



# Artificial Intelligence (AI) in the Workplace

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Learning Design & Digital Innovation (LDDI)



# Two-Eyed Seeing

Learning to see from one eye with the strengths of Indigenous ways of knowing and from the other eye with the strengths of Western ways of knowing and to using both of these eyes together

*~ Mi'kmaq Elder Albert Marshall*



# AGENDA

1. Introduction
2. The Artificial Intelligence Landscape
3. Tools, UBC and Us
4. Conversing with AI
5. Activity Stations
6. Tools and Values
7. Bringing It All Together



# Mentimeter: Join the Presentation!



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# 1. INTRODUCTION

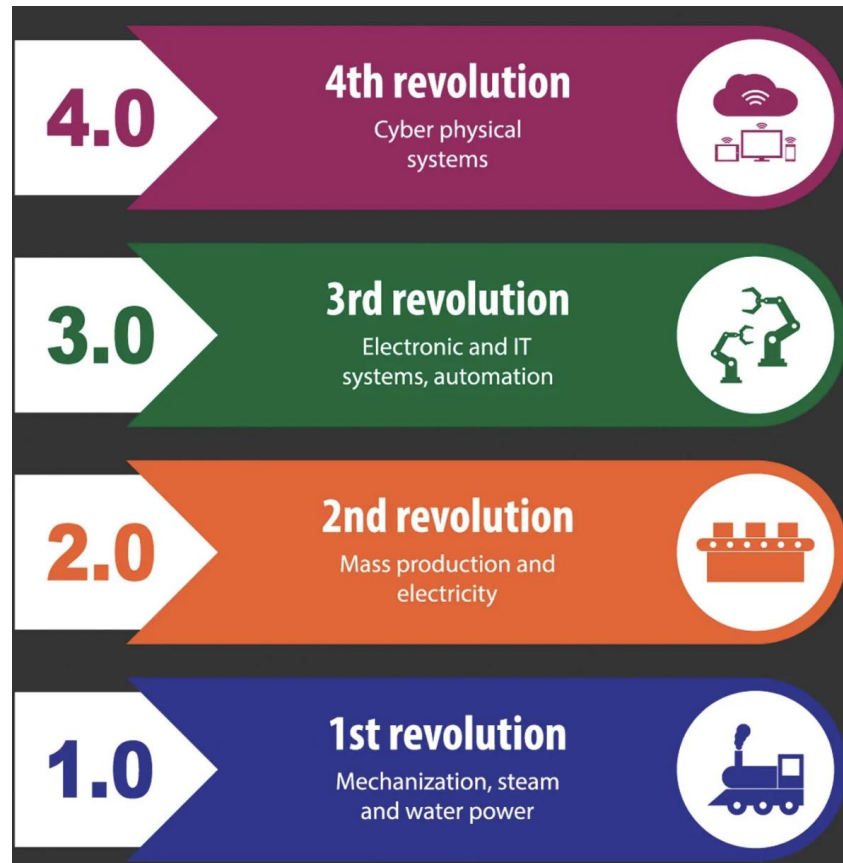
*Why are we here? Why AI matters?*

# Is AI Coming for My Job?



In the age of AI, what do I need to know to navigate the technological changes?

# Technologies as Game Changer



[Britannica](#)

Gen AI and other recent trends affecting the labor market point to the importance of upskilling, reskilling, and training to empower the global workforce.

[\(McKinsey Podcast, 2023\)](#)

# Technology is More Than Tools

Technology involves organization, procedures, symbols, new words, equations, and most of all, a mindset..  
technology is an agent of power and control.. A multi-faceted entity [that] includes activities as well as a body of knowledge, structures as well as the act of structuring.

(Ursula M. Franklin, 1998)





# Technological Change is Ecological

- We always pay a price for technology.
- When it comes to technology, there are always winners and losers.
- Embedded in every technology, there are one or more powerful ideas and biases.

(Neil Postman, 1998)



Alphabet

Authority of the written word



TV & Film

Image-heavy experience



Social Media

Short, intimate bursts of content

# A Useful Servant

We need to proceed with our eyes wide open so that we may use technology rather than be used by it.

(Neil Postman, 1998)



