University of British Columbia, I can't remember if anybody is from UBC, but their Centre for Teaching and Learning. Teaching Learning and Technology is very progressive and they have a great website with resources. They put on webinars and sessions on a weekly basis. I attended some of them, and they're free for anybody, not just UBC faculty. So I really commend them for the work they put into it. This is another one from the US. It's AI for Education is the organization. It was started by a high school teacher, former high school teacher, an ed expert, and they're really dominating the scene in AI education in the US. Every conference, any event and I go to, they're usually there right from the Centre. If you click on it, they'll have lots of resources, they have prompts, they have ideas for assignments, lots of resources. Some of them are focused on the K-12, elementary to high school, but many are relevant to higher education as well.

OpenAI. Open AI is the maker of Chat GPT. They started on OpenAI Academy. I haven't had time to engage with it a lot. It's been so busy, but the summer for me is the summer of AI. I'm trying to even level up my knowledge and expertise in AI, and they have very short webinars or videos, pre-recorded, some live on specific topics. I highly encourage you to go and explore it. And the same, Microsoft because of their Copilot, Google with Google Gemini, all these companies are trying to help us increase our levels of AI literacy. Those are great. Then the last one is LinkedIn. I should have put here. Most of the things I know in terms of AI literacy, people in the AI field in education, events, conferences are all from LinkedIn. I started using it quite heavily about a year ago, and I found it extremely helpful. Ethan Mollick, you may recognize the

name. He's a professor from University of Pennsylvania and he's really the foremost expert of AI in education and business. You can follow him on LinkedIn. He posts several times a day. Very interesting. He has a blog as well you can subscribe. He is even on YouTube, if you look at some of these conference presentations, it's quite helpful.

And going down to the last five minutes, a closing statement and what I called a call to action, sounds very. I can't remember where I came across this, to be honest. I would like to give it credit, but I found it was a really profound statement that as educators, we have the responsibility and opportunity to guide students in ways and enhance learning and maintain educational value. I think we can all agree. We may disagree on different aspects of AI, but we can all agree with this. What I also believe is we are active participants or we can be active participants. We're not just passive learners. I know AI is moving fast. It's the AI labs, mostly in the US and China and other places that come up with technologies that really disrupt the way we teach, the way we learn. But we do really have agency, and I think the more we engage with it with each other, with our institutions, with governments, organizations, the more we'll be able to directly or impact this because it has profound implications for society in general going forward. So my call to you is to engage with it. Experiment, learn, and everybody here has done it, of course. I see some of your feedback. Discuss with colleagues. Some people ask, remember the other day, say, I'm going to ask you something about AI and I was so excited and I said, sure, what do you have? What AI tool can I use to catch students who are cheating with AI? Again, a big topic of conversation, whether that is even doable or not, whether you should focus on it or something else. But I think any engagement is good engagement and obviously, try to keep up and enhance your own literacy. One announcement I would like to make, if you'd like to continue this conversation, I'm very seriously considering starting an AI and Education Network in British Columbia to engage educators and not just asking post-secondary, but K–12. I know that some of the concerns and excitement we have around AI is prevalent within the elementary and high schools, and I'm doing a half-a-day workshop in August for a school district in Merit here, where they said our teachers are asking, are really desperate to know about AI and practical uses. That gave me the idea to start a network to involve educators, students, and employers. This is what I'm working on this summer. If you're interested in being part of this founding group, please send me an email, let me know. This is my email address. The LinkedIn, as I said, I am very active, I share resources that I come across, I put my own thoughts there. LinkedIn is a great place to be now if you're interested in AI. As I said, if you're interested in being part of this network early on, just send me a message. I'll start up a list and then I'll get in touch with you. It'll be sometime over the next month or so. We have five, six minutes left. Where is Helena? I want to see her smiling because I did promise. She was very worried. I don't think she believed me. I truly believe that I'll be able to get through this. In the last few minutes, if you still have any last thoughts, questions, or did I say here, put it down.

Do you have any final questions, reflection, or thoughts you'd like to share? You're welcome to unmute yourself and just jump right in. I'm going to open all the screens on this side so I can see you. Sorry. Yeah. Anything that you'd like to share would be great actually if you want to unmute yourself, it'd be great to hear from you. We have more than one voice or just write it

down there. I'm just looking to see who's here and what names I recognized, several of my colleagues, which is great. Anybody who wants to jump in, unmute themselves and share a few thoughts?

PARTICIPANT:

Hey, Adina, thanks so much for the presentation. That was fantastic. I really enjoyed it. Okay. So my question is, you gave a couple of examples, one with building a custom GPT and using AI personas. I'm just wondering what your thoughts are around using those to help students understand content. And do you have any concern about AI misleading students, maybe giving them incorrect information or incorrect impressions?

ADINA:

Yeah, that's a valid concern, and with GPTs and just ChatGPT in general, you're right. What I always say with students, and I think every platform now that has AI embedded in it, they always have a disclaimer at the top that results may be inaccurate, occasional results may be inaccurate. You do have to have an understanding conversation with students that there is not 100% right, it may be wrong. It's your responsibility to know the material and engage with it. If you create a GPT within ChatGPT, this is much less likely to happen because you are putting your own materials that you already curated. Any conversation it will have with the student, it will draw upon those materials as opposed to going to just an open model where it just takes stuff from everything. Hallucinations, I know that's a concern that has been expressed by many, less and less, it can make up things. I still can be incorrect. But so can other people. Any experts you talk to people can be wrong, AI can be wrong, and it is your job to have that in the back of your mind and question it. I don't know if this happens to you before, but sometimes you get an answer or a question. It's like, are you sure? That's not quite right. That doesn't make any sense and very quickly apologizes and changes it, it's good to be aware of that. Any other questions or comments? I'm looking at your feedback here. Still struggle to how to detect AIs on assignment when it is not allowed, that's really a complicated topic. There are no reliable tools. I really hope that you don't try any of those tools because they can have false positives and false negatives. You can accuse students for using AI when they haven't and the other way around. My son is in grade 6 at Lloyd George here in town and he did a study for his science project asking teachers to identify student-written or AI-written essays. Again, he's in grade 6. And you can imagine the results. It was like throwing a dart. Most teachers were not able and how can you? AI is so good now that it can really impersonate a grade 6 student and can write. Do we have two minutes left? Anybody else wants to jump in?

