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 user prompts. Unlike traditional AI systems (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 massive data set and then generate new outputs.

Since late 2022, GenAI tools have evolved beyond simple text generation to include multimodal functions, reasoning models, and agentic AI capable of completing complex tasks autonomously. These tools are becoming embedded in everyday applications and platforms (Copilot, Grammarly, Google search) and wearable AI technology.

This rapid advancement presents both significant opportunities and complex challenges in higher education. Generative AI offers the potential of personalized learning at scale, supporting enhanced accessibility for learners, and enrichment and creativity in content generation. In terms of challenges, the question of what is meaningful to learn and how learning can be validated in the age of AI continues to be wrestled with. Beyond assessment validity, institutions must navigate the risk of cognitive offloading and diminished critical thinking from overreliance on these tools, erosion of trust in whether something is human or AI created, equity and ethical concerns embedded in the design and implementation of these tools, protecting privacy and data, and the impacts on human relationships between learners and educators.

VCC embraces the responsible adoption of Artificial Intelligence as an empowering partner that will fundamentally transform access and achievement in teaching and learning. We champion a human-in-the-loop approach where AI amplifies our ability to connect, educate, and empower our diverse community, preparing learners to become ethical, critical, and innovative citizens for the future workforce.

Purpose of the Guidelines

The principles and guidelines below serve as a compass to support the responsible use of generative AI in teaching and learning at VCC, while seeking to mitigate the risk areas. It is essential for the VCC community to learn how to engage ethically and effectively with these tools given their growing prevalence in the education and work sectors.

This is a living document that will 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[1] 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. The evolving nature of GenAI requires educators to iteratively develop knowledge and skills to support VCC students in doing the same.
- 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 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. Likewise, there is a need to ensure ethical data stewardship of student and employee information.

Principles

These are the root principles grounding the guidelines on use of GenAI in teaching and learning at VCC.

1. **Opportunities to enhance teaching and learning.** Generative AI presents benefits such as enhancing student personalized learning experiences, creating learning materials more effectively, ability to develop multimodal materials, and innovative ways of engaging in learning and demonstrating learning.
2. **Supporting students' future success:** It is essential to prepare students to be critical, informed, and responsible users of these tools for further work, study or personal needs.
3. **Academic integrity:** All uses of GenAI must uphold academic integrity and adhere to the VCC policy and procedures on academic integrity.
4. **Educator and instructional staff use of GenAI:** Instructors and instructional staff may 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.
5. **Student use of GenAI:** Students may use GenAI in academic course work if explicitly permitted within their specific course and/or program. 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.
6. **GenAI literacy**: VCC will continue to provide opportunities to learn about capabilities and limitations of GenAI tools and their applications in teaching and learning, and encourages VCC employees and staff to continue to develop basic literacy skills. Understanding the ethical risks associated with these tools is essential to critical engagement with and use of these tools such as, acknowledging the exploitation of human workers, particularly in the Global South, to train and review their tools and moderate the content.

[1] https://www.vcc.ca/strategic-plan/, VCC's Values section

7. **Indigenous data sovereignty and respect for Indigenous Knowledges**: Use of GenAI tools should respect and support Indigenous data sovereignty and protocols for use and sharing of Indigenous knowledges and data. The risks and harms of cultural appropriation, scraping Indigenous data without consent and perpetuation of bias/stereotypes in the creation and use of these tools must be mitigated, while looking to Indigenous leadership on .
8. **Equity:** Bias in the training data and inputs can produce biased, discriminatory, inaccurate, or harmful outputs, which can contribute to continued systemic inequities. Use of these tools should be assessed for risks to equity and outputs evaluated to reduce harmful bias effects.
9. **Accessibility:** While some GenAI tools can enhance accessibility and democratize knowledge, not every tool is accessible. Use of these tools in teaching and learning should seek to ensure equitable access by considering cost of tools, internet access, digital skill of users, and accessible infrastructure etc.
10. **Privacy and confidentiality:** The need to protect individuals', and especially students', personal information (privacy) and confidential information and act in accordance with FIPPA requirements is essential in all VCC activities. Instructors and students should be fully informed of all privacy considerations and risks of using GenAI tools and each tool's Terms of Service, and instructors should prioritize using tools with which VCC has a contractual relationship.
11. **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.
12. **Responsible use and ensuring accuracy:** Users of GenAI are ultimately responsible for critically evaluating GenAI outputs to ensure accuracy and mitigate harm before sharing those outputs.
13. **Environmental sustainability:** Training GenAI models requires large amounts of electricity and freshwater, and there are additional environmental costs with using these tools once trained, particularly for video creation. Consider when it is appropriate to use a web search without AI summary, 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.
14. **Transparency:** Materials (text, images, code, music, video, etc.) generated by these tools that are shared for the purposes of teaching and learning should include disclosure/attribution.

