BCcampus
Learning. Doing. Leading.

FLO Friday

Mentimeter

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

Facilitated by Adina Gray

Host: Helena Prins

BCcampus

hprins@bccampus.ca

May 30, 2025

Unless otherwise noted, this work is released under a CC BY 4.0 Licence.
Feel free to use, modify, or distribute any or all of this presentation with attribution.

Responsible AI Use in the Classroom – Starting Conversations with Students

FLO Friday (BC Campus, May 30th, 2025)

Adina Gray

Bob Gaglardi School of Business & Economics | THOMPSON RIVERS UNIVERSITY

Presentation PP slides: Scan the QR code below OR see the link in the Zoom Chat

THOMPSON RIVERS UNIVERSITY

Territorial Acknowledgement

I am joining you from the traditional lands of the Tk'emlúps te Secwépemc, within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc.

Mentimeter

Responsible AI Use in the Classroom – Starting Conversations with Students

1. **Welcome and Introductions**
   11:00 am -11:10 am (10 minutes)
2. **AI in Education: Opportunities & Concerns**
   11:10 am -11:25 am (15 minutes)
3. **AI Classroom Strategies Showcase**
   11:25 am -11:40 am (15 minutes)
4. **Reflect and Apply: Bringing AI Into Your Course**
   11:40 am -11:50 am (10 minutes)
5. **Sharing AI resources**
   11:50 am -11:55 am (5 minutes)
6. **Closing Statement & Call to Action**
   11:55 am -12:00 pm (5 minutes)

Introduction

Educator

20 years in post-secondary education

AI Explorer

GenAI's impact on education, business and society

AI Community Builder

AI Conferences, Summits, Seminars, Literacy events

Introduction

TRU Gaglardi & GenAI Innovators

Poll #1: What city or town are you joining us from today?

Mentimeter

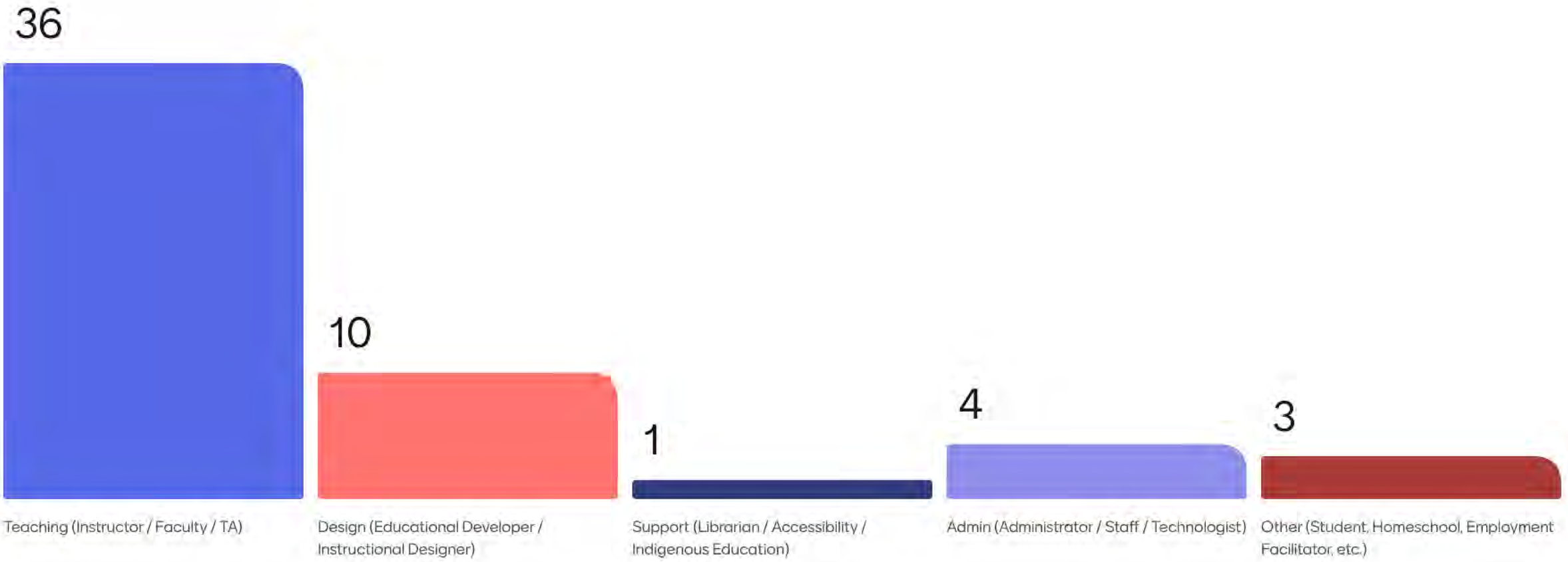
Poll #1: What city or town are you joining us from today?

6 52

Poll #2: Which of the following best describes your current role?

1. **Teaching** (Instructor / Faculty / TA)
2. **Design** (Educational Developer / Instructional Designer)
3. **Support** (Librarian / Accessibility / Indigenous Education)
4. **Admin** (Administrator / Staff / Technologist)
5. **Other** (Student, Homeschool, Employment Facilitator, etc.)

Poll #2: Which of the following best describes your current role?



Responsible AI Use in the Classroom – Starting Conversations with Students

1. **Welcome and Introductions**

   11:00 am -11:10 am (10 minutes)

2. **AI in Education: Opportunities & Concerns**

   11:10 am -11:25 am (15 minutes)

3. **AI Classroom Strategies Showcase**

   11:25 am -11:40 am (15 minutes)

4. **Reflect and Apply: Bringing AI Into Your Course**

   11:40 am -11:50 am (10 minutes)

5. **Sharing AI resources**

   11:50 am -11:55 am (5 minutes)

6. **Closing Statement & Call to Action**

   11:55 am -12:00 pm (5 minutes)

Your wish list

What do you hope to take away from this session?

A. Ethical Use and Academic Integrity

- How do we persuade students not to use AI where it's not allowed?
- Where is the line between AI helping vs. doing the work?
- Is there any ethical use of GenAI as it's currently designed?
- How to help students in human services/social services programs understand the negative impacts of relying on AI?
- Ethical and responsible procedure for integrating AI in classrooms.
- Ethics and responsible use of AI in the classroom.

B. Teaching Strategies and Classroom Conversations

- Sample strategies and adaptable activities to set AI expectations.
- How to initiate respectful, transparent, and collaborative conversations.
- How to support online, younger, and returning students with AI.
- How to sell the proper use of AI to students.
- How to communicate effectively about AI use in different assignments.
- How to integrate AI discussions in week 1 or 2 of class.
- One-shot workshop ideas for libraries and classrooms.
- How to navigate AI in writing classes.
- Talk AI with students.

C. Tools and Detection

- Are there "safe" AI tools educators can recommend to students?
- Tools to detect AI-generated content.
- Tools to help faculty guide students' AI use.
- Ways to design rubrics to limit AI use.

D. Practical Applications & Resource Sharing

- A checklist to compare against current practices.
- Ideas to incorporate AI in assignments and assessments.
- How to use AI effectively as a tool, not a replacement.
- Frameworks or resources for faculty use.
- Examples and classroom materials.
- Resource sharing across disciplines and contexts.

1

Poll #3: Where Are You in Your AI Journey?

