

FOCUS ON TEACHING AND LEARNING CONFERENCE

**GEN-AI IN EDUCATION: LEGISLATE OR
EDUCATE?**

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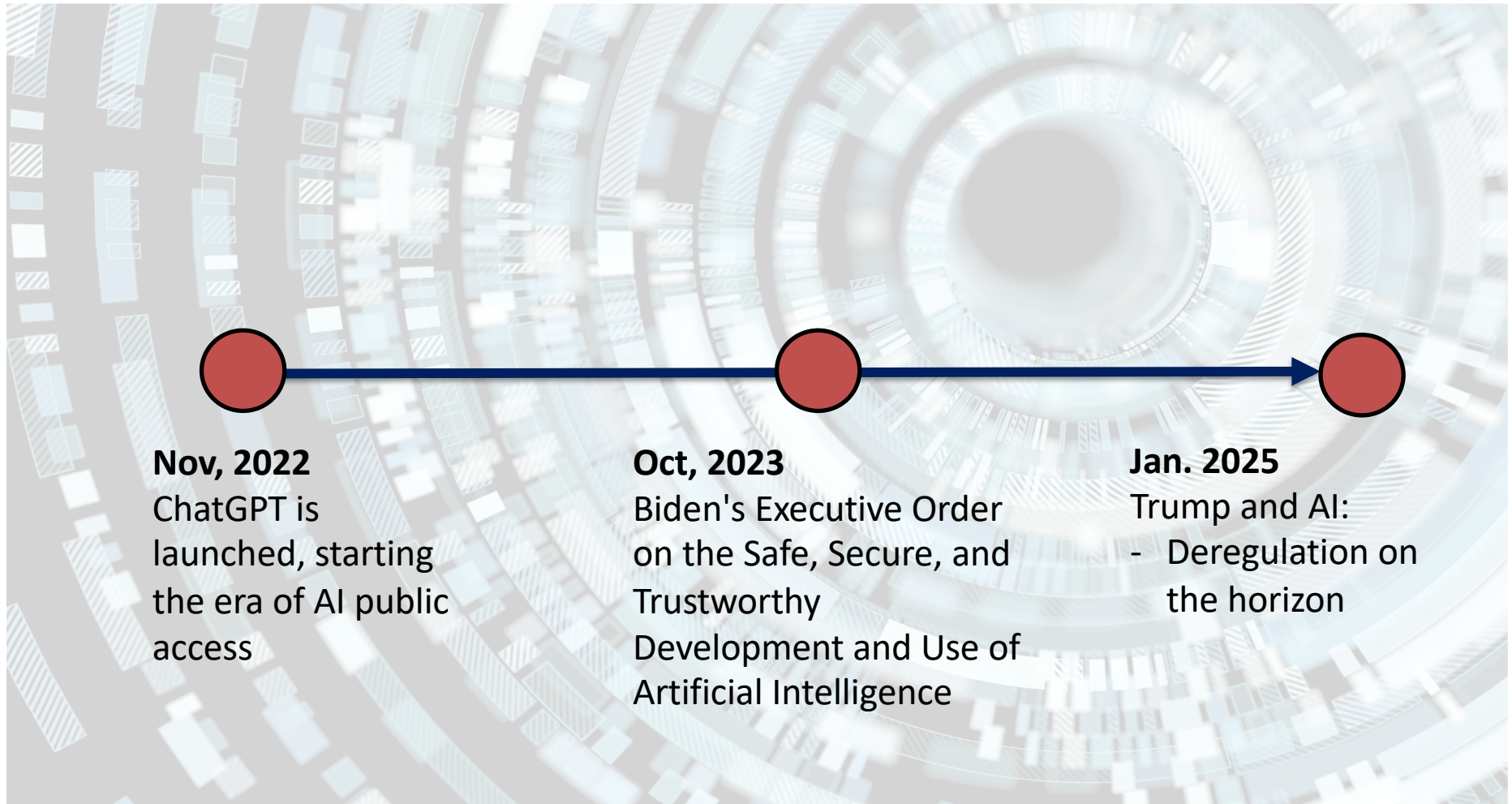




YOUR THOUGHTS ON AI IN HIGHER EDUCATION?

1. Goal of presentation: bring back the results to the LUC community.
2. Please share in Chat the most important thought on your mind at this moment on Gen-AI and its uses in higher education.