Institutional Guidelines

Developing AI Literacy

VCC has resources available for learning about and experimenting with GenAI. These are updated with new information and events as they become available, and further resources will continue to be developed.

• The Gen AI in Teaching and Learning website has information about institutional guidelines, benefits and risks, information on prompts for educators, assessment redesign approaches, student literacy resources and more. Educators at VCC can participate in AI learning opportunities from the Centre for Teaching, Learning and Research and join the AI community of practice.

• The Guide on Generative AI from the VCC Library includes information on understanding Generative AI, citing and evaluating outputs from GenAI tools, and a using GenAI flowchart for students

Institutional GenAI Tools and Considerations

Under FIPPA, instructors cannot require students to use GenAI or any other technology tool that collects their personal information unless the tool has undergone a PIA and has been approved by VCC to be used with personal information. Instructors should prioritize using tools with which VCC has a contractual relationship. (See: Privacy)

Use low-risk information

Users should only input low risk information into GenAI tools. For the purposes of these Guidelines, **low-risk information** is any information that does not pose any risks to privacy or confidentiality. To make sure you are using low-risk information, do not include the following in your input:

- Personal information about oneself or others (e.g. name, email, address, phone number, student or employee number, SIN, credit card information, grades, voice/audio, birthdate, etc.), including facial or other identifying images (photos, videos).
- Confidential or sensitive information/content: includes anything that could not be publicly released; confidential financial and legal documents; anything that may infringe on others' intellectual property rights; anything else sensitive or private.

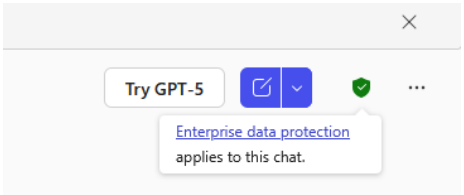
Low risk information should be used in all forms of input with GenAI tools, including prompts; image, audio, and video input; uploaded files; or granting a GenAI tool access to content available in a browser or in a drive.

Approved GenAI Tool: Microsoft Copilot Chat

All students and employees have access via their VCC M365 account to Microsoft Copilot Chat. Copilot Chat does not use chat data to train its LLM. This is a more secure option than other GenAI tools.

VCC has approved Microsoft Copilot Chat for required use for teaching and learning, with the following requirements only.

1. **Users should log in to Copilot Chat with their VCC account to ensure that they are working in VCC's protected environment**. Copilot Chat will display a green shield icon and indicate enterprise data protection on mouseover. To access Copilot Chat, visit https://m365.cloud.microsoft/ and sign in. Copilot Chat will display:



2. Users should only enter low-risk information as described above.
3. Users should be aware that using Copilot Chat in select M365 apps like Word, Excel, PowerPoint, etc. provides Copilot Chat with access to content that they have open. In this scenario, Copilot Chat is able to engage with it directly, including any personal or confidential information.
4. Users should be aware that Copilot Chat logs users' prompts and responses (Chat History). Users can delete this chat history.
5. Users should avoid using the feedback buttons (thumbs up and thumbs down) to prevent any of their chat session data from being unintentionally shared with Microsoft.

