

# VCC Guidelines for Generative AI in Teaching and Learning

## Introduction

Generative AI (GenAI) is a type of artificial intelligence that can generate new content, such as images, text, video, code or music in response to prompts. Unlike traditional AI systems (internet search engines, Netflix recommendations, Google Maps) which are designed to complete specific tasks, generative AI models use algorithms and neural networks to learn patterns and relationships in a training set of data to generate new outputs based on that learning.

Teaching and learning are constantly evolving through episodes of disruption and transformation — such as calculators, computers, the internet, mobile phones, and now GenAI. GenAI provides opportunities to enhance education, with potential benefits and value in both teaching and learning through informed and ethical use that mitigates its risks and potential harms. It's important for the VCC community to learn how to engage responsibly with these tools given their growing prevalence in the education and work sectors. The principles and guidelines below serve as a compass to support the ethical and effective use of generative AI by faculty and staff at VCC within the teaching and learning context, while fully considering the risk areas.

This is a living document that must be regularly revisited to adapt and grow with continued developments and knowledge in generative AI and compliance with current and emerging regulatory standards and government direction. For feedback or questions, please contact [Centre for Teaching, Learning, and Research](#) who will bring them to Tannis Morgan, AVP Academic Innovation.

If you have specific questions around generative AI use in teaching, in learning, assessments, and/or academic integrity, please reach out to the [Centre for Teaching, Learning and Research](#).

## Alignment with VCC values

How we use GenAI in teaching and learning should align with VCC's core values<sup>1</sup> and strategic plan initiatives, as well as existing VCC policies, procedures and legal requirements.

- Student success: We create an environment where students develop the skills, attributes and experiences for future success. We have a responsibility to prepare students with AI literacy skills for future life, education and workplace needs.
- Excellence: Our commitment to excellence entails exploring how AI can be innovatively and responsively used to enhance the teaching and learning experience, while keeping our humanity and critical thinking firmly in the center of our work.
- Reconciliation and diversity: Our commitment to decolonization, accessibility and inclusivity means we need to critically consider the risks of bias perpetuation and cultural appropriation in these tools, as well as exploring the ways these tools can be used to

---

<sup>1</sup> <https://www.vcc.ca/strategic-plan/>, VCC's Values section

enhance accessibility, access and universal design for learning.

- **Stewardship:** Stewardship has implications with respect to the estimated environmental costs of these tools. We should consider how to ensure sustainable development and use of these tools with respect to the earth and all our relations.

## Principles

These are overarching principles, or roots, out of which the more detailed guidelines, or branches, grow.

1. **Faculty and staff use of GenAI:** Faculty and staff may choose to use GenAI for teaching and learning related work within the bounds of legal, College, School or department-level policies and guidelines, and the guidelines below. AI's impact is context specific in considering disciplines/industries, how learning outcomes may evolve, and how learning activities and assessments might change to better prepare students for future skills.
2. **Student use of GenAI:** Students may choose to use GenAI in academic course work within the rules set in their programs or courses. They may choose to use GenAI to support their learning in other ways, within the bounds of legal and College policies and requirements and guidelines below.
3. **Equity:** It is essential to consider how bias in the training data for a GenAI model can produce biased, discriminatory, inaccurate, or harmful outputs, which can contribute to systemic inequities.
4. **Accessibility:** While some GenAI tools show significant promise in enhancing accessibility and democratizing knowledge, and benefits for neurodiverse learners, not every tool is accessible. Factors such as cost of tools, geographic location that may restrict access to certain tools, internet and device access, digital skills of users, and accessibility integrated into the tools themselves should be considered.
5. **Indigenous data sovereignty and respect for Knowledges:** Use of GenAI tools should respect and [support Indigenous data sovereignty and protocols](#) for use and sharing of Indigenous knowledges. The [risks of cultural appropriation and perpetuation of bias/stereotypes about Indigenous peoples, histories and cultures](#) should be evaluated in the output of these tools.
6. **Privacy and confidentiality:** The need to protect individuals', and especially students', privacy and act in accordance with FIPPA requirements is essential in all VCC activities. Instructors and students should be fully informed of all considerations and risks of using GenAI tools and follow the acceptable and responsible use guidelines if they choose to use GenAI tools.
7. **Intellectual property and copyright:** User agreements of each tool should be reviewed to understand how input data will be used and implications for intellectual property rights. Use of these tools should respect intellectual property rights with respect to data input into the tools, and in how we use those outputs.
8. **Responsible use, ensuring accuracy and mitigating harm:** Users of GenAI are ultimately responsible for critically evaluating GenAI outputs to ensure accuracy and mitigate harm before sharing those outputs.
9. **Transparency:** Materials (text, images, code, music, video, etc.) generated by these tools that are shared for the purposes of teaching and learning should include attribution of the material source.

