

The Evolution of Assessment & Academic Integrity in a Gen-AI World

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How might we rethink assessment and academic integrity to value creativity, critical thinking, and meaningful collaboration in an age where AI automates traditional academic tasks?

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CONFERENCE SCHEDULE

8:00-8:30	Arrival & Check-In
8:30-9:15	Welcome & Keynote w/ Manny Kandola
9:15-9:30	Break & Room Set-up
9:30-11:30	Morning session
11:30-1:00	Lunch & Networking
1:00-3:00	Afternoon session
3:00-3:30	Closing Keynote & Exit Ticket (back here)

Welcome!



Afzal Shaikh
Director of I.T
The York School



Emilia Martin
MYP Coordinator
Upper Canada College

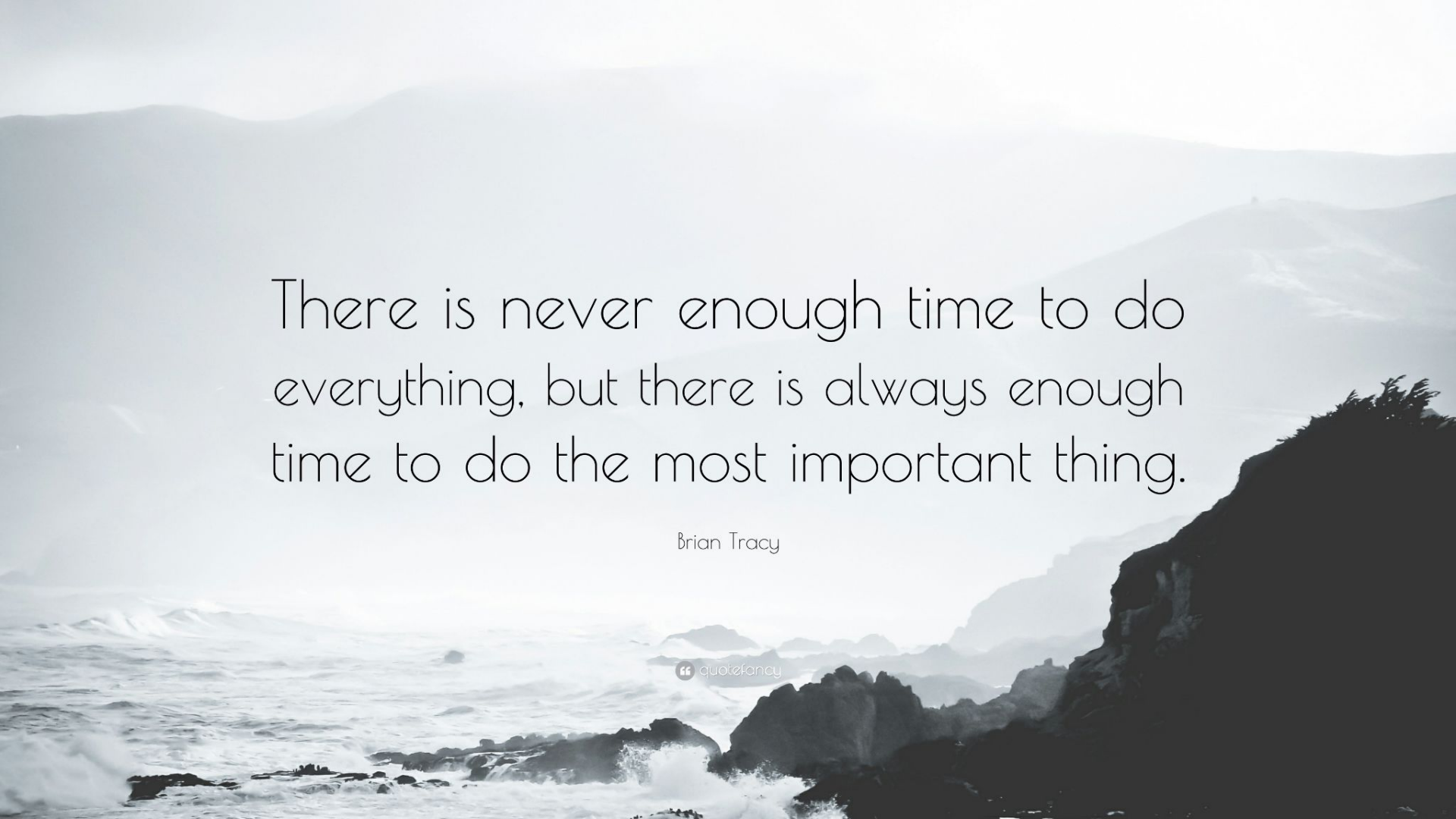


Andrew Petrolito
Ed. Tech. Coordinator
Trinity College School

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Let's set the table: UnConference Essential Agreements

- **Respect Air-Time:**
  - Share your thoughts succinctly & create space for others to contribute.
- **Recognize Everyone's Expertise:**
  - Build on others' insights to foster collaboration.
  - Offer support and encouragement to your colleagues.
  - Engage in thoughtful, forward-thinking discussions.
  - Listen actively and generously to every voice at the table.
- **Embrace Growth:**
  - Approach conversations with curiosity and an open mind.
  - Celebrate diverse perspectives from different schools and cultural contexts.
- **Network & Connect**
  - Use breaks and meals as opportunities to deepen connections & spark new ideas.


There is never enough time to do everything, but there is always enough time to do the most important thing.
Brian Tracy
quotefancy

Session Format (**120 min**)

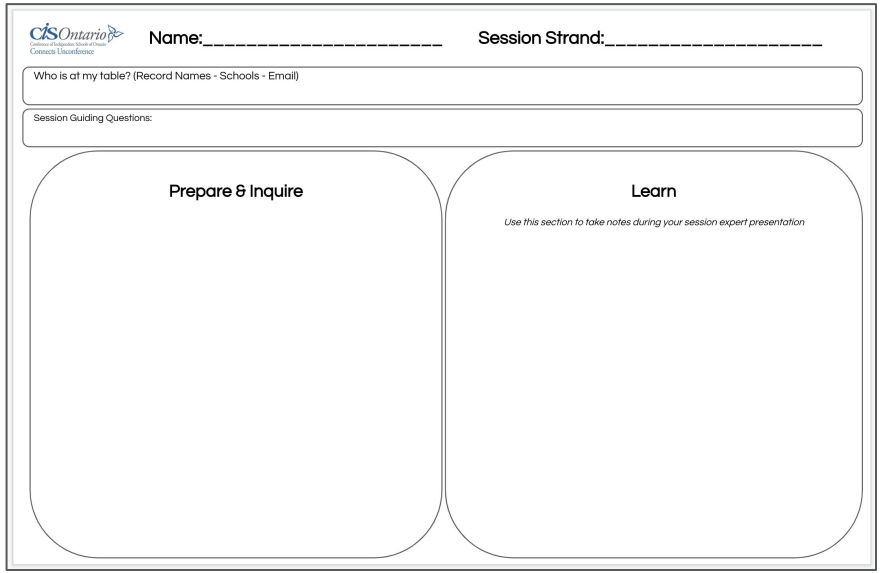
Welcome	**5 min**	Facilitator & Expert introductions & Session overview
Learn	**30 min**	Session **EXPERTS to share their experience / learning**
Reflect & Share	**30 min**	Table **sharing of expertise and prior knowledge**
Deep Dive	**20 min**	Facilitated **deep dive** into a session sub questions.
Consolidate & Record	**30 min**	Participants consolidate & record learning in exit ticket activity
Gallery Walk	**5 min**	Conversations and connections during the coffee break.