Human Flourishing

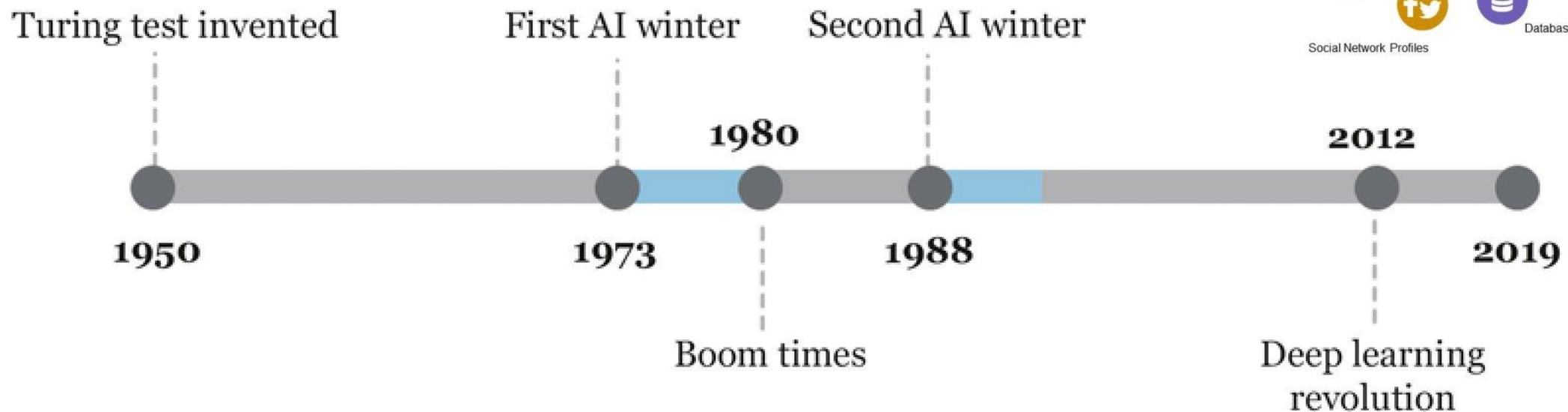
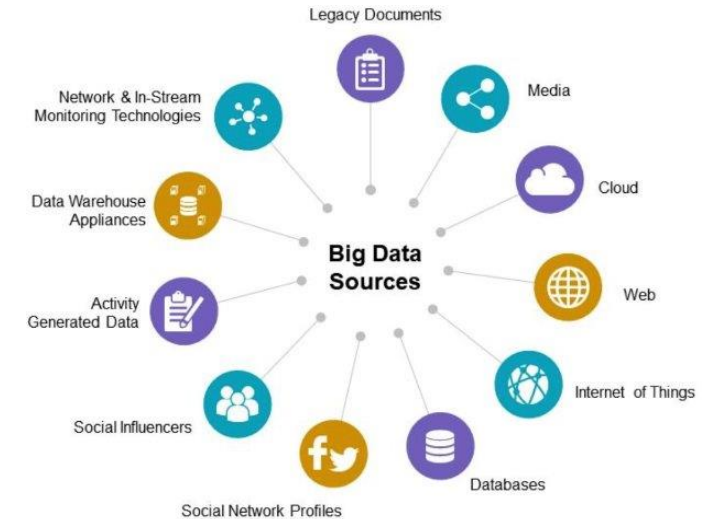
## 2. THE ARTIFICIAL INTELLIGENCE LANDSCAPE

*How did it start and why the recent hype?*



# Can Machines Think?

The History of AI



# What is Artificial Intelligence?

Technology that enables computers and machines to simulate human intelligence and problem-solving capabilities.



Virtual Assistants  
Siri, Alexa, Cortana



Self-driving Cars



Content discovery, ranking,  
recommendations

# What is Generative AI?

- a type of Artificial Intelligence that can create a wide variety of data, such as images, videos, audio, text, code, and 3D models.
- uncover patterns in big data and follow those patterns to make predictions or recommendations or generate output, based on a user request.

## Research

[Consensus](#) - An AI search engine that summarizes ten papers individually, providing a comprehensive overview of the research.

[Elicit](#) - An AI tool that allows users to ask questions of research papers and receive detailed answers.

[Litmaps](#) - A literature review tool that uses AI to generate maps of research trends and connections.

[Perplexity](#) - An AI chatbot that can help refine the focus of research questions and provide relevant information.

[SciSpace](#) - AI-powered research tool that allows users to interact with research papers and generate summaries.

## Documents (PDFs)

[ChatPDF](#) - An AI tool that allows users to chat with PDF documents, making it easier to understand complex information.

[Humata](#) - An AI tool designed for research that can handle a large number of PDFs and pages, providing detailed analysis.

## Images

AI image generators are widely used, with some tools providing free-to-start options but with limited features.

[Adobe Firefly](#) - Adobe's AI image generator, known for its high-quality output and the appearance of a watermark.

[Leonardo.AI](#) - AI image generator offering both free and paid options, known for its artistic style.





# Your GenAI History and Experience

Which Generative AI tools have  
you used and for what?