Newbie

Just getting started with AI concepts

Dabbler

Tried ChatGPT or similar tools occasionally

Hungry

Actively learning and experimenting

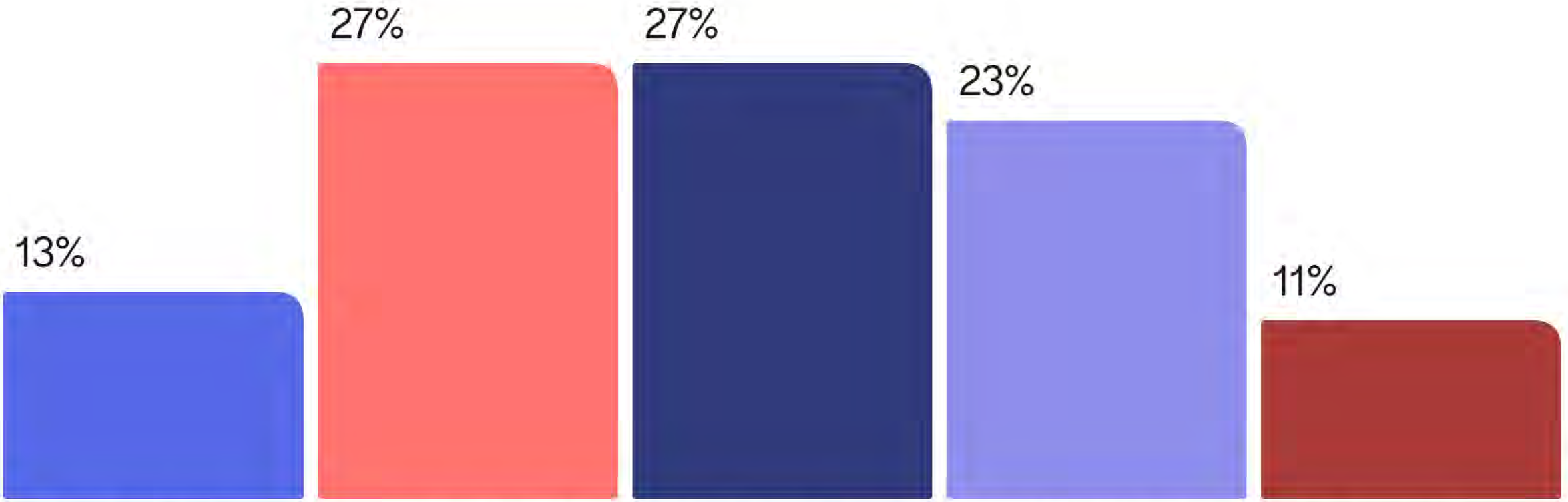
Integrator

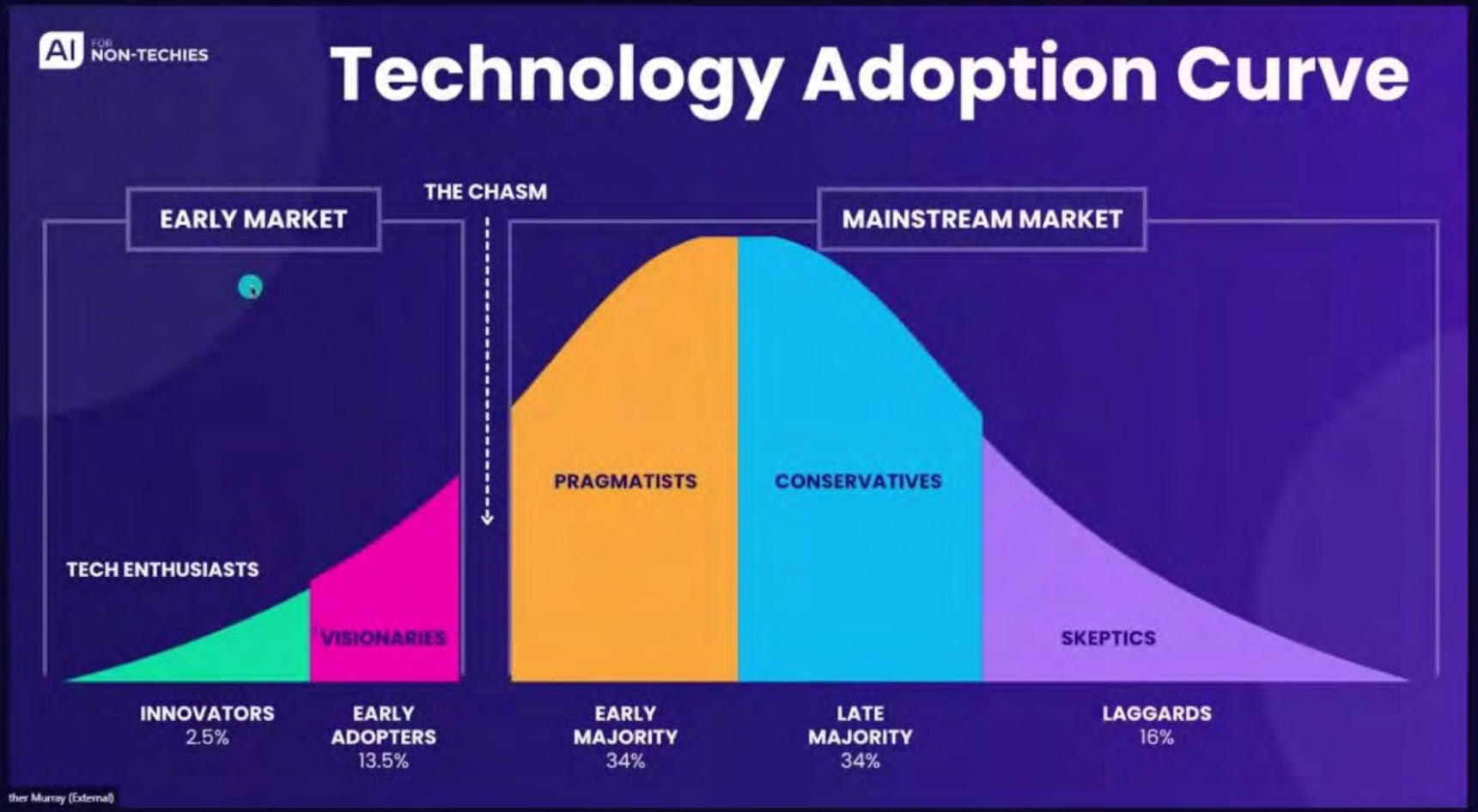
Already using AI tools in your teaching

Expert

Advanced knowledge, helping others learn

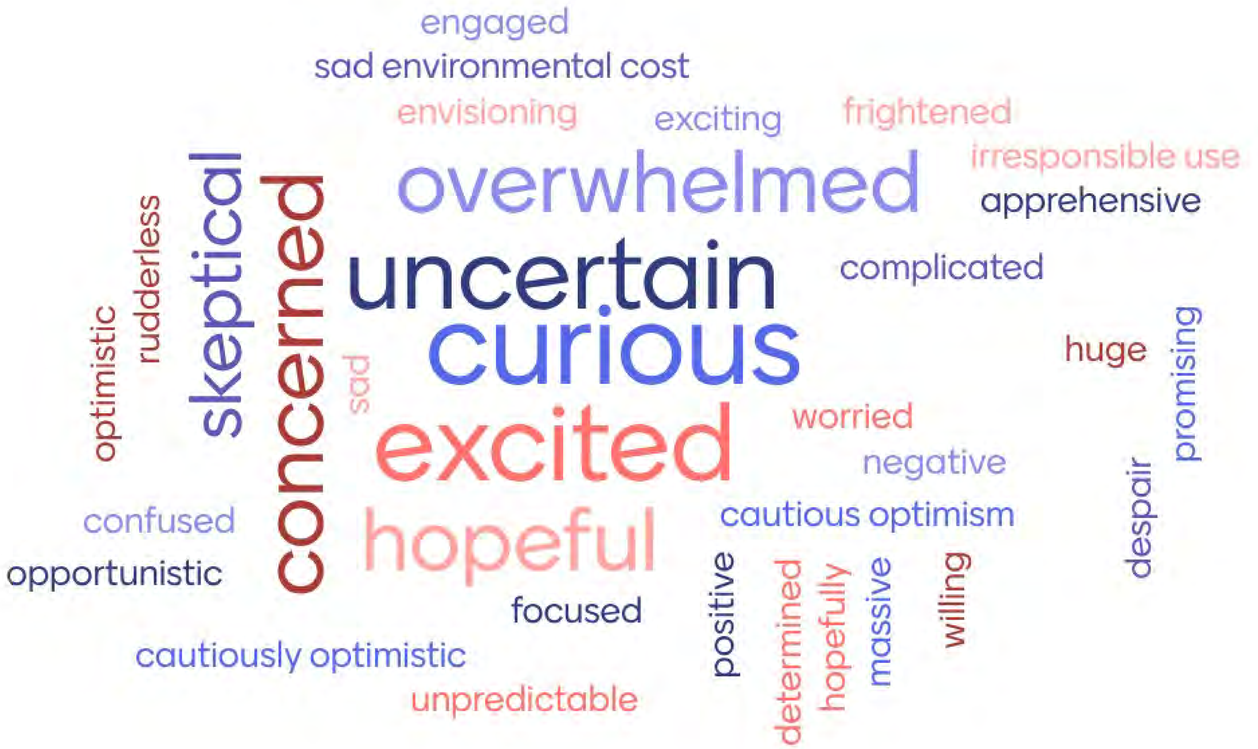
Poll#3: Where are you in your AI journey?




AI FOR NON-TECHIES
Technology Adoption Curve
EARLY MARKET
THE CHASM
MAINSTREAM MARKET
TECH ENTHUSIASTS
VISIONARIES
PRAGMATISTS
CONSERVATIVES
SKEPTICS
INNOVATORS
2.5%
EARLY ADOPTERS
13.5%
EARLY MAJORITY
34%
LATE MAJORITY
34%
LAGGARDS
16%
ther Murray (External)

Poll #4: In one word, ho**w** do you feel about the impact of AI on education?*(e.g., excited, overwhelmed, hopeful, skeptical, curious, uncertain)*

Poll#4: In one word, how do you feel about the impact of AI on education? (e.g., excited, overwhelmed, hopeful, skeptical, curious, uncertain)



Types of Artificial Intelligence

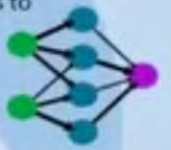
To understand generative artificial intelligence (GenAI), we first need to understand how the technology builds from each of the AI subcategories listed below.

Expert System AI
Programmers teach AI exactly how to solve specific problems by providing precise instructions and steps.

Artificial Intelligence
The theory and methods to build machines that think and act like humans.

Machine Learning
The ability for computers to learn from experience or data without human programming.

Deep Learning
Mimics the human brain using artificial neural networks such as **transformers** to allow computers to perform complex tasks.



Generative AI
Generates new text, audio, images, video or code based on content it has been **pre-trained** on.

