Teaching and Learning Centre

Generative AI and UFV: Guiding Principles

1. **AI is here to stay and will only improve**.
   - AI will impact our teaching and learning in diverse and innovative ways.
   - AI is already being used in many industries, workplaces, and media.
   - AI is rapidly evolving and will require nimbleness and creativity.

2. **AI is a tool that can be used in teaching, learning, and assessment.**
   - AI can enhance students' abilities to learn *how to* learn, study, and think.
   - AI can be used in innovative ways to support students with diverse learning needs and preferences.
   - AI can be used to create assessments by the instructor for educational purposes.

3. **AI requires responsible use in education.**
   - Do no harm. AI detection tools (such as Turnitin) can result in false positives particularly for English as a Second Language learners.
   - Do no harm. Be aware of cultural appropriation and missing perspectives, voices, and knowledge if using generative AI.
   - Students need support in developing AI literacy through two-way dialogue and open discussions on the impacts of generative AI.
   - Like all teaching and learning, use of AI in teaching requires trust between students and instructors.

AI Guidelines

AI and Permitted Use
Instructor-specific expectations are important to include in syllabi as well as conveyed orally and visually at the beginning of the class. This includes the extent to which the use of generative AI tools and technology is permitted in the course. Take time to discuss these expectations with students.
Instructors have the responsibility to clearly communicate their expectations with students by referencing the existing Student Policy 70 in the syllabus with an explanation (discussion, examples, dos and don'ts).
AI usage may be permitted to support teaching and learning and for purposes of comprehension, translation, idea generation, comparative analysis, and research; however, not for *generating* or *completing* the assigned tasks.
Unless otherwise stated in the course syllabus or communicated by the instructor to students, the use of AI generative tools and technology is to be avoided.

AI and Assignment/Assessment Design
Assignments can expand to include video, podcast, and infographic that is more difficult to generate using AI.

AI can be used to generate sample papers/reports that can be used to develop critiques through various theoretical lenses and frameworks. Students can analyze the AI-generated sample from a particular societal role or stance.
It is recommended that assessments include a contextual component (recent experiences) such as classroom discussions, readings, course content, and other considerations to authentically evaluate students' learning and discourage mass response generation through AI tools.
Assessments could include a reflection on the process of completing an assignment as a measure of integrity. Personal meaning-making and referencing individuals' learning approaches strengthen the integrity of the work. Peer assessment and self-assessment are encouraged. Assessments could include a component of critical analysis of the AI tools and other resources used to generate the work.

AI and Accessibility/Inclusivity

Instructors who choose to incorporate generative AI tools in their coursework are advised to select free tools (without limits) so that all students can access them.
AI draws on commonly available content which may *only* represent dominant/Western knowledge systems. Instructors must be aware that diverse perspectives are missing/excluded and culturally appropriated content in AI-generated content. Languages that are oral-based will be misrepresented through AI. Another caution is that the universality of generative AI can undermine the uniqueness of languages, cultures, or knowledge systems.
It is recommended that instructors recognize and explore the potential of generative AI tools to support students who have diverse learning preferences. Generative AI tools can provide simplified explanations of complex or abstract concepts, support idea generation, facilitate the organization of thoughts, and review written drafts. Guiding the use of the tools would allow instructors to draw upon their benefits to enhance students' learning experiences.

AI and Ethical Use

Respect students' and instructors' right to keep their information and work private (e.g., by providing opt-out possibilities, not requiring students to sign up for these services if they are conscientious objectors, not inputting students' work into the AI tool or AI detection tools, etc.)
Take steps to mitigate bias (in perspectives, language, etc.) and cultural appropriation (e.g., of Indigenous artwork and stories) in AI resources and use. Be cognizant of dated language, stereotypes, and
Reference UFV Policy 70 and consult with your Deans, Department Heads/Directors for guidance.

Sample Syllabus Statements

Unrestricted Use Students may use generative AI throughout this course in whatever way to enhance their learning; citation/referencing is only required on materials that are submitted for assessment and evaluation.
Some Use Permitted **Example One**

Students may use generative AI in this course in accordance with the guidelines outlined for each assessment, so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside assessment guidelines or without citation will be regarded as academic misconduct in accordance with Student Policy 70. It is the student's responsibility to be clear on the limitations for use for each assessment and to be clear on the expectations for citation and reference and to do so appropriately. It is the student's responsibility to ask the instructor for clarity should the need arise.

Example Two

Students may use generative AI for [editing/translating/outlining/brainstorming/revising/researching/etc] their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside the stated use of [editing/translating/outlining/brainstorming/revising/researching/etc] without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately. It is the student's responsibility to ask the instructor for clarity should the need arise.

Example Three

Students may freely use generative AI in this course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside assessment guidelines or without citation will constitute academic misconduct. It is the student's responsibility to be clear on the expectations for citation and reference and to do so appropriately. It is the student's responsibility to ask the instructor for clarity should the need arise.

Use Prohibited

Students are not permitted to use generative AI in this course. In alignment with UFV's Student Academic Misconduct Policy 70, it "shall be an offense knowingly to … submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also, stated in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without payment." Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

Honour Pledges

Increasingly, researchers (see Eaton et al., 2022; Stoesz & Eaton, 2022) call for a greater emphasis on building academic integrity. They suggest using honour *pledges* which involve students and instructors in co-constructing reasonable, fair, and clear statements of commitment on the part of students and instructors to engage in teaching and learning, with or without the use of AI tools. These honour pledges can significantly strengthen transparency and foster a tone of trust in the classroom.

Sample Statement:

Instructors might consider developing honour pledges together with their students or adapting this UFV honour pledge to their purposes.

"I understand and believe the main purpose of being a UFV student and of a university is to engage in the pursuit of knowledge, research, and scholarship. According to UFV's website, 'As members of the university community, students are expected to demonstrate appropriate academic conduct. They are responsible for their actions, whether acting alone or in a group. Academic integrity involves applying the values of honesty, trust, fairness, respect, and responsibility to academic studies, even in the face of challenges.' This pursuit requires my academic integrity; I do not take credit that I have not earned. I believe that academic dishonesty, in whatever form, is ultimately destructive to the Values

of UFV (integrity, inclusivity, community, excellence) and unfair to those students who pursue their studies honestly. I pledge that I completed this assignment/assessment following the guidelines of UFV's academic misconduct Student Policy 70 and instructors' expectations as outlined on syllabi for each of my courses."

Citation Guidelines
When allowing the use of generative AI tools in coursework, it is recommended that instructors explicitly educate students about the appropriate citation of such content. They can provide citation guidelines to students and teach them how to cite generative AI when used in their work. Instructors can also model these citation practices by disclosing and citing the use of AI if it has been relied upon for the development of course content and materials.
Until UFV-specific citation is provided, please consider citation options such as: [Generative AI tool]. (YYYY/MM/DD of prompt). "Text of prompt". Generated using [Name of Tool.] Website of tool   e.g. "ChatGPT4. (2023/03/13). "Suggest a recipe for gluten-free lemon pound cake". Generated using OpenAI's ChatGPT. https://chat.opeani.com
Other citation guidelines can be viewed at: MLA Guidelines on citing generative AI.   APA Guidelines on citing generative AI.   Chicago Citation Guide on Generative AI.

References

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Gurung, R., Wilhelm, T., & Filz, T. (2012). Optimizing Honor Codes for Online Exam Administration. *Ethics & Behavior,22*(2), 158-162. 10.1080/10508422.2011.641836.

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