Lesson Plan: Generative AI and What We Should Know for this Course.

Time: 60 min (can adapt to shorten, expand or break into 2 shorter sessions)

Faculty resource: [Five Tips for Writing Academic Integrity Statements in the Age of AI  - Faculty Focus | Higher Ed Teaching & Learning](https://www.facultyfocus.com/articles/teaching-with-technology-articles/five-tips-for-writing-academic-integrity-statements-in-the-age-of-ai/)

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| Topic | Materials | Student Activity | Instructor Notes |
| Introduction to Discussion (3 min) | PPT slide 1-2 |  | We are all at different stages in our understanding and use of GenAI, teachers and students alike! GenAI tools are here to stay, they are rapidly evolving, affecting education and the workplace. This discussion is an opportunity to learn together, ensure students are supported in following academic integrity and the AI use policies in this course, we have equal access to a tool (if allowed) and you have privacy/safety considerations in mind when you choose to use a tool, how you can use AI to support your studying. This is an intro, won’t cover everything. |
| Pre-Assessment of Gen AI Knowledge/Overview (10 min) | Slide 3 -4; | Think Pair share, mindmap/group brainstorm, sharing circle.  Padlet/Mentimeter/Zoom whiteboard if online. | Facilitate pre-assessment activity (6-8 min). Then give GenAI overview.  *Another option would be to create a “Know/Wonder/Learn” handout to use for the entire session. May wish to have paper for in-person session for mindmaps.* |
| Update on industry/field trends with AI (2 min) | Slide 5 |  | Reflect on trends you are seeing in your industry with AI, how they predict it to change. Why this discussion is important. Shadow AI in businesses may be something to discuss. |
| Principles of AI literacy (1 min) | Slide 6 (optional) |  | Big picture of how we are approaching this in line with other post-secondary institutions – AI literacy increasingly important – how to use it effectively and ethically. |
| Ethical, Legal and Other Concerns/Risks with AI (15 min) | Slide 7-11 | In pairs or small groups –students brainstorm/use internet and create lists of risks/concerns. Mentimeter or collab doc if online. Share out. | Several ethical and legal concerns to be aware of in creation of and use of these tools. So, you can make informed choices about when/where and how you use these tools.  This section may be shorter depending on what comes up in the pre-assessment piece |
| Benefits of GenAI  (10 min) | Slides 12-14 | Student list the ways they think these tools are helpful – personal lives/education | Demonstrate Copilot with tutor prompt:  “You are an expert [insert course name] tutor.  I want to study the following topics.  -insert 3 topics that might be covered on the same quiz or exam for the course.  Ask me questions that integrate ideas from these three topics. After each question that you ask, wait for my response. Then you should respond but do not tell me the answer. Instead, ask me questions and use the Socratic questioning approach to help me arrive at the answer myself. |
| Academic Integrity and AI  (15 min) | Slide 15-17 | Either in pairs or small groups – students respond to academic integrity scenarios (slide 16) OR have discussion about talking points in slide 17. | Explain VCC’s academic integrity policy as it relates to AI.  Facilitate academic integrity scenarios OR discussion questions around when and how AI could be used with respect to academic integrity.  Share Course Policy OR co-create class agreement around use of AI tools here. Would need more time for co-creating.  *Alternate approach: Share your course policy first, and scenarios that could likely occur or students to decide if its academic misconduct.* |
| Recommended tool: Copilot  (2 min) | Slides 18-19 |  | Given the ethical, legal concerns expressed above, Canadian context, – would recommend with caution using Copilot with VCC login.  Slide 19 is optional and you may indicate to students you will show them in more detail later how they could log in with their VCC login. |
| Resources and Final reflection  2min | Slides 20-21 | Complete a 2 min written response to what they learned about AI, what was most impactful. What question they still have? | Remind students you are here to support them in understanding academic integrity, and will continue to learn together about AI?  Leave time for students to complete an individual reflection.  Share additional resources: Handout of Decision-making flowchart (slide 22), Instructor and Student Expectations of AI from slides 23-24 |