Teaching and Learning Centre

Generative AI and UFV: Guiding Principles

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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.

AI can enhance students' abilities to learn   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.

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.

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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.

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   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 requirin(il)3(ities,)-2(n)14(o)-5(t)72 07-5(p)30 1 77.60 0 1 964 nBT010201d c501