



A.

Considering
Sources and AI
through an
EDI Lens



Plan for the webinar:



EDI REFRESHER



TECHNOLOGY: WHY
IS MY HEAD
SPINNING?



CHATGPT, WITH
EXAMPLES



BIAS IN SOURCES,
INCLUDING AI,
WITH EXAMPLES



WRAP-UP

Ask questions in the chat; if they are not answered by the end of the webinar, we will put them in the Community of Practice, Supporting Source Savvy Students, on LinkedIn where we can all try to help!

Equity is not the same thing as Equality.



Diversity



Do the students in your program reflect the community you live in?

Inclusion

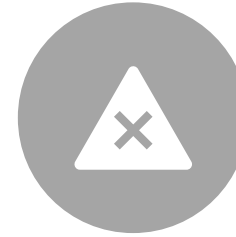


Is what we are working towards.

Grappling with concepts of equity, diversity, and inclusion



WE NEED TO UNDERSTAND...



WHAT WE SHOULD DO OR NOT DO.



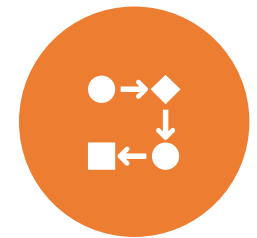
WHY IT IS THE RIGHT THING TO DO (KNOWING WHY HELPS US COMMIT)



LISTEN TO PEOPLE WHO HAVE TRADITIONALLY BEEN MARGINALIZED.

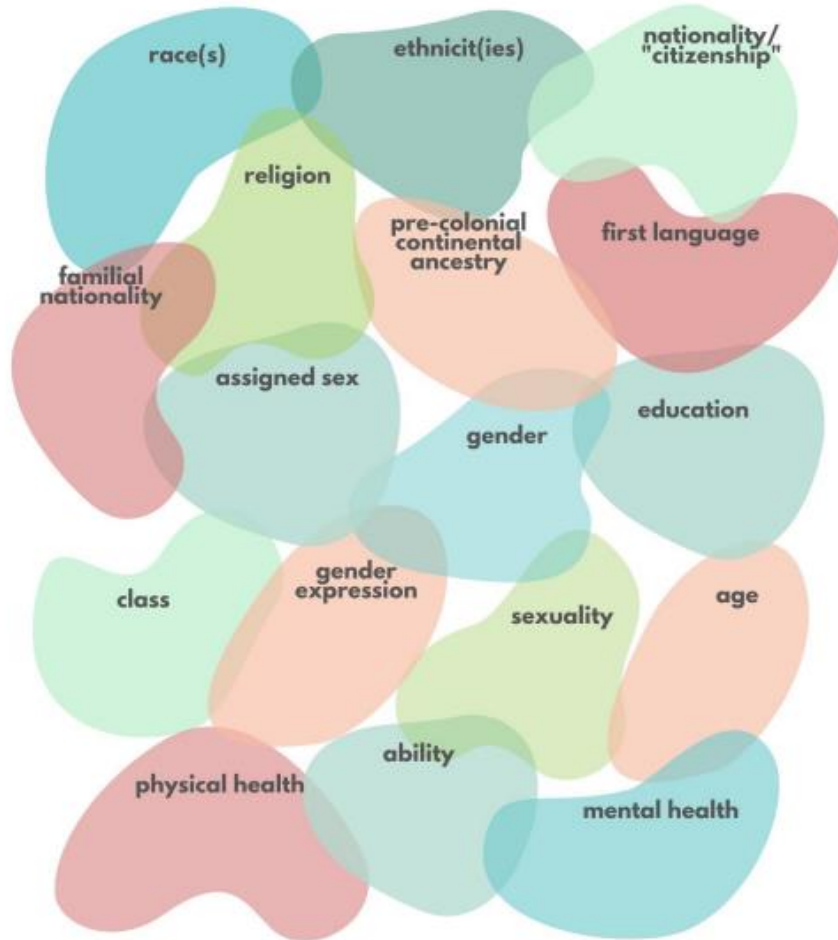


WITNESS THEIR EXPERIENCES.



PRACTICE NEW BEHAVIORS. IT IS OKAY TO START SMALL. CHOOSE STEPS.

My Social Identities



Reflect on the Following Questions

Which identities do you think about the **most** often? Why?

Which identities do you think about the **least** often? Why?

Which identities have the strongest effect on **how you see yourself** as a person? Why?

Which identities do you believe have the strongest effect on **how people see you** as a person? Why?

Which of your identities are **visible**?

Which of your identities are **invisible**?

Which of your identities are **marginalized/nonprivileged**?

Which of your identities are **dominant/privileged**?

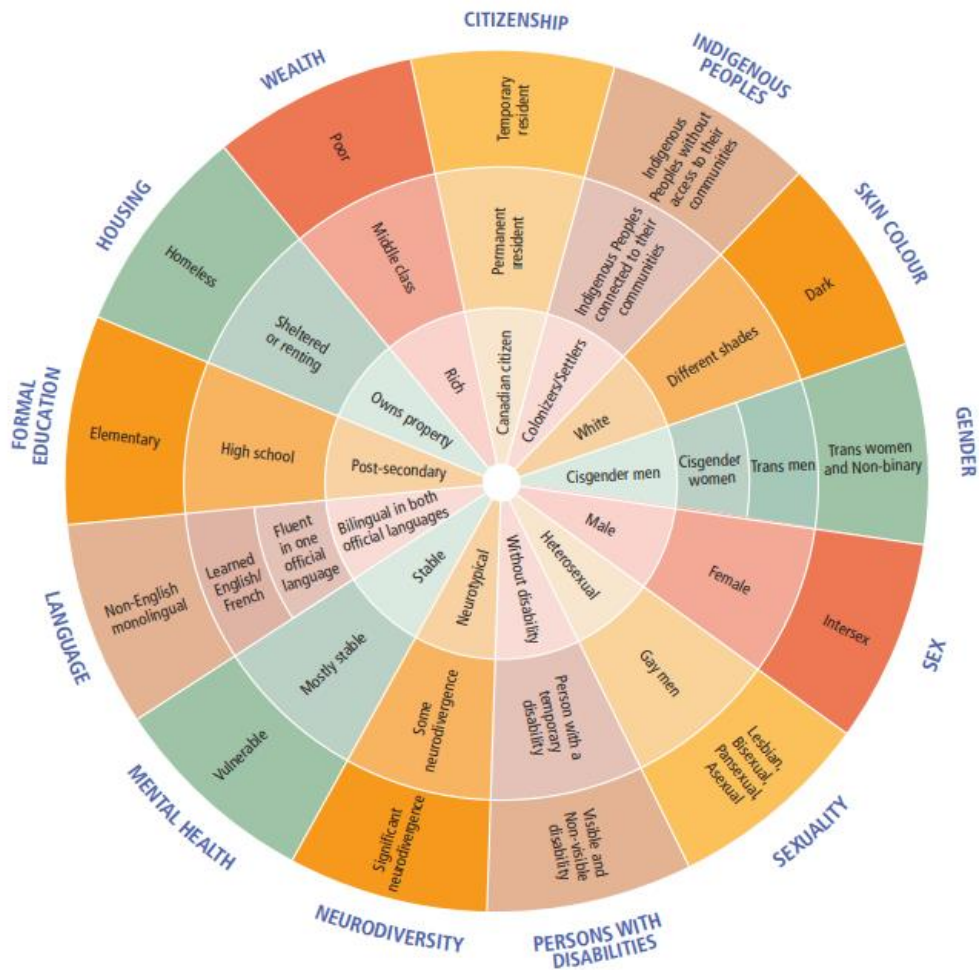
Did any patterns emerge in your responses to the questions above?