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Your Conference Workbook

This is the key to effective learning from today's session:

- Follows the flow of the session
- Provides you with prompts and space to ask questions, write ideas, and document your learning.


CIS Ontario Connects Unconference

Name:_____ Session Strand:_____

Who is at my table? (Record Names - Schools - Email)

Session Guiding Questions:

Prepare & Inquire

Learn

Use this section to take notes during your session expert presentation

Use it, write on it, doodle, sketch note, whatever helps you learn the most from the the day.

CIS Ontario CONNECTS UNCONFERENCE

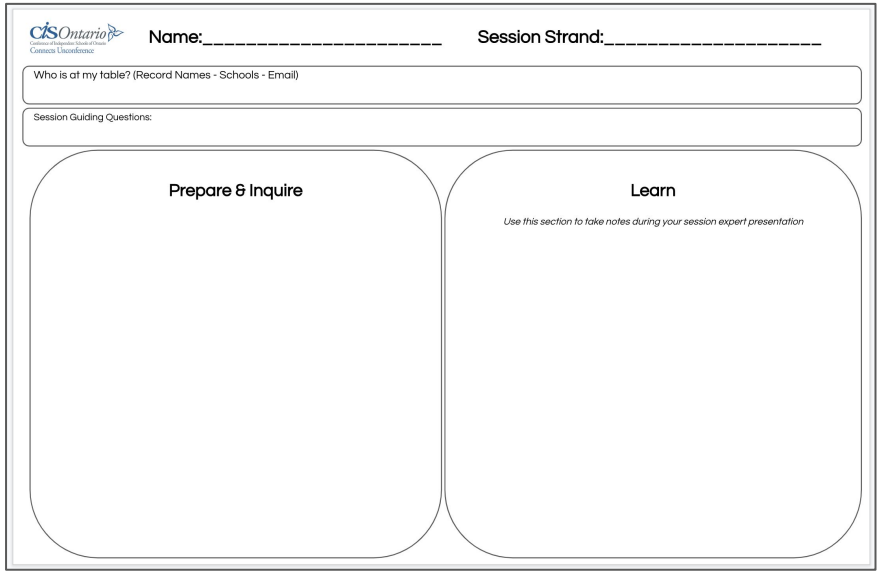
Prepare & Learn

Prepare

- 5 min solo reflection and expertise inventory.
- What do you know already and what are you curious about?

Learn

- 30 min presentation from your facilitators.
- Take notes
- Write down questions and ideas


CIS Ontario Connects Unconference

Name:_____ Session Strand:_____

Who is at my table? (Record Names - Schools - Email)

Session Guiding Questions:

Prepare & Inquire

Learn

Use this section to take notes during your session expert presentation

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"Artificial intelligence will be the greatest force for education since the printing press."

— Sal Khan, Founder of Khan Academy


AI TASKFORCE
The Yorkk School

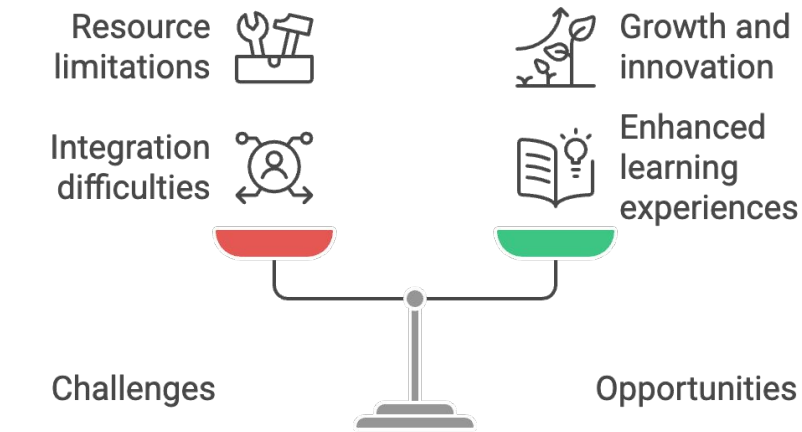
Taskforce Scope

- **Policy Development:** Formulate policies that address the use, ethics, and governance of AI within the school, ensuring compliance with legal standards and promoting best practices.
- **Curriculum Integration:** Develop a framework and scope and sequence to help Integrate AI topics and tools across various subjects, not just STEM fields, to encourage interdisciplinary learning and application of AI.
- **Infrastructure:** Develop the necessary IT infrastructure to support AI tools and platforms, ensuring robust, secure, and efficient technology is available to students and staff.
- **Partnerships:** Collaborate with technology firms, higher education institutions, and other schools to share resources, knowledge, and experiences regarding the best practices in AI education.
- **Monitoring and Evaluation:** Establish continuous monitoring and evaluation mechanisms to assess the impact of AI implementations and refine approaches based on feedback and outcomes.

The York School AI Scope & Sequence (PLAN)

What are the Challenges and Opportunities that AI has presented in your classroom?

- What are the Challenges and Opportunities that AI has presented in your classroom?
  - Arts & Design
  - Arts
  - Humanities
  - Learning Strategies
  - Math
  - Modern Languages
  - Science
  - Library/English
  - Student Life/Well Being
  - PHE
- How might AI Help or Hinder ATL Skill Development?
  - Grade 6
  - Grade 7
  - Grade 8
  - Grade 9
  - Grade 10
  - Grade 11
  - GRADE 12



Balancing AI Challenges and Opportunities in Education

The York School AI Integration Framework - Gr 6 - 12

AI Level		Description	Citation & Disclosure
0	**NO AI use permitted**	**My assignment…** • DOES NOT use any AI assistance • Uses my own understanding, and skills.	• No AI use to disclose • May require an academic integrity pledge that AI was not used.
1	**Assisted idea generation, brainstorming, planning & structuring**	**My assignment…** • DOES NOT use AI content in the final submission. • Uses AI for brainstorming, creating structures, and generating ideas for improving my work.	• An AI **disclosure statement** must be provided listing how AI was used. • Link(s) to AI chat(s) or logs must be submitted with final submission.
2	**Assisted Editing**	**My assignment…** • DOES NOT use new AI created content in the editing stage. • Uses AI to make improvements to the clarity or quality of the work I created.	• An AI **disclosure statement** must be provided listing how AI was used. • Link(s) to AI chat(s) or logs must be submitted with final submission.
3	**Assisted Task Completion**	**My assignment…** • Uses AI to complete certain elements of the task, as specified by the assignment instructions and/or teacher. • Requires me to critically and responsibly examine AI content to evaluate its output.	• All AI-created content must be acknowledged and/or cited using proper MLA or APA citation. • Link(s) to AI chat(s) or logs must be submitted with final submission.
4	**Full AI-assisted use with human oversight**	**My assignment…** • Uses AI throughout the assessment to support my work in appropriate, and ethically sound ways. • Uses AI as a 'co-pilot' to enhance human creativity. • Requires me to provide human oversight and evaluation of all AI generated content it uses.	• All AI-created content must be acknowledged and/or cited using proper APA or MLA citation. • Link(s) to AI chat(s) or logs must be submitted with final submission.

