

# GenAI: The Least You Need To Know as an Educator

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# Territorial acknowledgement



Presentation  
Slides QR  
code



<https://bit.ly/46gO7wj>





# Today's Agenda

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Introduction

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Check-in

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Discussion GenAI Literacy in Teaching and Learning

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What's next? Pedagogical Approaches for GenAI integration

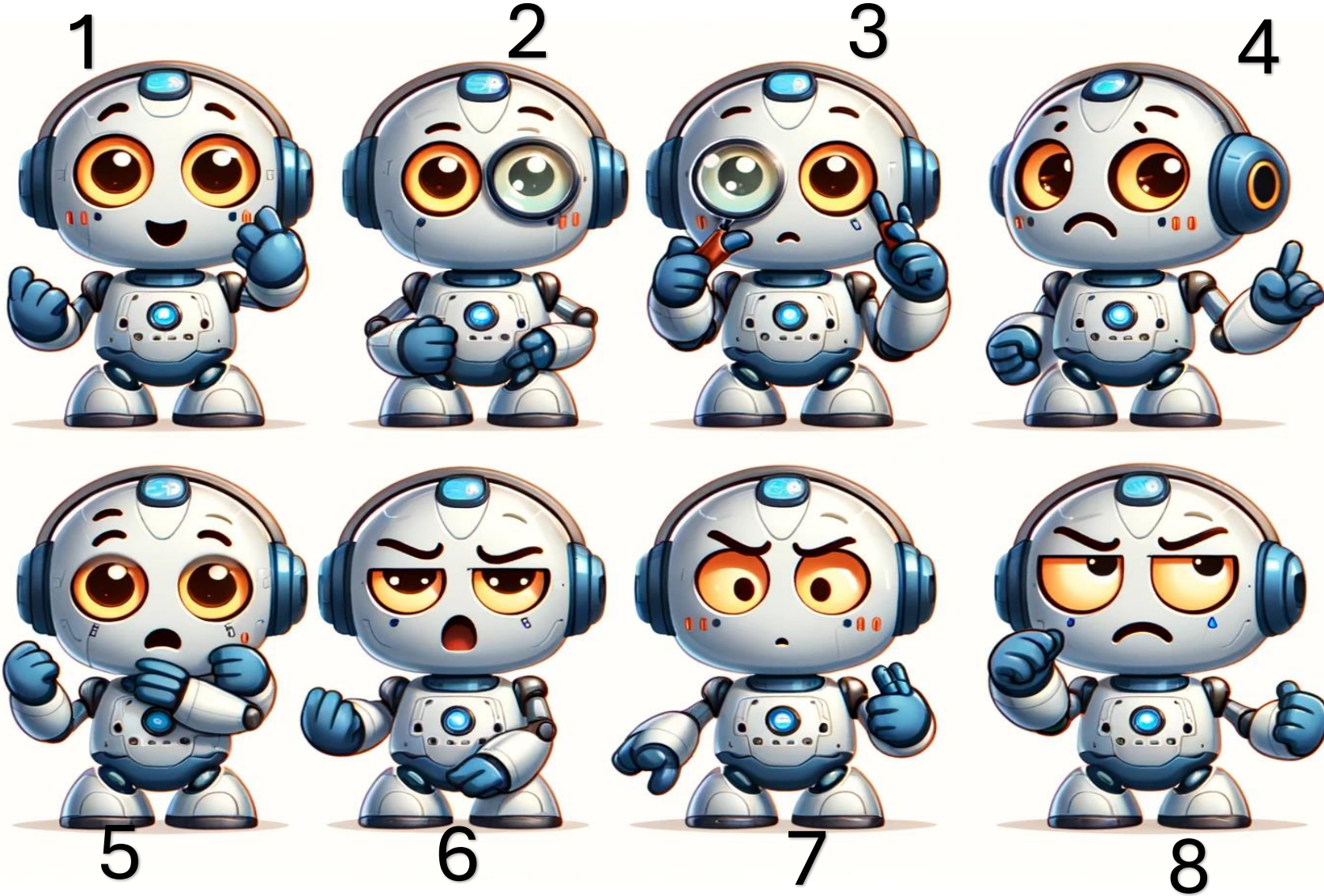
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Q&A Session





**On an AI scale, how do you feel when you hear another talk or conversation related to AI this month?**



Share **ONE** interesting AI tool or idea related to AI that you learned about at the conference yesterday  
(Day 1)

Share **ONE** thing you believe you  
are much better at than any AI  
when it comes to empowering  
students to learn



draft a short talk about GenAI in higher education, the importance of GenAI literacy, and some teaching implications



## Title: The Role of Generative AI in Higher Education: Importance and Implications

### Introduction

Good [morning/afternoon/evening], everyone. Today, I want to explore the transformative potential of Generative AI in higher education, the necessity of AI literacy, and the implications for teaching practices. As we navigate an increasingly digital world, understanding and leveraging AI technologies becomes crucial for educators and students alike.