ChatGPT Midjourney Gemini

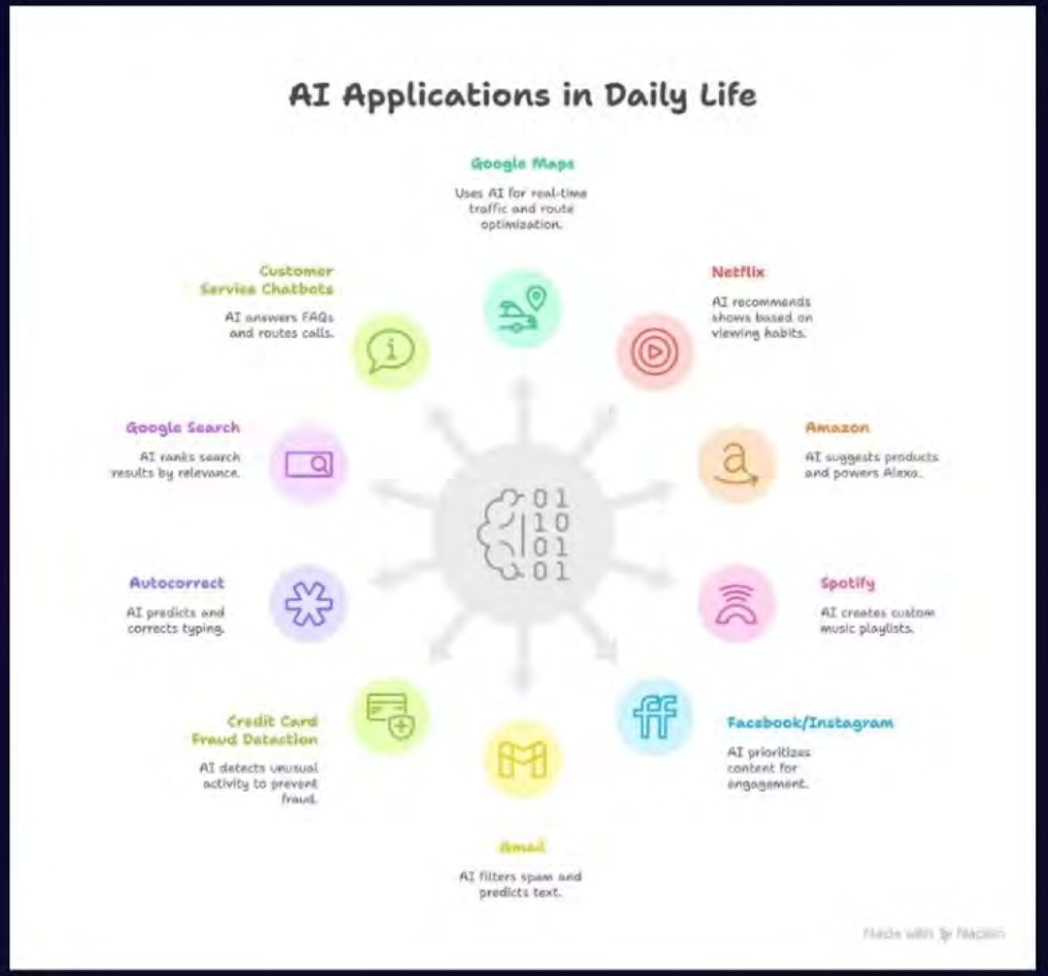
AI for Education

© AI for Education 2023

aiforeducation.io

The birth of Artificial Intelligence

Artificial Intelligence



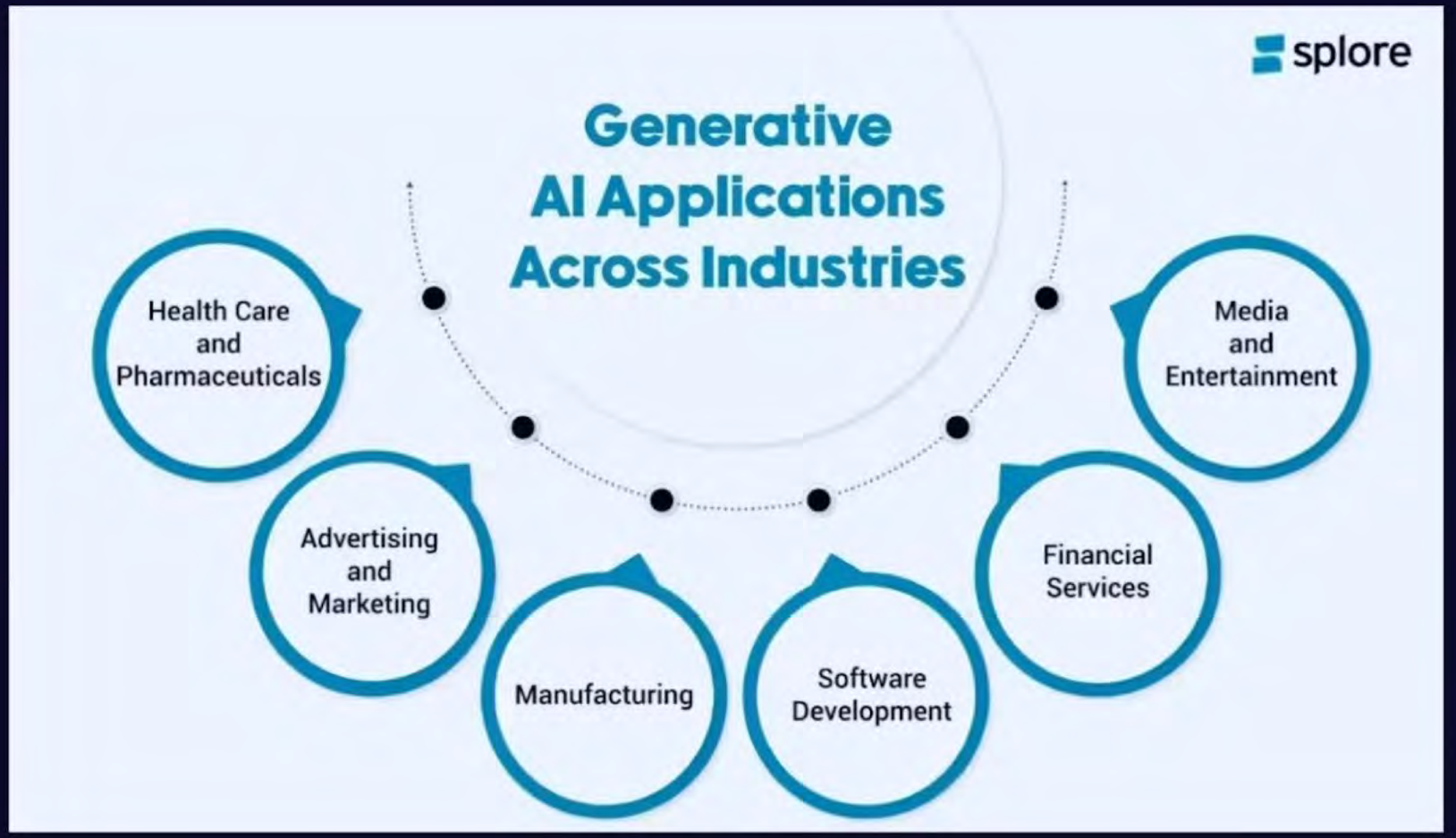
Why the sudden interest in AI?

📈 ChatGPT Weekly Active Users Over Time

Month	Weekly Active Users
November 2022	1 million
January 2023	50 million
August 2023	100 million
October 2024	250 million
December 2024	300 million
February 2025	400 million
May 2025	800 million

Why the sudden interest in AI?

Applications of GenAI



AI will have more impact than the personal computer, the phone, or the internet.

It is the most exciting innovation of my lifetime.

Bill Gates

Applications of GenAI

Poll #5: How are you using AI (if at all) in your education practice?

Mentimeter

Poll #5: How are you using AI (if at all) in your education practice?

- Preliminary research
- Not using
- in creating scenarios
- I use it for wordsmithing
- Teaching prompts
- Organization of thoughts
- Writing quiz questions
- Roleplaying exercises

Mentimeter

Poll #5: How are you using AI (if at all) in your education practice?

Colate data

Creating assignments.

Rubrics

Not using

Writing process, exemplars for students, outlining

To edit my correspondence To brainstorm

The students enter prompts and debate with ChatGPT

Talk to students about it - try to sell writing “by hand”

Poll #5: How are you using AI (if at all) in your education practice?

Research	Creating case studies	Writing exams and assignments	develop initial ideas I have
Case ideas	To edit documents.... To create visuals	Not using	Course development

Mentimeter

Poll #5: How are you using AI (if at all) in your education practice?

Teaching validation

Get help in creating databases

Testing purposes (I don't like to use ai too much)

Spurs ideas

Asking students to use it to create case examples and brainstorm how to address problems

Grammar checks

Resource creation, research, brainstorming, browser extension creation

Study support

Mentimeter

Poll #5: How are you using AI (if at all) in your education practice?

- Generate ideas
- Question generation, quick resesrch questions for students
- Teaching, reviewing assignment
- I do not use
- Not using
- Using AI to make real world scenarios for my students to navigate
- Ideas
- Outlining and brainstorming

Poll #5: How are you using AI (if at all) in your education practice?

Critical thinking assignments regarding AI and regular course topics

Not formally using

Assessments, lesson planning, slide development, assignment creation, writing support, exam questions

Assignment creation and descriptions/instructions; image creation for PPT slides; some allowance for student assignment completion; role play scenario creation.

Assignments

The help make questions

Exercises Research Writing Exams Brainstorming Outlining

Case studies

Poll #5: How are you using AI (if at all) in your education practice?

Uni prep

Idea generation

Developing materials teaching myself ideas for students to check their own knowledge

Course alignment

co-designing

Teaching & research

Research

extend my knowledge about topics that are peripheral to my expertise

Mentimeter

Poll #5: How are you using AI (if at all) in your education practice?

As a writing critic

Not at all except to discourage use

Students creating posters in small groups

Synthesis for videos

To write papers

Educator Adoption of GenAI

Rising Usage Rates

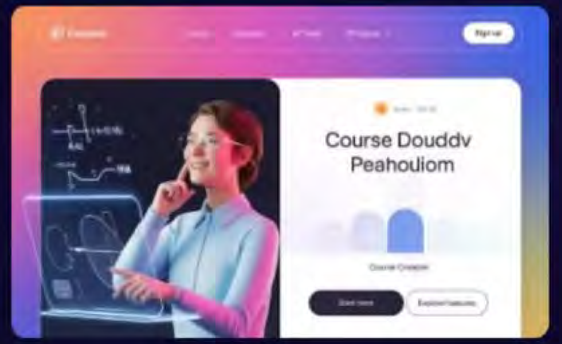
Nearly half (49%) of higher education instructors are using GenAI tools in 2025, up from 24% in 2023.

Growing Positive Perception

45% of instructors now have a positive view of GenAI, a significant increase from 28% in 2023.

Educator Adoption of GenAI

Primary Applications



Course Material Development

91% of faculty using GenAI apply it to create or enhance course content.

Research Assistance

52% utilize GenAI for course-related research tasks.

Student Feedback

38% employ GenAI to provide tailored feedback to students.

Grading & Communication

20% use GenAI to assist with grading, and 16% for student communications.

Poll #6: In what ways do you think students are currently using AI—inside or outside the classroom?

Poll#6: In what ways do you think students are currently using AI—inside or outside the classroom?

Complete assignments	Researching	To write their papers	Writing assignments
Research	Assignmnet	Find answers for assignments	Assignment completion

Poll#6: In what ways do you think students are currently using AI—inside or outside the classroom?

- Generating ideas
- Generate ideas
- Assignments
- Paper writing
- To cheat
- To write emails
- Essay writing
- Incorrectly

Poll#6: In what ways do you think students are currently using AI—inside or outside the classroom?

Summarizing papers	Ideas, research, study notes	Writing and editing	Checking their work
Transcription	Writing assignments	To research and write papers	Studying

Poll#6: In what ways do you think students are currently using AI—inside or outside the classroom?

Answer assignments	Writing their assignments and claiming as their own.	editing	EVERY CHANCE THEY GET
Researching, automatic google ai results,	wordsmithing	Research	To draft essays

Poll#6: In what ways do you think students are currently using AI—inside or outside the classroom?

Research (without fact-checking); completing assignments; studying.

Brainstorming

Writing assignment responses, research, general search

Paraphrasing and citing

To think for them

To edit their writing, to find secondary sources, to help generate ideas

Completing assignments, problem sets

Research, assignment revisio

Poll#6: In what ways do you think students are currently using AI—inside or outside the classroom?

Probably to create online content, for business etc.

Writing

Writing papers

They're using it to generate papers and assignments

As a studying tool

digital assistants

trying to learn materials (usually ineffectively)

Grammar checking

Poll#6: In what ways do you think students are currently using AI—inside or outside the classroom?

Completing or researching assignments.

Grammar

Exams Assignments - usually writings

Cheating

Unstuck AI

Flowchart and note refinement, writing responses, crrating practice questions

Find answers for online quizzes

Research, assignments

Poll#6: In what ways do you think students are currently using AI—inside or outside the classroom?

English as a second language student to improve fluency of writing

Completing whole assignments

locate current research

grammar checking

Animation, storyboarding

Sadly, quite a lot misuse in doing assignments , not just for help or preparation 😕

Student Use of Generative AI in 2025

S

Everyday Applications

- **Academic Support**: Utilizing tools like ChatGPT, Microsoft Copilot, and Google Gemini for writing assistance, research, note-taking, revision, and presentation preparation.
- **Personal Organization**: Employing AI for managing daily tasks and organizing life activities.
- **Career Preparation**: Leveraging AI for job readiness, including crafting CVs and practicing interviews.

Usage Statistics

- A significant majority of students integrate AI tools into their daily routines for various academic and personal tasks.

Student Use of Generative AI in 2025

Student Concerns

Employability:

Worries about AI's impact on entry-level job markets and the devaluation of current skills.

Digital Equity:

Concerns over unequal access to premium AI tools, potentially widening the digital divide.

Information Trustworthiness:

Anxiety about the accuracy of AI-generated content and the ability to discern misinformation.

Data Privacy:

Apprehensions regarding how personal data is used and the potential for AI to predict and influence behaviors.

Overreliance:

Fears that heavy dependence on AI may lead to a decline in the quality of work and critical thinking skills.

Student Use of Generative AI in 2025

Student Needs

- **Clear Guidelines**: Desire for consistent, course-specific policies on AI usage.
- **Ethical Education**: Need for practical and ethical guidance on integrating AI into academic work.
- **Support Systems**: Calls for institutional support to navigate the rapidly evolving AI landscape.

Student Voices

- "AI is part of our daily life, but we need clear, fair, and practical support to use it responsibly."
- "We're worried about how AI will impact our future jobs and the skills we're developing now."

THE IMPACT OF AI ON PRODUCTIVITY AT TRU

THOMPSON RIVERS UNIVERSITY

by Kelly Uandela and supervised by Peter Tsigaris

INTRODUCTION

AI is revolutionizing education by increasing academic achievement and productivity. Students can close knowledge gaps with the aid of automated solutions that offer tailored learning and real-time feedback (Abbas et al., 2023). Teachers can concentrate on teaching and research while AI simplifies administrative duties (Ahmad et al., 2021). Despite its advantages, its utilization presents issues with academic integrity and ethics that need to be carefully handled.

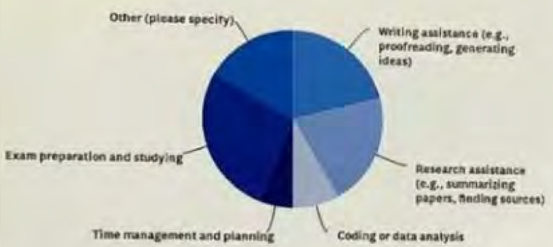
METHODOLOGY

This study investigated the effects of AI tools on Thompson Rivers University students' productivity using a quantitative survey method. Undergraduate and graduate students across different programs were given access to an online survey that gathered information on their use of AI, perceived productivity, academic achievement, and ethical considerations.