Timeline and the future for AI in Education



RECENT DISCUSSIONS ON GEN-AI IN EDUCATION

1. OpenAI's ChatGPT Edu. released. Designed for schools/ universities that want to use AI broadly
2. Students are leveraging AI to improve grades
3. Defining AI policy with a framework is a critical need
4. Information literacy is critical in the digital AI age
5. Teachers: It's time to make friends with AI – strategies for using AI with students
6. Ways to prepare students for a future with AI
(*AI in Education: eCampus news*)

How to get comfortable with AI (4 tips)

1. Get input from students/staff/peers about their concerns and questions
2. Focus on how the technology might support certain teaching strategies
3. Provide meaningful training that shows AI's strengths and weaknesses
4. Don't rush AI implementation simply because the tech is evolving fast

(Langreo, 2024)

THE 2024 STUDY (Wan, et al)

- **Issues:** Uncertainty and fear of fast-growing AI, and AI technology outpaces ethical research
- **Goals:** strategies to harness Gen-AI's opportunities and concerns for academic integrity
- **RQs:**
 1. What are stakeholders' perceptions and knowledge of AI tools in teaching and learning?
 2. What are stakeholders' perceptions of academic integrity in the AI era?
 3. How effective are the existing university guidelines, policies, practices, and strategies for academic integrity and the uses of AI tools?
 4. What actions are needed to prepare the community for the new AI age?

METHODOLOGY

Methods: Surveys, focus group interviews

Participants: Faculty, staff and students

Analysis

RQ1: Mixed perception. Opportunities and challenges

- *"It's freeing you up to do other things just like a calculator freed up the time and energy it takes to do computations."*
- *"We should explore how AI could create a new territory. But on the other hand, how could we manage? The application of AI to which level. I think that that's something now we, yeah, I think that's something we need to consider. What are the protocols?"*
- *"I'm concerned about the biases of the data in terms of how it can be used."*

RQ2: Acknowledge academic integrity's importance, the necessity to redefine and advocacy for Gen-AI and academic integrity

RQ3: Disappointed in current policies. Advocacy for clear guidelines and inclusive involvement in policy-making

"Faculty were left with 0 guidance. Right? Just as support staff were also left with 0 guidance"

RQ4: Critical AI education and integration. Education over legislation.

- *"If we can understand and demystify this tool, we can begin to use it effectively."*

SWOT ANALYSIS ON DATA

Strengths

- Strong internal resources
- Student engagement
- Proactive leadership
- Real-world focus
- Ethical foundation
- Open discussions

Weaknesses

- AI technology outpaces comprehensive research & guidelines
- Inaccessible knowledge
- Missing expert guidance
- Delayed implementation
- Uncertain ethical landscape
- Limited empirical data
- Emerging CAIL

Opportunities

- Forward-thinking vision
- Align academic integrity with AI
- Collective AI learning
- Develop AI literacy
- Cross-disciplinary collaboration
- Expanding AI exploration

Threats

- Diverse perspectives
- Multiple ethical issues
- Academic integrity at risk
- Delayed skill development
- Black box problem
- Limited resources
- Widening the digital divide