AI & Feedback - Framing transparency

1. The Partnership Approach:

“In our class, we’re using AI tools like Flint K12 and Brisk AI to help provide you with targeted feedback. These tools work alongside my own input, offering suggestions and insights that help us be more efficient and focused.

2. The Evolution of Tools:

“Just like we’ve seen technology evolve—from manual typewriters to laptops—AI is now helping us improve how we learn and grow. I use AI tools to generate some of the feedback you receive, but I always review it to ensure it aligns with our learning goals.

3. Transparency and Trust:

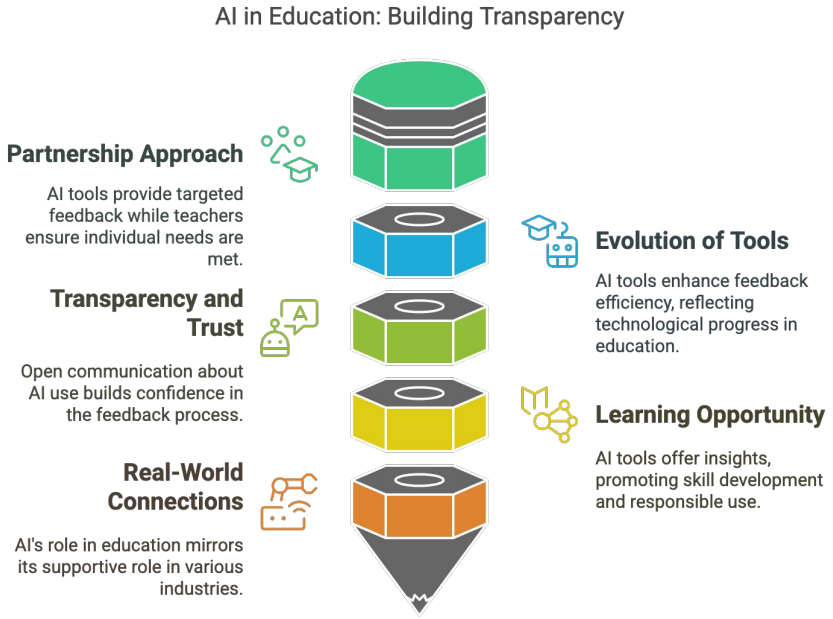
“You’ll notice some feedback you receive is generated using AI tools. I believe it’s important to be transparent about this, so you understand how the tools work.

4. A Learning Opportunity:

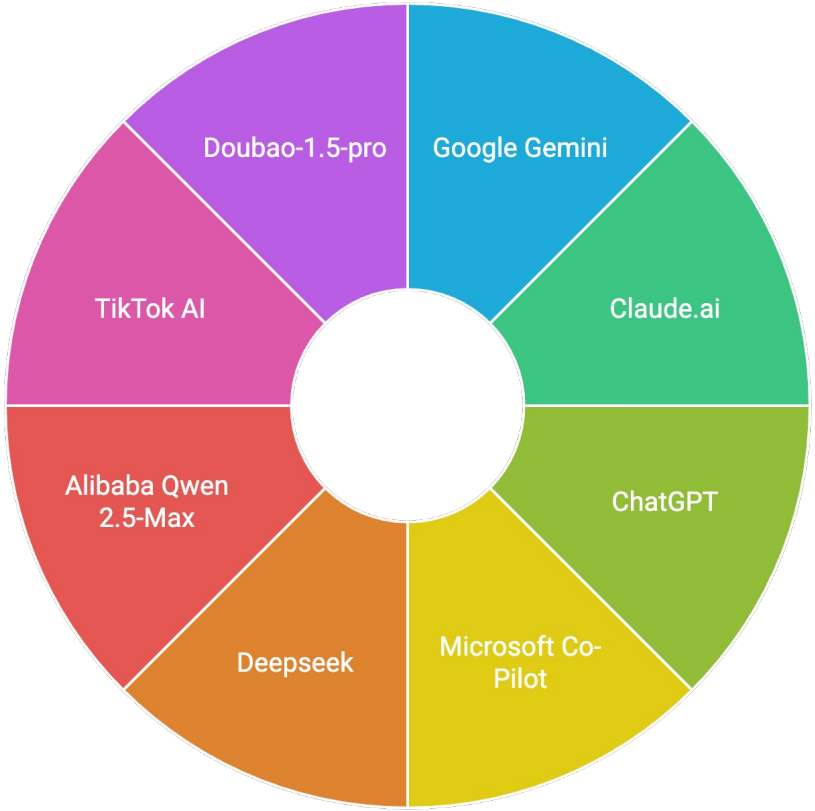
“We’re using AI tools like FlintK12 to help with feedback because they can analyze patterns and suggest improvements faster than a person can

5. Connecting to Real-World Use:

“In many fields today—like medicine, law, and even creative industries—AI is being used to support human work. In our class, AI tools assist with feedback, offering suggestions based on data and patterns.