What messages have you internalized about your dominant privileged identities?

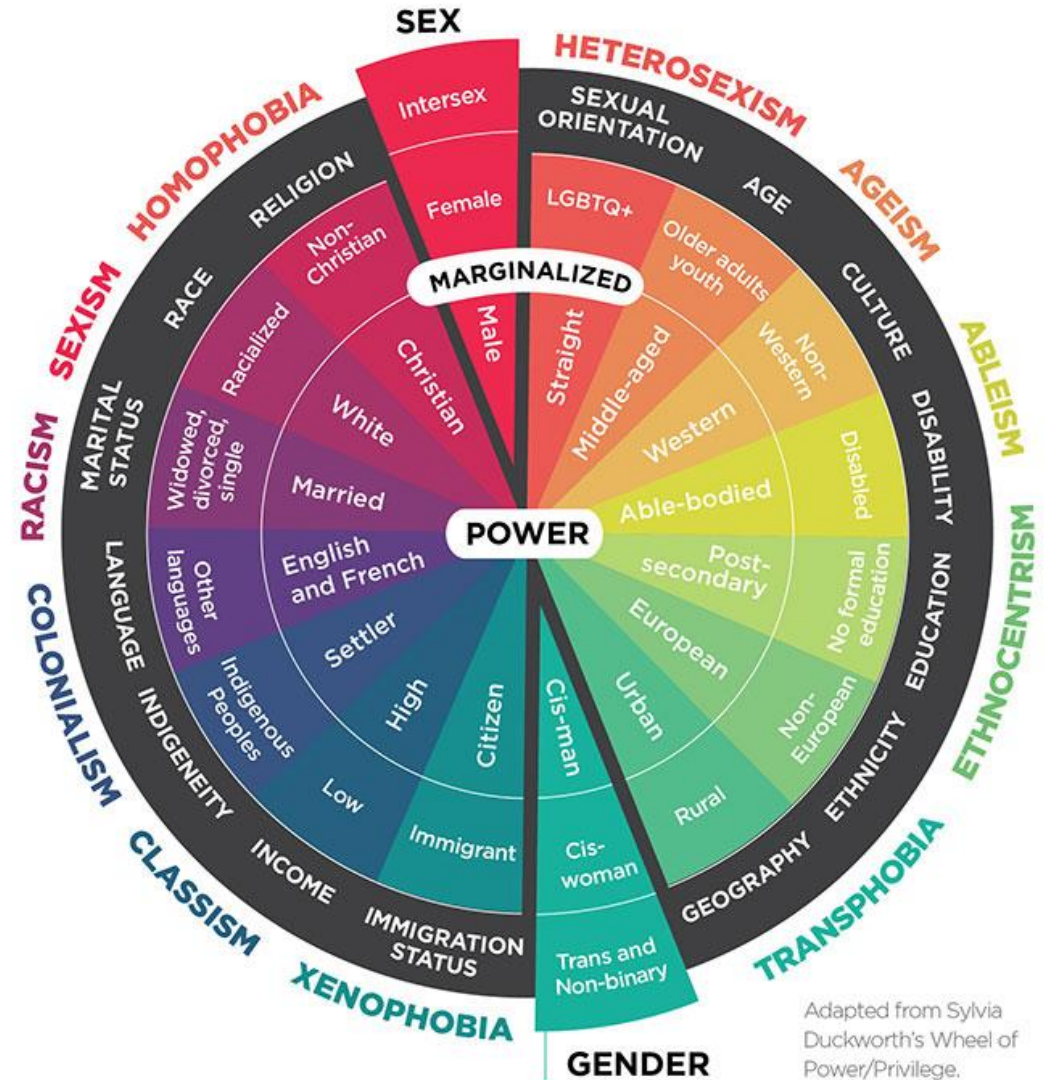
What messages have you internalized about your marginalized/nonprivileged identities?

WHEEL OF PRIVILEGE AND POWER

(the closer you are to the centre, the more privilege you have)



Note: the categories within this wheel are only examples in the Canadian context, and we should not limit ourselves to them. Intersectionality is a broad concept, and this tool is only a beginning point.



Adapted from Sylvia Duckworth's Wheel of Power/Privilege.

Some gender identity terms include:

Agender	Genderfluid	Gender neutral	Transgender man
Bigender	Genderqueer	Non-binary	Transgender woman

When we grapple with EDI, we...

1

Think about who
is in our class

2

Try to widen the
circle for who
is attracted to
our discipline

3

Support diversity
on an ongoing
basis

4

Consider feelings
of belonging as
crucial to
thriving

Do the best you can until
you know better.

Then when you know better,
do better.

-Maya Angelou



Do you feel like
something has shifted in
your role as a teacher?

Does digital technology play a part in that shift?

Major technology shifts occur roughly every 10 years



PC



Web



Mobile



AI



Knowledge
How do we create and share it?

How does this connect with college teaching?

Oral and hand-written
Thousands of years

Printing Press
Past **600** years

Digital Information
Past **50** years

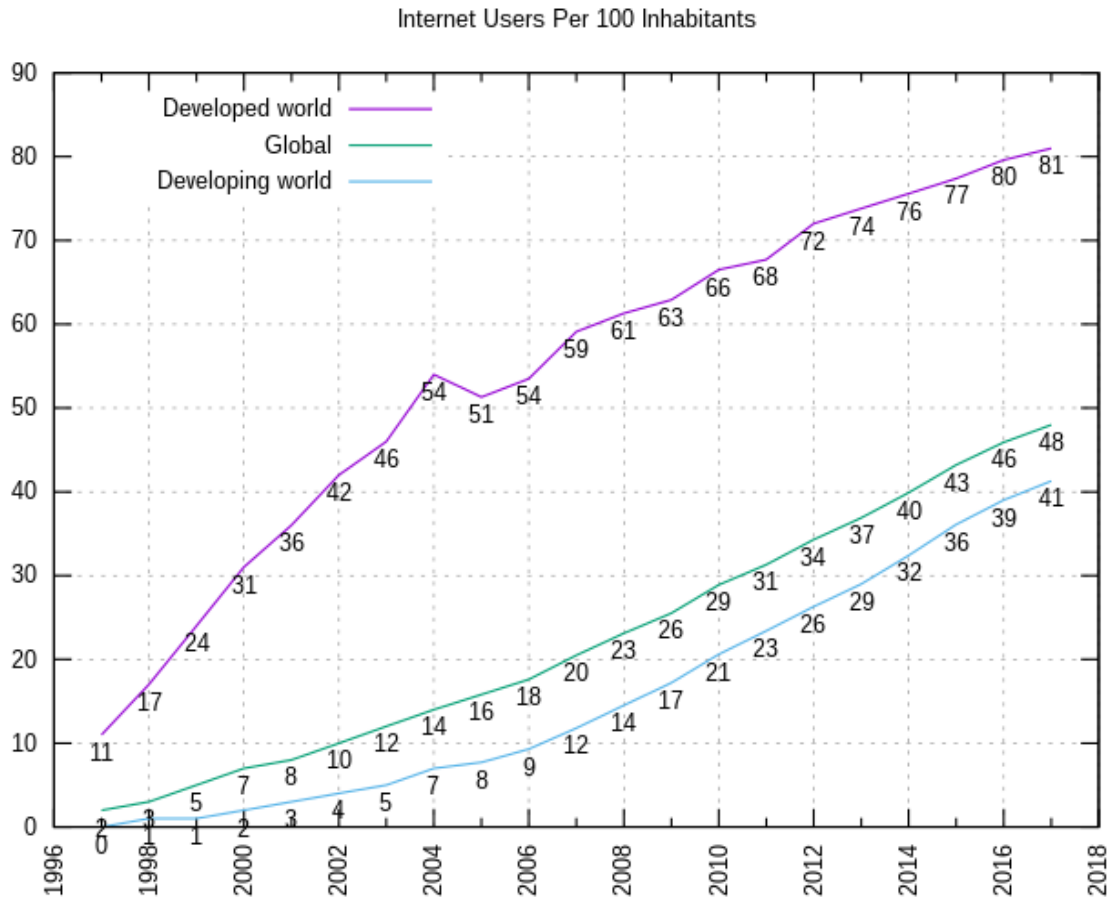
The Internet
past **30** years

AI
past **10** years

ChatGPT+
past **6** months

CIRANO works in tandem with many centres and university research chairs, all listed on Cirano's website. CIRANO collabore avec de nombreux centres et chaires de recherche universitaires dont on peut consulter la liste sur son site web.