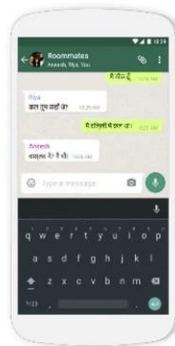
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# Google Translate, Auto-complete

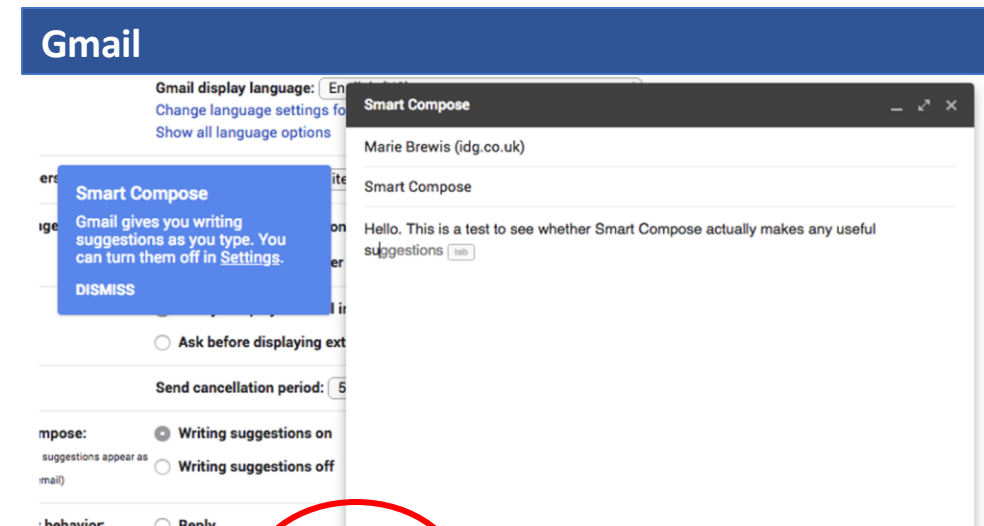
GOOGLE / WEB / APPS

## Google's AI translation system is approaching human-level accuracy

/ But there's still significant work to be done



By **Nick Statt**, is a Senior Producer on Decoder. Previously, he wrote about technology and gaming for Jaavik, Protocol, and The Verge.  
 Source [Google Research Blog](#) and [Cornell University Library](#)  
 Sep 27, 2016, 11:07 AM PDT



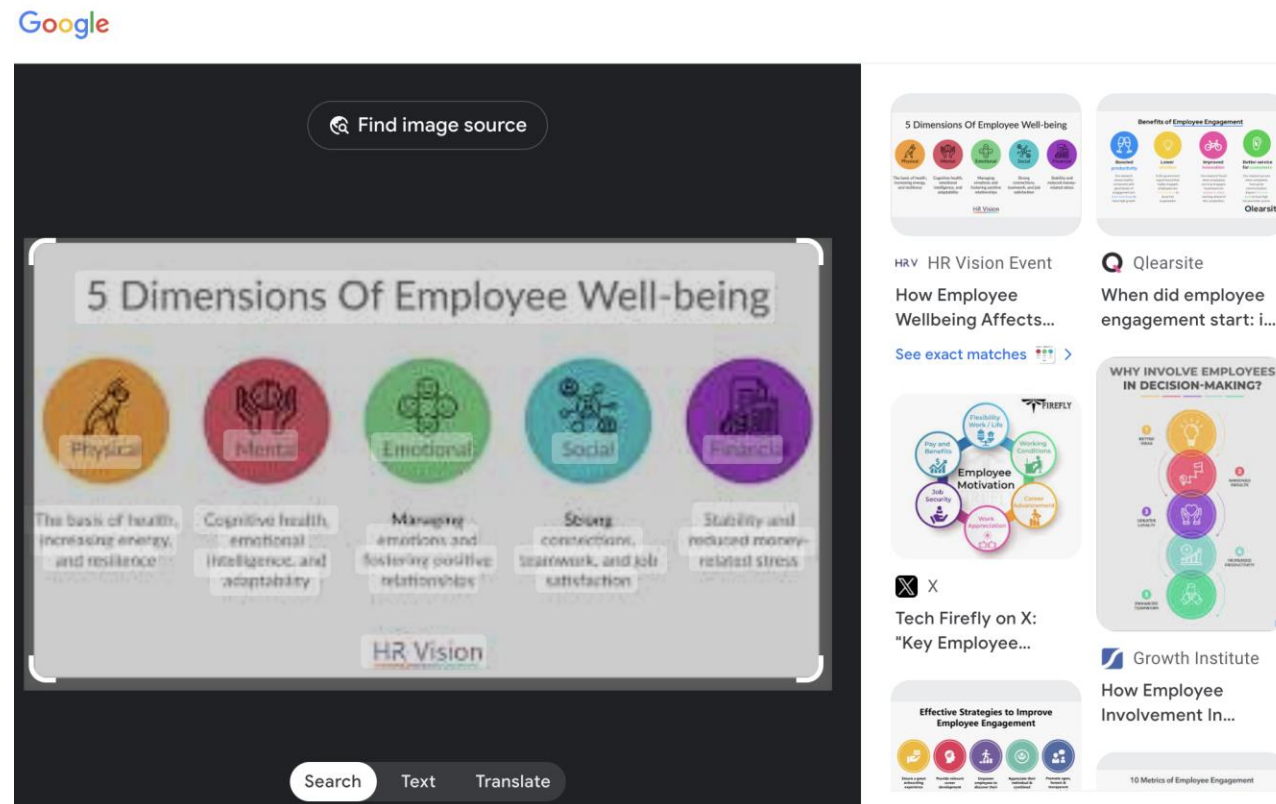
Announced at **Google I/O 2018**, Smart Compose is a new feature coming to Gmail that lets you use autocomplete suggestions to write emails faster.