### The Rise of Generative AI in Higher Education

Generative AI, or GenAI, refers to AI systems capable of creating content such as text, images, and even music. Tools like ChatGPT and DALL-E have demonstrated the remarkable capabilities of GenAI

~~I don't embrace AI!~~

~~I don't promote any specific tools!~~



**Cultivating GenAI Literacy**  
**Designing meaningful learning**  
**experiences**

# Instructions

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**www.menti.com**

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<https://www.menti.com/al82dr3nghbz>




Or use QR code

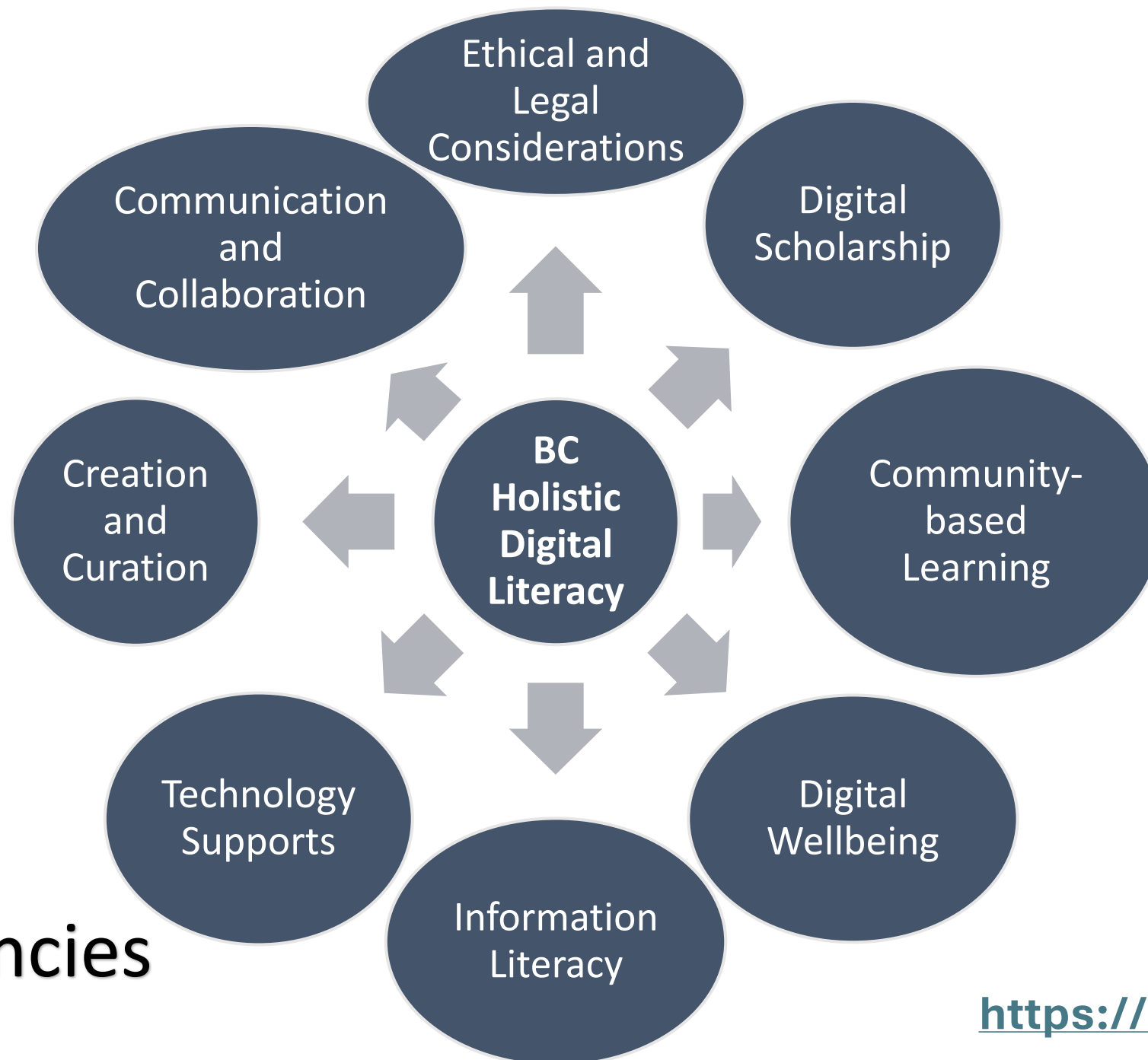


**When you hear “GenAI Literacy,” what concepts or skills come to mind?**



**AI literacy include a set of essential abilities that enables individuals to use those tools ethically and efficiently to work, learn, and thrive within higher education settings. (Nguyen, 2023)**





**8** competencies

<https://bit.ly/3y51QJZ>



# Ethical and Legal Considerations

***privacy protection, inclusion, accessibility, power inequalities, biases***

Educator	Learner
<p>Following principles of privacy protection, accessibility when developing content with GenAI. Critically reflecting on the development and deployment of AI</p>	<p>Understanding and following academic integrity guidelines when using generated content</p>



# Technology Supports

*Open, curious, and intentional mindset*  
*Trouble-shooting skills*

Educator	Learner
Mindfully incorporating GenAI tools for courses.	Experimenting and learning how to use GenAI for specific purposes without negatively impact others.