# Institutional Guidelines

## Academic integrity

GenAI tools bring opportunities for [conversations around academic integrity](#) with students. Artificial intelligence can be used ethically to strengthen and enhance teaching and learning. Using artificial intelligence for assignments/assessments does not automatically equal academic misconduct. ([Eaton, S., 2023. 6 Tenets of Post-plagiarism](#)). Instructors should explicitly state AI use rules (or permission levels) in the course syllabus and discuss the considerations of these technologies openly with students. These supports building digital literacy on the risks and benefits of these tools.

If an instructor specifies that no outside assistance is permitted on a graded assignment, the College will consider a student's use of generative AI as a form of academic misconduct under the [VCC Academic Integrity policy](#). Per policy statement 5, "VCC reserves the right to review all academic work submitted by a student for authenticity and originality". This includes the "inappropriate use of digital technologies", as defined in the policy. **It is important for instructors to provide clear, individual statements on the rules for AI use in their course syllabus.** If an instructor suspects that an assignment or assessment has been completed with unauthorized use of AI tools, they should follow VCC's [academic integrity procedures](#) as for any other potential allegation of academic misconduct. It is recommended that AI detection tools should not be the only determinant in making decisions around an allegation of academic misconduct.

## Permission Level – Course Syllabus

Consider the variety of ways AI might be used as part of the learning process from no-use to a study tool, to brainstorming and ideation, to editing of student-created work, to evaluation of student-created work or even full human-AI collaboration in generating work. The ethics of when, where and how these tools might be integrated into the learning experience will depend on the context of the course, the learning outcomes, and industry/discipline trends. The instructor is generally best positioned to decide appropriate permission levels for AI use. Instructors and programs should clearly communicate to students the permitted and/or prohibited use of GenAI in their academic work, and the rationale for these decisions. See the [AI Assessment Scale \(adapted by Lucas Wright from Leon Furze\)](#).

## Syllabus Statements

It is critical to set clear expectations around the use of GenAI tools in the course syllabus, as with other course expectations, and to reinforce this both in writing and verbally throughout the course. Providing the rationale for how this decision supports course learning outcomes supports alignment and transparency. The sample statements below can be used to inform students about permitted (or not) GenAI use. The VCC syllabus statements on AI permission levels will be updated regularly \*Adapted from [Generative AI Syllabus – Academic Integrity at UBC](#).

### *Generative AI tools are not permitted*

- Use of generative artificial intelligence tools such as ChatGPT to complete graded coursework (assignments, exams, etc.) in this course is **not permitted** in any circumstances. For the purposes

of this course, use of these tools will be considered academic misconduct as it violates the principle of student work being authentic and original. See VCC's [Academic Integrity Policy 325](#).

- The use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any graded assignment or assessment in this course is not allowed. Use of these tools violates the principle of student work being authentic and original (see [Academic Integrity Policy 325](#)) and would be considered academic misconduct.