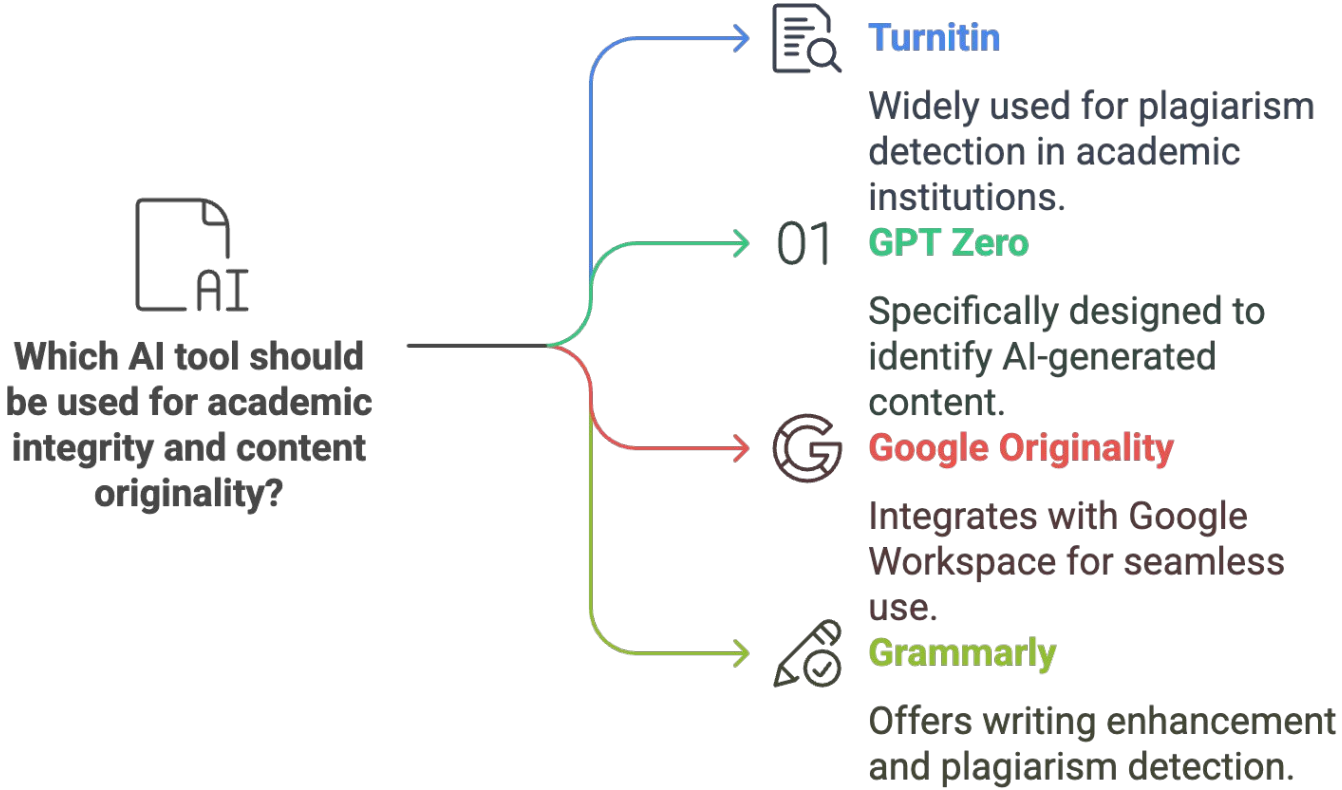


Leveraging AI to give real time Feedback



- Flint K12
- Brisk Teaching
- Read Write
- Khan Academy
- Google
- And more...

Evolving teacher and student mindsets around Academic Integrity



Emilia Martin - UCC

IB position on AI

AI offers enhanced learning experiences

Rather than shying away from artificial intelligence (AI), **the IB is excited by the opportunities that these tools bring to education** to enhance learning experiences and provide additional support to our students. AI tools are designed in a way that they can be used to encourage students to think critically and creatively, by engaging students in thought-provoking discussions and challenging them to think beyond the usual perspectives.

AI in learning and teaching

Students will need to be taught to understand the bias inherent in the content that an AI tool produces and to critically review it—an important skill to learn in an IB education. Students should also be taught that AI**-generated work included in a piece of assessment must be credited** in the body of the text and appropriately referenced in the bibliography.

And not only do we think that these tools are beneficial for students, they also hold the potential to lighten the workload of our dedicated educators and schools. By leveraging these AI tools, educators can free up valuable time to spend more quality moments with their students.

Emilia Martin - UCC

IB position on AI

How the IB is utilizing AI

At the IB, we will continue to rely on human examiners to mark the IB assessments. However, in addition to our existing checks, **we are exploring utilizing AI as a quality control tool to detect inadvertent inaccuracies** that could potentially be made by examiners during the marking process. In such cases, we would then seek an additional (human) investigation to ensure accuracy. Together, we can navigate the challenges and embrace this technology's exciting possibilities.

Support and resources

- Academic Integrity policy (PDF, 3.1 MB)
- Sample Theory of knowledge (TOK) activities:
  - Using AI-generated content as a TOK object (PDF, 714 KB)
  - Interactive feedback exercise (PDF, 577 KB)
- A list of common questions and concerns can be found here (PDF, 188 KB).
- Dr Matthew Glanville's, Director of Assessment at the IB, views on AI tools blog article.
- Dr Glanville advice on Gen AI tp UK Parliament Science and Technology Committee on the governance of artificial intelligence.
  - How Your Students Can Correctly Reference AI Tools
  - Using Coursework To Support Students
  - Making Students Aware Of The Pitfalls Of AI

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https://erichudson.co/ai-in-education.html

Eric Hudson is a facilitator and strategic advisor who supports schools in making sense of what's changing in education. He specializes in learner-centered assessment, human-centered leadership, and strategic program design. Over the course of his career, Eric has designed and facilitated professional learning and strategic retreats for hundreds of schools and learning organizations.
Eric serves on the board of the Association of Technology Leaders in Independent Schools (ATLIS). His Substack newsletter "Learning on Purpose" has been featured in *The Marshall Memo* and *The Educator's Notebook*. He has a M.A. from the University of California, Berkeley, and a B.A. from Cornell University. He lives on Cape Cod, MA, USA.



Douglas Beam
Associate Director |
Member School Engagement



Kelsey Hall
Director |
Membership



Amy Choi
Associate Director |
Professional Learning

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Feedback from community

I want use AI but I need…

- **Time to Play Around with AI:** Educators express the need for dedicated time to experiment and familiarize themselves with AI tools.
- **Efficiencies to Integrate to LMS:** Desire for AI tools to seamlessly integrate with Learning Management Systems for enhanced efficiency.
- **Exposure to Effective Usage:** Faculty seek guidance on the most effective ways to utilize AI in educational settings.
- **Proficiency Development:** Time and support to explore and become proficient in using AI tools effectively.
- **Collaboration and Expert Support:** Desire for opportunities to collaborate with colleagues and experts for learning and support.
- **Global Guidance and Support:** Request for global guidance and support when incorporating AI into teaching practices.
- **Training and Workshops:** Need for more workshops, sharing sessions, and training to enhance AI integration skills.
- **Security and Confidentiality:** Concerns about security and confidentiality when using AI tools in education.
- **Research Applications:** Interest in learning about research applications and evolving processes related to AI tools in education.
- **Curriculum Integration:** Training on how to integrate AI tools authentically into existing curriculum effectively.
- **Generating Assessments and Administrative Tasks:** Request for tools to create multiple assessments and use AI for administrative tasks.
- **Progressive Teaching Strategies:** Seeking resources to support progressive Foreign Second Language teaching strategies.
- **Impact on Teaching and Learning:** Desire to understand the impact of AI tools on teaching and learning outcomes.
- **Keyword Understanding and Privacy Concerns:** Need for guidance on key words for effective AI use and awareness of privacy issues.
- **Continuous Learning:** Request for more time and opportunities to learn and play with AI tools.
- **Future Preparedness:** Desire for a well-adjusted society ready for the impact of AI tools in education and beyond.

I don't want to use AI because...