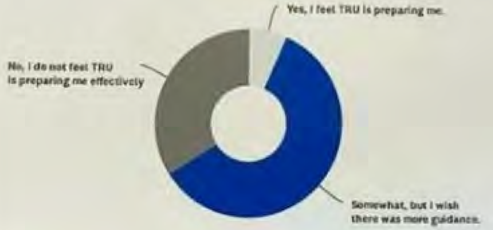
The survey asked multiple-choice and Likert-scale questions on students' experiences using programs like Grammarly and ChatGPT. Descriptive statistics were used to examine the responses in order to determine perceptions and usage trends. By adhering to TRU's ethical rules, the study guaranteed informed permission, confidentiality, and voluntary participation.

DATA ANALYSIS

PRIMARY USAGE OF AI



TRU AID



IMPACT ON PRODUCTIVITY

CHALLENGES FACED

RESULTS AND FINDINGS

- Survey results reveal that **over 90%** of students have used AI-powered tools such as ChatGPT, Grammarly, or Perplexity for academic purposes. The most common uses include writing assistance, research support, exam preparation, and time management, with a smaller portion utilizing AI for coding or data analysis.
- AI has had a notable positive impact on student productivity. The majority of respondents reported that AI helps clarify difficult concepts, saves time on assignments, and improves writing quality. However, challenges persist—**over 70%** cited encountering misinformation or inaccuracies, and others noted ethical concerns, over-reliance, and difficulty integrating AI into coursework.
- Despite high usage, students expressed mixed feelings about institutional support. While some feel adequately prepared, most indicated that TRU is only somewhat preparing them to use AI effectively, and many wish there was more guidance.

Fig 2. Image generated by AI Image Generator

CONCLUSION

- AI tools are widely adopted among students, with the vast majority integrating them into their academic routines.
- Students primarily use AI for writing, research, and studying, reflecting its role as a learning enhancer.
- While AI improves productivity—especially in clarifying concepts and saving time—students face notable challenges such as misinformation and ethical concerns.
- There is a clear gap between AI usage and institutional support, as most students feel only partially prepared to use AI effectively in their future careers.
- These findings suggest a strong need for more structured AI literacy and critical engagement in academic settings.

REFERENCES

AI in education

Opportunities of AI Use by Students in Education

Personalized support and tutoring
AI tools can explain concepts, give feedback, and offer practice tailored to the student's level

Accessibility and language support
Helps students with disabilities or those learning in a second language

Efficiency
Saves time on tasks like research, formatting, summarizing, or generating study materials

Confidence building
AI can give students low-stakes practice or help them get started when they're stuck

Skill development
Prepares students for future careers where AI tools will be common

Language generation for creativity
Helps with brainstorming, idea development, and creative writing

Concerns of AI Use by Students in Education

Over-reliance on AI
Students may use AI as a shortcut and not develop their own critical thinking or writing skills

Academic integrity issues
Students may submit AI-generaated work as their own without understanding the content

Bias and misinformation
AI tools can produce inaccurate or biased content, leading to confusion or harm

Equity gap
Not all students have equal access to high-quality AI tools or know how to use them effectively

Hidden use
Students may use AI without disclosing it, making it hard for instructors to assess true understanding

Estonia to Become First Nation to Integrate AI-Powered ChatGPT Edu Into Schools

Written by Jeremy Werner

Jeremy is an experienced journalist, skilled communicator, and constant learner with a passion for storytelling and a track record of crafting compelling narratives. He has a diverse background in broadcast journalism, AI, public relations, data science, and social media management.

Posted on 02/26/2025

In News

China makes AI education mandatory in schools starting september 1, 2025

Starting September 2025, China's schools will teach AI to every student, from age 6 to high school, aiming to build a future-ready generation.

Emml. Quaicoe · April 7, 2025

Trump signs AI education order to train K-12 students amidst competition from China

China has recently boosted up AI education in its schools.

By Cecily Mauran on April 24, 2025

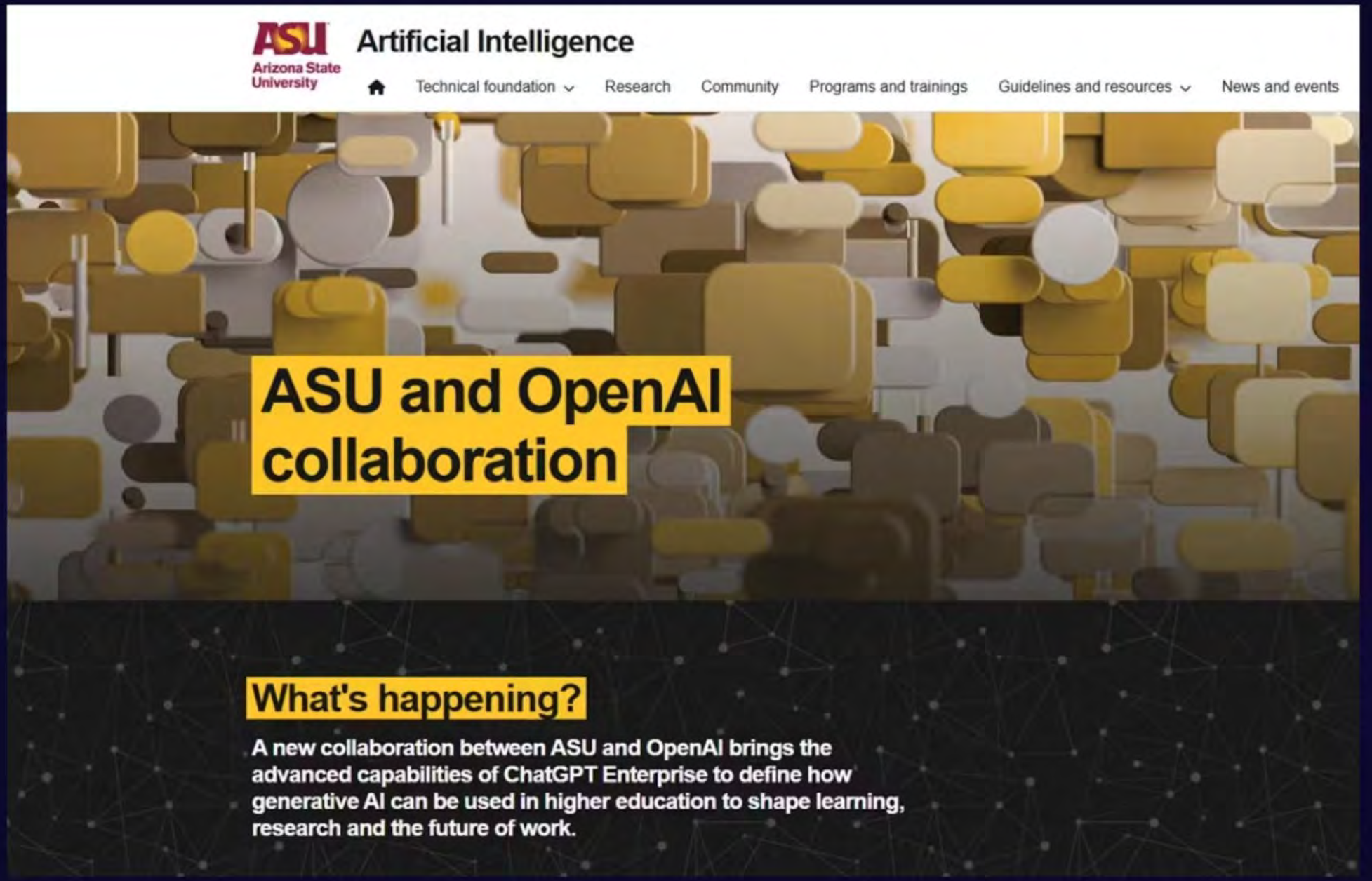
Trump shows off the signed AI education executive order. Credit: Samuel Corum / Sipa / Bloomberg / Getty Images

February 4, 2025 Company

OpenAI and the California State University system bring AI to 500,000 students and faculty

The largest deployment of ChatGPT to date will expand the use of AI in education and help the United States build an AI-ready workforce.

Mentimeter


ASU
Arizona State University
Artificial Intelligence
Technical foundation
Research
Community
Programs and trainings
Guidelines and resources
News and events
ASU and OpenAI collaboration
What's happening?
A new collaboration between ASU and OpenAI brings the advanced capabilities of ChatGPT Enterprise to define how generative AI can be used in higher education to shape learning, research and the future of work.

Canada now has a minister of artificial intelligence. What will he do? | CBC News

Politics

Canada now has a minister of artificial intelligence. What will he do?

AI appears in PM Mark Carney's campaign platform in many key areas

Catharine Tunney · CBC News · Posted: May 17, 2025 1:00 AM PDT | Last Updated: May 17

Evan Solomon was sworn in as minister of artificial intelligence and digital innovation on Tuesday. It's not yet clear what the scope of his role will be. (Spencer Colby/The Canadian Press)

Pan-Canadian Artificial Intelligence Strategy

MENU

Canada.ca > Innovation, Science and Economic Development Canada > Pan-Canadian Artificial Intelligence Strategy

Pan-Canadian Artificial Intelligence Strategy

Through the Pan-Canadian Artificial Intelligence Strategy, the Government of Canada is investing in efforts to drive the adoption of artificial intelligence across Canada's economy and society. The second phase of the strategy bridges Canada's world-class talent and research capacity with programs to enable commercialization and adoption to help ensure that Canadian ideas and knowledge are mobilized and commercialized here at home.

The Pan-Canadian Artificial Intelligence Strategy has three pillars, which bring together partners from across Canada. Learn more about our partners.

Commercialization

Standards

Talent and Research

Digital literacy and the use of AI in education: supports for British Columbia schools

Search Menu

Digital literacy and the use of AI in education: supports for British Columbia schools

Last updated on July 1st, 2024

AI, or Artificial Intelligence, encompasses the capacity of machines and computer systems to replicate human-like cognitive functions, including learning, problem-solving, decision-making, and utilizing algorithms and data.

Ethical, responsible, and safe use of AI in K-12 education requires a human-centered approach that prioritizes meaningful learning experiences. The integration of AI, when thoughtfully applied, has the potential to enrich our education system by streamlining administrative tasks, enhancing efficiency, and enabling a dedicated focus on student-centered activities. While AI can act as a supplementary tool and offer enrichment and depth to classroom practices, choices about the use of AI in the classroom are ultimately made by teachers based on the needs of the students.

Education, by its nature, is relational, especially when emphasizing the irreplaceable and integral role of human connections in the learning process. While AI can provide valuable support, ongoing human interaction remains fundamental for fostering meaningful relationships among educators and students, as well as within the school community. Therefore, AI tools should be viewed as complements to human processes.

