



UNIVERSITY OF
CALGARY

Empowering Educators:

Navigating the Ethical and Effective Integration of GenAI in K-12

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Land Acknowledgement



Agenda

- ❖ **Positioning**
- ❖ **Current Issues with GenAI**
- ❖ **Approaches to GenAI**
- ❖ **Local-level Leadership for Ethical GenAI Integration**
- ❖ **GenAI-related Outreach/Engagement Experiences**
- ❖ **Recommendations for Developing Outreach/Engagement Plans**
- ❖ **Concluding Thoughts and Q&A**

Note: Some of the slides have been shared in previous presentations.

Section 1: Positioning (Presenters)



Leeanne Morrow

Associate University Librarian, Student Learning and Engagement.

Secretary, International Centre for Academic Integrity Canadian Executive.

Member, Alberta Council on Academic Integrity Steering Committee.



Beatriz Antonieta Moya

Ph.D. Candidate - Werklund School of Education, University of Calgary.

Academic Integrity Hour in Canada Steward.

Research Assistant in the Project “Artificial intelligence and academic Integrity: The ethics of teaching and learning with algorithmic writing technologies.”

Section 1: Positioning (Presentation)

a. We are not here to settle this conversation:

- ❖ It might take years, even decades.
- ❖ It needs to involve all educational stakeholders.
- ❖ It will require transdisciplinary insights.
- ❖ Rapid technological developments will constantly impact it.

b. We are here to expand this conversation!



Section 1: Quick Question

Are you involved in K-12 initiatives related to ethical GenAI use?
If so, How? If you are not, how would you envision such collaboration?

Step 1: Think (individually) about it.

Step 2: Add your comments in *Menti*. See the QR below.

Step 3: Let's share our insights.



Or go to
www.menti.com

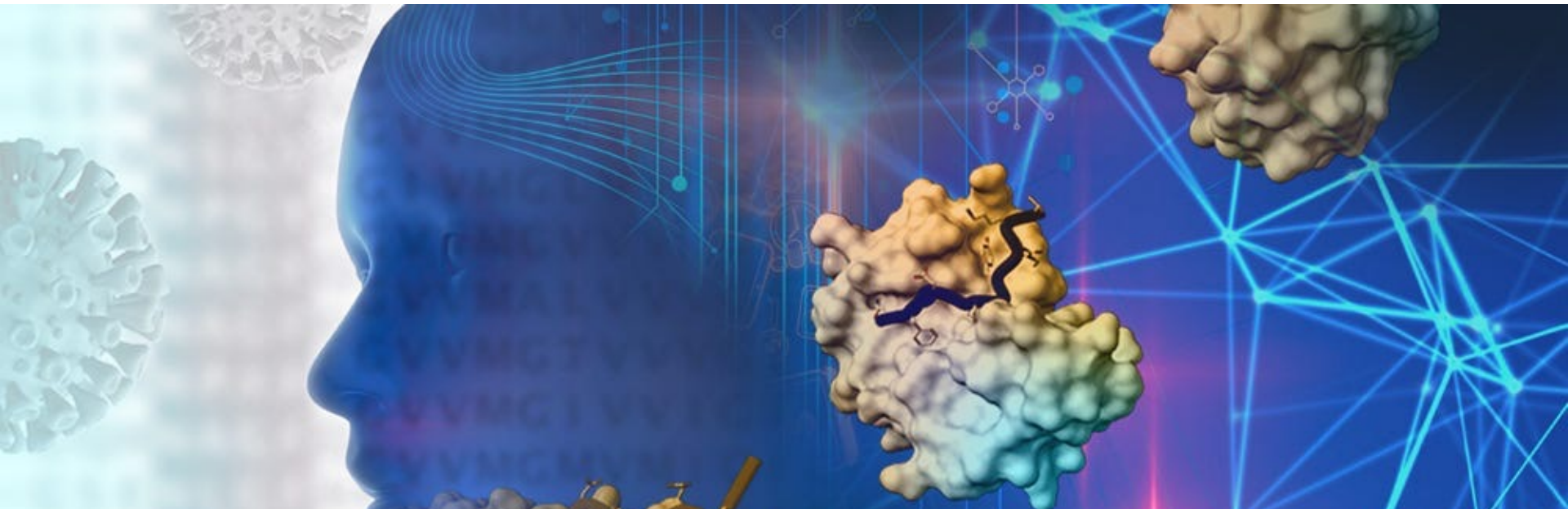
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Section 2: Current Issues with Gen AI

What Is GenAI?

