

Academic Team Discussion Guide: Generative Artificial Intelligence (AI)

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INTRODUCTION

This discussion guide has been created to support academic teams in considering how Generative AI can and will be used in fields of study, and to assist them in determining ways of best responding to the rapid emergence of this technology.

Using this guide, academic teams can reflect on methods of communicating expectations to students, identify potential changes to program learning outcomes and course learning requirements, and consider shifts in teaching and assessment practices to maintain currency with the changing landscape.

A list of suggested resources will be provided at the end of most sections.

Visit the Learning & Teaching Services website
for up-to-date information and faculty-specific resources:



www.algonquincollege.com/lts/ai

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WHAT DO YOU KNOW ABOUT GENERATIVE AI?

Below you will find some questions to help your academic team reflect on their familiarity with current AI tools and to discuss views on the place of these tools within an educational setting. This section will help to identify experiences and potential concerns surrounding this technology.

Discussion Questions

- How familiar is our team with Generative AI tools and how they work?
- Who has used a Generative AI tool in an educational or non-educational context? Please share any examples.
- Have we experienced learners using Generative AI for academic purposes, sanctioned or otherwise?
- What concerns do we have with Generative AI being used by learners?
- What are some reasons we might choose to prohibit or limit use of Generative AI tools?
- What might be some consequences of not challenging learners to use Generative AI tools?

Recommended Resources

[Generative AI: The Basics – Algonquin College, Learning & Teaching Services](#)

[What is Generative AI? – McKinsey & Company](#)

[The Difference Between Generative AI And Traditional AI: An Easy Explanation for Anyone – Forbes](#)

[Generative Artificial Intelligence in Teaching and Learning – McMaster University](#)

USING GENERATIVE AI IN THE CLASSROOM: TEACHING & ASSESSMENT

Teachers have a challenging decision to make regarding whether or not to allow Generative AI tools to be used in their courses. Oguz (2023) suggests "instead of prohibiting Generative AI tools from our classrooms, we should empower students to harness them. The rationale is simple: Generative AI will disrupt many aspects of work and life, and students need to prepare for that."

An important consideration for Generative AI is how students are being assessed. Thoughtful assessment design can help teachers to encourage or limit the use of Generative AI in student work (Monash University, 2023). Since students can use Generative AI tools to produce content that could be submitted as original work, teachers should consider adopting forms of authentic assessment (Monash University, 2023). Another approach is to incorporate Generative AI into an assignment's tasks when possible.

Please consider how students could leverage Generative AI to augment the work they produce, and how teaching and assessment practices would need to change to make Generative AI useful in the development of critical thinking skills, digital literacy skills, and ethical reasoning skills.

Discussion Questions

- Can we allow Generative AI to be used in *some* courses in our program or subject area?
- How can Generative AI impact students with learning exceptionalities, either positively or negatively? Does the use of AI enhance or diminish accessibility?
- How could students use Generative AI in a positive way in our courses?
- What are some ways we could change our teaching and assessment approaches to leverage Generative AI tools?
- How can students use Generative AI in a way that encourages critical reflection of its strengths and limitations?

Recommended Resources

[Assessments & Rubrics – Algonquin College, Learning & Teaching Services](#)

[Using AI to make teaching easier & more impactful – One Useful Thing](#)

[Are Your Students Ready for AI? – Harvard Business Publishing Education](#)

[Generative AI and assessment – Monash University](#)

[Generative Artificial Intelligence in Teaching and Learning – McMaster University](#)

[Update Your Course Syllabus for ChatGPT – Medium](#)

ACADEMIC INTEGRITY

Academic integrity is always a concern, particularly with the emergence of Generative AI tools. Detection tools may not be accurate in identifying the use of AI, which could lead to false accusations (Fowler, 2023; Subcommittee on Teaching and Learning AI Working Group, 2023).

According to a University Affairs article (Peters, 2023), some schools are changing their approach in handling academic integrity issues from punitive to restorative. For example, the University of British Columbia has adopted integrity plans which students develop if they admit to academic misconduct (Peters, 2023). Furthermore, McMaster University's Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching (n.d.), recommends Honour Pledges that teachers can develop with their students and can be submitted with their work.

Consider ways you could reduce the likelihood of plagiarism or cheating with the use of Generative AI tools. For example, a Chronicle of Higher Education article (Darby, 2023) encourages teachers to take the time to discuss academic integrity with their students and provides some suggestions beyond formal reporting, such as approaching students suspected of using Generative AI and asking the student to explain their ideas, or requiring the student to resubmit their work.