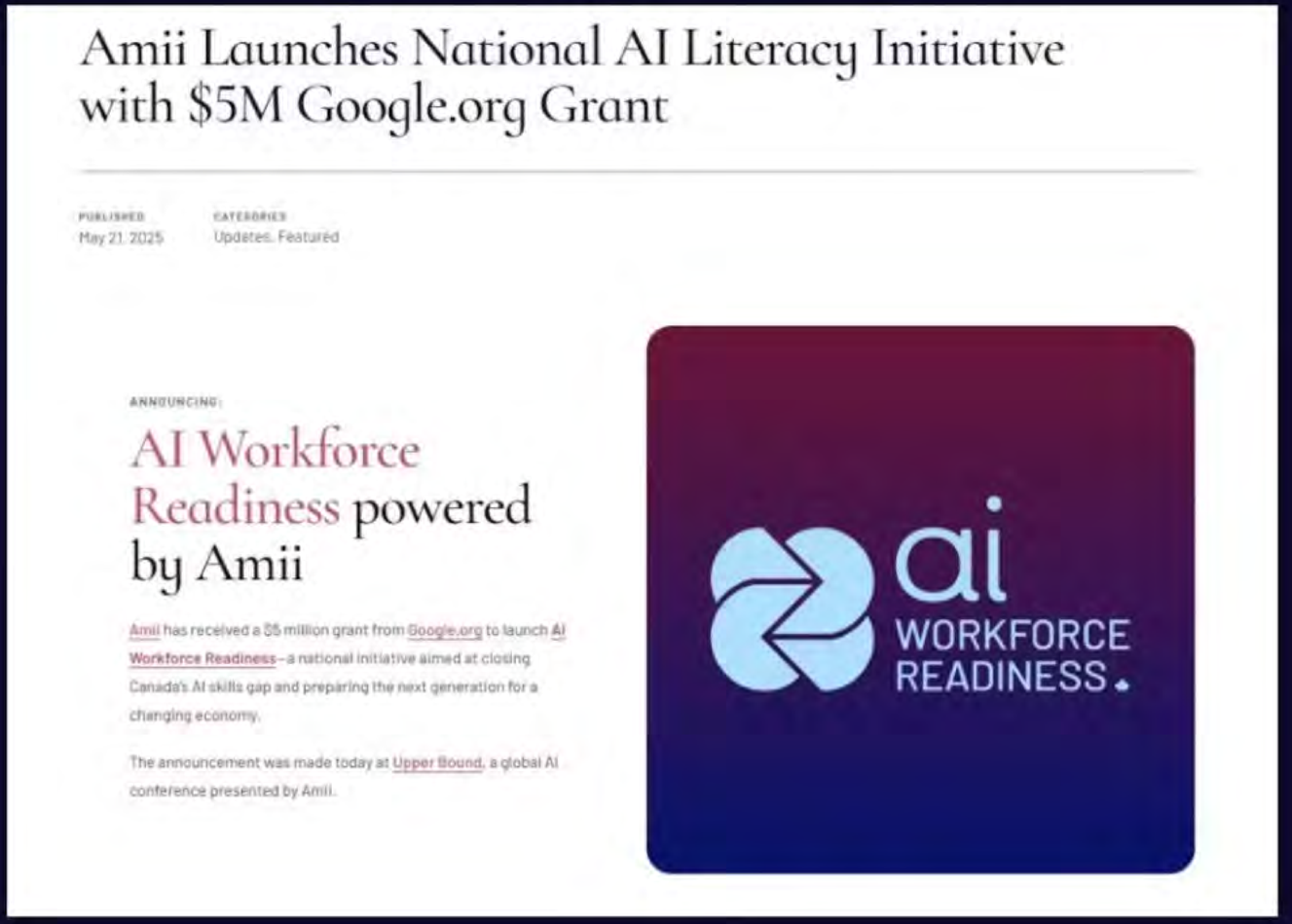
The materials below have been developed in collaboration with key partners in the B.C. education sector. Materials have been provided to assist school boards, district leaders, school leaders, teachers, and support staff in formulating local procedures and policies. In addition, these materials offer support for teachers in teaching AI concepts and related digital literacy skills in their classrooms. Furthermore, resources have been created for parents and caregivers to enhance their understanding of the role AI may play in their child's education and to outline digital literacy skills that can be cultivated at home if a child is using AI tools. Additionally, student-focused posters have been developed to support responsible and safe use of AI in students' learning endeavors.

Expand all Collapse all

- Materials for school boards, district leaders, school leaders, teachers, and staff
- Materials for teachers
- Materials for students

Alberta Machine Intelligence Institute (AMII)

Amii Launches National AI Literacy Initiative with $5M Google.org Grant — Alberta Machine Intelligence Institute



Amii Launches National AI Literacy Initiative with $5M Google.org Grant

PUBLISHED
May 21, 2025

CATEGORIES
Updates, Featured

ANNOUNCING:

AI Workforce Readiness powered by Amii

Amii has received a $5 million grant from Google.org to launch AI Workforce Readiness—a national initiative aimed at closing Canada's AI skills gap and preparing the next generation for a changing economy.

The announcement was made today at Upper Bound, a global AI conference presented by Amii.

ai WORKFORCE READINESS

Responsible AI Use in the Classroom – Starting Conversations with Students

1. **Welcome and Introductions**
   11:00 am -11:10 am (10 minutes)
2. **AI in Education: Opportunities & Concerns**
   11:10 am -11:25 am (15 minutes)
3. **AI Classroom Strategies Showcase**
   11:25 am -11:40 am (15 minutes)
4. **Reflect and Apply: Bringing AI Into Your Course**
   11:40 am -11:50 am (10 minutes)
5. **Sharing AI resources**
   11:50 am -11:55 am (5 minutes)
6. **Closing Statement & Call to Action**
   11:55 am -12:00 pm (5 minutes)

Classroom AI strategies: A spectrum of approaches

Avoidance and Restriction

"I pretend that AI doesn't exist."

"My assignments are 'AI-proof.'"

"I only use in-class assessments."

These approaches aim to minimize or prevent AI use through restrictive policies and traditional assessment methods.

Controlled and Conditional Use

"I allow students to use AI tools for assignments, but only for specific purposes."

"I engage students in conversations about AI in education."

These approaches permit limited AI use while establishing boundaries and facilitating critical discussions.

Active Integration and AI Literacy

"I encourage students to use AI tools and coach them on best practices."

"I design my assignments around the use of AI."

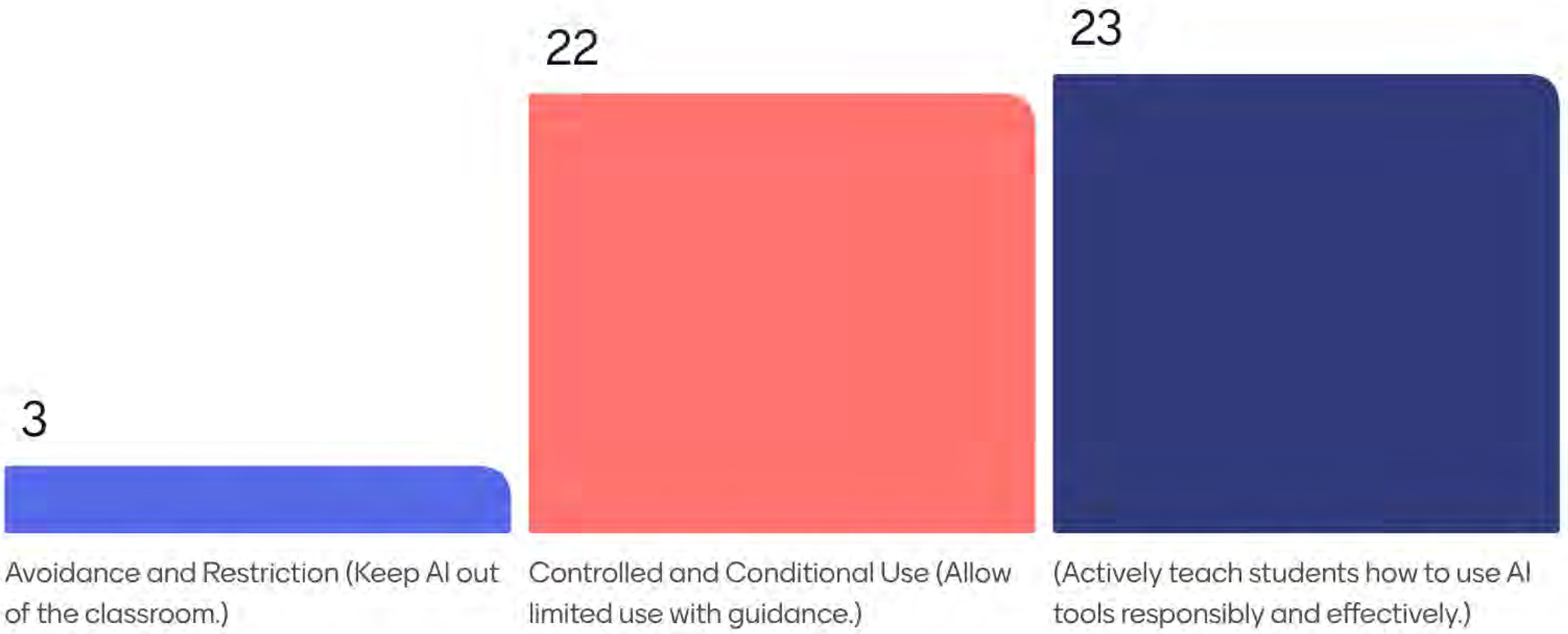
"I expect students to use AI tools—and I raise my standards accordingly."

These approaches embrace AI as a learning tool while developing critical thinking and setting higher expectations.

Poll #7: Where are **you** on the spectrum of Classroom AI Strategies?

Mentimeter

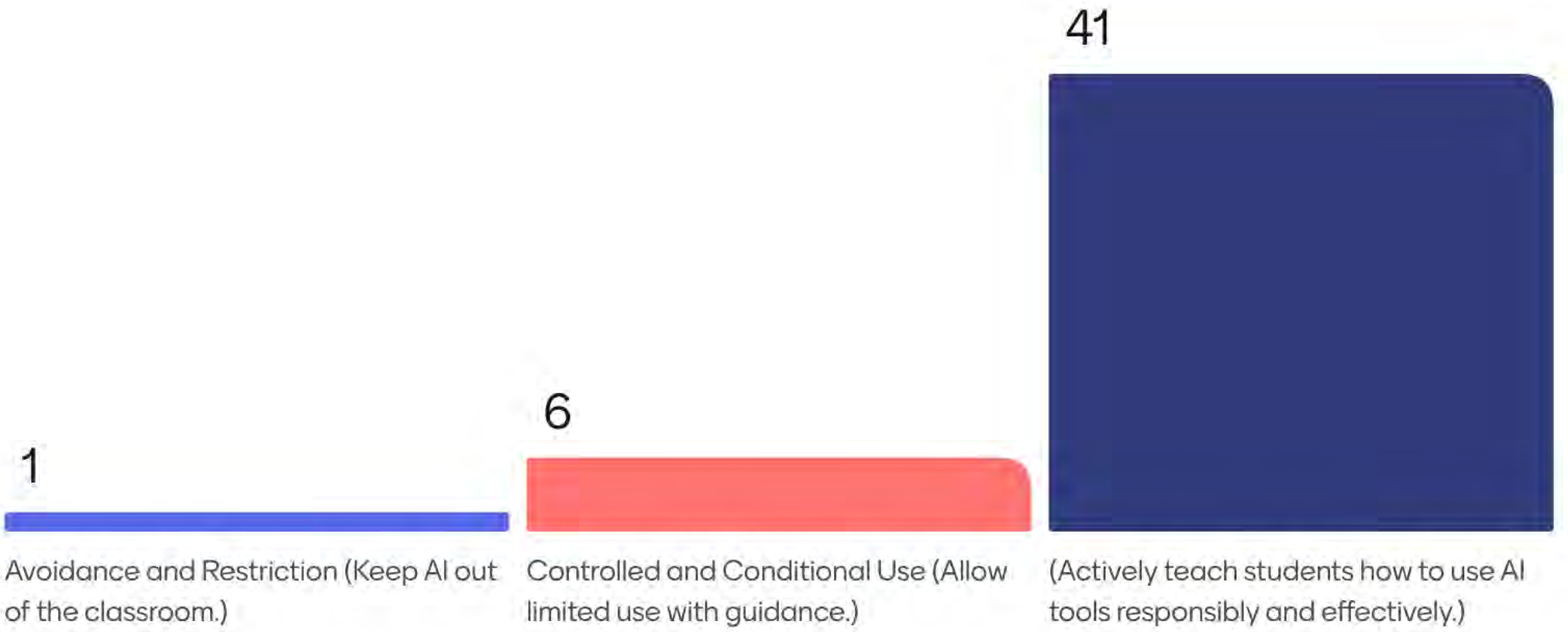
Poll #7: Where are you on the spectrum of Classroom AI Strategies?