© Janvier 2023, Henri-Paul Rousseau. All rights reserved. Tous droits réservés. Short sections may be quoted without explicit permission, subject to full credit, including © notice, to the source. Reproduction partielle permise avec citation du document source, incluant la notice ©.



ChatGPT Sprints to One Million Users

Time it took for selected online services to reach one million users



* one million backers ** one million nights booked *** one million downloads

Source: Company announcements via Business Insider/LinkedIn

It took about 20 years for 90% of the developed world to access the internet.



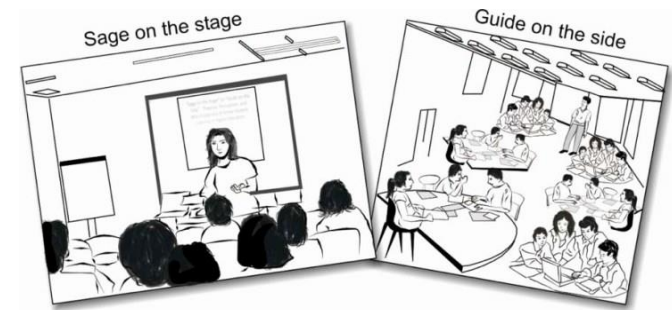
"the digital revolution will change ... the world of education
... new skills that will be required of the learner, the teacher and the impact on
the learning environment..."

For the learner,

- it will be necessary to **know how to learn**,
- how to **innovate**,
- and to have minimal **information technology skills**.
- All of this will require the development of **critical thinking, problem solving and communication skills**.
- It becomes impossible to acquire these skills without some degree of **numeracy**...
- [plus] excellent knowledge in the **sciences, arts, humanities and philosophy!**

For the teacher,

- ...modified [from] ... “sage on stage” to “guide on the side”, that is, the passage from the role of one who provides information and knowledge to the role of one who facilitates the learning of knowledge and skills.



The changes imposed on both the learner and the teacher will result in many transitions in the teaching environment.” (Saykili in Rousseau)

(page 25, Rousseau, 2023)

"Saykili identifies five transitions..."

1. ...individualized learning;
2. ...specialized assessment;
3. ...having a head that knows where to find that knowledge;
4. ...focused on developing skills to access the most current knowledge, ensure its currency and veracity while knowing how to learn it;
5. ...learning-by-experience model..."

"Let's imagine that a Quebec university [or cegep] radically changes its raison d'être, its mission, its vision and its operating model by transforming itself in the following way:

1) This university is substantially reducing the number of its undergraduate programs, and the content of these programs is offered online by the best educators from different universities and industries selected through an international competition; each selected program uses the best EdTech tools. These courses use all the pedagogical tools of an "open source" approach that is already very popular in the technology world.

2) This university is expanding the use of podcasts, webinars, Ted Talk lectures, audiobooks, docuseries and multiple learning applications at the heart of digital pedagogy. Its faculty advisors will have built, along with its professors, some laboratories at the cutting edge of digital learning technologies so that its ecosystem will place the university at the heart of new artificial intelligence applications such as Chat GPT. **All the methods of control of knowledge and skills are confronted with new challenges; the new digital university [or cegep] will have to quickly find the means to make Chat GPT and its replicas, *allies* in the current and continuous academic training."**

(page 27, Rousseau, 2023)

It is futile to be "against" ChatGPT

It is a bit like denying climate change, it is still there even if you don't accept it.

Imagine owning a horse ranch beside...

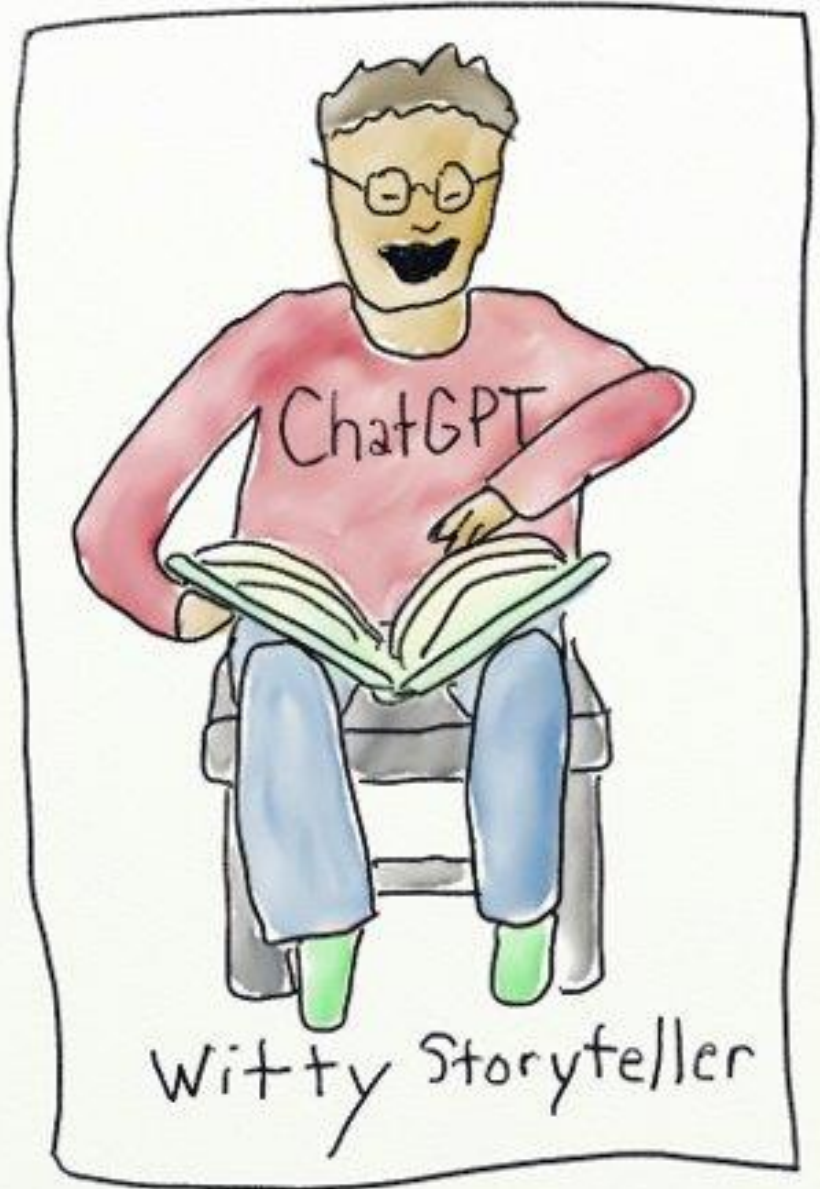


Henry Ford's car plant.