#### *Generative AI tools are permitted with specific restrictions*

- Students are permitted to use AI tools for the idea stages of coursework only, such as gathering information or brainstorming, but may not be used to create content for any assessed work or final submission. If you have questions about this policy, please speak with your instructor.
- The use of generative artificial intelligence tools is not permitted in any graded course assignments unless explicitly stated otherwise by the instructor. This includes ChatGPT, Copilot, Gemini and other AI tools and programs. If you have questions about this, please speak with your instructor.
- Students may use the following specific AI tools [list tools] in completing their assignments for this course and output must be checked for accuracy and [cited appropriately](#). No other generative AI tools or technologies are permitted for assessed work. Use of AI tools is not permitted during midterm exams and final exams in this course. If students are unclear about this policy, please speak with your instructor.

#### *Generative AI tools are fully permitted*

- Students can use any generative AI tools such as ChatGPT or Copilot to gather information, review concepts or help produce assignments in this course. However, students are ultimately accountable for the work they submit. Any content generated or supported by an artificial intelligence tool must be evaluated for accuracy and [cited appropriately](#). If you have questions about this, please speak with your instructor.

## Citation and attribution

If instructors provide permission for GenAI use in coursework, they should also ensure that students how to appropriately acknowledge use of these tools. See [UBC's citation guide](#) and [VCC's citation guide](#). You may also choose to have students provide an appendix to their work showing prompts and outputs. If students are not sure whether and how to acknowledge GenAI use in their academic work, they should check with their instructors.

## Assessments

Generative AI offers new possibilities but is also prompting deep questions about meaningful learning and our ability to measure it. Conversations of [redesigning valid assessments and shifting the focus to process over product in learning](#). While a shift to authentic assessments may be a way to mitigate GenAI use, another view is that authentic assessments will mean collaborating with or involving AI use in student work in the future.

### *Test your assessment for AI vulnerability*

Instructors can test their assessments/assignment with a GenAI tool to gain insight into the tool's capabilities and limitations, or work with CTRLR to do so. This will help decide if a redesign is necessary based on vulnerability needs or future skill needs for students. Keep in mind, that depending on the AI tool use, you could be adding this content to its data training set, or it could become publicly available at some point. If you have the capacity to redesign, start small: choose the assessment that concerns you the most or will have the greatest impact, redesign for one term, evaluate and then build on your experience. Connect with [CTRLR](#) if you would like advice on how to test and/or redesign your assessment. See the workshop on [Revising Assessments for AI](#).

### *Two-Lane Assessments*

Daniel Liu and Adam Bridgeman from University of Sydney describe a two-lane strategy for designing assessments in the age of AI to support meaningful student learning ([Liu & Bridgeman, 2023](#)).

Lane 1 assessments (assessment of learning) focus on validated (secure) assessments such as invigilated/in-class work (presentations, debates, skill assessments), revising to tasks that AI cannot perform well (oral assessments), increasing use of class time for drafting/collecting evidence of creation process/peer feedback, revising grading schemes/rubrics to focus less on mechanics, or supervised exams/tests.

Lane 2 assessments (assessment for learning) motivate students to learn and can integrate AI in various ways as part of the assessment. There may also be cases where an assessment includes both Lane 1 and Lane 2 approaches, such as creation of products with AI tools, a reflection on process and an oral interview about the process and meaning in what was created.

## Use of AI Detectors

VCC strongly discourages the use of AI detectors on student work for several legal, pedagogical and practical reasons.

Instructors should not upload student academic work or personal information to AI detectors that have not undergone a VCC Privacy Impact Assessment (PIA) and been approved for use. There are no AI detection tools currently approved or undergoing a VCC PIA. Uploading students' personal information to an unvetted service may be a breach of FIPPA (see: [Security and Privacy](#)). Also, it may be a Copyright Act violation, as students own copyright of their work.

There are further concerns including [accuracy and reliability](#) of these tools, [bias against non-native English speakers](#), [ease of fooling detectors](#), [inability of tools to keep up with rapidly evolving AI](#), and lack of ability to review why/how tools detect content as AI-generated. VCC is not currently planning to purchase or support any such tools at the institutional level, in keeping with several other post-secondary institutions.