GenAI Tools Embedded in VCC Software and Systems

Some VCC-licensed software and systems that are approved and in use by VCC may now include embedded GenAI tools. Unless these GenAI features have been assessed, instructors may only permit students to use these tools with **low-risk information** and they must exercise caution with intellectual property/copyrighted material. Instructors should review these tools' Terms of Service to understand how they are intended to be used (e.g. ownership; attribution requirements).

GenAI Tools Not Permitted for Use at VCC

VCC IT Services has blocked DeepSeek and Otter.ai from VCC devices and the network due to security and privacy risks and violations. Students and employees are encouraged not to use these tools on their personal devices.

Academic Integrity

The embedding of artificial intelligence in everyday life is "fundamentally changing how we teach, learn, and create" (Eaton, 2023). There are a variety of ways these tools can support teaching and learning in ethical and responsible applications. Using artificial intelligence for assignments/assessments does not automatically equal academic misconduct. (Eaton, S., 2023. 6 Tenets of Post-plagiarism), just as use of these tools does not automatically support learning. Supporting academic integrity requires a holistic approach from the first day of class conversations, syllabus language through to reminders on each assessment, and considering embedding reflection on how AI is positively or negatively impacting the learning process.

Permission Level – Deciding on Appropriate AI use for a Course

To support academic integrity, instructors should give clear AI permission levels in their course syllabus, and discuss with students why these particular permission levels support the learning outcomes of the course. AI tools are embedded in everyday applications like Google search, Grammarly, chat help, and our Microsoft 365 applications where both educators and students may be unaware of these changes, or understand that it may be considered AI use. Intentionally planned discussions around generative AI support building student digital literacy and academic integrity. The decision to use Generative AI in a course is an academic decision and belongs to the instructor unless the program learning outcomes or course learning outcomes state students will acquire these skills. VCC provides three permission levels, best practices and considerations below.

Not Permitted

The instructor has determined that GenAI tools will not be used to complete the course.

- Describe why GenAI is not allowed; how its use will it negatively impact a student's learning. This additional context will help a learner develop their perspective on appropriate and inappropriate use of GenAI.
- Be clear with respect to Spell Checkers, Grammar Checkers, Transcribers, and AI for studying. Outline how your students may check any software use that they feel may be questionable with you.
- **Any use of the "AI is restricted/not permitted"** *will be more impactful and ensure assessment validity when paired with a reflection on assessment AI resiliency and whether* ***assessment redesign*** *is needed.*

Partially Permitted

The optional use of AI tools for specific assignments and/or tasks is permitted as described by the instructor, but students can also choose not to use the tools. Encourage the use of institutional tools to ensure data privacy is upheld and instructors must provide a Notice of Use (see: Generative AI tools are permitted Notice of Use).

- Be clear if there are any assignments or parts of assignments where GenAI must not be used. Note that almost all take home work is vulnerable to AI.
- Discuss with students if they need to seek your approval before using optional GenAI.
- Encourage the use of VCC Copilot Chat to protect their data.

Required

Required use in a particular course is acceptable provided the technology is selected from the institutionally approved tools and the Notice of Use document is included in the syllabus (see: Generative AI tools are required Notice of Use. Specify style of citation, activities requiring citation and how different activities may be accounted for.

- Be clear with expectations around citing GenAI work.
- See the library for support in citing GenAI in APA and MLA.
- Provide guidance for students choosing their own tools

Syllabus Statement Language: AI Permission Level

Generative AI tools are not permitted

The use of any GenAI tools to produce graded assignments or assessments is not permitted in this course**.** Using AI technology will limit your capacity to meet the learning goals of this course. Your graded submissions should solely reflect your voice and independent work. VCC's Academic Integrity Policy 325 and its procedure apply to any unauthorized use of GenAI tools. If you're unsure about what counts as appropriate use of AI tools, please reach out to me so I can help.

Generative AI tools are partially permitted
Notice of Use

The use of generative AI tools in this course is permitted as described below:

[Instructor to detail specific tools if applicable and the specified learning activities or components of learning activities where use of AI is permitted.]