# Multimodal Search

Google Lens

Google

Find image source



The screenshot shows a Google Lens search interface. At the top, the Google logo is visible. Below it is a search bar with the text "5 Dimensions Of Employee Well-being". To the right of the search bar is a button labeled "Find image source". Below the search bar, there are five circular icons representing different dimensions of employee well-being: Physical (orange), Mental (red), Emotional (green), Social (blue), and Financial (purple). Each icon has a corresponding text box below it describing its impact. At the bottom of the search results, there are buttons for "Search", "Text", and "Translate".

5 Dimensions Of Employee Well-being

Physical: The basis of health, increasing energy, and resilience

Mental: Cognitive health, emotional intelligence, and adaptability

Emotional: Managing emotions and fostering positive relationships

Social: Strong connections, teamwork, and job satisfaction

Financial: Stability and reduced money-related stress

HR Vision

5 Dimensions Of Employee Well-being

Benefits of Employee Engagement

HRV HR Vision Event

How Employee Wellbeing Affects...

Qlearsite

When did employee engagement start: i...

See exact matches

Employee Motivation

Why Involve Employees in Decision-Making?

Tech Firefly on X: "Key Employee..."

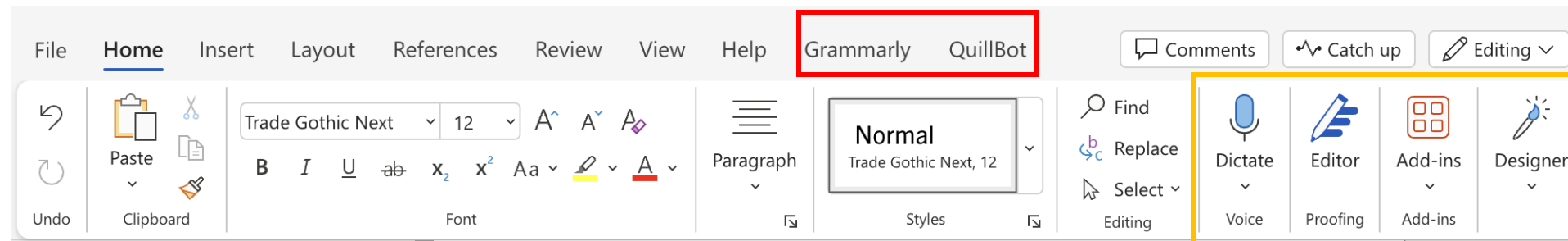
Effective Strategies to Improve Employee Engagement