## Security and Privacy: FIPPA and VCC's Obligations

Because VCC has not yet completed or approved any PIAs for GenAI tools, VCC instructors **cannot require** students to create accounts with GenAI tools or use GenAI tools that may collect their personal information, whether through student or instructor inputs. See: [Recommended AI Tool](#) and [How can I plan for AI use in my course or program...](#) for more guidelines.

## BC Freedom of Information and Protection of Privacy Act (FIPPA)

This act is the provincial legislation that concerns the public's right to access information held by public bodies, and the protection of individuals' privacy. FIPPA provides the authorization for how public bodies may collect, use, and disclose personal information. As a law, it is illegal for a public body to collect, use, and disclose personal information in a way that is not authorized by FIPPA.

Privacy Impact Assessments (PIAs) are a legislative requirement of FIPPA for any initiative that involves the collection, use, and disclosure of personal information. PIAs assess the tool's compliance with FIPPA and evaluate any privacy and security risks.

**Personal information (PI)** is recorded information about an identifiable individual other than contact information (where contact information is information used to contact someone at their place of business). VCC has an obligation to protect and respect all faculty, staff, and students' right to privacy and a requirement to act in accordance with FIPPA. Students' names, personal contact information, academic history, student numbers, financial information (including credit card number), etc. are all considered personal information. Their assignments could include PI about their lived experiences, and their assignments may also constitute their intellectual property.

The most common reason to collect personal information under FIPPA, either directly from individuals or through a third-party, is because that personal information is necessary and directly related to a program or an activity of the public body. If VCC collects personal information from students through assignments or asks them to sign up for or use services/tools in order to complete assignments, when those assignments are necessary and directly related to the student acquiring the intended learning outcomes of the course, VCC is obligated to ensure that all potential collection, use, and disclosure of personal information, by VCC and/or by any services/tools, is compliant with FIPPA. Without an approved PIA, VCC is not able to confirm that those tools are compliant and cannot require students to use them.

### What Personal Information Does GenAI Collect?

GenAI companies collect personal information from the time that a user visits the site to their completion of using the service. At minimum, account data includes enough information to associate the individual with their account to login (this is usually name and email address). Depending on the tool and payment model, demographic data and payment information may also be associated.

Even if the tool does not require a user account, depending on terms of service for the specific GenAI tool, it may still collect additional personal information like log data (IP address, date/time of use, browser settings), usage data (country, time zone, content requested/produced), device data, and session data. Any personal information voluntarily entered into the tool by the user may also be

collected. Any data inputted may or may not be stored or used for further training of the model or sold to third parties for marketing or other purposes. All this data may also be stored outside Canada.

## Copyright and Intellectual Property

GenAI tools rely on content culled from the vast array of sources (large datasets) used to train AI. Some of the resources in the dataset have copyright that has not been shared with the AI tool and this may lead to new works that infringe on copyright. For example, the AI tool may be drawing on content from a journal article that was uploaded by a user who did not have permission to do so. The output would then be a copyright infringement of the original source. Copyright infringement and the fair dealing doctrine use remains unclear.

There is also the question of who owns copyright of AI generated materials. Canada law states that copyright can only exist in works created by humans. As there are likely to be varying degrees of human input in AI content generated, it is unclear in Canada how the appropriate author and owner of works will be determined (UBC).

**Educator and Student Intellectual Property:** Whether you are an educator or a student, be aware of inputting **your own** personal intellectual property (teaching materials or academic work) into GenAI tools as it may be used in further training or the data or result in sharing beyond your control.

**Third-party intellectual property:** Uploading third-party materials that are copyrighted or the intellectual property of someone else (e.g. journal articles, textbooks, teaching materials, etc.) may constitute copyright infringement. Only upload materials with the express permission of the copyright owner or if the use falls under Fair Dealing. There are also implications for using AI to create OER that is still being determined.