PARTICIPANT: I have a quick question.

ADINA: Yeah. Go ahead.

PARTICIPANT:

Thanks. If you had one or two sentences to convince high school students who are on the fence about this to really pay attention and learn how to do this effectively and ethically, what would you tell them?

ADINA: How to use AI effectively and ethically?

PARTICIPANT: How to convince them that they need to actually spend some energy on that rather than just muddling through. Yeah.

ADINA:

I don't know if I have any magical sentence, magical. I think it says to be part of an ongoing conversation. When I talk to my students, as I said, I often bring experts from the outside, bring people from the business community to bring down the point that yes, you can use AI to do things that you weren't able to do before, bring skills that you may not have, especially if you're an entrepreneur, but you do have to have domain knowledge. At the end of the day, if you're a doctor, you cannot rely on AI to do the things for you. I don't really have a one answer fits all. I think it's part of the ongoing conversation and there's only so much you can do, but just be open and honest on how you use it, how they may use it. I really think the future is trying to use AI the way businesses are as a teammate, as a copilot to delegate, because that's what they'll be facing in the workplace later on. But it is a struggle. I know what you mean. It's a struggle when they submit assignments and even though you may not be able to prove it, this is AI and there's no way a student wrote this. How do you get them away from that? Because it is so tempting. It's very tempting.

PARTICIPANT: Yeah. Great. Thank you.

ADINA: Anybody else? I think we're right at 12. I'm just looking at your... Hi, Kimberly. Kimberly. Go ahead.

KIMBERLY: If you could scroll down to my question. I'm really interested in the question that I asked and I wonder if you had a quick answer. Can you scroll down a bit? Otherwise, I have to try and remember it.

ADINA: Is this through the chat or through multimedia?

KIMBERLY:

Here. Should educators develop their own AI tool with an ethical perspective? Is this even possible? Because my great concern is who's behind the AI tools we have and it's the big companies. Of course. You're controlling my life enough. I don't need them controlling it and I don't want them controlling my students' life. So I would really love to hear what you have to say about that idea that educators take control of this technology and develop a way of using it that may have ethical considerations.

ADINA:

Yeah, this is a long answer. It depends on how much money you have. You have a few billion dollars to train this model and adapt them to your own context, probably yes. I would say in the best case scenario is when universities sign partnership with OpenAI and some of these large language models, and at least in terms of data privacy, training and all of that. So universities, I know there's a group in our computer science department who's trying to develop something internally and have it, students use it for a specific purpose, I don't know if there's a good answer to that. It's very difficult, very expensive, and you have to have the technical expertise and knowledge. I think it would be very difficult to compete with the big models, especially if you're trying to convince students to use yours as opposed to other ones, right? Yeah. I mean, I just think that as soon as you sign a partnership with them, then you're selling your soul as we've all seen. Okay, because we're all clicking reject cookies, reject cookies, but it's doing nothing. I think that's something that we really, you know, it's there. We have to engage with it, but we absolutely, you know, we have to recognize what's behind it. They want us to engage with it for a reason and it's not for the ethical use or developing of critical thinking. Let's. There is a business, obviously, business motive behind it, but the reality is that this is where we are, right? So the question is, what do we do? Are we ostrich with the head in the sand? Are you rejecting? Are you engaging it? But this is a difficult conversation because you're right. They're having an implications on work, on business, society that are far beyond what they should have the power they have to change the way we teach, the way you learn, the way to live. This is a very big philosophical conversation. I'm definitely not advocating the head in the sand. I just want to say that. I just think that we have to engage, but we have to know what we're engaging with. ADINA: 100%, 100%.

HELENA:

Well, I want to jump in here Adina and Kimberly. Thank you so much. What a great conversation, and for you, Kimberly, there's a suggestion from David in the chat about using Open Weight like you mentioned Llama and Mistral, you can use them internally. There's a few workarounds and hopefully we'll all get smarter and find more solutions. Do want to say thank you to Adina and to all of you for staying here, for being part of this conversation. And what I always tell our FLO facilitators, this is just the beginning of a bigger conversation. We recognize one hour is not really enough to dive deep into any topic, but we're hoping that we spark some starting points for conversation, and that you'll now go back into your hallways, talk to your trusted colleagues, people who are in the same context and situation that you are, and see how you can make a difference in your immediate environment. Adina, thank you. I'm sure we'll hear more from you. I'm certainly going to follow everything on LinkedIn too. I want to throw out a shout for Lucas Wright, as well. He's from UBC. I follow Lucas as well and all the things you say about AI. Thank you, everyone. Keep your eye on our newsletter for upcoming events. And I do worry about Adina and her summer of AI. I hope as we go into the summer weather, that you all take good care of yourself, that you get some time in the sun and that yeah, that you enjoy what you're doing. We appreciate you coming today. Thank you. Thank you, everyone, and have a great rest of the day.