Discussion Questions

- Have we explored any AI detection tools? If so, have we found them to be effective or ineffective?
- What steps can we take to engage our students in discourse on the ethics of Generative AI?
- How can we communicate more clearly with our students regarding the use of Generative AI in our program or subject area?
- Can we share best practices in addressing suspected cases of academic dishonesty?

Recommended Resources

[Academic Integrity Resources for Faculty – Algonquin College](#)

[4 Steps to Help You Plan for ChatGPT in Your Classroom – Chronicle of Higher Education](#)

[GPT-4 Is Here. But Most Faculty Lack AI Policies. – Insider Higher Ed](#)

[Detecting AI may be impossible. That's a big problem for teachers. – The Washington Post](#)

DIGITAL LITERACY SKILLS

Generative AI can quickly produce a wealth of information, but the content could be inaccurate (Russell Group, n.d.). How are your learners critically analyzing the results they are receiving from the Generative AI tools they are using? Consider how learners will need to vet information and discern between what is false and factual by verifying sources and analyzing the content.

It is important to teach learners about the concerns surrounding data privacy with Generative AI tools and the integrity of the content they produce (Russell Group, n.d.). A KPMG study indicates that employee education is needed because “some users are entering sensitive data into their prompts, not verifying results and claiming AI content as their own” (KMPG, 2023). This reinforces the need to teach about these issues so that learners can enter the workforce prepared to use these tools safely and appropriately.

Discussion Questions

- Is digital literacy an important skill within our field of study and/or industry?
- What are we currently doing in our program or subject area to impart digital literacy skills?
- What are we currently doing to educate learners to critically identify useful and credible information?
- Are we teaching learners about data privacy requirements, and are we protecting their private data, if we are allowing them to use AI?

Recommended Resources

[Teaching AI literacy: how to begin – Times Higher Education](#)

[Using AI to make teaching easier & more impactful – One Useful Thing](#)

[My class required AI. Here's what I've learned so far. – One Useful Thing](#)

LABOUR MARKET PREPAREDNESS

According to KPMG “one in five Canadians are using Generative artificial intelligence (AI) tools to help them with their work or studies” (KPMG, 2023).

Your Program Advisory Committee (PAC) may have information about any changes they have experienced since Generative AI has become more prevalent. This section will help you to identify the PAC’s expectations for graduates, support relevancy of your program Vocational Learning Outcomes (VLOs), and consider future updates to your program of study.

Discussion Questions

- How is the nature of work in our industry changing in response to Generative AI?
- Will Generative AI be used to simplify or eliminate tasks in occupations that our learners typically secure upon graduation?
- What are some of the skills that learners gain in our programs that will *not* be impacted by Generative AI?
- Could the program’s Vocational Learning Outcomes (VLOs) still meet the needs of the industry?
- What areas of our program should be reviewed on a regular basis to maintain currency?

Recommended Resources

[Ontario’s Labour Market – Ministry of Labour, Immigration, Training and Skills Development](#)

[One in five Canadians using Generative artificial intelligence tools – KPMG](#)

[Canada’s largest sectors and its workers will be most disrupted by AI, report shows – The Globe and Mail](#)

PROGRAM AND COURSE LEVEL OUTCOMES IN RESPONSE TO GENERATIVE AI

Based on discussions with your PAC and industry partners, academic teams should reflect on whether Vocational Learning Outcomes (VLOs) and/or Essential Employability Skills (EESs) reflect the skills a graduate will require considering emerging technologies like Generative AI. Also, consider how courses are contributing or not contributing to the acquisition of these skills through Course Learning Requirements (CLRs).

Discussion Questions

- Do our program level outcomes (VLOs, EES) reflect the need for skills that could include Generative AI-related competencies?
- Do our course learning requirements (CLRs) contribute to the development of Generative AI skills?
- If our assessments are changing to adapt to the use of Generative AI, do they continue to be clearly linked to the appropriate CLRs?
- In the long term, does one or more VLOs need to be created to address the need for skills related to Generative AI?

Recommended Resources

[Writing Course Learning Requirements \(CLRs\) & Embedded Knowledge and Skills \(EKSs\) – Algonquin College, Learning & Teaching Services](#)

[Generative AI Tools: Guidelines for Teaching and Learning – Utah Tech University](#)

[AI: Considerations for Teaching and Learning – The Ohio State University](#)

PROFESSIONAL DEVELOPMENT NEEDS FOR ACADEMIC TEAMS

The growing number of Generative AI tools can provide both opportunities and challenges for educators across all disciplines. Consider the types of professional development that might help you navigate the use of this technology in your teaching practice.