More information on AI and Copyright & Intellectual Property can be found in the VCC Library Guide on [ChatGPT and AI Technology](#).

## Ethical Considerations and Risks to Consider

There are many considerations when using GenAI tools, whether for teaching or learning. It is important to be aware of these factors to ensure use of GenAI is ethical and responsible. Understanding these considerations and risks supports collective AI digital literacy and the mitigation of these risks in choosing when and how to use these tools in teaching and learning.

Some key considerations related to the development and use of GenAI tools are:

- **Bias and Discrimination:** GenAI models create content based on the vast data sets they are trained on. These data sets (most of the internet) contain both accurate and inaccurate content, as well as societal and cultural biases. When the dataset has inherent racism, sexism, ableism etc., it can generate content that is also biased, which can perpetuate existing inequalities and

discrimination. This has been shown in both text and image generation tools.

- **Hallucinations/Unreliable content:** GenAI can generate a large amount of content quickly but is not error-proof. The model is **predictive** not accurate, and in generating an answer to a prompt, every AI tool hallucinates answers to some degree. This leads to a risk of inaccurate information being taken as truthful.
- **Equity in Access:** Using GenAI requires access to technology and reliable internet connection, as well as digital literacy skills. In some cases, access to tools can depend on geographic location, costs, and not all tools may be accessible to users with disabilities.
- **Data Collection:** GenAI models need access to large amounts of data to generate new content. However, this data could include copyright or personal information, such as photos or text messages, which could be used to identify individuals. There is a risk that this data could be compromised or used for nefarious purposes.
- **Indigenous Knowledge and Relationships:** GenAI tools can pose risks to Indigenous data sovereignty (see the [First Nations Principles of OCAP](#)), Indigenous cultural and intellectual property rights, and may not respect Indigenous cultural protocols for information sharing and governance. There are also risks of cultural appropriation and perpetuation of stereotypes.
- **Misuse of Generated Content:** GenAI can be used to create fake news, images or videos, or to impersonate individuals. This raises concerns about the potential for misuse, such as creating false evidence or spreading disinformation.
- **Lack of Human Interaction:** While GenAI can personalize learning, it cannot replace the value of human interaction in education. Over-reliance on AI could lead to a lack of meaningful interactions between students and teachers, which can impact social and emotional learning.
- **Environmental Impact:** Training GenAI models requires large amounts of electricity and freshwater, and there are additional environmental costs with using these tools once trained. Current energy estimates are it takes the same [amount of energy to generate one image as to charge a cell phone](#) and [2 cups \(500 mL\) of water for 20-50 prompts](#). [A generative AI search uses 4-5 times the energy of a conventional web search](#). This can improve with smaller, localized generative AI models.
- **Ownership and Control of Generated Content:** When GenAI creates new content, it can be difficult to determine who owns the resulting work. This raises questions about intellectual property rights and who has the right to use or distribute the generated content.
- **Unethical Labour Practices:** Development of GenAI tools relies on humans to review the training process. The development of these tools involved the [exploitation of human workers](#), particularly in the Global South, to train and review their tools and moderate the content.
- **Privacy Invasion Through Re-Identification:** GenAI models can be used to re-identify individuals in images or videos, even if they have been anonymized. This can lead to privacy invasion, particularly if the generated content is used in a way that the individual did not consent to.
- **Risk to Critical Thinking and Creativity:** There is some potential risk that outsourcing reading, writing, or idea creation to GenAI could lead to reduced skills in critical thinking and creativity, depending on how the tools are used and the level of digital literacy and ability to critique their output.
- **Policies Constantly Changing:** The rules, guidelines, and terms of service that GenAI platforms have in place are subject to frequent updates and modifications. These policies can include a wide range of terms and conditions that govern the use of their platform's products or services,



such as pricing, privacy, and intellectual property rights.