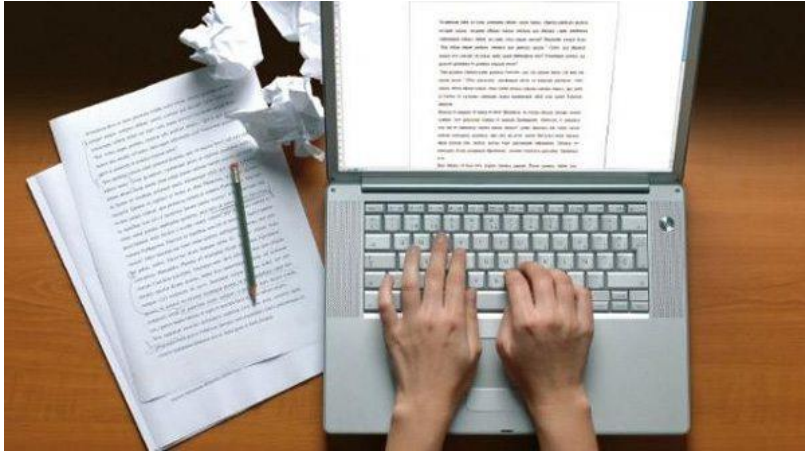
Before we think about how we can harness the potential of AI, a few reminders about how it works and why it's problematic.



The imperative to answer is stronger than its ability to be right.

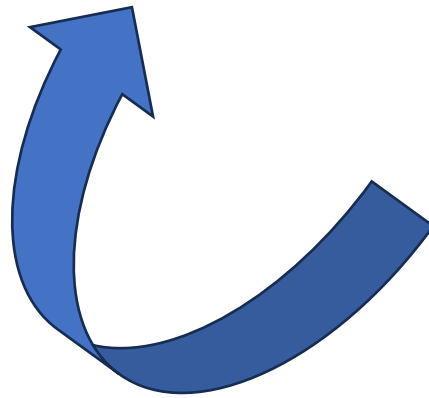


AI detectors are not the solution.

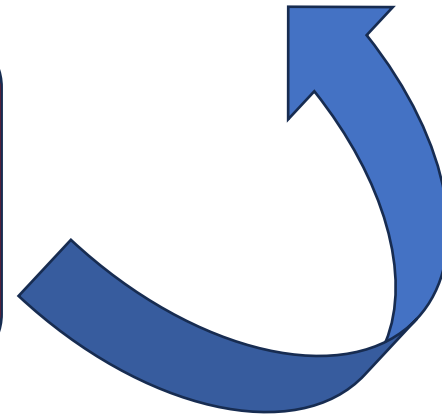


Think about what we ask students to do in an essay...

Think about how AI produces text...



Red flags are often things like a mash-up of sources and formulaic writing with overused transitions.



Both!



Some examples of how tools like ChatGPT can be made into an ally.

Help students to use it effectively, and with "guardrails."

Advice from a student:

"...rather than fully embracing AI as a writing assistant, the reasonable conclusion is that **there needs to be a split between assignments on which using AI is encouraged and assignments on which using AI can't possibly help.**



Colleges ought to prepare their students for the future, and AI literacy will certainly be important in ours.



But AI isn't everything. If education systems are to continue teaching students how to think, they need to move away from the take-home essay as a means of doing this, and move on to AI-proof assignments like oral exams, in-class writing, or some new style of schoolwork better suited to the world of artificial intelligence."

(Kichizo Terry. 2023)

AI as support, not a source...

Andrew Burton, prof at Marianopolis

-Excerpt from instructions given to students

"When it comes to citing ChatGPT, I chose not to include it in the Works Cited list or credit the AI as a co-author. Instead, I asked the students to describe their use of ChatGPT or any other forms of support in a dedicated 'Support' section."



"Academic Integrity

...this assignment will approach academic integrity differently, reflecting how **collaborating with others and using various tools** (e.g., technological ones) **can be ethically legitimate and are important skills.**



Thus, while working on this assignment, **you may seek assistance from others** (e.g., other students, parents, grammar checkers, AI chatbots) regarding essay wording and/or content.



Also, while providing in-text and bibliographic citations ... is mandatory, it is not necessary to do so for other sources (e.g., a friend who suggests improved wording, an AI chatbot whose response inspires an argument). **Instead, you will supply a short account** of the support you received from other people and/or tools (see "Reporting on Support" below)."

"Reporting on Support..."

Andrew Burton, prof at Marianopolis

-Excerpt from the instructions given to students

Starting on a new page after the Works Cited page that is titled **"Support,"** describe any assistance you received in developing the essay's content and writing. For each assistance provider (e.g., a person, a grammar checker, an AI chatbot), indicate the following in roughly fifty words:

The **name** of the assistance provider

The **type** of assistance (e.g., with brainstorming, with correcting grammar mistakes, with eliminating off-topic content).

The **process** through which the assistance was obtained (e.g., speaking with someone, having someone read a draft and provide written feedback, inputting prompts into a chatbot dialogue box); for ChatGPT, give some samples of your prompts/questions, although this will require more than 50 words.

How the final version of the essay reflects the assistance (e.g., the inclusion of a specific argument or quotation, a more fully articulated argument, a corrected approach to a certain aspect of writing/grammar); be as specific as you possibly/reasonably can."

How students
(who are
teachers) used
ChatGPT in a
Performa EDI
course this
winter...

**The use of Artificially Intelligent Writing Systems
(Large Language Models)
is encouraged for this course.**

- Technologies like OpenAI's ChatGPT enable students and professionals to create syntactically correct English writing based on simple prompts. **As college teachers we need to understand what these tools can do and how our students might be using them. One way to learn more about Large Language Models (LLMs) is to use them ourselves in similar circumstances to those our students experience.** Used in thoughtful ways, I believe these tools can deepen and broaden learning and potentially help us compose better texts. Think about the feedback and suggestions teachers take time to give students on their work. A tool like ChatGPT can do that in ways teachers will never have time for. *In this EDI course, I am asking you to use AI tools to help yourself in the same way you might help students.*

- In 2023 your students are already competing against other humans who make use of these technologies to write better and faster. Take a minute to imagine what academic and workplace writing tasks might look like in five years. **The likelihood of the use of AI as a standard practice is high. Do we then have a responsibility to help our students acquire the skills needed to use these tools effectively and ethically?**

More on my AI policy...