1
48

Poll #8: Which approach do believe is best for preparing students for the future?

Poll #8: Which approach do you believe is best for preparing students for the future?



Classroom AI strategies

4 Simple Strategies for Starting the Conversation

Strategy	Description	Conversation Starters
A. "What Do You Already Know or Use?"	Invite students to share their current knowledge or experience with AI tools.	"What tools like ChatGPT have you tried, and for what purpose?"
B. Explore Student Perspectives on AI	Ask students how they feel about AI in education—what excites or worries them.	"What do you see as the opportunities and challenges of using AI in education?"
C. Analyze the Syllabus Together	Add a basic AI use policy to your syllabus and ask for student feedback.	"Here's the course statement on AI—what do you think? Is anything unclear or missing?"
D. Share Your Own AI Use	Show how *you* are using AI to improve the course and model responsible use.	"I used AI to help draft today's case study. Let's talk about how I used it—and how you can use it responsibly too."

Classroom AI strategies

🚦 Traffic Light Framework: Setting Expectations for GenAI Use

This model helps students understand what's acceptable in different contexts:

Color	Meaning	Examples of Instructor Language
🟢 **Green – Encouraged Use**	Students can freely use GenAI as a tool to support learning.	"You are encouraged to use tools like ChatGPT for brainstorming, drafting, and checking grammar in this course. Be sure to review, edit, and reflect on the AI's output—it should support your thinking, not replace it."
🟠 **Orange – Use with Caution**	GenAI can be used in limited ways, with transparency.	"You may use GenAI tools to generate ideas or outlines for your assignments, but all final writing must be your own. If you use AI in any part of your work, include a brief statement at the end describing how you used it."
🔴 **Red – Not Permitted**	GenAI use is not allowed due to the nature of the task.	"Do not use AI tools to complete this assignment. The goal is to assess your original thinking and understanding. Using AI in this context will be considered academic misconduct."

TMGT 4120- Developing New Tourism Enterprises

Lian Dumouchel, Teaching Professor (TRU)

- **Artificial Intelligence Guidelines** - We will use artificial intelligence (AI) tools such as ChatGPT, Perplexity.ai, and Google NotebookLM in this class to enhance our creativity, productivity, and capacity for innovation in tourism entrepreneurship. As future professionals in a rapidly evolving world, it is essential to develop both effective and responsible AI usage skills. AI tools offer powerful capabilities for ideation, market analysis, and business model design, but their outputs must always be critically evaluated and applied with care.

  Developing AI literacy—the ability to understand, evaluate, and use AI effectively—is no longer optional; it is a skill that employers now expect from graduates to solve complex problems, drive innovation, and make data-driven decisions. This course will help you build these skills by incorporating AI tools into assessments and class activities. As we explore these technologies, we will also examine their limitations, potential biases, and ethical implications, fostering critical thinking and informed decision-making.

  You are encouraged to:

  - Use AI responsibly: Use AI tools to enhance your work (e.g., using ChatGPT and Perplexity.ai for initial business idea brainstorming), but avoid over-reliance or misuse, such as using AI to plagiarize or replace original thought.
  - Critically evaluate AI outputs: AI is a tool, not a replacement for human judgment. Always verify AI-generated information for accuracy and relevance, especially when analyzing market trends or customer data.
  - Respect intellectual property and privacy: Ensure that your use of AI complies with legal, academic, and ethical standards, including protecting confidential or sensitive information about potential customers or business strategies.
  - Disclose AI use: When submitting assignments, clearly indicate which parts of your work were created or assisted by AI tools and how.

  By engaging with AI thoughtfully and responsibly, you will not only excel in this class but also prepare yourself to navigate and lead in an AI-driven world with integrity and purpose. Remember that while AI can provide valuable insights, your unique human perspective and creativity are irreplaceable assets in entrepreneurship.

Lian Dumouchel, Teaching Professor (TRU)

YouTube

#11 - From Textbooks to Toolkits How Prof. Lian Dumouchel Wrote a ...

Learn how Professor Lian Dumouchel slashed an eight-month writing process to eight weeks—and what that means for destination marketers, DMOs, and hospitality leader...

Group Project : AI Innovation Startup Challenge

Over the week, your group will use AI tools to...

- Learn how to start a business
- **Identify a real-world problem** you care about
- Brainstorm, test, and develop solutions
- **Build a startup concept** around your solution

On Friday, you'll present:

- A basic business plan
- A simple prototype or mockup
- A short website or landing page

AI Innovation Start up Challenge - Student Projects

kein-plan-mh6jato.gamma.site

KeinPlan.de – Navigating German Bureaucracy Made E...

"Kein Plan? Wir schon!"—Your solution for Germany's complex bureaucracy.

fyndtern-yqn52m2.gamma.site

fyndte...

Internships made smart, fast, and fair. Discover your ideal internship with AI-driven matching and seamless application support. Join the waitlist Get early access

nutrimind-vqns6co.gamma.site

NutriMind – Where Nutrition Meets Mental Perform...

The first wearable & app system that tracks how your food affects your mind – in real time.

GPT Learning Assistants

Podcasts made easy with AI

Transform your course materials into an engaging podcast—perfect for review, accessibility, or student enrichment.

How it works:

Upload your **course outline, chapter slides, or assignments**, and let the tool generate an audio summary or lesson.

Example:

Adina's Business Ethics Class – Chapter 1 Podcast

https://notebooklm.google.com/notebook/98e6bef9-ae29-4aa8-b3af-fbd956c8bedf/audio

AI Persona Roleplay

Activity Type: Inquiry-based, discussion, simulation

What It Is

Students leverage ChatGPT or similar GenAI tools to **conduct in-depth dialogues** with historical figures, literary characters, or industry professionals. The AI embodies the persona, while students practice critical thinking, historical analysis, and professional communication skills.

Examples by discipline

- **History** : Students conduct scholarly interviews with "Winston Churchill" about WWII decision-making, then analyze accuracy in a critical reflection paper.
- **Business Ethics** : Teams debate with "Warren Buffett" about stakeholder capitalism, incorporating course readings in their questions.
- **Advanced Literary Theory**: Students challenge "Virginia Woolf" on feminist perspectives, comparing AI responses to primary source writings.
- **Political Science Seminar**: Students roleplay as journalists interviewing "climate policy experts" and fact-check responses using peer-reviewed sources.

Data Interpretation Practice

Discipline: Business, Social Sciences, Health Sciences, Education
Activity Type: Critical thinking, analysis, AI-supported inquiry

What It Is

Students are given a basic dataset (e.g. survey results, budget info, patient data) and use a GenAI tool (like ChatGPT or Claude) to interpret it. They must analyze the AI's output, compare it to their own insights, and reflect on what they learned from the tool versus what required human judgment.

Examples by Discipline

- **Business**: Use AI to interpret financial ratios from a company's balance sheet, then assess whether the interpretation aligns with course concepts.
- **Social Sciences**: Provide a dataset on crime rates or social indicators; students prompt AI for patterns and then critique its framing.
- **Health Sciences**: Ask AI to analyze a set of symptoms or health trends from anonymized patient data and explain potential risks of misdiagnosis.
- **Education**: Interpret student performance data (e.g. quiz scores by topic); compare AI suggestions for intervention strategies with evidence-based approaches.

Comparative Voice Editing

Discipline: Creative Writing, Communications, English, Journalism
Activity Type: Revision practice, stylistic experimentation, reflection

What It Is

Students write a short original passage (e.g., a personal narrative, persuasive paragraph, or descriptive scene). They then use a GenAI tool (like ChatGPT) to rewrite the same content in different tones or voices (e.g., formal, satirical, academic, poetic). Students compare the AI-generated versions to their original, evaluating style, meaning, and emotional impact. They must decide which voice is most effective for their purpose and explain why.

Examples by Discipline

- **Creative Writing**: Rewrite a paragraph as if it were written by a noir detective, a romantic poet, or a social media influencer.
- **Communications**: Compare an AI-generated press release vs. a casual social media caption about the same product.
- **Journalism**: Draft a news summary, then use GenAI to rewrite it in tabloid vs. neutral-reporting style—discuss ethical implications.
- **English**: Turn a personal reflection into a Shakespearean sonnet and a Hemingway-style short passage.

Cross-Cultural Case Comparison

Discipline: Global Studies, Ethics, Business, Political Science, Law
Activity Type: Critical analysis, intercultural comparison, ethical reasoning

What It Is

Students present a real-world case involving an ethical dilemma, business decision, or social controversy. They then prompt a GenAI tool to describe how the issue might be perceived, handled, or regulated in different cultural, legal, or geopolitical contexts (e.g., Germany vs. China). Students analyze the accuracy, assumptions, and potential biases in the AI's output and contrast it with course material.

Examples by Discipline

- **Global Studies**: Ask ChatGPT how freedom of speech is handled in different regions—compare AI responses to academic sources.
- **Business Ethics**: Prompt AI to explain how various countries would handle employee surveillance in the workplace.
- **Law**: Examine how different legal systems would treat intellectual property violations or civil disobedience.
- **Political Science**: Analyze how government regulation of AI would differ between democratic and authoritarian regimes.

Classroom AI strategies: A spectrum of approaches

Avoidance and Restriction

"I pretend that AI doesn't exist."

"My assignments are 'AI-proof.'"

"I only use in-class assessments."

These approaches aim to minimize or prevent AI use through restrictive policies and traditional assessment methods.

Controlled and Conditional Use

"I allow students to use AI tools for assignments, but only for specific purposes."

"I engage students in conversations about AI in education."

These approaches permit limited AI use while establishing boundaries and facilitating critical discussions.

Active Integration and AI Literacy

"I encourage students to use AI tools and coach them on best practices."

"I design my assignments around the use of AI."

"I expect students to use AI tools—and I raise my standards accordingly."

These approaches embrace AI as a learning tool while developing critical thinking and setting higher expectations.