- **[Tool A: Links to terms of service and privacy policy.]**
- **[Tool B: Links to terms of service and privacy policy.]**

Student Responsibility and Academic Integrity
Students are responsible for all materials submitted to their instructor and must carefully review and confirm the accuracy of all content created with GenAI tools. Using any GenAI tools to produce graded coursework in any way *not specified in this syllabus* is considered academic misconduct, and the VCC Academic Integrity Policy 325 and its procedures apply

Privacy and Data Protection Warning
Many GenAI tools use your inputs to train their models, and VCC may not have control over how these third-party tools collect, use, or store your data. You are encouraged to read the Terms of Service and Privacy Policy of each tool you use. If you are concerned about a tool's terms or privacy policy, please discuss your concerns with your instructor to see if alternatives are available.

To protect your privacy and intellectual property while using GenAI tools:

1. **Account Registration:** When registering, provide **only the minimum personal information** (e.g., your VCC email address)
2. **Input:** Only use **low-risk information** in your chat prompts or uploaded content
   - **DO NOT** input personal information about yourself or others (e.g., names, student numbers, grades, or facial or other identifying photos or videos)
   - **DO NOT** input confidential VCC information, content you wish to maintain intellectual property rights over, or that may infringe on others' intellectual property

Generative AI tools are required Notice of Use

You are required to use the following institutionally approved AI tools: **<insert names>** for this course to complete learning and assessment activities related to the learning outcomes.

- **[Tool A: Links to terms of service and privacy policy.]**
- **[Tool B: Links to terms of service and privacy policy.]**

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Designing Assessments to Support Academic Integrity

GenAI is prompting deep questions about assessment: what learning outcomes matter today, and how we can reliably measure their achievement? What human-only competencies are needed as well as human-ai collaboration skills? AI in assessment has been described as a "wicked problem", with no perfect solution for every context (Corbin,T. et.al 2025). As GenAI has become more powerful, efforts to restrict its use in assessments have become increasingly ineffective. It is particularly hard to do so if students are allowed to work on assignments outside of class or with technology present.

By redesigning our assignments to include in-class elements, direct connections to local and current issues, and a focus on documenting the learning process, we can reduce the risk of Generative AI misuse, and thoughtfully build in appropriate opportunities for building GenAI literacy.

Key strategies to support authenticated learning:

1. Test the AI resiliency of your assessment so you understand what the tools are capable of and/or how they could augment/enhance learning in the assessment. You may decide structural changes in the assessment are necessary.
2. Regularly update assessments.
3. Build live verification into assessment. Include synchronous ways to verify students have met the learning objectives. This can include mock panels, debates, presentations, oral exams, in-person elements, in-person exams.
4. Value the learning process. Use authenticated checkpoints where students make their learning visible and demonstrate evolving learning. This can include draft submissions, annotations on changes/reasoning, process notes, short in-class tasks, reflections, structured peer feedback, use of AI and reflection on feedback, or live discussions.
5. Enhance motivation through assessment design. Students may be more likely to use AI if they perceive assignments as busy work, not meaningful, or boring. To engage student motivation, be transparent and connect the learning objectives to the assignments and the importance of that learning, choose renewable (non-disposable) assignments, authentic assessments, allow student choice, and/or include group work with a creation of team contract.

You can work with the Centre for Teaching, Learning and Research to help assess AI resiliency or redesign assessments: iasupport@vcc.ca

Academic Misuse of AI (Academic Integrity Breaches)

If instructors suspect that GenAI has been used inappropriately by students for their academic work, they should follow Policy 325 Academic Integrity procedures for informal or formal resolution as appropriate. You can also reach out to the Manager of Student Conduct for support.