1. **Ethical and Philosophical Concerns**: Some faculty members express deep-seated ethical and philosophical objections to AI, including fears that it could lead to humanity's downfall, undermine societal reliance on human intellect, and dehumanize creative and learning processes.
2. **Accuracy and Reliability Issues**: A notable concern is the potential for AI to provide incorrect information. Faculty members worry about the implications of relying on AI for educational content, emphasizing the importance of accuracy in teaching materials.
3. **Overwhelm and Effort**: The process of using AI effectively is seen as overwhelming and potentially more time-consuming than traditional methods. Faculty cite the need for coming up with prompts, triple-checking outputs, and editing as reasons why AI might not always simplify tasks.
4. **Impact on Learning and Creativity**: There's apprehension about AI's impact on students' learning experiences and the development of their critical thinking skills. Some educators fear AI use could lead students to bypass intellectual challenges, potentially stifling creativity and problem-solving skills.
5. **Privacy and Misuse Concerns**: Concerns about privacy and the misuse of AI tools, particularly in relation to generating derivative works without consent in the art/design community, highlight fears about ethical implications and professional impact.
6. **Dependency and Authenticity**: Several responses reflect a reluctance to become dependent on AI tools, with a preference for maintaining authenticity in teaching and creative work. This includes a desire to rely on one's own thinking and problem-solving abilities.
7. **Technical and Training Challenges**: Some faculty members express uncertainty about how to use AI effectively and responsibly, citing a lack of training or support as potential barriers to adoption.
8. **Limited Usefulness and Application**: Experiences with AI have varied, with some finding it of minimal use in their professional practice. Concerns include generic responses from AI, the need for extensive editing, and a belief that AI does not significantly enhance teaching or administrative tasks.
9. **Personal Preferences and Skepticism**: A variety of personal preferences and skepticism towards AI are expressed, ranging from a desire to embrace challenges without technological shortcuts to concerns about AI's inauthenticity and potential to replace human creativity.

Feedback from community….

General Feedback and comments

1. **Appreciation for the Workshop**: Many faculty members expressed gratitude for the AI workshop, acknowledging it as a step towards embracing future technologies and thanking the IT team for their efforts.
2. **Concerns about Student Use and Learning Impacts**: There's a significant focus on the need to understand how AI affects student learning, including concerns about ethical use, the potential for AI to enable students to bypass reading and critical thinking, and the risk of a general "dumbing down" of academic experiences.
3. **Policy and Ethical Use**: Suggestions for updating school policies to address AI use, including the development of ethical use policies and department-specific guidelines. There's a strong call for a proactive approach to integrating AI in an educational context responsibly.
4. **Professional Autonomy and Academic Purposes**: Faculty members express a desire for the autonomy to explore and use AI for academic purposes, suggesting that AI could be a valuable resource when used appropriately.
5. **Training and Exploration Needs**: Responses indicate a need for further training and exploration time to understand AI's capabilities and potential applications in teaching and learning. There's interest in interactive AI tools and the possibility of integrating AI into various subjects and assessments.
6. **Potential for Enhancing Teaching and Learning**: Despite concerns, there's optimism about AI's potential to improve teaching practices and student learning experiences, provided that there's a balanced approach that encourages critical thinking and creativity.
7. **Suggestions for Structured Implementation**: Some faculty members propose structured approaches for integrating AI, including the implementation of subject-specific AI usage guidelines and the exploration of assessment models that incorporate AI.
8. **Revising School's AI Policy**: A strong sentiment exists for revising the school's AI policy to align with contemporary practices and the realities of AI use among students. There's a call to shift from discouraging to educating students about responsible AI use.
9. **Balancing Technology with Human Interaction**: While recognizing AI's potential, there's caution against allowing it to replace human interactions and the fundamental goals of education. The importance of maintaining a focus on learning, creativity, and human presence in the classroom is emphasized.

Principles of AI Literacy at UCC

These principles were created as a starting point for our community by a team of educators from UCC who attended an AI Learning Summit at LCS in summer 2024.

This is a living document, and we will continue to evolve our principles as our community steps into our collaborative inquiry.

- GenAI is an "***arrival technology***" thus students will be taught to use it ethically and effectively.
- AI will be a thought partner, co-creator and/or a coach **not** a replacement for learning.
- We will teach **digital skills** versus digital tools because students need transferable aptitudes and mindsets.
- We will be explicit with students about what is being learned and why, so we can protect the learning while scaling up and personalizing with AI.
- We encourage both teachers and students to regularly ask themselves, "How can this be enhanced with AI?" and/or why does this need to be created independently?

Roadmap for AI Implementation 2024-25

Step 1. GOA PD. Subject teams consider **AI enhancements for their assessments**

Step 2: Students are introduced to **AI Ethics** and responsible use. Guidelines are created.

Step 3: Teachers **co-create** an AI enhanced assessment with students. Includes learning transparency and clear guidelines.

Step 4: A **reflection** protocol is created for AI enhanced assessments. Reflection guidelines are created.

GOAL: One AI-Enhanced assessment for this year.

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Mindset Shifts: Policing -> Partnership

Policing Mindset	Partnership Mindset
1. Role of the teacher is the enforcer of rules and detector of cheating	1. Role of the teacher is the guide and collaborator in the learning process
2. Focus on preventing cheating (e.g., closed book exams)	2. Focus on authentic assessments that reflect real-world tasks
3. Students viewed as potential cheaters; trust is low and highlight is on suspicion	3. Students viewed as partners in their own learning; trust is higher and highlights mutual respect
4. Feedback is punitive	4. Feedback is constructive and aimed at improvement
5. Assessments are controlled and monitored strictly	5. Assessments are open and trust-based, encouraging collaboration
6. Learning goals emphasize compliance and rule-following	6. Learning goals emphasize on mastery and understanding
7. Technology use is minimal, primarily for monitoring	7. Technology use is extensive, leveraging AI to personalize learning

Two Lane Approach

Beth Nichols & Joe McRae - LCS Summer AI Institute - July 22nd - Draft of LCS Framework for AI
University of Sydney Resources - Overview of the two-lane approach – FAQ about the two-lane approach

Lane 1	Lane 2
Secured, supervised, verified Learning is clearing defined Process is supervised AI tools are not used	**AI Enhanced** Learning is open-ended Assessments include "impossible" products Full access to AI Tools
Hybrid Assessments include both Lane 1 and Lane 2 elements	

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Examples of Lane 1 and Lane 2

Lane 1: Secured, supervised, verified	Lane 2: AI Enhanced
• Supervised handwritten assignments/tests • Supervised typed assignments/tests using exam.net • Note-free and screen-free presentations or discussions	• AI-generated products beyond typical coursework (e.g., novels, large data analysis, coding, websites) • AI-assisted task performance with subsequent critique

Hybrid

- AI is used for idea generation and the final product is created in class and on paper, or vise versa (formative vs summative)
- Some categories of assessment allow AI and are completed as homework and others are completed in class

Approaches to AI Collaboration

Mentor - Provide feedback

Tutor - Direct instruction

Coach - Prompt metacognition, reflection

Teammate - Increase team performance, provide alternative viewpoints

Student - Receive explanations, teaching others

Simulator - Deliberate practice, knowledge transfer

Tool - Accomplish tasks

Moving from AI as "producer" to "collaborator" can lay the groundwork for ethical use. These three roles are good starting points.

Assigning AI: Seven Approaches for Students, with Prompts, Mollick & Mollick

Additional Resources: Furze Scale

The Furze scale can provide a little more nuance.