# Information Literacy

## *critical thinking skills*

Educator	Learner
<p>Providing experiential lessons that support students in identifying biases, inaccuracies, fabricated sources, potential plagiarism of generated content.</p>	<p>Developing critical thinking skills when engaging with generated information.</p>





# Digital Scholarship

*research, learning to learn, reflective thinking skills,  
and life-long learning*

Educator	Learner
Using GenAI purposefully to enhance effective research skills (for example, automating document organization, retrieval, categorization)	Learning to locate, organize, and repurpose information  Developing learning to learn and reflective thinking skills for life-long learning.



# Communication and Collaboration

***communicate and collaborate  
intentionally crafting messages***

Educator	Learner
<p>Exploring and using GenAI to enhance collaboration and communication in your courses.</p>	<p>Understanding the collaborative role of GenAI</p> <p>Learning how to use GenAI for effectively communicate and collaborate with others</p>



# Creation and Curation

***create or curate accessible digital materials***  
***the art of formulating prompts***

Educator	Learner
Being able to use GenAI tools to develop creative and accessible content to enhance digital learning experiences for diverse learners.	Learning to use GenAI tools to effectively creatively express themselves.





# Digital Wellbeing

***healthy boundaries with AI technologies  
intentional use***

Instructor	Learner
Having strategies for managing AI technologies when it impacts physical, mental, and emotional health	Knowing that interacting with those tools might contribute to your digital footprint and impact your wellbeing Refraining from uses that could harm others.



# Community-Based Learning

*centering Indigenous or community knowledge and cultural practices*

Educator	Learner
<p>Ensuring that Indigenous knowledge and cultural practices are not only acknowledge but also respected at all stages when collecting data from communities and integrating the data into AI.</p>	<p>Recognizing that different groups and communities may have their own ways of working in digital spaces.</p> <p>Understanding that the community should maintain complete ownership of the data and have the authority to veto its usage.</p>

# GenAI Literacy

## Know and Understand

- Acknowledge its presence
- Know its strengths and limitations
- Understand the importance of human decision-making

## Explore and Apply

- Test and play with the tools
- Build some tech understanding about the platforms
- Integrate the tools into teaching

## Evaluate, Confront and Create

- Evaluate input and output and review the impact of those tools in teaching and learning.
- Confront all the uglies that GenAI may pose in educational settings
- Create policy and framework that reflect AI ethics
- Create the tool for your appropriate and responsible use

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**Which aspect of GenAI Literacy do you find most relevant or applicable to your current role?**



**How can GenAI enhance teaching and learning?**

# Pedagogical Implications

1. Cultivate **critical GenAI Literacy** ([Bali, 2024](#))
2. Develop **transparency, responsibility, and integrity** by co-creating GenAI policies/guidelines with learners (Anselmo, Eaton, Jivani, Moya, Wright, 2024)
3. Prioritise **accessibility, diversity and inclusion** in designing learning activities with GenAI. (Selkrig et al., 2023)
4. Foster **inquiry, active learning, collaboration and participation** in learning activities and tasks
5. Consider innovative, authentic, ongoing approaches to **feedback and assessment**
6. Take a **compassionate approach** to understanding why students might use GenAI in an unauthorized manner ([Bali, 2024](#))