## Benefits of GenAI

In addition to the considerations above, there are potential benefits and innovative ways of using these tools to enhance and facilitate teaching and learning. Some of the key benefits identified in the education sector are:

- **Personalized Learning:** Generative AI can be used to create personalized learning experiences based on user's learning style, interests, abilities and individual needs.
- **Accessibility:** Generative AI can help make education more accessible to students with disabilities. For example, it can generate text-to-speech and speech-to-text, alt-text for images, automatic captions, translation, and audio descriptions for videos and navigate color-coded charts. These tools can also be used to support neurodiverse learners and help with universal design for learning in course design and activities.
- **Creativity:** Generative AI can produce content that is not based on existing data but rather uses learned patterns to create something new and original. The speed of creation can enhance exploration and creativity and offer multiple potential outputs.
- **Enhanced Productivity:** These tools can support rapid initial development of new curriculum and teaching materials for review and refinement, design of projects and creation of artifacts, research, and allow more time for
- **Democratization of knowledge:** These tools may provide an efficient way to access information beyond manual internet searches, particularly in the increased ability to use these tools to create with little or no coding skills.
- **Improved Decision-making:** increased ability to analyze data and detect patterns that can facilitate diagnosis, predictions of best designs, etc.

## Teaching and GenAI

The decision of whether and how to permit student use of generative AI tools in coursework lies with the instructor, provided that the use falls within the VCC institutional guidelines for AI use in teaching and learning, and the department or School guidelines, and/or any other relevant legislation.

**Transparent Course Syllabus statement on AI use:** Instructors should clearly and explicitly share with students what the assignment, course, or program rules on permissible AI use and what is not permitted. We encourage you to do this both in writing in the course syllabus and through verbal discussion and reminders. Giving pedagogical reasons for the chosen AI permission levels (and tools) and how it supports learning is beneficial. See [syllabus statements](#) section.

## Recommended AI Tool

Microsoft Copilot with Commercial data protection ("Copilot for Organizations"; this is distinct from Microsoft 365 Copilot) is available for all faculty, staff, and students through VCC's M365 license.

VCC members can access this tool by logging in to <https://copilot.microsoft.com/> or using the Microsoft Edge browser side bar with their VCC credentials. The green "Protected" label will be visible if logged in

properly, and this offers some level of privacy and data protection. The secure connection is not available if users do not log in. VCC can **only recommend** the use of this tool because VCC has not yet completed a PIA.

Instructors and students can follow [the "Detailed Guidance" portion of these guidelines developed by UBC](#) for how to best protect their personal information and intellectual property.

Note: "Low risk information" is any information that you are willing to be made public and potentially used by others, and that you have the right (copyright and intellectual property) to make public as well.

## How can I use it in my own teaching practice?

GenAI tools can be used to effectively co-develop teaching materials, like drafting course maps, learning outcomes or lesson plans; evaluating alignment with learning outcomes; data analysis; and creating [H5P content](#), rubrics, slides, case studies, videos, diagrams and a variety of other resources. The following guidelines address responsible use of GenAI in teaching at VCC along with the guidelines above. Consider when it is appropriate to use a web search compared to GenAI, to choose open educational resources or creative commons images/photos/texts instead of generating new content with AI and keep documentation of GenAI outputs to reduce the need to regenerate prompts considering the environmental impacts.

- **Educator choice:** Instructors, staff or other educators may choose to use GenAI tools to support teaching practices, unless their department, program, or School specifies rules for use. If a program is purchasing a tool for faculty and/or student use, it needs to be approved by the GEGIT (Governance Executive Group Information Technology) committee first.
  - Currently, we recommend the use of Microsoft Copilot with your institutional login to provide a level of enhanced privacy and security. See UBC PIA.
  - Review the Terms of Service and Privacy Policies of any GenAI tools you plan to use for teaching and/or learning, so you can decide whether you are comfortable with what data is collected and how it is used.
  - Some GenAI tools offer the possibility of opting out of use of one's input data for training models, which is recommended for privacy purposes. In some tools, for example, you can opt out of saving chat history, which will usually mean inputs will not be used for training
- **Human oversight:** Any content you produce by GenAI to use in your teaching must be reviewed for accuracy, appropriateness, bias and other possible harms before sharing with students.
- **Attribution and Transparency:** Demonstrating ethical and responsible use in student-facing materials is important. Give citations for materials which are completely or partly generated by GenAI.
- **Prompting for Educators:** Several resources and [CTLR workshops](#) are available on useful prompts for the creation of teaching materials, such as lesson plans, rubrics, practice questions, case studies and H5P activities.
- **Use of AI detectors:** There are currently no PIAs completed for any GenAI tools or detectors. Additionally, use of AI detectors strongly discouraged based on the many concerns of accuracy,