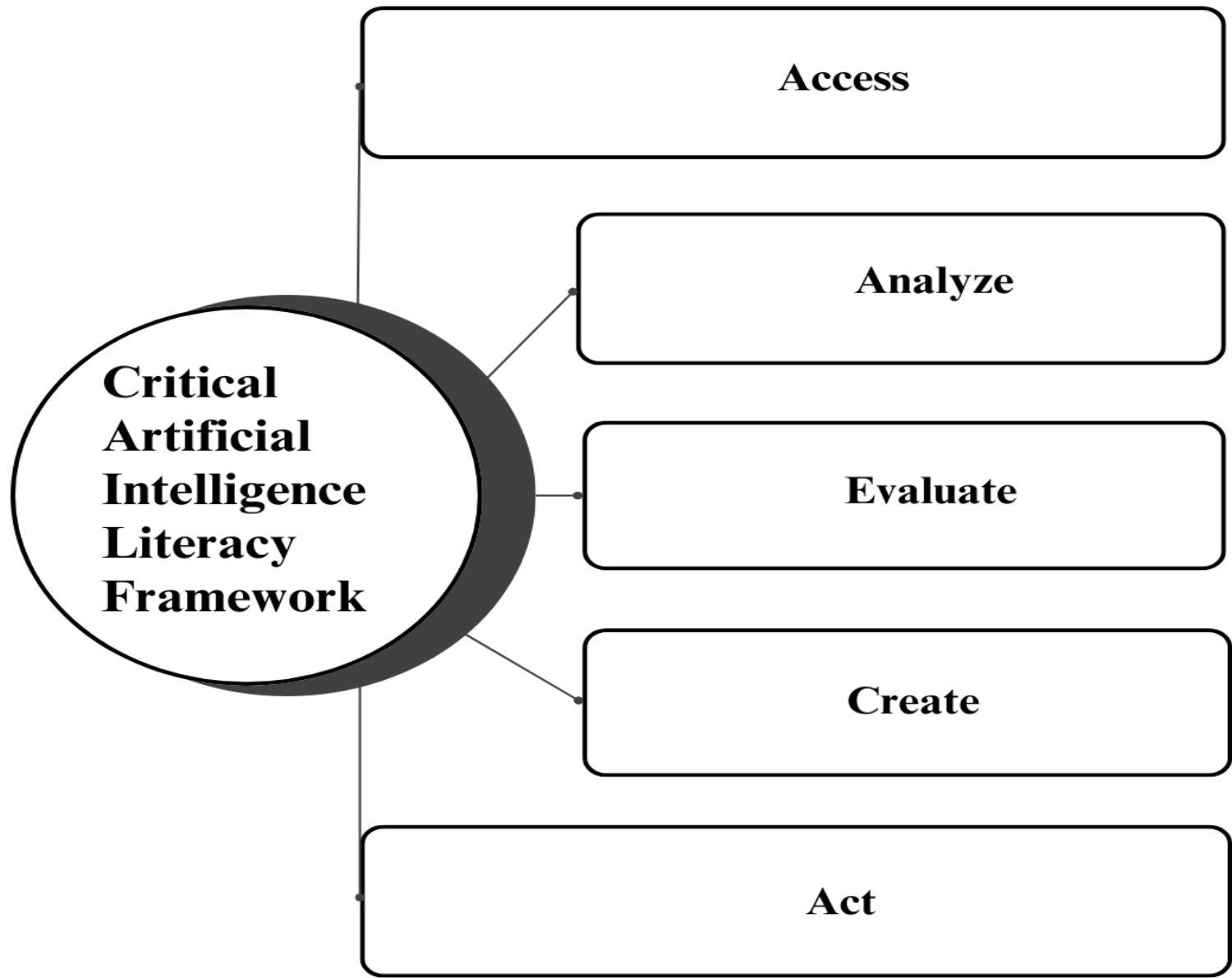
DISCUSSION

Strengths and Opportunities: Transform learning, teaching, and research practices

- Reevaluate Academic Integrity and other practices in the Gen-AI era (Birks & Clare, 2023; Cotton et al., 2023; Currie, 2023; Moorhouse et al., 2023).
- Inter-sectoral collaboration for effective change (Chan, 2023).
- AI implementation requires a human-centered approach with higher-order thinking tasks (UNESCO, 2023).
- Lack of student voices in AI implementation (Sullivan et al., 2023).

Weaknesses and Threats: Lack of evidence-based. CAIL is still emerging

- Lack of access and basic knowledge of Gen-AI increases the chance for plagiarism and copyright infringements (Foltynek et al., 2023).
- Uncertainty, lack of knowledge/consensus on how to uphold Academic Integrity through Gen-AI tools (Salvagno et al., 2023; Anders, 2023).
- Academic integrity policies and guidelines must be updated more regularly to include the rapid advancement of Gen-AI tools (Currie, 2023; DeMaio, 2024). Develop framework for policy (



LEGISLATE OR EDUCATE?

1. **Balanced Approach** -- Not penalizing

Professional Development: Training for faculty on integrating AI.

- **Clear Guidelines:** Establishing inclusive AI policies.

2. **Action implications**

- Refine and apply CAIL framework: CAIL education for the community; PD to integrate AI tools for faculty.
- Governance dimension: establish clear guidelines and policies to embrace AI tools and uphold academic integrity.

CONCLUSION

- Provided snapshots of the university while they grapple with the Gen-AI explosion.
- Analyzed participants' perceptions and strategies for using Gen-AI tools while upholding academic integrity.
- Highlighted the institution's strengths, weaknesses, opportunities, and challenges in tackling the issue.
- Pointed need for critical Gen-AI training and clear guidelines on Gen-AI's multifaceted impacts.
- Suggested strategies to empower educators and learners in navigating the ethical landscape of Gen-AI in education.

Citation for the study

Wan, G., Hernandes Grassi, M., Golden, T., Barnes, T., Kahveci, M., Wan, X., & Colachio, B. (accepted). Artificial intelligence and academic integrity: legislate or educate? *Journal of Scholarly Publishing*, a special issue. University of Toronto Press.

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