"Technology that (i) leverages deep learning models to (ii) generate human-like content (e.g., images, words) in response to (iii) complex and varied prompts (e.g., languages, instructions, questions)" (Lim et al., 2023, p. 2).



Section 2: Current Issues with Gen AI

What Do Experts Say?

The problems related to student data privacy

The effects of untraceable cheating on assessment validity

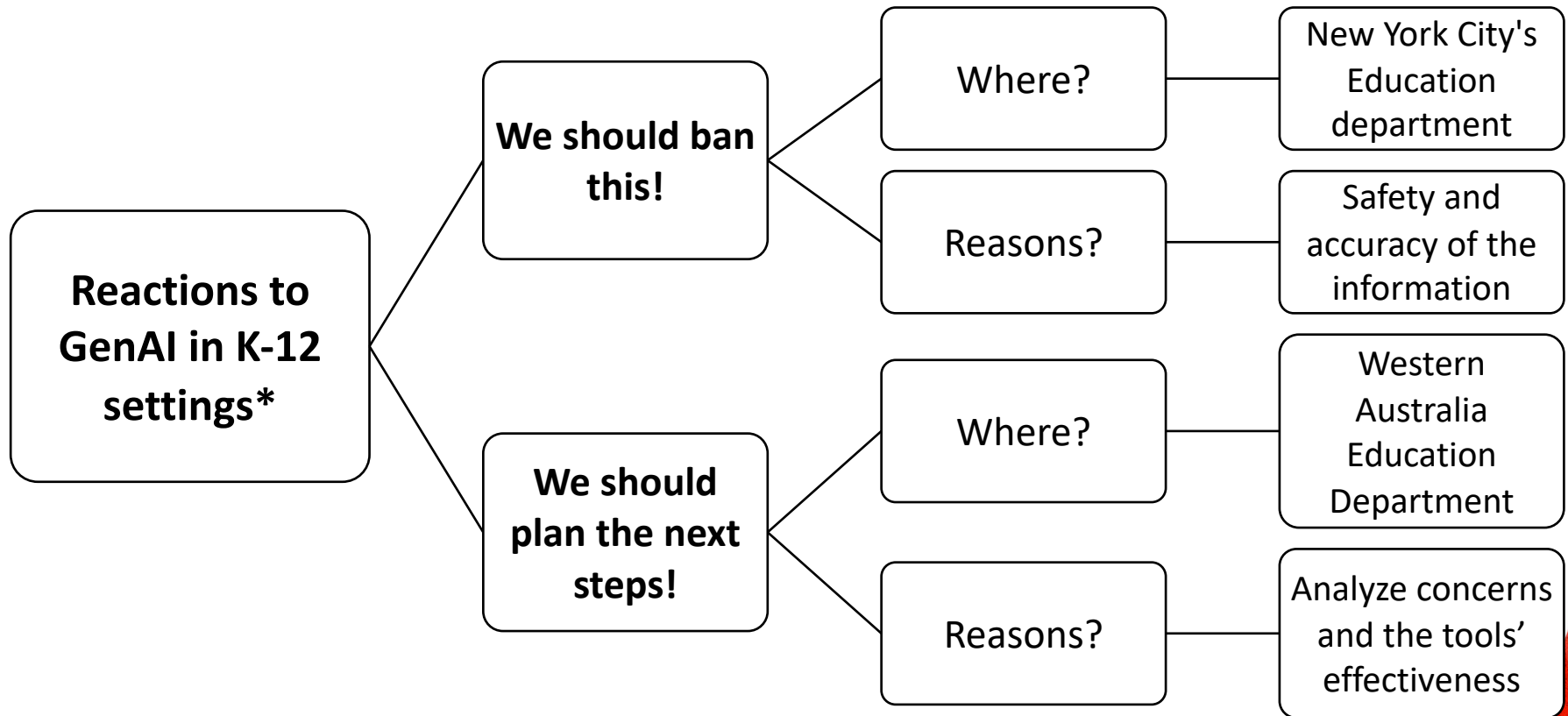
The risks of embedded bias

The potential consequences of fabrications

False positives and false negatives in misconduct investigations

Anson (2022); Dawson (2020); Dignum (2021); Fyfe (2022); Roe & Perkins (2022); Sharples (2022); Weber-Wulff et al. (2023).

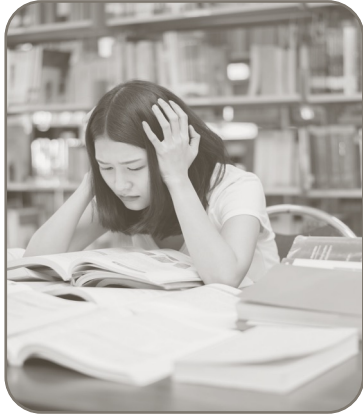
Section 3: Approaches to GenAI *K-12 Systems Reactions*



*Brake (2022); Cassidy (2023); Hiatt (2023)

Section 3: Approaches to GenAI

Academic Integrity Perspectives



Punitive Approach

Breaches are considered student misconduct (Bretag, 2013; Stoesz & Eaton, 2020).

Strategies focus on rule compliance and detection (Eaton, 2016; Kenny & Eaton, 2022).

Its main purpose is to prevent cheating (Bertram Gallant, 2008).