reliability, bias, privacy and security. Do not submit original student work into any tools that do not have a completed and approved PIA; this could be a breach of the student's privacy or a violation of their intellectual property. See the [AI detector](#) section for more information.

- **Use of AI for feedback and grading:** GenAI tools must go through a VCC PIA review and be approved in order to use for grading. There are also considerations around the impact on student-instructor relationships and perception of course value if GenAI is used for grading. If a PIA is completed and approved, educators should disclose to students if they use GenAI for feedback/ grading and instructors are ultimately accountable for student grades and must review any feedback or grades generated by GenAI tools.

## How can I plan for AI use in my course or program as part of the student learning experience?

Industry expectations and workflows are evolving with AI. Preparing students to engage ethically and responsibly with these tools in their personal lives and careers, while ensuring that learning is not negatively impacted, follows VCC's mandate of real learning for real change. Here is a [helpful decision-making tool](#) around integrating AI into a learning activity/assessment.

The following guidelines apply to incorporating GenAI opportunities into student course activities.

1. Instructors should determine if it is appropriate to incorporate generative AI into course design, activities, and assessments based on course learning outcomes, program learning outcomes, and conventions and expectations of the discipline.
2. Instructors with courses that incorporate generative AI should ensure that use of GenAI offers a meaningful learning experience rather than just for novelty.
3. Discuss with students the strengths, limitations and ethical considerations of the technology, what tool is being used, what data is collected through tool and how it will be used, how to use the tool responsibly, and the pedagogical reasons behind integrating AI into the learning experience. See the [VCC AI student discussion slides](#) which can be adapted for your class.
4. Instructors cannot require students to use GenAI or any other technology tool for any activity related to grading or achieving learning outcomes unless it has been approved through a VCC PIA.
  - a. If an educator recommends a tool for course activities or assessments not approved in the PIA process, equivalent alternatives must be provided for those who do not consent to enter their personal information into such a service. **The alternative option must not disadvantage the students opting out of using the tool, or result in** lower grades, or a reduced learning experience. Talk to [CTLR](#) if you'd like to discuss options.
  - b. Instructors can recommend the use of Microsoft Copilot, when logged in with VCC credentials, as a more secure option, and as a free tool. See: [Recommended AI Tool](#). In general, seek to choose tools that are accessible to all students.
  - c. When recommending a tool, instructors should make sure to caution students not to enter data that they would not want shared or stored, such as any personal information, or anything they would want to publish or protect such as intellectual property.

5. Use of all technology and digital tools must be done in accordance with VCC's Appropriate and Responsible Use of Educational and Information Technology Policy and other applicable College policies.

## Further Learning and Acknowledgement

Connect with the [Centre for Teaching, Learning and Research resources](#) if you'd like to learn more or explore how you to integrate generative AI in learning experiences in your courses or program. For student learning, at this time we recommend sharing University of Sydney's student created site: [AI in Education \(sydney.edu.au\)](#)

We would like to gratefully acknowledge the leadership and wisdom, and open sharing approach, in being able to use and remix [KPU's Generative AI: An Overview for Teaching and Learning](#); and [Generative Artificial Intelligence in Teaching and Learning at McMaster University](#) , and draw inspiration from UBC's Draft Principles and Guidelines for Generative AI in Teaching and Learning.