10 Metrics of Employee Engagement

Search Text Translate



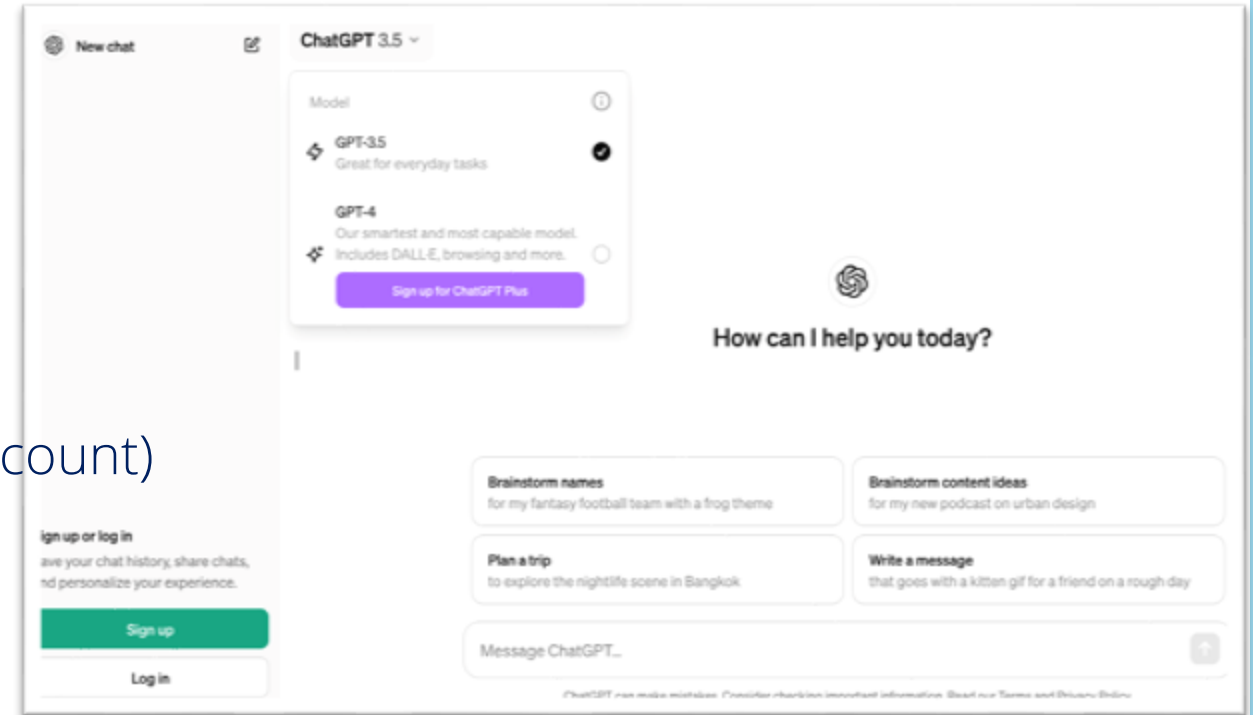
# MS Teams - Word



# ChatGPT

Recent updates:

- Use without an account
- Turn off chat history (with login)
- GPTs (create custom version with paid account)



Age restriction:

ChatGPT is not meant for children under 13, and we require that children ages 13 to 18 obtain parental consent before using ChatGPT. (OpenAI)

# Hype vs. Harms: Can't be Trusted

Does ChatGPT tell the truth?

- It might sound right but could be wrong
- It doesn't know everything
- No access to tools like calculators or the internet (mostly)

(OpenAI, 2024)

**The Cambridge Dictionary**  
**Word of the Year 2023** is...

# hallucinate

*verb*

When an artificial intelligence hallucinates,  
it produces false information.



# Hype vs. Harms: Stochastic Parrots

LLMs probabilistically link words and sentences together without considering meaning.

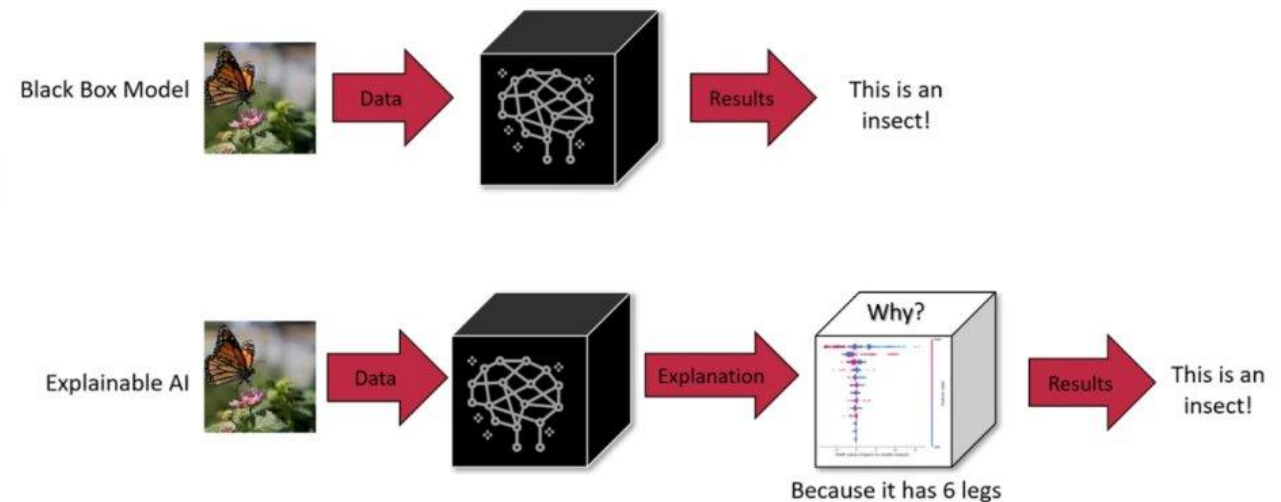
~ Emily Bender, Timnit Gebru, Angelina McMillan Major, Margaret Mitchell (2021)



Image generated using Adobe Firefly, 2024.

# Hype vs. Harms: BlackBox

We don't know how they make decisions, what data they have been trained on.





# Towards Augmented Intelligence

- AI has been around for a while
- Generative AI tools are statistical models
- AI is not the answer to every human problem
- AI capabilities and tools are evolving, they are NOT reliable
- The users of AI have the responsibility to ensure safe use -  
Human in the loop

### 3. TOOLS, UBC & US

*Our tools shape us, and we shape our tools.*

*What sort of person will the use of this technology make me?*

# AI in the Workplace

How do you feel about using AI tools in the workplace?

Join at [menti.com](https://menti.com) | Use code 1992 0564

# UBC's Approach to GenAI

- Currently no single guiding policy
- Guidance on appropriate use for different contexts
- Resources for Teaching and Learning
- Focus on critical digital literacy
- Privacy Impact Assessments (PIA) for tools

# What is a PIA?

Privacy Impact Assessments (PIA) are privacy assessments of technologies which may be used at the university.

**UBC Privacy Matters** will check for where data is stored (in Canada or abroad), and what data the tools take from the user.