1	**NO AI**	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI must not be used at any point during the assessment.**
2	**AI-ASSISTED IDEA GENERATION AND STRUCTURING**	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.**
3	**AI-ASSISTED EDITING**	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	**AI TASK COMPLETION, HUMAN EVALUATION**	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. **You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.**
5	**FULL AI**	AI should be used as a "co-pilot" in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.**

Graphic of the AIAS from https://arxiv.org/abs/2403.14692

Questions to consider

- What are the key **learning outcomes** of this assessment?
- How do these outcomes align with the **overall course goals**?
- What specific **skills and knowledge** are being assessed?
- What types of **tasks** are students asked to complete?
- How **authentic** is the assessment in terms of real-world relevance?
- What **evidence** do we have of student learning and mastery?
- What measures are in place to ensure **academic integrity** without fostering a policing environment?
- What kind of **feedback** do students receive from this assessment and how is the feedback used?
- How are **students involved** in the creation or development of this assessment?
- What aspects of the assessment might increase student **motivation and interest**?
- How is **technology** currently being used in this assessment?
- Why is this assessment categorized as **Lane 1 or Lane 2**?
    - **Lane 1:** How can we ensure that this assessment is completed independently?
    - **Lane 2:** How can we support students in using AI responsibly and ethically in this assessment?

Some UCC Resources

Dr Philippa Hardman

The AI Gap: Equity, Access & the Risks of Standing Still | Welcome to TeachOnline

Introducing: ChatGPT Edu-Mega-Prompts

Prompt Library – AI for Education

AI in Education | GOA

Australian Framework for Generative Artificial Intelligence (AI) in Schools.

The AI Educator Newsletter

https://www.nytimes.com/column/hard-fork

Quizlet's State of AI in Education Survey Reveals Teachers Are Surprise AI Champions

Eton_CaitlinInitiative

What are Large Language Models?



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Artificial Intelligence

"You know what the biggest problem with pushing all things AI is? Wrong direction. I want AI to do my laundry and dishes so that I can do art and writing, not for AI to do my art and writing so that I can do my laundry and dishes." - Joanna Maciejewska(@AuthorJMac), X



Andrew Petrolito

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Navigating the digital world and the threat of AI in the classroom

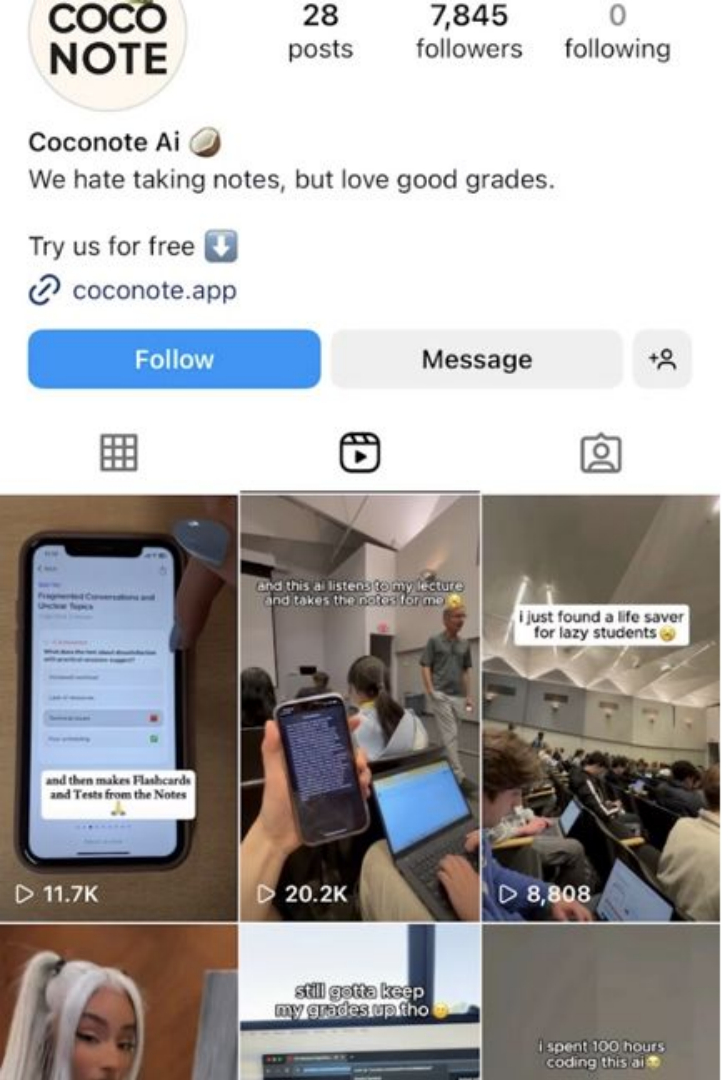
Student Dependency

As AI becomes increasingly accessible, students are tempted to rely on it for tasks like writing essays or solving problems, potentially hindering their development of critical thinking and problem-solving skills.

Staff Awareness

Staff members need to be equipped with the knowledge and skills to understand the potential risks and benefits of AI in the classroom and to guide students in its responsible use.

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Emergence of AI on social media, particularly TikTok

Accessibility

AI tools are readily available on social media platforms, making them easily accessible to students and staff, even without prior knowledge or training.

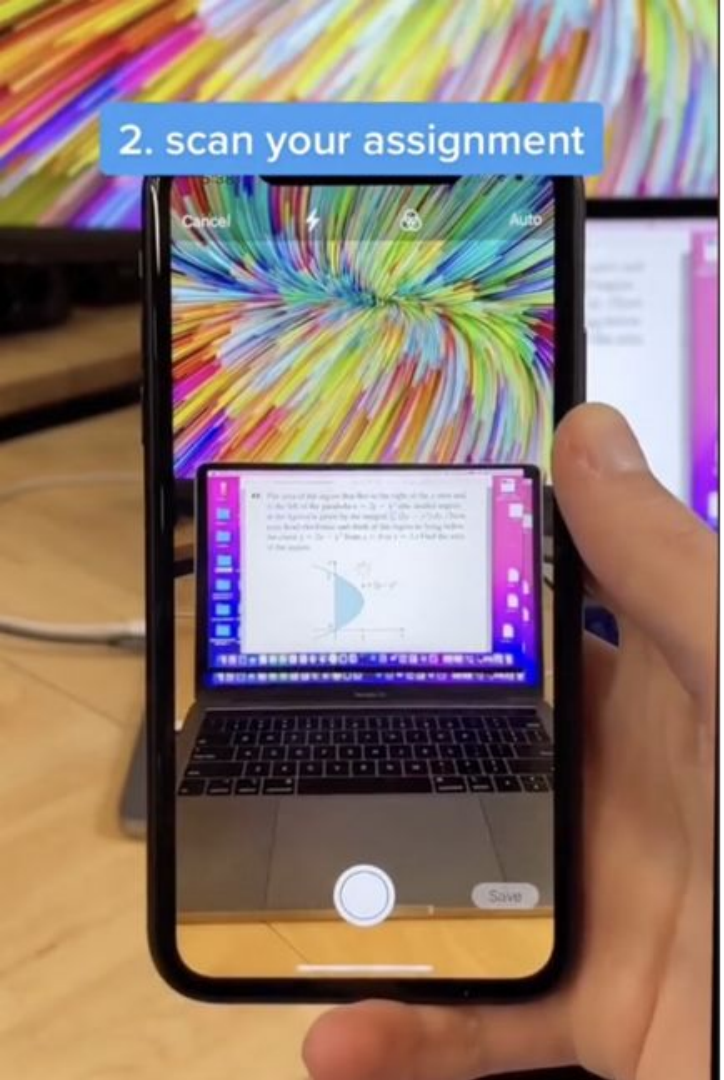
Rapid Evolution

The rapid evolution of AI in the social media context necessitates constant vigilance and adaptation by educators to keep pace with the latest advancements and potential threats.