For this EDI course, you have the choice to use AI a lot, somewhat, or not at all:

- **Not at ALL!** If you choose not to use AI, that is understandable. There are weighty ethical reasons not to, including questionable labour practices used in cleaning up the data sources, copyright issues for the original information used, and the environmental footprint generated by this huge machine.
- **I want to see what it can do, but I do not want to create an account.** You need to provide your email and even telephone number to open an account. If you do not want to do this, but still want to see the kind of material the chatbot generates, **I will include files with sample responses** for the Journals and other activities so you can investigate.
- **I want to play with the bot.** Create an account and start with the prompts from our course. Ask for several iterations of the prompt, refining your requests as you go. Consider level of language, tone, organisation (you can ask for bullet points or a table) and get creative (ask for the information in the form of a poem or rap). **When you submit your finished material, please state in your work that you used the AI tool and include an overview of the kinds of prompts and what you learned.**

As your EDI course teacher, I do not speak for other instructors in other subjects, but in this class, it is acceptable for you to use these technologies within the program's academic honesty policy and with the following **ethical and practical guardrails** in mind:

- You may provide the system with your own notes and prompt it to help you **create an outline** to organize your journals or other activities and assessment tasks.
- You may use a series of prompts to coax the system into **writing initial drafts of parts of your work that you subsequently edit and refine**. Your goal will be to ensure that the writing addresses the class assignment in English that is semantically sound and responsive to the topic.
- You may provide your completed writing to the tool and **ask it to help you with syntax or usage** in a similar way that you might use grammar tools or get help from humans.
- **You must check any fact or citation generated by these tools to remove anything inaccurate or invented and acquaint yourself with the real sources to ensure the tool interprets them correctly.** Remember that these tools do not “think” in the holistic way humans think. Currently, they simply generate new text that follows patterns discovered in their training data. *This means their information can be, at best, dated or inaccurate like any source may be, and at worst the information can be completely fabricated (the term I have seen being used is “hallucinated”). For example, ChatGPT will simply create fake citations of articles that never existed in real journals (complete with invented author names and dates).*

Almost at the
end of the AI
policy! :)

An unacceptable use of these tools is when you lazily provide them with the given prompt and then pass off the results as your own work.

Your responsibility as a learner is to cultivate your reflective pedagogical practice, and if this tool is of assistance in supporting that, then I think it is okay to use it.

Our responsibility as instructors is to learn to teach in this new reality by creating assignments that only human students can complete, even if student effort is improved by AI.

These new tools give us the opportunity to confront some fundamental ethical questions teachers and learners will encounter in the 21st century. **Our course is a good laboratory for exploring this together.** Welcome to the future!

Here is an
example of
an **ethical
disclaimer** if you
would like to
include it in your
work:

This presentation/paper/work was prepared using ChatGPT, an “AI Chatbot.” We acknowledge that ChatGPT does not respect the individual rights of authors and artists, and ignores concerns over copyright and intellectual property in the training of the system; additionally, we acknowledge that the system was trained in part through the exploitation of precarious workers in the global south. **In this work I specifically used ChatGPT to ...**

Phipps, L., & Lanclos, D. (2023, January 22). An Offering. Digital is People. Retrieved January 31, 2023, from <https://digitalispeople.org/an-offering/#comments>

Below is **an example of a way to write a reference for material from ChatGPT** generated by the bot.

When citing sources in academic work, it is important to provide accurate and complete information about the source, including the author, title, publication date, and location. Since ChatGPT is a language model developed by OpenAI, it does not have a traditional author or publication date. One way students could indicate that they have used ChatGPT as a source is by including a reference to the OpenAI website, and mentioning that information was gathered from the OpenAI's GPT-3 model, along with the date of access. For example:

Information for this paper was gathered from the OpenAI website (<https://openai.com/>) using the GPT-3 model on February 2, 2023.

MLA and APA citation rules for AI:



MLA [HTTPS://STYLE.MLA.ORG/CITING-GENERATIVE-AI/](https://style.mla.org/citing-generative-ai/)



APA
[HTTPS://APASTYLE.APA.ORG/BLOG/HOW-TO-CITE-CHATGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt)

Template and Examples of Responses to the Prompt for Journal 1 from ChatGPT

Mark as done

Only click on the files if you want to see the examples or responses generated by the AI tool. Some people find that looking at a finished answer interferes with their ability to be creative.

How might you use these examples? If you use these responses generated by ChatGPT you need to include that information in the response you submit on Teams Assignments and say how you used it, for example:

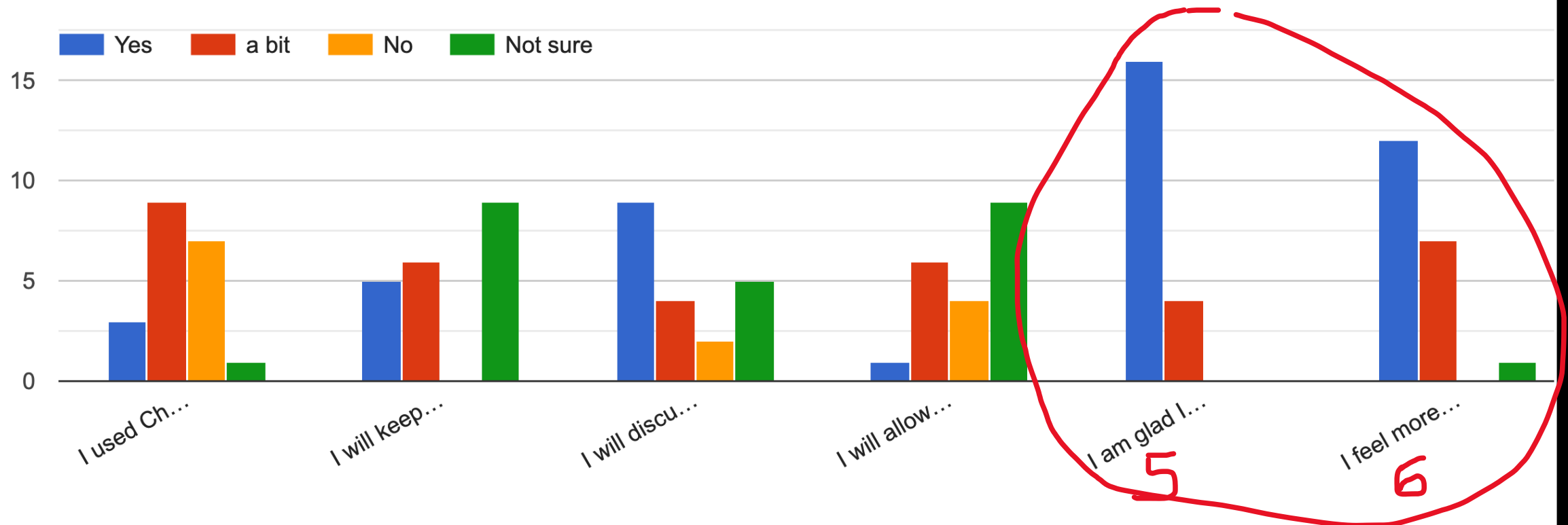
- I used the responses generated by ChatGPT from the examples ...
- I used the responses generated by ChatGPT, but I made my own prompts ...
- I read the examples for ideas and then wrote my own response
- I revised the given answers and added my own examples and additional information
- I analyzed the response and here is my critique, I disagree with the chatbot on these issues...

You can see an example of how to cite ChatGPT in the AI Policy under Course Information on Moodle.

 ChatGPT responses for Journal 1 Prompts EDI.docx

 Template for Journal 1 – Summer 23.docx

ChatGPT is a new phenomenon in our classrooms. How are you feeling about it?



1. I used ChatGPT for this course.
2. I will keep using it in the future.
3. I will discuss AI with my students.
4. I will allow my students to use AI (with guardrails).
5. I am glad I had the chance to learn more about ChatGPT.
6. I feel more comfortable knowing more about AI and ways to address its use in teaching and learning.

Comments from cegep teachers about using ChatGPT for the EDI course...

"It certainly highlights the reasons why we need to 'stay on top of this' because it is here, and it will be more prevalent in the future."