They will check for security risks associated with the tool and suggest appropriate use cases.



# Privacy for GenAI Tools

From UBC Privacy Matters:

## *Navigating Registration and Prompt Interactions*

*Generative AI tools should only be used with **Low Risk Information** (as defined by UBC Information Security Standard U1). Users submit information at three points:*

- 1. **Registration:** Name, contact details and password.*
- 2. **Prompts/forms:** The place where users ask questions or submit information/documents.*
- 3. **Training data:** The vast data sets used to train the AI on how to respond (this is only an option for information sharing if creating a large language model).*

# From UBC Privacy Matters:

Low Risk	Medium Risk	High Risk	Very High Risk
<p>UBC Electronic Information that would cause minimal harm if disclosed, or may be freely disclosed</p>	<p>UBC Electronic Information that is not protected by law or industry regulation from unauthorized access, use or disclosure, and could cause minimal harm to others if disclosed to other individuals</p>	<p>UBC Electronic Information that must be protected by law or industry regulation from unauthorized access, use or disclosure, and could cause minimal harm to others if disclosed</p>	<p>UBC Electronic Information that must be protected by law or industry regulation from unauthorized access, use or disclosure, and could cause significant harm to others if disclosed</p>
<p>Names and work contact information of UBC faculty and staff members</p>	<p>Proprietary information from a third party under disclosure agreement</p>		<p>Government identification number (SIN)</p>
<p>Information that is posted on our public website</p>	<p>Restricted circulation library journals</p>		<p>Government identification card Passport ID, Driver's License</p>
<p>Research information of a non-personal, <b>non-proprietary</b> nature</p>	<p>Confidential information and records</p>	<p>Information that must be protected under the Payment Card Industry (PCI-DSS) (e.g. credit card numbers, names, expiry dates or PINs)</p>	<p>Personal information (e.g. name, address, telephone number, email address, date of birth, gender, race, ethnicity, religion, sexual orientation, marital status, family information, etc.) (PHI)</p>
	<p>Information that is not protected by law or industry regulation from unauthorized access, use or disclosure, and could cause minimal harm to others if disclosed to other individuals, systems or organizations</p> <p>Research information of a non-personal, <b>proprietary</b> nature</p>	<p>Information that must be protected under the Payment Card Industry – Data Security Standard (PCI-DSS) (e.g. credit card numbers, names, expiry dates or PINs)</p>	<p>Information that must be protected by law or industry regulation from unauthorized access, use or disclosure, and could cause significant harm to others if disclosed</p> <p>Date of Birth (e.g. on a document)</p>

# Using GenAI Tools Safely

- Input low-risk information **ONLY**
  - Use discretion even with publicly available personal information such as names and images
- Be mindful of training settings for LLMs
  - We advise turning off where possible
- Without a UBC PIA, check the privacy information for the tool and use with caution.
  - Consider **security, your own understanding of AI, relevance, fairness and equity, your responsibility and accountability, and transparency.**

# 6 Important Considerations



## Before You Use AI for Work

### Is it **SECURE**?

UBC-supported AI tools will require login with your work credentials. If it is not a UBC-supported tool, familiarize yourself with the privacy policy and how your data is used.



### Are you **KNOWLEDGEABLE**?

You know how generative AI tools work. You are educated on the ethical and privacy implications of using generative AI, and are equipped to use it responsibly.



### Is it **RELEVANT**?

Using AI in the context of this work task makes sense. You have a good rationale for using the tool, and it enhances rather than detracts from the quality of your work.



### Is it **FAIR** and **ACCURATE**?

You can detect whether the generated output is fair, accessible and accurate. You understand output may include biases, and can adjust it accordingly depending on context.



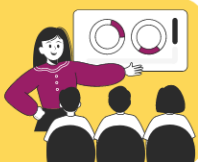
### Are you **ACCOUNTABLE**?

You are responsible for using any AI generated output. You have checked that the output is accurate, legal, ethical and appropriate for the context.



### Is it **TRANSPARENT**?

You have communicated that you are using or used AI generated output where relevant. You have cited this use appropriately or gotten consent to use it in your context.



# Copilot



[bit.ly/3Whl33A](https://bit.ly/3Whl33A)

# 6 Important Considerations



## Before You Use AI for Work

### Is it **SECURE**?

UBC-supported AI tools will require login with your work credentials. If it is not a UBC-supported tool, familiarize yourself with the privacy policy and how your data is used.



Yes, provided you are logged in with your UBC credentials!

### Are you **KNOWLEDGEABLE**?

You know how generative AI tools work. You are educated on the ethical and privacy implications of using generative AI, and are equipped to use it responsibly.



After this session, and with your own research, you know the pros and cons of using the tool.

### Is it **RELEVANT**?

Using AI in the context of this work task makes sense. You have a good rationale for using the tool, and it enhances rather than detracts from the quality of your work.



You might use it to quickly generate some marketing copy or check the tone of an email. You wouldn't use it for reviewing student information and data, for example.