Note that use of an AI Detectors will not be considered a valid proof of unauthorized AI use as there are no approved tools for this at VCC. Instead of AI detectors, consider approaches that educators have already been using such as comparing work produced out of class to work produced in class, documenting process of work through draft and editing submissions and peer review. Other signs of evidence, as in reviewing work for authenticity/original thought, lack of sources and examples, citations to sources that do not exist, themes/ideas/complexity of topic far outside the course content, and engaging the student in a discovery interview are all ways to gather evidence of academic integrity. These guiding questions from University of Windsor may be a useful resource for discovery interview/conversation about suspected misuse of generative AI with students.

Students who have questions or concerns about GenAI and academic misconduct, and who would like support and/or advocacy, can reach out to the following:
o Arbiter of Student Issues
o SUVCC Students' Advocate

AI Detectors

VCC has not completed a PIA for any AI detector (e.g. ChatGPTZero, TurnItIn, etc.) and does not intend to at this time. Instructors must not upload students' academic work or personal information to any tool of this kind, even if they have a personal account.

Uploading students' personal information to an unapproved third-party service may be a breach of FIPPA (see: Privacy). Providing students' academic work to these kinds of tools also puts students' intellectual property at risk and may be in violation of the tools' Terms of Service (see: Privacy – Terms of Service).

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.

Hidden Prompts

This approach is sometimes called "white text", "hidden prompt," "prompt poisoning," or "trojan prompts" but describes an approach of embedding small, white text that is invisible to the human eye into assignment instructions or into an LMS course page in an attempt to catch AI misuse by instructing

the AI to do insert illogical text in the generated output. While this approach does not put student intellectual property at risk, it contributes to a culture of mistrust between students and instructor. Any students using assistive technology like a screen reader/text to speech software will hear this white text as genuine instructions. Students who use dark mode, language translation, or copy/paste the assignment into another software will also see the text. It can result in students who are genuinely confused by the instruction but do their best to follow it. Academic integrity with respect to hidden prompts is a concern for all post-secondary - there are already cases of academics misusing this approach to get positive AI peer reviews.

Privacy

The BC *Freedom of Information and Protection of Privacy 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 governs how public bodies are authorized to collect, use, and disclose personal information.

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. Instructors may only require students to use tools that involve the collection, use, and disclosure of personal information when a PIA is completed and VCC has approved the tool, including GenAI tools.

GenAI Tools & Personal information

This is recorded information about an identifiable individual other than business contact information (information used to contact someone at their place of business), including names, emails, student numbers, personal opinions, grades, etc.

GenAI companies collect personal information throughout the entire duration of a user's use or access of a tool or site. At minimum, account data includes enough information to associate the individual with their account to login (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 or accessed by the tool by the user may also be collected. Any data that user inputs or provides to a GenAI tool, including personal information, may or may not be stored or used for further training of the model or sold to third parties for marketing or other purposes, including surveillance. Any data used with a GenAI tool will also most likely be stored outside Canada.

Terms of Service

Instructors should always review and comply with the terms of service of any tool they use, including the Terms of Service of any third-party tool for which VCC has not completed a PIA. Different tools will have different terms around input and output, including ownership, and the tool's use of any content provided to it.

Depending on the tool's Terms of Service, instructors may also be in violation of a tool's Terms by uploading personal information and/or intellectual property of a third party (i.e. students' academic work) without their consent. Many third-party sites will also disclose content to other users or use content to train their systems, which lead to further privacy breaches and intellectual property violations.

Copyright and Intellectual Property

GenAI tools rely on content scraped 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.

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.

Teaching with GenAI

How can I use it in my teaching practice?

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. While GenAI can offer opportunities, it cannot replace the value of human interaction in education.

GenAI tools can be used to effectively draft or refine teaching materials like learning outcomes, course maps, lesson plans, learning activities, assessments, rubric, cases studies and videos; evaluate alignment of curriculum with learning outcomes; and enhance UDL aspects of materials.

The following guidelines address such uses, alongside those listed above as applicable to all uses of GenAI in teaching and learning.

- **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.

- **Human oversight**: Any content you produce by GenAI to use in your teaching must be reviewed for accuracy, relevance, bias and other possible harms before sharing with students.