- "While my English is not bad, it is not as good as I would like it to be, so I **found it helpful to use ChatGPT to improve my syntax, grammar, and the formulation of my moon analogy.** It boosted my confidence in my work, and I am glad I used it."
- "The questions/answers below were generated by Chat GPT and have really **helped me to better understand** the unconscious biases that PE teachers might have. It has also helped me to understand the benefits of using a social identity sheet in my classes."
- "I very much appreciate using Chat GPT to help me **better understand specific topics and how they directly apply to my field of practice** of Physical Education. I am very satisfied that I created a teaching tool that I can apply to my courses, tomorrow if I want. This for me is a win, regardless of the grade that I obtain on this assignment. I attribute more value to the practical, applicable knowledge generated by this endeavor and I am grateful for having completed this assignment."
- "Wow! Using ChatGPT was **fun, but also kind of scary!** I was so happy to have tried it because I am usually not very brave when it comes to technology things. I have to say that your explanation of it works and how to use it responsibly **really helped me understand how it can be used as a tool, but also how my students may or may not be using it...** I hope I referenced it properly, I tried to keep the same prompts you suggested, and simply change the dates. I used several prompts to **help me get some ideas, but also organize my thoughts.** I weaved in some personal examples and anecdotes where I thought it might add value to the journal."



Can Artificial Intelligence (AI) be used as a source to support Universal Design for Learning (UDL) by helping to level the playing field for students with learning difficulties?

Examples:

- Use ChatGPT to help with syntax and grammar for students with learning disabilities or when the language of instruction is less familiar.
- Help someone with great ideas organize and structure their message so their voice can be heard.
- Help someone who lacks ideas but writes well to generate ideas.
- Teachers can easily prepare multi-level examples, texts, and assessments.
- Teachers can use ChatGpt to find suggestions to support specific learners.
- **Add your ideas in the chat!**

In a world where information is global and there is great diversity in populations, we have access to a wider range of ideas, and the driving need to be conscious of who is in our class and who our students will interact with in the future.

Let's consider sources, including AI, with equity, diversity and inclusion in mind.



Bias in AI and other sources.

It is hard to see bias when it aligns with our perspectives.



We often think of bias in sources in terms of binaries:

- good/bad
- liberal/conservative
- reliable/unreliable

But bias can be much more subtle than that.

Here are **two examples, one from sources in general, and one from AI:**



WESTERN EDUCATED INDUSTRIALIZED RICH DEMOCRATIC

"In 2010, three scientists at the University of British Columbia, Vancouver, rocked the psychology world. They published a 23-page paper titled "The weirdest people in the world?"

And in it, uncovered a major limitation with many psychological studies, especially those claiming to address questions of "human nature."

First, the team noted that the vast majority of studies in psychology, cognitive science and economics — about 96 percent — have been performed on people with European backgrounds.

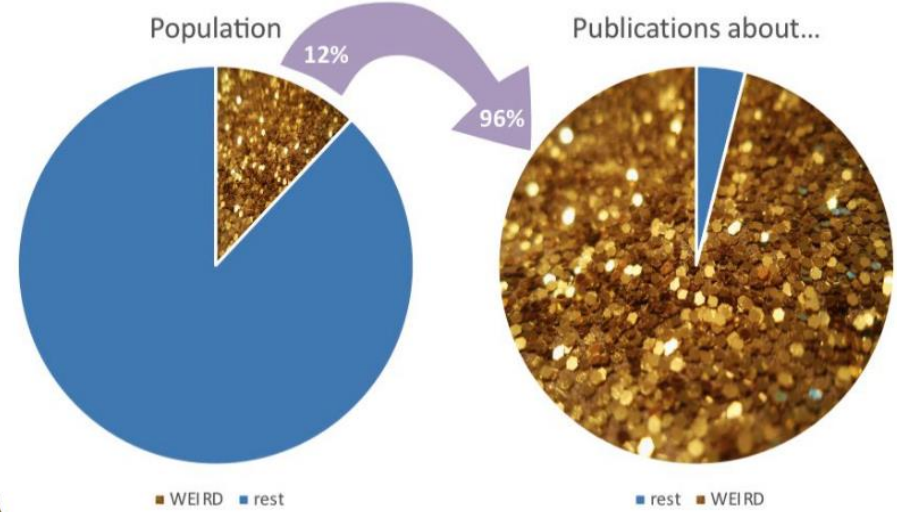
And yet, when scientists perform some of these experiments in other cultures the results often don't match up.

Westerners stick out as outliers on the spectrum of behavior, while people from indigenous cultures tend to clump together, more in the middle. ...

The conclusion from these analyses was startling:

People from Western society, "including young children, are among the least representative populations one could find for generalizing about humans," ... They called our culture WEIRD, for Western, Educated, Industrialized, Rich and Democratic societies."

(Doupleff, 2018)



Psychology is WEIRD



The article uses the example of mothers, with a contrast between Mayan and North American mothers... "**widening the parenting lens**, even just a smidgen, has a practical purpose: It gives parents options. When you look at the whole world and see the diversity out there, parents can start to imagine other ways of doing things."



(Doucleff, 2018)





Another example of bias: "AI and the American Smile"

"Imagine a time traveler journeyed to various times and places throughout human history and showed soldiers and warriors of the periods what a "selfie" is.

This is [the premise for a series of AI-generated images posted on r/midjourney](#). Below are a few examples of the images this prompt produced...

Like other AI "[hallucinations](#)," these algorithmic extrusions were telling a made-up story...

...subjects who were socialized in cultures with low levels of "uncertainty avoidance" — which refers to the level at which someone engages with norms, traditions, and bureaucracy to avoid ambiguity — were more likely to believe that smiling faces looked unintelligent. These subjects considered the future to be uncertain, and smiling — a behavior associated with confidence — to be inadvisable."

(Jenka, 2023)

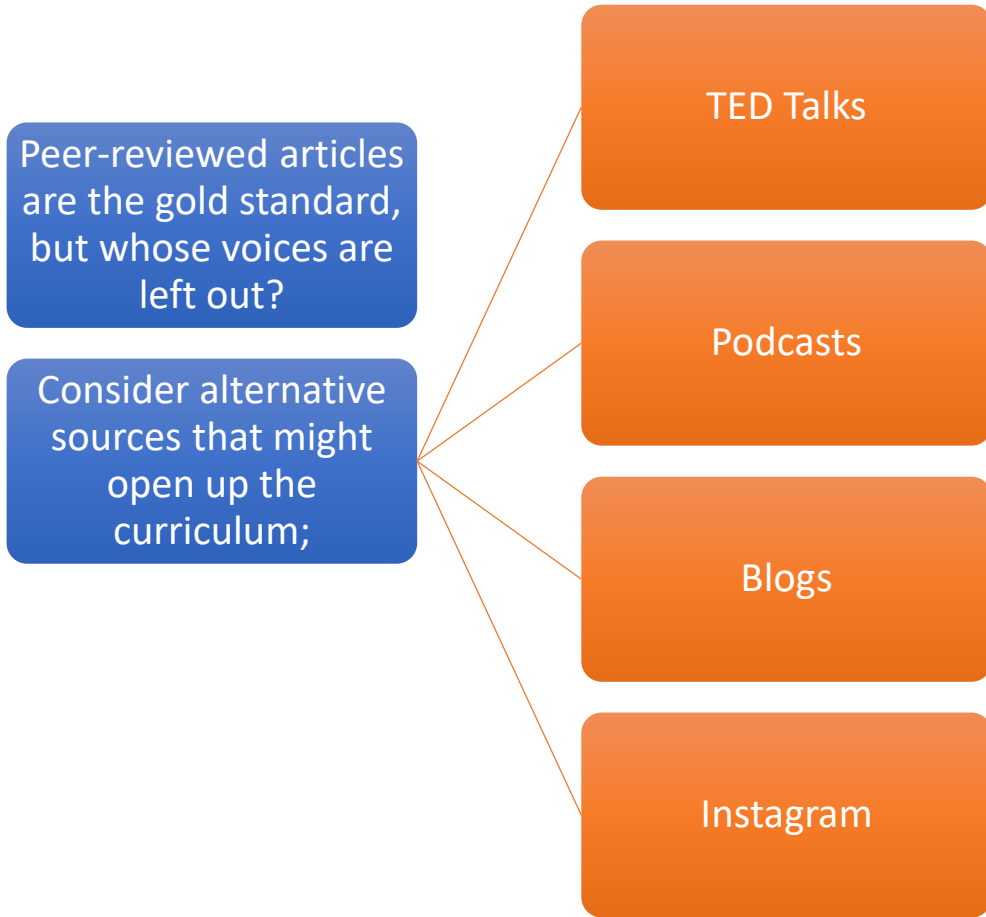


"Every American knows to say "cheese" when taking a photo, and, therefore, **so does the AI when generating new images based on the pattern established by previous ones.** But it wasn't always like this."