Responsible AI Use in the Classroom – Starting Conversations with Students

1. **Welcome and Introductions**

   11:00 am -11:10 am (10 minutes)

2. **AI in Education: Opportunities & Concerns**

   11:10 am -11:25 am (15 minutes)

3. **AI Classroom Strategies Showcase**

   11:25 am -11:40 am (15 minutes)

4. **Reflect and Apply: Bringing AI Into Your Course**

   11:40 am -11:50 am (10 minutes)

5. **Sharing AI resources**

   11:50 am -11:55 am (5 minutes)

6. **Closing Statement & Call to Action**

   11:55 am -12:00 pm (5 minutes)

Reflect & Apply: Bringing AI Into Your Course

We've explored opportunities, concerns, and examples of responsible AI use in education. Now it's your turn to reflect.

Your task (5 minutes)
Choose **one specific course you teach**.
Reflect on what we've discussed today and consider:

> How might you incorporate Generative AI into your teaching in a way that's intentional, ethical, and relevant to your course?

Take a few minutes to think about it. Focus on a concrete, practical idea that feels doable in your context.

You'll have 5 minutes to reflect and share your idea using Mentimeter (**Poll #9**)

Then, we'll invite a few volunteers to share live on Zoom.

Poll#9: How might you incorporate Generative AI into your teaching in a way that's intentional, ethical, and relevant to your course?

Poll#9: How might you incorporate Generative AI into your teaching in a way that's intentional, ethical, and relevant to your course?

Use AI sparingly, reuse previous data

I will make a more concerted effort to focus on digital literacy and appropriate AI use early on in each of the classes and provide students with resources and examples.

Chem 30. Generating extra practice questions. Students can learn to do this quickly.

Suggest students put readings into chat GPT and request six point summaries Give ChatGPT a thesis statement and request an outline

I am very interested in Google Notebook LM to help make instructional materials available in a different format. This would be helpful for students with varying disabilities (eg, vision).

In a Communications course - have students create ineffective conversations with conflict using AI, and then as a group evaluate and make the communication more effective.

Get students to summarize material. And find applications to discuss in class.

Encourage language students to develop a personal chatbot that tracks their language progress and refines their language acquisition in conjunction with instructor guidance

Poll#9: How might you incorporate Generative AI into your teaching in a way that's intentional, ethical, and relevant to your course?

Using AI for accessing relevant precedence research on creative projects.

I teach systems thinking, and it would be helpful for students to be able to use AI to consider other perspectives that are missing from their content. They could also look at different Perspectives

- focus on ethical use first - look at opps for critical use and eval - look at assignments and identify where it's okay - show where I use it - add podcast

Think-Pair-Share activities - what do you know about a topic, what does AI say, what did you learn (did you verify the info was accurate)

Have each person within a group generate a response using a different AI, swap with someone else who has to then validate the findings. Then compare and outline new questions or next steps.

More upfront conversation with students about AI use rather then waiting until they have an assignment. Creating a custom GPT to act as a tutor.

Chem 30. Refining notes and putting them into flow charts. One of my current students does this and shared at the start of class.

Use AI to facilitate discussions and analysis on current events (global and Canadian economic issues)

Poll#9: How might you incorporate Generative AI into your teaching in a way that's intentional, ethical, and relevant to your course?

Get students to use AI for translation (or composition) then analyse critically results together and decide what to keep and change (French language classroom)

NotebookLM podcast to give students another way of accessing the course material. A range of access methods better represents expert learning and embeds ideas more deeply.

Pose a problem in genAI and use critical thinking to compare the results to theory used in class. Evaluate if the AI response has limitations. Discuss if AI can be used sustainably. Etc...

Find a balance of enabling students development of AI skills within the institutional boundaries (formal and informal)

Is ethical AI an oxymoron? Environmental, labour, privacy, equity, etc etc

I liked the idea starting conversations with my students in the first lesson to see their experience with AI tools and understand how they are using them. Can be incorporated through an ice-breaker

Help faculty to understand AI and the opportunities it provides while understanding their fear of including it

Find information for new information and latest developments in field of research

Poll#9: How might you incorporate Generative AI into your teaching in a way that's intentional, ethical, and relevant to your course?

In a job-search unit, upload posting, anonymize resume, and generate practice interview questions. Give a response and ask AI to give feedback

Help students find ways to use generative AI to fill skills deficits without an over-reliance that prevents new skill development

Have students generate essays using AI, and then critique them based on writing techniques and structures discussed in class

Have students develop ideas with AI

The tools that AI offers allows students to become more creative and self sufficient.

Open source and Local whitebox LLMs

As a visual storyteller instructor (animation, storyboarding) how do I manage a reasonable amount of AI to be submitted?

Adina, you've provided many excellent ways to incorporate AI, thank you! 1. intentional: Research Critical Theory 2. Ethical: History of Federal Governance policies 3. relevant: how policies impact us

Poll#9: How might you incorporate Generative AI into your teaching in a way that's intentional, ethical, and relevant to your course?

I wonder if using AI heavenly May engage in academic integrity issues ??

I make the assignments that they can use AI but I let them know their answers must be different so they have to add their own idea too because AI is limited anyway.(fir writing cover letter /resume)

Use AI to create a business plan that entrepreneurship students are able to critique, evaluate and improve

discuss better study strategies that are more pedagogically sound than just feeding all the material into NotebookLM (a good start) but then studying by only listening to the podcast it creates

Roleplay US Federal Open Market Committee meetings, Roleplay enterprise risk management against the market.

Thanks for a great session that's stimulated some new ideas for me to try.

Responsible AI Use in the Classroom – Starting Conversations with Students

1. **Welcome and Introductions**
   11:00 am -11:10 am (10 minutes)
2. **AI in Education: Opportunities & Concerns**
   11:10 am -11:25 am (15 minutes)
3. **AI Classroom Strategies Showcase**
   11:25 am -11:40 am (15 minutes)
4. **Reflect and Apply: Bringing AI Into Your Course**
   11:40 am -11:50 am (10 minutes)
5. **Sharing AI resources**
   11:50 am -11:55 am (5 minutes)
6. **Closing Statement & Call to Action**
   11:55 am -12:00 pm (5 minutes)