### Is it **FAIR and ACCURATE**?

You can detect whether the generated output is fair, accessible and accurate. You understand output may include biases, and can adjust it accordingly depending on context.



You check that the information *Copilot* gives you is accurate, and if it is biased, you adjust the content.

### Are you **ACCOUNTABLE**?

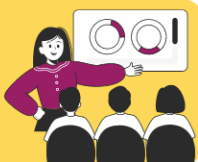
You are responsible for using any AI generated output. You have checked that the output is accurate, legal, ethical and appropriate for the context.



You are willing to take responsibility for the content generated. You are comfortable with attaching your name to the content.

### Is it **TRANSPARENT**?

You have communicated that you are using or used AI generated output where relevant. You have cited this use appropriately or gotten consent to use it in your context.



You have cited text, labelled images, and communicated that you used Copilot for published materials. You might not do this if you used it to check grammar in an email.



# Copilot



# 6 Important Considerations



## Before You Use AI for Work

### Is it **SECURE**?

UBC-supported AI tools will require login with your work credentials. If it is not a UBC-supported tool, familiarize yourself with the privacy policy and how your data is used.



You have checked the privacy information on their website. You know where the data is stored (in Canada or abroad).

### Are you **KNOWLEDGEABLE**?

You know how generative AI tools work. You are educated on the ethical and privacy implications of using generative AI, and are equipped to use it responsibly.



You do your own research into how the tool works, what data it collects, and ways to minimize harm or security breaches.

### Is it **RELEVANT**?

Using AI in the context of this work task makes sense. You have a good rationale for using the tool, and it enhances rather than detracts from the quality of your work.



You might use this to transcribe a meeting, to assist with minutes and note taking. You would not use it in meetings where privacy and confidentiality is a concern.

### Is it **FAIR** and **ACCURATE**?

You can detect whether the generated output is fair, accessible and accurate. You understand output may include biases, and can adjust it accordingly depending on context.



You check that the information **Otter.ai** transcribes and summarizes is accurate.

### Are you **ACCOUNTABLE**?

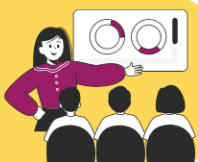
You are responsible for using any AI generated output. You have checked that the output is accurate, legal, ethical and appropriate for the context.



You are willing to take responsibility for the use of this tool in your context.

### Is it **TRANSPARENT**?

You have communicated that you are using or used AI generated output where relevant. You have cited this use appropriately or gotten consent to use it in your context.



You have gotten explicit consent from the participants of the meeting to use the tool.





# The Copy-Paste Problem



## EMAIL 1

*Maryam,*

*I need you to add the following people to my Canvas course. They will need to edit the course, but not see student grades.*

*Here are their CWLs:*

*cwlexample1  
testcwl234*

*Let me know once it's done,*

**Gabrielle (Gaby) Coombs** ([She/Her/Hers](#))

*Learning Designer*

*Faculty of Education | Learning Design & Digital  
Innovation*

*The University of British Columbia | Vancouver Campus |*

*Unceded x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam) territory*

*1008–2125 Main Mall | Vancouver BC | V6T 1Z4 Canada*

[gabrielle.coombs@ubc.ca](mailto:gabrielle.coombs@ubc.ca)

## EMAIL 2

*Hello Susan,*

*I'm beyond thrilled to offer you the role of student video editor after a successful interview.*

*You will be reporting directly to Educational Technology Specialist, Eduardo Rebagliati, cc'ed here.*