"In flattening the diversity of facial expressions of civilizations around the world AI had collapsed the spectrum of history, culture, photography, and emotion concepts into a singular, monolithic perspective. It presented a false visual narrative about the universality of something that in the real world — where real humans have lived and created culture, expression, and meaning for hundreds of thousands of years — is anything but uniform."

(Jenka, 2023)

To improve EDI we can also look at types of resources...



Views

- Whose view is centered?
- Whose view is not being considered?

Inclusion

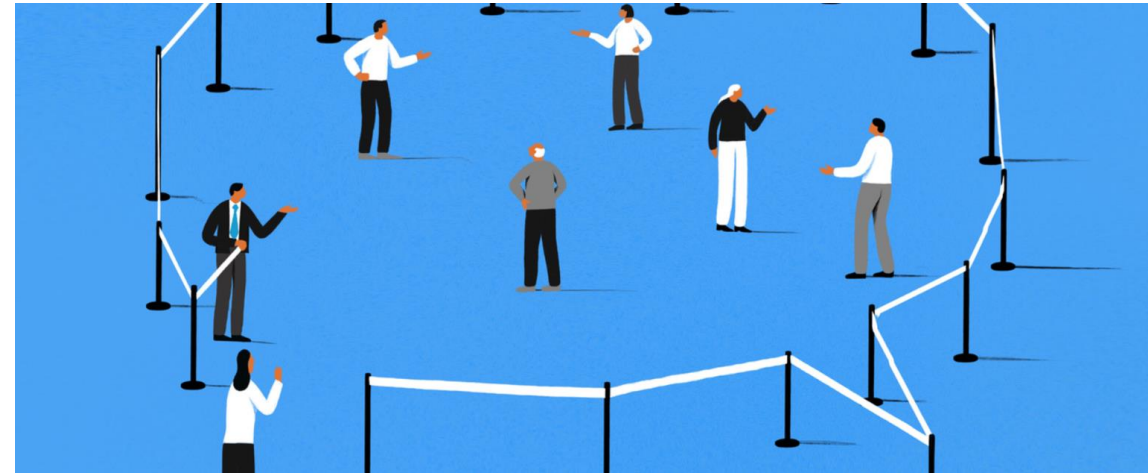
- Whose voice has been included thus far? Whose should be?
- Who should be consulted in order to understand the implications of this decision?
- Are those potentially impacted the most by this decision involved in the decision making in some way?
- Have I taken the necessary time to hear and thoughtfully consider their STATED (not assumed) needs?

Benefits and burdens

- Who will benefit most from this decision?
- Are those with dominant identities the primary beneficiaries of this decision?
- How will this land differently on people with different positionalities?
- Who will carry the burden of this decision (e.g., time, labor, stress, etc.)? Will those who are marginalized carry more of it?
- What harm might be done by this decision?
- Do I have a specific plan to address or mitigate potential harm?

Equity

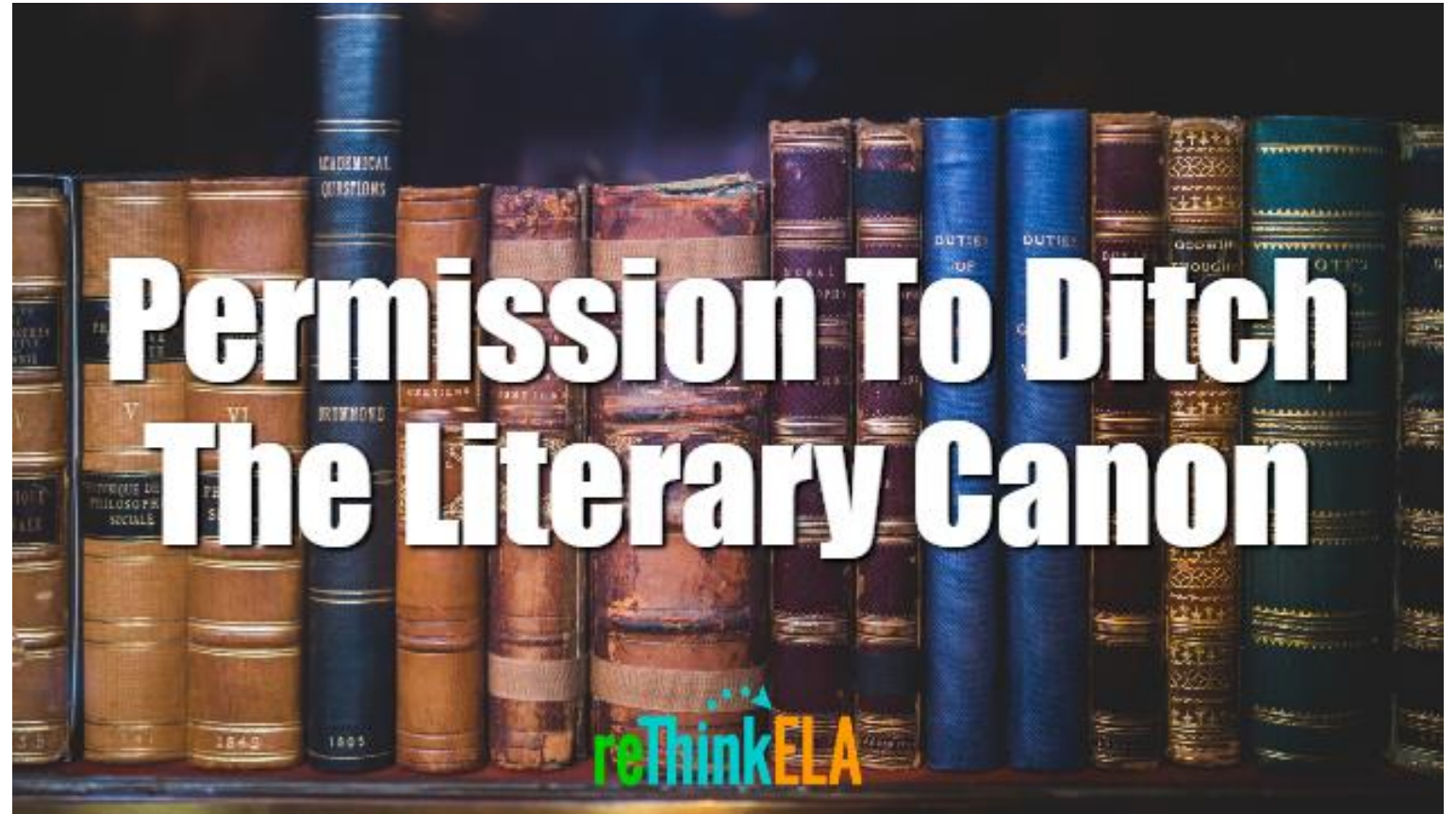
- Will this decision ultimately lead to a more equitable environment?
- Will this decision create or exacerbate any inequities that will need to be addressed later?
- Am I using my power to enact change that will benefit those with less power?