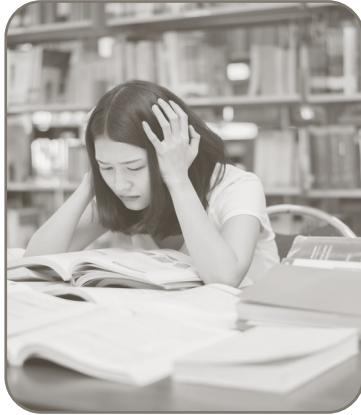
Systems Approach

Based on an institution's commitment to ethical conduct (Bertram Gallant, 2016; Bretag, 2013).

Strategies focus on education and prevention (Bertram Gallant, 2016).

It has faced difficulties in its implementation (Bertram Gallant, 2008, 2016; Thacker & McKenzie, 2022).

Section 3: Approaches to GenAI *Academic Integrity Perspectives*



Punitive Approach:

It could inform decision-making that:
Favours GenAI Bans.
Under some circumstances, it could lead to adverse outcomes: Streisand effect, psychological reactance, enforcement limitations, and marginalization of minoritized groups.



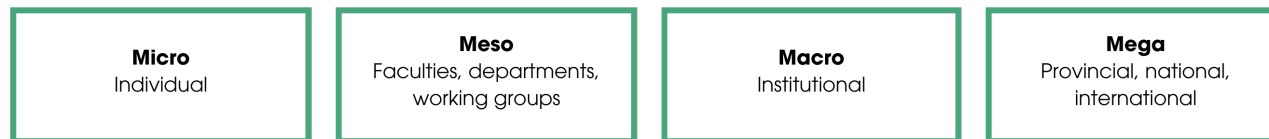
Systems Approach:

It could inform decision-making that:
Promotes ethical use of GenAI.
It could involve efforts that are hard to implement in some educational settings, such as developing GenAI policies and sustaining GenAI training opportunities and GenAI discussion spaces.



Section 4: Local-Level Leadership

An Academic Integrity Framework



The Integrated Model for Academic Integrity through a SoTL Lens
(Kenny & Eaton, 2022)



Section 5: GenAI Outreach/Engagement

Where Does It Originate?

