

There are questions and concerns about the ethical implications of the use of Generative AI Tools as well as concerns about privacy, bias, cultural appropriation, human interaction and interpretation, and academic integrity (among many others). As post-secondary educators consider their course design for Fall, some faculty may wish to integrate Generative AI Tools into their teaching and learning approaches, while others may choose to avoid these tools.

How the CTLS Can Help Faculty:

The CTLS has information about the use of AI Generative Tools in Teaching and Learning including information on how to talk to your students about AI Generative Tools.

[CTLS Resources SharePoint: Chat GPT & AI link](#)

This resource is updated frequently as this is an ever-changing topic. If you would like to discuss this further or work with a Learning Designer to discuss your assessment strategies and how Generative AI may connect to your teaching and learning, please reach out to CTLS@RDPolytech.ca.

- Do you want to learn more about how you can use ChatGPT in your class? Watch the [CTLS workshop recording](#) demonstrating its functionality for teaching and learning.

How the Library Can Help Faculty and Students:

The Library also has resources for students on Generative AI and connections to Academic Integrity/Misconduct. The Academic Integrity guide can be found [here](#). If students are permitted to use Generative AI in their courses, the Library can help with appropriate attribution:

[APA Style: Other Examples – Artificial Intelligence](#)

[MLA Style: Other Examples – Artificial Intelligence](#)

[Chicago Style: Other Examples – Artificial Intelligence](#)

For more information on how Generative AI may connect to Information Literacy, Digital Literacy, and other topics, please reach out to the Librarians:

Librarian@rdpolytech.ca

Can Faculty Use Generative AI?

Yes, some faculty will want to adopt Generative AI tools in their classes as a legitimate teaching tool. The use of these tools should be carefully considered within your course design, learning outcomes, and disciplinary norms.

Can Students Use Generative AI?

It depends! Have you, as the instructor, asked your students to use Generative AI Tools or have you explicitly stated that they must not use these tools? In either case, we encourage you to have an open discussion with your students about these tools and whether they are permitted in your course.

Academic Integrity and Generative AI

Please see the new Student Rights and Responsibilities Policy for more information:

- [Policies](#)
- [Student Rights and Responsibilities Policy](#) (Revised - August 21, 2023)
 - [Academic Misconduct Procedure](#)

In the Student Rights and Responsibilities Policy, Academic Misconduct is defined as follows:

Academic Misconduct: *Generally, academic misconduct is any behaviour that a student knows or should know could damage or interfere with the ability to evaluate fairly an academic achievement, merit or standing. Academic misconduct includes actions that give a student or others unearned or unfair academic advantage, recognition, or benefit.*

An example of Academic Misconduct listed in the Appendix is:

- Unauthorized use of materials or aids during any academic examination or for essays and assignments (e.g., smart devices, cheat sheets, material from file-sharing sites, or apps such as Chat GPT).

Under the new Student Rights and Responsibilities Policy and Academic Misconduct Procedure, misuse of an assistive technology, including Generative AI tools such as ChatGPT, file sharing sites, and similar tools, without permission would fall under the definition of Academic Misconduct.

We would encourage you to add information to your Course Outline or Blackboard site/Class Communication, regarding the appropriate and permissible use of

Generative AI in your specific class. In doing so, consider:

- In what areas do my students need to demonstrate proficiency to pass my course?
- What are appropriate uses of AI in my classroom / discipline?
- What are inappropriate uses of AI in my classroom / discipline?
- How can my students show that they have used AI for their assignments? (see above for Library links)
- How can I revise / edit my assessments to align with current technology available to students?

As an example, the Bachelor of Education and ELCC program have the following statement:

- All completed academic examinations, essays and assignments need to represent your voice through appropriate, professional, and ethical use of resources and materials during any academic examinations, essays and assignments, such as but not limited to: smart devices, apps such as Chat GPT, material from file-sharing sites, paying for your assignments, or resubmitting assignments will be considered Academic Misconduct.

Note: As with SafeAssign use, students must be made aware that plagiarism detection tools will be used in a course before assignments are due. This would also apply to AI Detection tools. If you plan to use an AI Detection tool in your course, please reach out to discuss (similar ethical questions apply) and ensure that you inform your class, via your Course Outline, before you use an AI Detection Tool.

Further Resources:

- Dr. Sarah Eaton, a leading expert on AI and education at the University of Calgary has authored a number of [posts about Education and AI](#)
- [UNESCO created a quick start guide to AI in Higher Education](#) that may prove useful. It includes a condensed outline of the many ethical considerations of using AI in higher education as well as a guide on how to use Chat GPT
- Here are [OpenAI's Considerations for Educators](#). This is the organization that created Chat GPT.