"Decision Making for Equity: Applying the VIBE Framework for More Equitable Outcomes"

(Souza, Harper, 2022)

What is the
"Canon" in
your
discipline?



A small step in your EDI journey...
What sources are considered?
What sources are left out?

Acknowledgements

performA

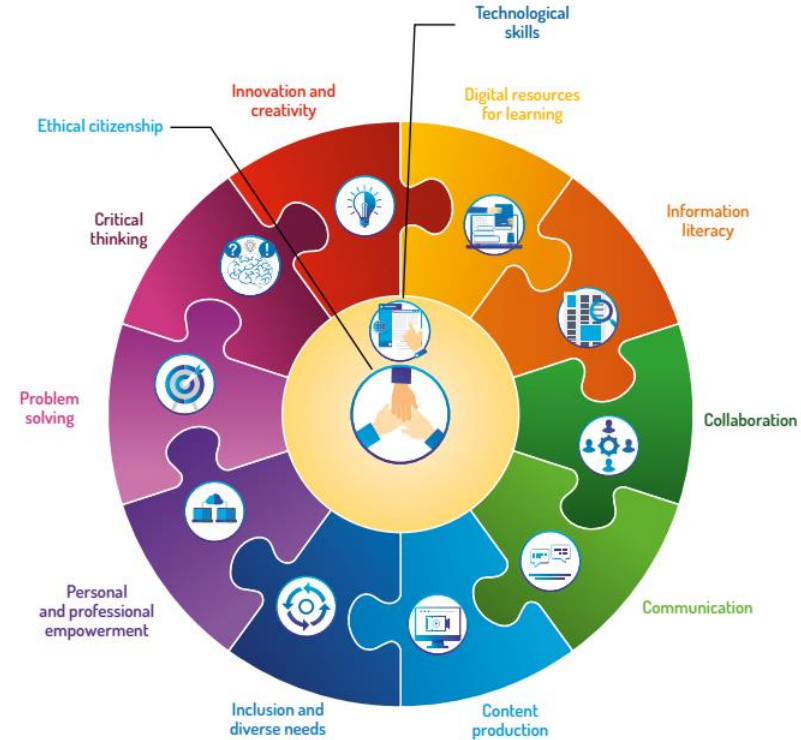


Université de
Sherbrooke

Éducation
et Enseignement
supérieur

Québec

- This webinar was developed for Performa at the *Université de Sherbrooke* with a grant from the *ministère de l'Enseignement supérieur*.
- Special thanks to Sawsen Lakhal, Dominic Brierre and Lorelie Bouchard for steering this project.



Join the Community
of Practice (CoP)
<https://www.usherbrooke.ca/performa/en/communities-of-practice/supporting-source-savvy-students>



With Sharon Coyle
Master Teacher Program (MTP)
Performa faculty, University of Sherbrooke



COMMUNITY OF PRACTICE

Supporting Source Savvy Students

Join the conversation
On the LinkedIn Group page

Link for the
workshop
evaluation...



References
for Webinar 3, Sources and AI through an EDI Lens

- Ahmed, A. (2023, January 27). *Chat GPT achieved one million users in record time - revolutionizing time-saving in various fields*. Digital Information World. <https://www.digitalinformationworld.com/2023/01/chat-gpt-achieved-one-million-users-in.html>
- Blouet, M., 2023. *FROM GUTENBERG TO ChatGPT: THE CHALLENGE OF THE DIGITAL UNIVERSITY ROUSSEAU*, Centre for Interuniversity Research and Analysis on Organizations. Canada. Retrieved from <https://policycommons.net/artifacts/3752690/from-gutenberg-to-chatgpt/4558029/> on 12 May 2023. CID: 20.500.12592/z7fzh7.
- Burton, A. (2023, May 9). *Integrating chatgpt into English take-home assignments*. Eductive. <https://eductive.ca/en/resource/integrating-chatgpt-into-english-take-home-assignments/>
- Douclev, M. (2018, May 11). *Secrets of a maya supermom: What parenting books don't tell you*. NPR. https://www.npr.org/sections/goatsandsoda/2018/05/11/603315432/the-best-mothers-day-gift-mom-out-of-the-box?utm_source=facebook.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=20180511
- Dumitrescu, I. (2023, March 24). *Will CHATGPT kill the student essay? universities aren't ready for the answer*. The Walrus. <https://thewalrus.ca/chatgpt-writing/>
- Ignatieff, M. (2023, April 17). *Why you need to think for yourself*. The Walrus. <https://thewalrus.ca/why-you-need-to-think-for-yourself/>
- Jenka. (2023, March 28). *AI and the American smile*. Medium. <https://medium.com/@socialcreature/ai-and-the-american-smile-76d23a0fbfaf>
- Kichizo Terry, O. (2023, May 12). *Opinion: I'm a student. you have no idea how much we're using CHATGPT*. The Chronicle of Higher Education. https://www.chronicle.com/article/im-a-student-you-have-no-idea-how-much-were-using-chatgpt?utm_source=iterable&utm_medium=email&utm_campaign=campaign_6822181_nl_Academe-Today_date_20230515&cid=at&source=&sourceid=&sra=true
- McMurtrie, B. (2023, March 30). *What you can learn from students about CHATGPT*. The Chronicle of Higher Education. https://www.chronicle.com/newsletter/teaching/2023-03-30?sra=true&cid=gen_sign_in
- Peters, D. (2023, May 10). *From chatgpt bans to task forces, universities are rethinking their approach to academic misconduct*. University Affairs. <https://www.universityaffairs.ca/news/news-article/from-chatgpt-bans-to-task-forces-universities-are-rethinking-their-approach-to-academic-misconduct/>
- Rousseau, H.-P. (2023). *From Gutenberg to ChatGPT: The Challenge of the Digital University*. (2023RB-01, CIRANO). <https://doi.org/10.54932/LRKU8746>
- Sadasivan, V. S., Kumar, A., Balasubramanian, S., Wang, W., & Feizi, S. (2023, March 17). *Can ai-generated text be reliably detected?*. arXiv.org. <https://arxiv.org/abs/2303.11156>
- Spencer, J. (2023, April 13). *Ben Farrell's surprising approach to students using chatgpt*. John Spencer. <https://spencerauthor.com/ben-farrell/>
- Spencer, J. (2023a, April 4). *Will AI cause more harm than good?*. John Spencer. <https://spencerauthor.com/ai-pros-and-cons/>
- Souza, T., & Harper, J. (2022, May 26). *Decision making for equity: Applying the VIBE framework for more equitable outcomes*. Faculty Focus | Higher Ed Teaching & Learning. <https://www.facultyfocus.com/articles/equality-inclusion-and-diversity/decision-making-for-equity-applying-the-vibe-framework-for-more-equitable-outcomes/>
- Ware, J. (2023, May 9). *Chatgpt is here to stay: Why teachers need to adapt and Innovate*. AI Coding Educator. <https://aicodingeducator.com/chatgpt-is-here-to-stay-why-teachers-need-to-adapt-and-innovate/?fbclid=IwAR0xbKyyPPxCPIAS0bGFw8tsWEOwKiuQHKLZaUBH5bFrZr9GbfKYrgTLIGE>