- ❖ *Ernest Boyer in Scholarship of Engagement* – Focus on bridging the academic and the practitioner relationship to communicate meaningfully, bring about partnerships, and build better support for lifelong learning.
- ❖ *“At one level, the scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities-just to name the ones I am personally in touch with most frequently”* (Boyer, 1996, p.32).
- ❖ *“But at a deeper level, I have this growing conviction that we need not just more programs but also a larger purpose, a larger sense of mission, a larger clarity of direction in the nation's life...”* (Boyer, 1996, p. 33).

Section 5: GenAI Outreach/Engagement

How Did We Get Started?

- ❖ Lianne already offering research process and academic integrity sessions to high schools in Calgary both in person and online.
- ❖ Started with 1 school reaching out to Sarah Eaton and Sarah passing the opportunity onwards to Beatriz and Lianne.
- ❖ Beatriz and Lianne were developing a plan as to what we might include and how we might communicate with the schools.
- ❖ Many meetings and many drafts of presentations.
- ❖ Word of mouth spread quickly, and more sessions were requested.

Section 5: GenAI Outreach/Engagement

Who Are We Reaching and How?

- ❖ K-12 practitioners in the schools.
- ❖ Primarily junior high and high school teachers.
- ❖ Both recent graduates and long-service teachers.
- ❖ Administration of the schools attends and any related support staff, including IT, marketing and finance.
- ❖ We offer “workshops” either 1 hour to 3 hours long
- ❖ We have offered online or in-person.
- ❖ Both the USA and Canada.

Section 5: GenAI Outreach/Engagement

Who Do We Cover?

- ❖ Set the stage, creating a safe space to explore a tough topic
- ❖ Artificial intelligence basics and recent developments
- ❖ Focus on ethical uses and related research developments
- ❖ Relevant day-to-day uses for teachers and administrators
- ❖ Academic integrity developments
- ❖ Digital and information literacy information
- ❖ Critical thinking and prompting
- ❖ AI detectors and whether they work or not and the schools' current policy
- ❖ Activities
 - ❖ Trying out Chat GPT
 - ❖ Brainstorming ways to use AI in their own work
 - ❖ Brainstorming ways to use AI related to the curriculum
- ❖ Customize the content to the grades we are meeting with