AIEd resources

Generative AI: Subject Guide

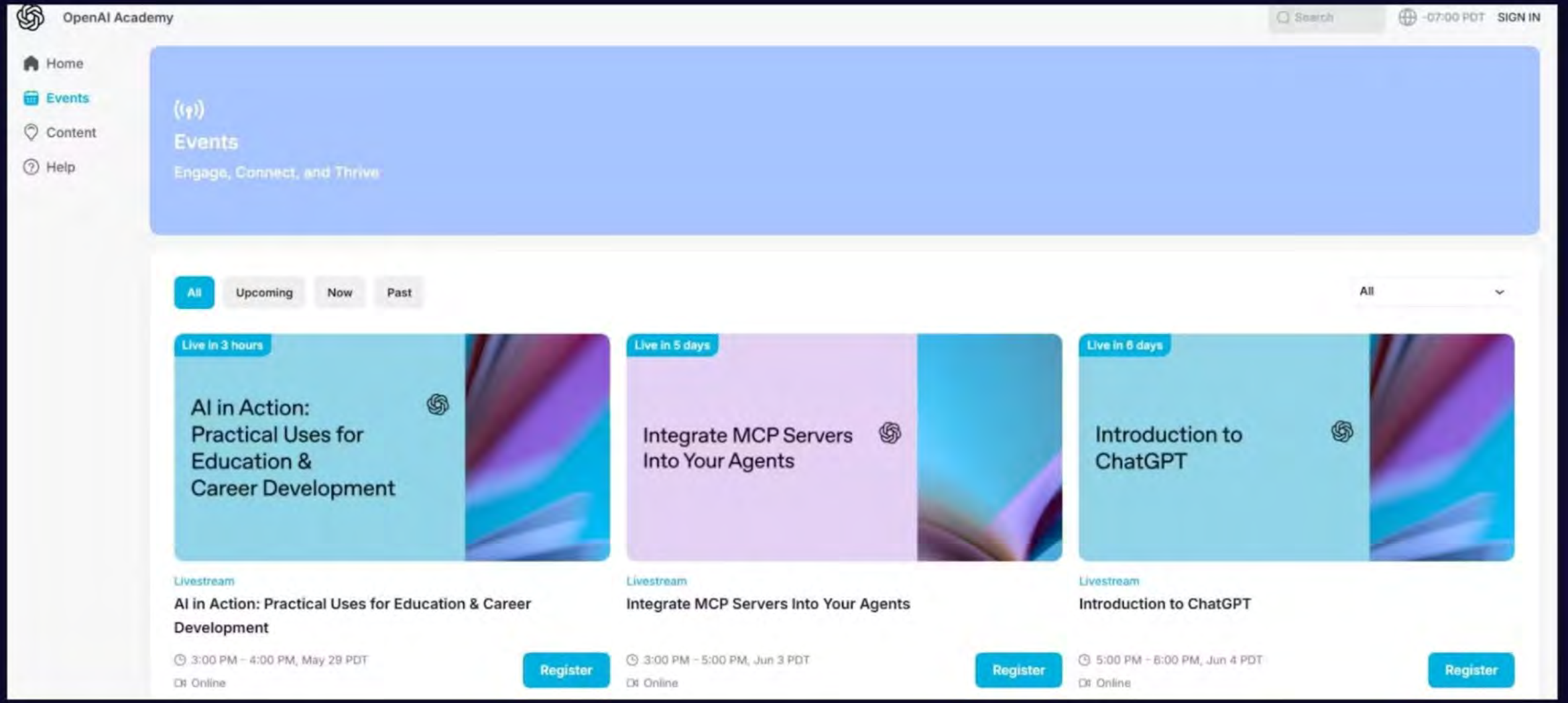
AIEd resources

A.I. In Teaching and Learning

AIEd resources

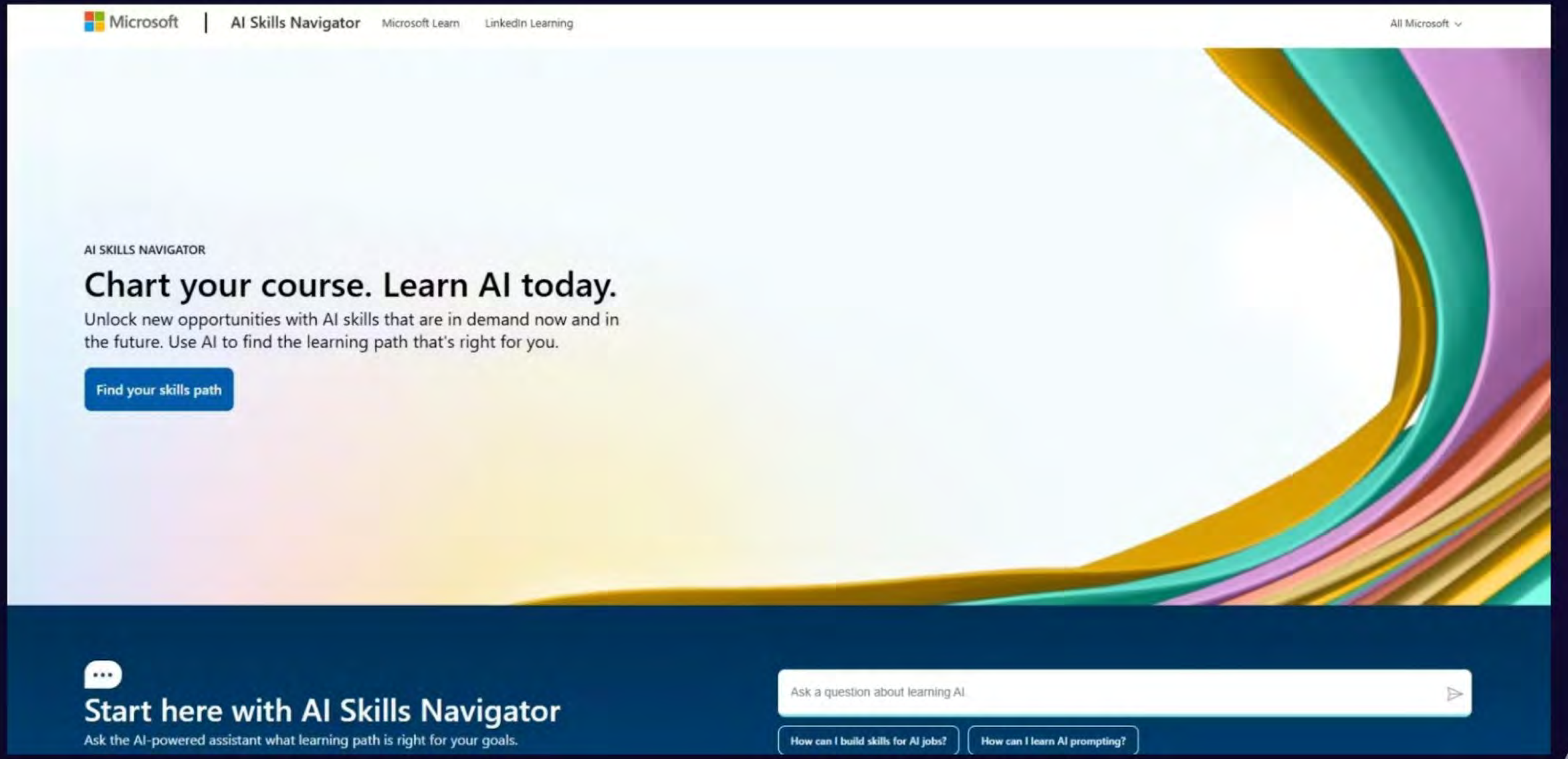
https://www.aiforeducation.io/ai-resources-main

Events | OpenAI Academy

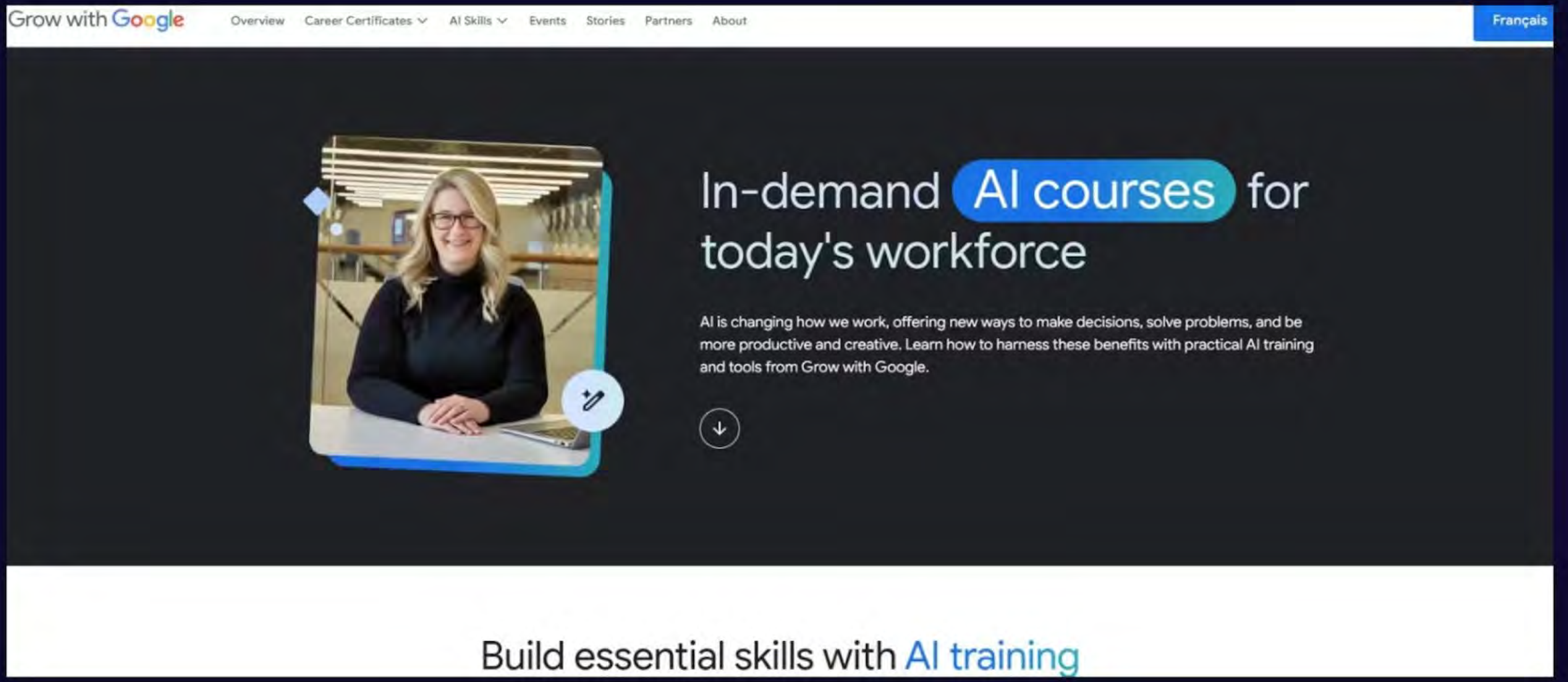


Mentimeter

[AI training for in-demand jobs | Microsoft AI Skills Navigator]



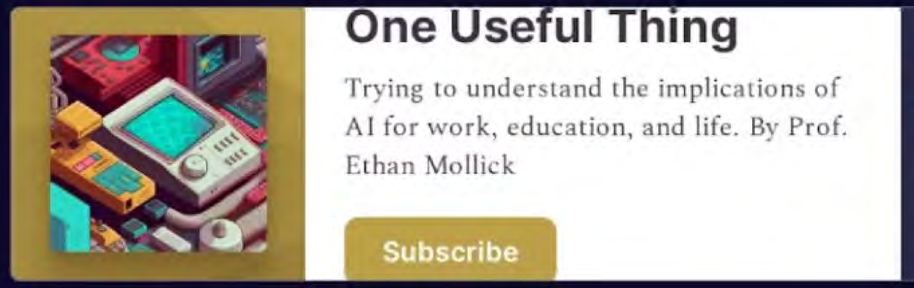
AI courses and tools from Google - Grow with Google- Grow with Google



AIEd resources

https://www.linkedin.com/in/emollick/

https://www.oneusefulthing.org/



Responsible AI Use in the Classroom – Starting Conversations with Students

1. **Welcome and Introductions**

   11:00 am -11:10 am (10 minutes)

2. **AI in Education: Opportunities & Concerns**

   11:10 am -11:25 am (15 minutes)

3. **AI Classroom Strategies Showcase**

   11:25 am -11:40 am (15 minutes)

4. **Reflect and Apply: Bringing AI Into Your Course**

   11:40 am -11:50 am (10 minutes)

5. **Sharing AI resources**

   11:50 am -11:55 am (5 minutes)

6. **Closing Statement & Call to Action**

   11:55 am -12:00 pm (5 minutes)

Call to action

As educators, we have both the **responsibility** and **opportunity** to guide AI's integration in ways that enhance learning while preserving educational values.

We are **not** passive observers of technological change—we are **active participants** in shaping how AI transforms education.

Call to action

Experiment

Try one AI tool in your course preparation

Learn

Deepen your understanding of AI capabilities

Discuss

Engage colleagues in AI conversations

Integrate

Incorporate AI literacy into your teaching

Coming this summer....

Goals

- Bringing together **BC educators** to exchange ideas, co-create resources, and support responsible, creative, and practical uses of AI in the classroom and beyond

- Involving **students** to ensure their voices, experiences, and perspectives help shape how AI is integrated into education

- Engaging **employers** in conversations to better understand the AI-related skills students need for the future of work.

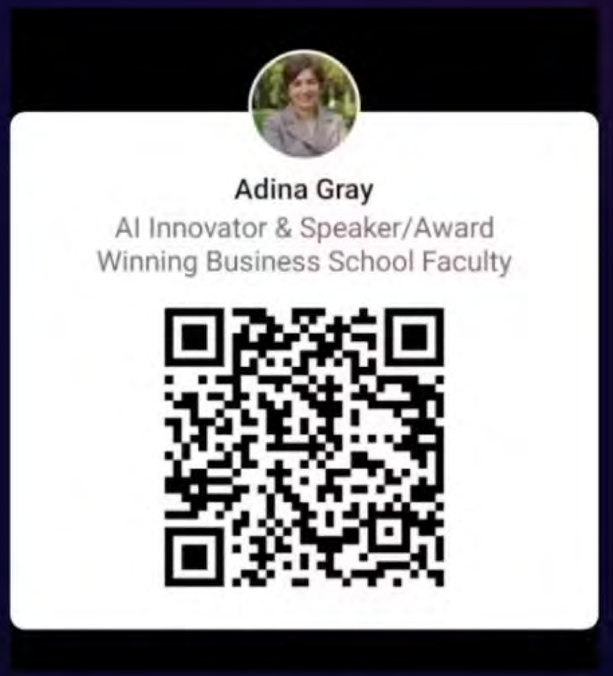
AIEd Network
BC CHAPTER

Thank you and let's stay connected!

Adina Gray

Email: agray@tru.ca

Linkedin: Scan QR code below



AIEd Network
BC CHAPTER

Mentimeter

Final Thoughts

Poll#10: Do you have any final questions, reflections, or thoughts you'd like to share?

Poll#10: Do you have any final questions, reflections, or thoughts you'd like to share ?

It all feels a bit frenetic

Thank you!!!!

Thank you for the resources!!

Critical thinking concerns

Thanks you. This was generative and gave me much to think about!

Still struggle with how to detect AI use on assignments when it is not allowed. (Stanford Red Light)

This was GREAT! I really enjoyed it!

Should we follow MLA/APA guidelines on AI Use in writing, or are those outdated? Trying to teach ethical use in writing, but also be proactive

Poll#10: Do you have any final questions, reflections, or thoughts you'd like to share ?

Superb resources	Inspired to explore more	Lots to think about! Great session	excellent presentation, excited to incorporate AI into class discussions as role play!
Why should we believe that AI Generated content is correct?	Great session, thank you. I'll sign up	Engaging and informative. Thank you.	I'm still struggling with students using AI to write their papers.

Poll#10: Do you have any final questions, reflections, or thoughts you'd like to share ?

Environmental concerns and access. Intelectual property concerns.

Also great ideas for exercises

Great , thank you! Please cover less subject , talk more deeply rather than providing so many slides.

Great inspiration

Thanks for this presentation.

Should educators develop their own AI tool, with an ethical perspective, is this even possible? Im concerned about the companies behind the AI tools we have...

Very well compiled information and suggestions. Concise and efficient.

Can you share the results from your presentation surveys, especially the one regardinghow today's participants will be using AI

Poll#10: Do you have any final questions, reflections, or thoughts you'd like to share ?

Thank you for this useful information!

AI also makes me appreciate workshops etc by real humans even more :)

How can students reference/credit an AI tool that they use?