Informal Learning

Social media platforms are becoming informal learning environments where students engage with AI concepts and tools, presenting both opportunities and challenges for educators.

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The impact of AI on students and staff. Student dependecy, Staff awareness.

Student Dependence

Students may become reliant on AI tools to complete tasks, potentially hindering their development of critical thinking and problem-solving skills.

Staff Awareness

Staff members need to be equipped with the knowledge and skills to understand the potential risks and benefits of AI in the classroom and to guide students in its responsible use.

Ethical Considerations

The use of AI raises ethical concerns about plagiarism, data privacy, and the potential for bias in AI algorithms, requiring careful consideration and mitigation strategies.

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Pulling together a team to address the AI challenge

Cross-Disciplinary Collaboration

We assembled a team of educators, technologists, and experts in various fields to address the complex challenges of AI in education.

Open Dialogue

We fostered open dialogue and active listening to ensure that all voices were heard and considered as we navigated the ethical and pedagogical implications of AI.

Shared Goals

We worked together to establish a clear set of goals and objectives, ensuring that our approach was aligned with the needs of TCS and the larger educational community.

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Text in *Life at Trinity* (p. 7)

Use of Generative AI Tools
Generative artificial intelligence (AI) is transforming teaching and learning. Trinity College School recognizes our responsibility to learn and lead regarding the appropriate, effective, and ethical use of this evolving technology. The following guidelines will be regularly updated:

Acceptable uses of generative AI:

- **As a subject of exploration**. Students are encouraged to learn as much as possible about AI, its capabilities, its limitations, and the ethical considerations it brings.
- **As a study aid:** Generative AI can help explain complex concepts, assist in reviewing materials, and act as a study partner. Nevertheless, it should complement, not replace, studying course materials and understanding the foundational concepts.
- **As a writing aid**. AI can help in proofreading and editing original work (e.g. Grammarly). However, students must retain their individual voice, style, ideas, research, and understanding in their work.

Unacceptable uses of generative AI:

- Submitting work generated by AI as their own
- Using AI to complete homework, tests, assignments, or exams
- Intentionally generating false or misleading content
- Failing to properly acknowledge AI-generated content

Students must follow teacher instructions on how AI can and cannot be used in individual courses. The unethical use of AI-generated content will be treated as academic dishonesty.

TRINITY
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Developing a balanced approach to AI, Stop lights vs 2 lanes.

1 — **Red Light**

Certain AI applications, such as those that generate entire essays or provide ready-made solutions, are considered inappropriate and require a clear red light.

2 — **Green Light**

AI tools that enhance learning, provide personalized feedback, or support student research are encouraged and given a green light for responsible and ethical use.

3 — **Two Lanes**

We strive to create a balanced approach that recognizes the potential benefits of AI while also addressing the potential risks and ethical concerns.

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Developing habits of the heart and mind for a life of purpose and service

Guidelines for using Generative AI at TCS



Yes!

- Learn all about AI: its capabilities, limitations, and ethical considerations
- Use AI as a study aid to help explain complex concepts, assist in review, or be a study partner
- Proofread your work with AI tools (e.g. Grammarly)
- Practice prompt engineering to generate the best results
- Be prepared to explain how AI informs your work
- Use NoodleTools to properly cite AI response/output
- Include AI prompts and responses in an appendix to your work
- Always act in the spirit of the TCS Honour Code and Academic Integrity Policy in *Life at Trinity* (page 7).



Caution!

- Verify all facts generated by AI as responses may contain false information and fabricated sources
- Use AI as a springboard for ideas, not to produce a final product
- Recognize that AI-paraphrased words may still contain borrowed ideas; proper citations are necessary



Image credits: Midjourney

Stop!

- Do not submit AI-generated work as your own
- Do not submit work without citing what components were generated by AI
- Do not use AI to intentionally generate false or misleading content

Note! The unethical use of AI-generated content will be treated as academic dishonesty.

Always follow teacher instructions on how AI can and cannot be used in individual courses.

TCS Curated AI Resources

File Edit View Insert Format Data Tools Extensions Help

Draftback (revs)

100% CA$ % .0 .00 123 Defaul... 11 B I A

D9

	A	B	C
1	**TCS-Curated AI Resources** *Also: see tabs below	**Link**	**Description [send resource suggestions to mhealy@tcs.on.ca]**
2	TCS AI Task Force terms of reference	link	TCS 'stoplight' Yes! Caution! No! Generative AI graphic
3	Two-Lane Assessment Guidelines	link	A graphic showing TCS's Lane 1 and Lane 2 Assessment Guidelines as adapted from the University of Sydney
4	TCS *Life at Trinity*, 2023-2024	link	See page 7 for the School's policy on Academic Integrity and generative AI tools
5	List of exams ChatGPT has passed	link	"If people focus on academic products–the answer to a problem set, the final draft of an essay, or a completed lab report–the have to come to terms with the fact that students have access to machines that can produce the same (or better) product. C this out: ChatGPT recently passed the theory portions of the Master Sommelier test, despite the fact that it's never tasted a s wine. (See a list of exams ChatGPT has passed.)" [source]
6	The weekly NYT Hard Fork Podcast. Listen to the May 26 episode.	link	If you like learning about trends in tech, and you enjoy all things New York Times, the Hard Fork podcast is superl Listen to the AI component of the May 26 episode starting at 19:25.
7	AI: A discussion for education (slidedeck with many resources)	link	A helpful repository of teacher-directed AI-in-education resources
8	The Algorithmic Bridge Substack by Alberto Romero.	link	Clear-eyed and insightful AI commentary.
9	Concept of Obsolescence Regime	link	Key quote: "The obsolescence regime is a world where...a company or country that tries to make do with mere hu creativity and understanding and reasoning alone [without AI] would be outcompeted as surely as one that refuse touch a computer would be today."
10	Conversations Around Artificial Intelligence at the Association for Academic Leaders	link	From CAIS: "In this One Schoolhouse blog post, academic leaders are urged to have important conversations about the impa artificial intelligence (AI) in education. The article emphasizes the need to ask critical questions about AI's influence on job responsibilities and student learning. It suggests exploring available resources and engaging in active research to better und and prepare for the future implications of AI. Additionally, the tension between focusing on academic products and valuing th learning process is considered, with an emphasis on the significance of humanities degrees in managing and understanding
	From the *Washington Post*: Type in your job to		

Implementing solutions at TCS

1

Personalized Learning

AI-powered platforms provide personalized learning experiences, catering to individual student needs and learning styles. Teach them how to use them!