Section 5: GenAI Outreach/Engagement

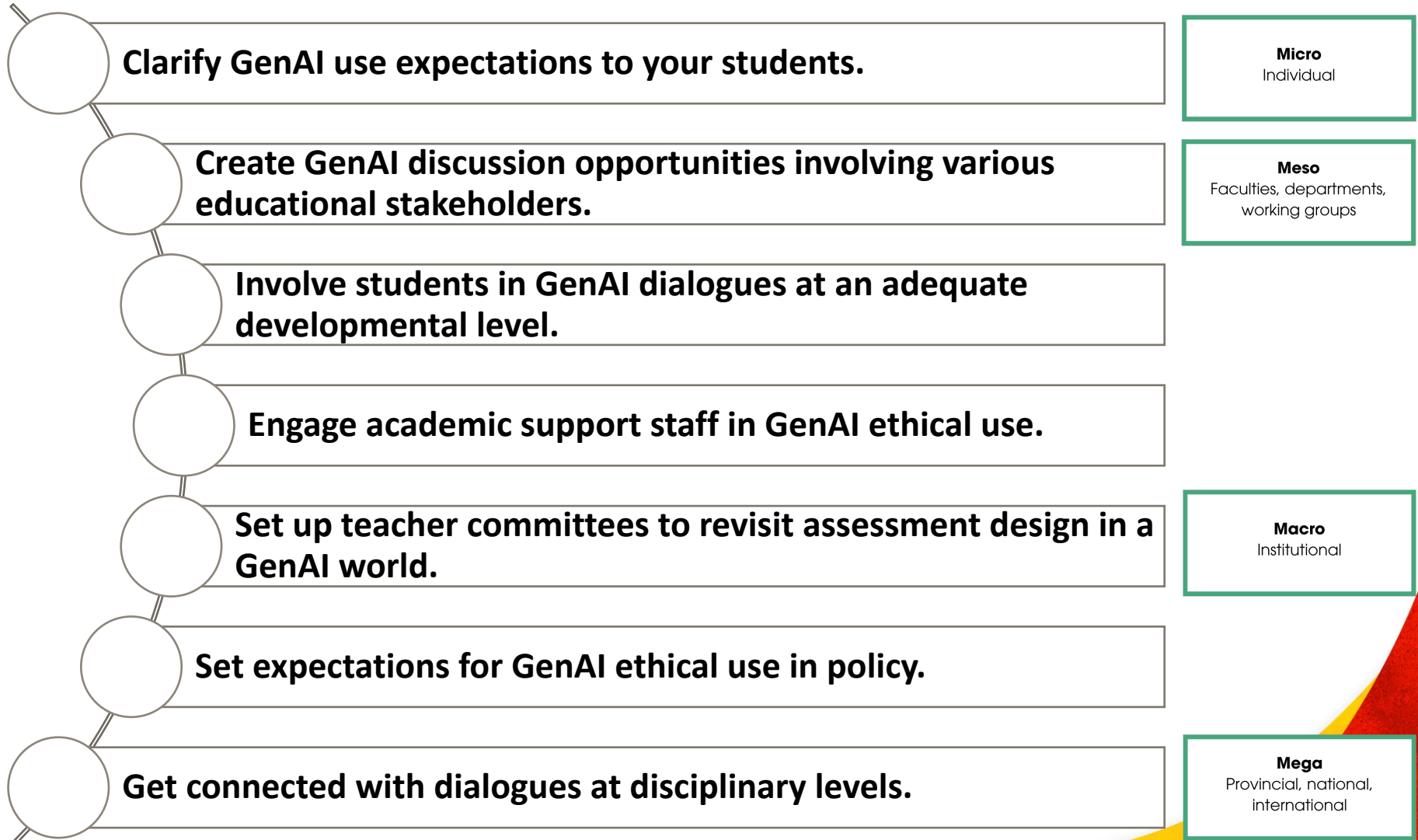
Feedback We Have Received

- “...workshop has taught our team the importance of using generative AI with integrity and has influenced our team to think critically about its use in our specific work context.” – Staff member
- “I thought it was a really great session and staff really seemed engaged. We all learned a lot” – Principal
- Thankyou so much for your fabulous presentation on Thursday, it sparked conversations down many avenues afterwards. It was especially helpful to hear you say about progressive discipline and not ‘kicking students out’. Some of our teachers want us to be firmer and more black-and-white when it comes to this, but we continue to emphasize that each case is different and that we are an organization responsible for educating students. We too follow a progressive discipline approach, and some people don’t get it. So hearing that you do too was affirming and helpful.” – Administrator
- “Your session provided excellent research based insight into the evolving world of AI and I enjoyed the focus on integrity. As a teacher, I found this session to be useful not only in how I understand AI through a students lens but how I can use it to help with my day to day professional duties” – Online Math Teacher



Section 6: Recommendations

General



Section 6: Recommendations

Specific

- ❖ **Engaging with both the faculty of education and librarians at your institutions.**
- ❖ **Discuss the current environment with the administration to assess if there will be any pushback and establish a strategy to handle this. We had a “parking lot” in case we needed to use it.**
- ❖ **Does the school or school division currently have any policy on the use of artificial intelligence, or where are they at in their policy developments?**
- ❖ **What grade levels are you most comfortable engaging in their content and curriculum relating that to artificial intelligence usage?**

Concluding Thoughts

Integrating school's stakeholders in GenAI dialogues is critical for the future of K-12 and Post-Secondary Education.

Framing the connections between universities and schools with models can lead to deeper and meaningful engagements.

The ethical use of GenAI is a concern that requires collective efforts that engage various educational levels at diverse educational levels.



Q&A

Please Share Your Questions!



Contact Info & Thank you

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