- **Copyright:** Have an understanding that while you can use these tools to create content, **you may not own or hold copyright in the works generated based on current Canadian copyright law. Be mindful of what you input into tools**: no confidential information or significant portions of intellectual property you do not have the rights or permissions to. All content entered may become part of the tool's training dataset and may be unintentionally disclosed in response to other prompts.

- **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. Consider sharing how you will/will not use AI as an educator and why.

  Marc Watkins gives an example in his syllabus/first day of class discussion: "I'm going to start by telling you what I won't be using AI for and why that is meaningful to me. I won't be using AI to answer emails, provide feedback, or grade your work. I also won't be using AI to write letters of recommendation. The reason why I won't be using AI for these purposes is that it can impact the relationship I have with you, and that is something I value much more than efficiency. You may feel differently, and that's okay. Any time that I do use AI, I will be transparent about how it is used, including labelling what was generated by a machine."

- **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 or feedback of student work. There are currently no specifically approved tools for feedback/grading. There are also considerations around the impact on student-instructor relationships and perception of course value if GenAI is used for grading.

Resources: 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.

How can I plan for students to use GenAI in my course?

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.
The decisions to use or not use generative artificial intelligence (GenAI) in a course lies with individual instructors except in cases where the program or course learning outcomes specify the use of GenAI.

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

1. **Build AI Literacy:** Share the strengths, limitations and ethical considerations of GenAI, what tool is being used, what data is collected through tool and how it will be used, how to use the tool responsibly. See the VCC AI student discussion slides which can be adapted for your class.
2. **Discuss Acceptable Use**: Clearly communicate what is permitted in terms of using GenAI for their course work and what is not permitted, and the pedagogical reasons behind integrating AI into the learning experience
3. **Scaffold the Use of GenAI to Ensure Student Learning and Equity:** Students have varying levels of proficiency and confidence in using GenAI. To help students develop their skills and ensure a level playing field, it is essential to scaffold and support their use of GenAI for assignments.
4. **Include Reflective Components:** To help students develop GenAI literacy and enhance their learning, provide opportunities for them to reflect on and evaluate GenAI outputs.
5. **Protect Student Privacy:** Instructors are required to inform students about the responsible use of GenAI tools if they are used within a course. Instructors must follow all applicable privacy legislation, policy, and guidance provided in these guidelines, including the Syllabus Statements and proper notification, when using GenAI for teaching and learning purposes.
6. **Follow Policy:** 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.

Q: How do I get support to evaluate a particular tool and determine if it can be used at VCC?
A: Please reach out to the Centre for Teaching, Learning and Research at IAsupport@vcc.ca

Learning with AI

Generative AI offers possibilities to enhance the learning experience and support ways to gather and express knowledge. Learning to use artificial intelligence (AI) tools effectively and responsibly is an important part of developing digital literacy and being prepared to adapt to the evolving world. See University of Toronto's free modules on GenAI: A Practical Guide for Students
UBC's Digital Tattoo project modules on privacy, bias, and

At the same time, it's important to understand when use of AI is unethical, inappropriate, or breaches the College's rules about academic integrity.

Here are some guidelines:

Studying: GenAI tools can be useful for studying and application of learning, such as making quiz questions, asking a chatbot to act as a tutor, asking for examples, suggesting counterarguments, getting feedback, breaking down projects and more. Keep in mind these tools can generate outputs with misinformation and bias, and overreliance on these tools can decrease overall learning depending on how they are used. Prompts to help you learn.

Permissible use: Do not use GenAI to develop or complete any submitted academic work unless you have received clear permission from an instructor or supervisor to do so. If you are not clear about the course/assignment permissions, ask your instructor.

Responsibility and Human-Directed Use: Review and think critically about GenAI outputs to the best of your ability and address false or harmful aspects before sharing with others, including in your academic work.

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Further Learning and Acknowledgement

Connect with an Instructional Associate in CTLR for any support or questions around generative AI use in teaching and learning at VCC. You can also visit the Centre for Teaching, Learning and Research AI resources if you'd like to learn more on your own.

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