2

Adaptive Assessment

Analyze student performance and adjust assessment strategies to provide more meaningful feedback and targeted interventions.

3

Intelligent Tutoring Systems

AI-powered tutoring systems provide students with individualized support, answering questions, and providing feedback in real-time. Then having students analyze the responses and decide



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Universities struggling with AI

1

Academic Integrity

Concerns about plagiarism and the use of AI tools to generate content without proper attribution.

2

Student Learning

The potential for students to become over-reliant on AI tools, hindering their development of critical thinking and problem-solving skills.

3

Faculty Training

The need for faculty to be equipped with the knowledge and skills to effectively integrate AI into their teaching practices.

Made with Gamma

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Universities creating AI and using it as a support for Professors

1

AI-Powered Research

Universities are leveraging AI to accelerate research, analyze data, and generate new insights.

2

Automated Grading

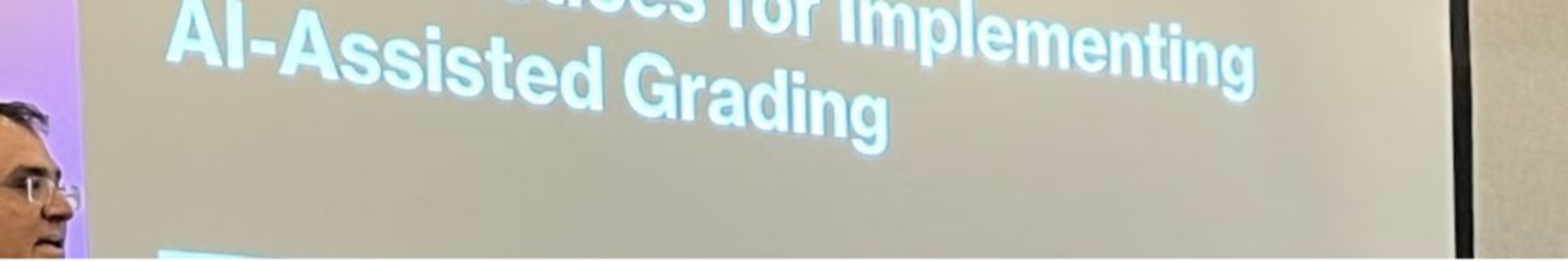
AI algorithms can assist professors with grading tasks, freeing up time for more personalized student interactions.

3

Personalized Learning Tools

AI-powered platforms provide students with tailored learning experiences, adapting to their individual needs and learning styles.

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Education during the digital arms race. Universities are at a crossroads.

1

Adapt

Universities must adapt to the evolving landscape of AI and integrate it into their teaching and research practices. Their large scale models are at risk.

2

Innovate

Universities have begun to embrace the potential of AI to enhance learning, advance research, and transform the educational experience. They are all creating their own versions of a student AI assistant that is University sanctioned.

3

Change

Universities have a responsibility to change to stay relevant. Universities are reliant secondary education to mold the student of tomorrow in the face of AI. While they are slowly changing, their scale is a challenge.

agine: *What might _____ look and feel like hen it is implemented & functioning at its best?*

Resources: *Where can I look for answers, ideas and best practices to inform my own learning ? (Books, Stites, People, Podcasts etc.)*

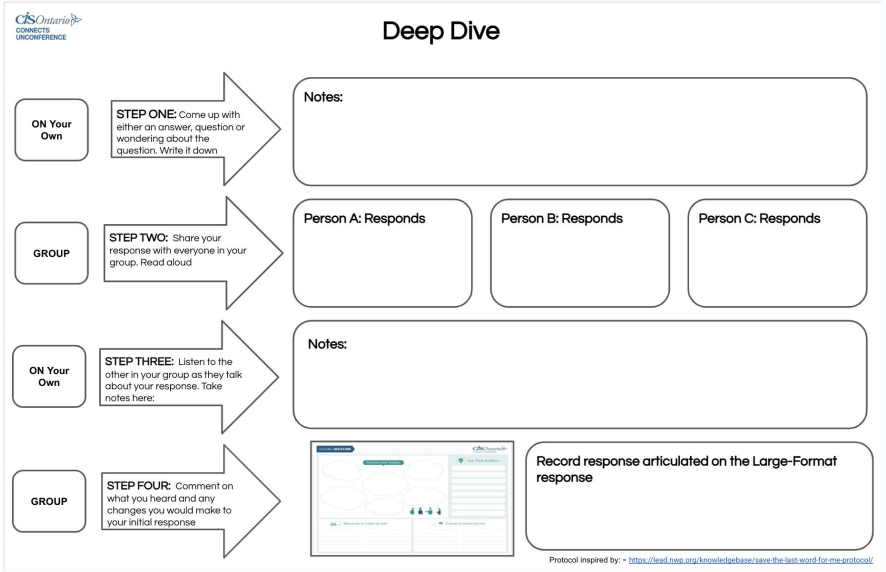
Tips & Tricks: What are some important steps to consider when planning & implementing? What have you already tried so far? What have you learned in the process?

Deep Dive (20 min)

Follow the flow of the workbook

Solo - Group - Solo - Group

Transfer your answers to the Impact report at the end

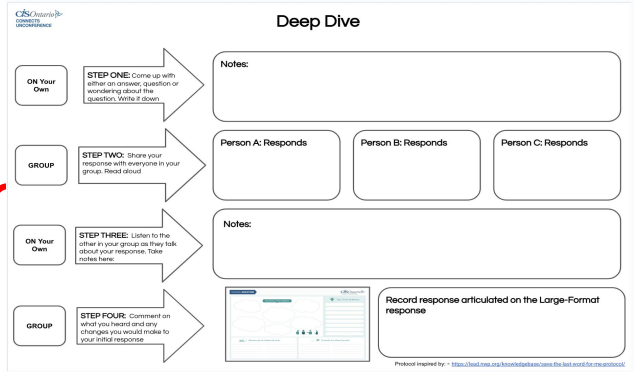


CIS Ontario
CONNECTS UNCONFERENCE

EXIT TICKET: Inform the Impact Report

Inform the Impact report:

- 20 mins group synthesis to capture and transfer as much knowledge as possible to contribute to the post-conference impact report.





GUIDING **QUESTION**

CIS Ontario
Connects Unconference

Answers and Insights



Tips, Tricks & Advice

Resources to Follow Up with

Schools to Follow Up with

Gallery Walk





SUMMER AI INSTITUTE

The Skills That Matter

Join Us — June 24 to 27, 2025

The Institute will be facilitated by **Eric Hudson**

*A professional development experience for **teachers** and **school leaders** looking to explore role of artificial intelligence in education together*

More Info & Registration @
lcs.on.ca/SummerAIInstitute

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