Discussion Questions

- What kind of professional development opportunities could help our academic team to feel more prepared to respond to the use of Generative AI tools in our program or subject area?
- What professional development opportunities are currently offered by the college that might be of assistance?
- What professional development opportunities could the college seek to create to support our academic team?
- What opportunities exist within industry or in our professional networks that could increase our knowledge regarding Generative AI?

Recommended Resources

[Faculty Professional Development – Algonquin College](#)

[Generative AI in education webinar series – Monash University](#)

TIP! LTS is hosting a series of Generative AI Faculty Feedback Sessions throughout October 2023. Visit the LTS website and MyAC Events for more information and to register.

CREATING A DEPARTMENTAL FRAMEWORK FOR GENERATIVE AI USAGE

Now that your academic team has discussed some of the issues and possibilities with respect to Generative AI, it is time to discuss ways you can communicate those guidelines and expectations to your learners.

Your program is encouraged to develop language to clearly explain how students will be expected to interact with Generative AI in both learning and assessment contexts.

LTS has developed [sample statements](#) for use in a variety of circumstances.

It is important to know that there is no “one size fits all” approach. Different programs may have different approaches to the use of Generative AI, and courses within a program may have different approaches. What is critical is that learners understand expectations in each course and those expectations are applied consistently. Faculty are responsible to communicate their expectations to their learners, and learners are responsible to know and abide by those expectations.

Discussion Questions

- Do we have a current framework or collective approach for the use of Generative AI in our program and/or courses?
- Is there value in defining a collective approach for our academic team?
- How will this approach be documented/shared with new employees, particularly other-than-full-time faculty?
- Is our approach effectively balancing academic considerations with learner-driven considerations?
- Do all courses include a statement in their Weekly Schedule that speaks to parameters for the use of Generative AI?
- How can we ensure our learners clearly understand our expectations in *each and every course*?

Recommended Resources

[Are Your Students Ready for AI? – Harvard Business Review](#)

[GPT-4 Is Here. But Most Faculty Lack AI Policies. – Inside Higher Ed](#)

[AI: Considerations for Teaching and Learning – The Ohio State University](#)

[Generative AI Tools: Guidelines for Teaching and Learning – Utah Tech University](#)

[Provisional Guidelines: The Use of Generative Artificial Intelligence \(AI\) in Teaching and Learning at McMaster University – McMaster University](#)

TIP! Use *Appendix 1: Program Guidelines for Generative AI* to capture your team discussion points.

REVIEW AND REFLECTION

Finally, let us consider how program vocational learning outcomes could change and adapt to the emerging and transformative potential of Generative AI tools. Consider short-term, medium-term, and longer-term change impacts for our graduates in terms of their immediate employability and mid-career progression. Consider our communities and local employers, and how we can maintain agility and relevancy across our programs and courses to better meet their needs.

Notwithstanding communications regarding expectations with learners via weekly schedules, LTS is not recommending that all courses be revised immediately in response to Generative AI. Some courses are more likely to be impacted compared to others and academic teams should consider how to prioritize these revisions over time, including whether changes impact the underlying curriculum or course delivery methods.

Academic teams should seek guidance from LTS as needed.

Discussion Questions

- What courses in our program or subject area currently leverage Generative AI tools, and what can we learn from their experience?
- What are the opportunities, and likewise the risks, of using Generative AI in our program?
- Could our courses leverage Generative AI tools and/or support student learning?
- What courses are most likely to be impacted by Generative AI?
- Will there be impacts to learning outcomes? Or, will the changes be more in relation to course delivery methods and assessment strategies?
- When should changes be actioned? What are our priorities for this academic year?
- When is our program's next Program Quality Review (PQR)?

TIP! Use *Appendix 2: Generative AI Course-Level Worksheet* to capture your team discussion points.

CONCLUSION

Thank you for engaging in this discussion with your colleagues regarding Generative AI tools.

We encourage your academic team to continue to exchange ideas that support your program's ability to keep pace with emerging technology. We also encourage you to visit the LTS website to take advantage of the available professional development resources and to participate in future college-wide conversions regarding Generative AI.

Visit the Learning & Teaching Services website or contact us for more information:

www.algonquincollege.com/lts/ai

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