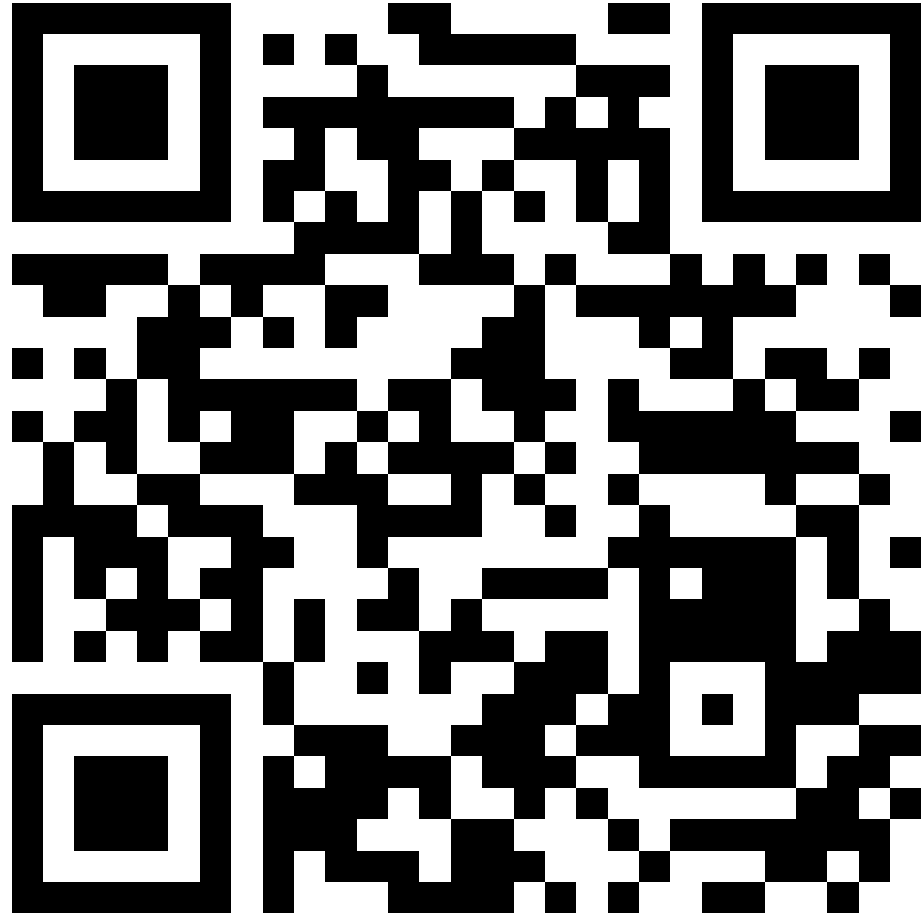
# *Harnessing Perplexity AI for Research and Effective Source Identification*

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BRYONY DROUGHT



# UBC's AI corner



# Assessment reform for the age of artificial intelligence

November 2023



ipus.ca) is signed in

TEQSA

# Fostering Inclusive Learning Environments - The Synergy of Generative Artificial Intelligence and Universal Design for Learning

June 26, 2024



BCcampus



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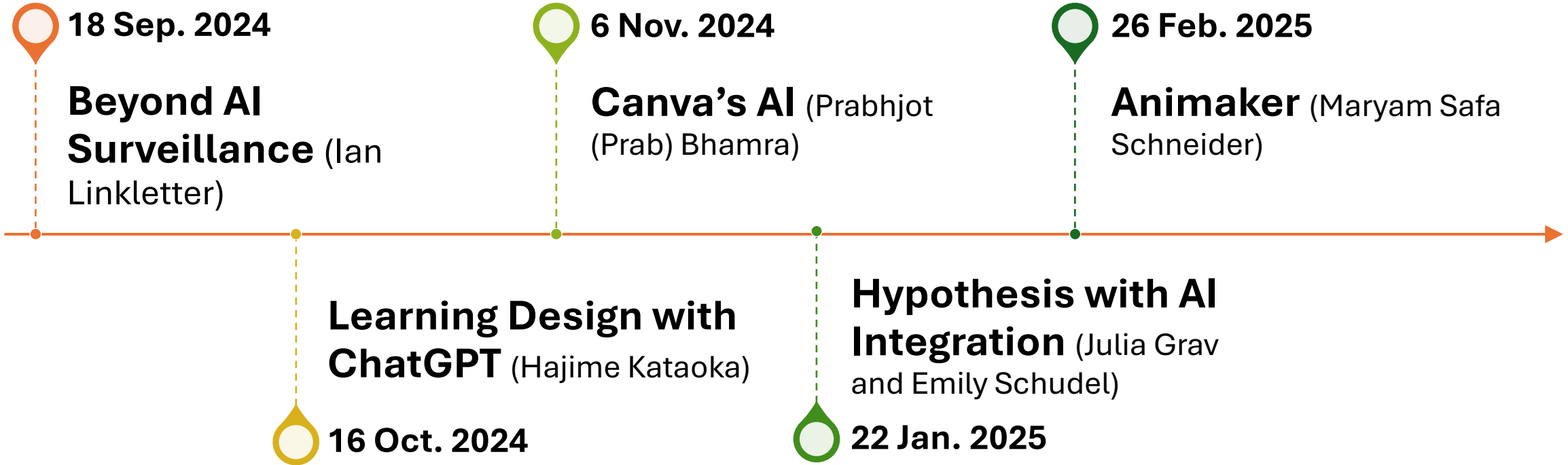


**Registration  
coming soon!**

Sandbox Series



# <https://bccampus.ca/events/>



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Questions?

# Thank you!

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