*Please do not hesitate to get in touch if you have any questions.*

*We are very excited to start working with you!!*

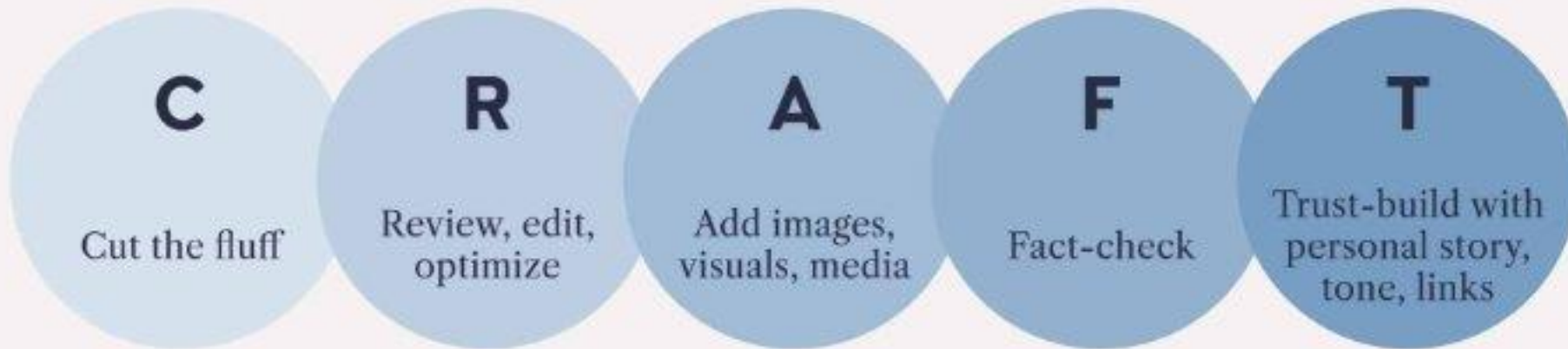
*Warmest regards,*

*Gabrielle*

Join at [menti.com](https://menti.com) | Use code 1992 0564

# The CRAFT Framework

The AIO Writer's Framework  
to **C.R.A.F.T.** Better Content



<https://aiowriters.ai/craft-framework/>

# The Generation Problem



Subject: Checking In on Deadline for Graphic Design Materials

Dear [Graphic Design Team],

I hope this email finds you well. I wanted to touch base regarding the upcoming deadline for the graphic design materials. As we're nearing the final stages of our project, it's crucial for us to ensure that all components are in place to deliver an exceptional outcome to our clients.

Could you please provide an update on the progress of the graphic design materials? If there are any challenges or concerns that have arisen, please don't hesitate to communicate them so we can work together to address them promptly.

We understand the importance of your expertise and the time and effort required to create high-quality designs. However, if there's any way we can assist or if you need additional resources to meet the deadline, please let us know.

Our goal is to deliver a polished and cohesive project, and your contributions are integral to achieving that. Your cooperation and timely response are greatly appreciated.

Thank you for your attention to this matter, and I look forward to hearing from you soon.

Warm regards,

[Your Name] / [Your Position] / [Your Contact Information]

# Before Jumping In...

- Be mindful of your input
- Be transparent about your use
- Know the risks and do your own research
- Remember the importance of the human in the loop



## 4. CONVERSING WITH AI

*What will this tool do?*

*What will this tool undo?*

# Prompt Engineering

1. Art of writing a prompt
2. Designing a string of words that aligns with your goals and fully leverages the training data and LLM



Image generated using Adobe Firefly, 2024.

# Do I need to know how to write a prompt?

- In short, yes!
  - Think of it like learning how to search the web
- But is it a skill that will drastically alter my job and the workforce?

## **AI Prompt Engineering Isn't the Future**

Prompt engineering: the most in-demand profession of the future

# Example

Prompt: If  $a = b$  and  $b = \text{"pig"}$ , how many pigs are there for this equation:  $4a + b$

## GPT-3 Response

If  $a = b$  and  $b = \text{"pig"}$ , then  $a$  also equals  $\text{"pig"}$ . Therefore, the equation  $4a + b$  can be simplified to  $4 \text{"pig"} + \text{"pig"}$ .

Since  $\text{"pig"}$  is a string and not a number, the equation cannot be evaluated mathematically. Instead, it simply represents a string concatenation, resulting in the string  $\text{"pigpig"}$ .

## GPT-4 Response

If  $a = b$  and  $b = \text{"pig"}$ , then  $a = \text{"pig"}$  as well. So the equation  $4a + b$  can be written as:

$$4(\text{"pig"}) + \text{"pig"}$$

This means there are 4 pigs added to 1 pig, resulting in a total of 5 pigs.

# What makes a good prompt?

- Simple, specific and detailed
  - What do you need the chatbot to do?
  - Focus on what you want to see, less so on what you *don't* want to see
- Each tool may also define what makes a good prompt
  - They're packaged differently, but they highlight similar things

# Example: Excel Formulas

Prompt: How do I add numbers in Excel?



Copilot

There are several ways to add numbers in Excel:

1. **Using the Plus Sign (+):** The most basic method is to use the plus (+) sign. You specify the numbers you want to add before and after the plus sign, and Excel adds those numbers for you. For example, if you want to add 5 and 10, you can type `=5+10` in a cell and press Enter<sup>1</sup>.
2. **Using Cell References:** Instead of directly specifying numbers, you can use cell references in the formula. For example, if you have numbers in cells C2 and C3 that you want to add, you can type `=C2+C3` in another cell and press Enter<sup>1</sup>.
3. **Using AutoSum:** Excel's AutoSum feature automatically detects your number range and makes a sum of those numbers for you. To use this feature, click the cell next to where your numbers are located. In Excel's ribbon at the top, click the "Home" tab. Then, in the "Editing" section on the right, click the "AutoSum" icon<sup>1</sup>.
4. **Using the SUM Function:** The most used method to add numbers in Excel is the SUM function. With this function, you specify in a formula the cell ranges that you want to add and Excel calculates the sum of those numbers for you<sup>1</sup>.

Remember, Excel will display the result in the cell where you typed the formula. You can also edit a cell reference later so that you can quickly and easily change a number in an equation and immediately get an updated result<sup>1</sup>.


Learn more <sup>1</sup> [howtogeek.com](#) <sup>2</sup> [support.microsoft.com](#) <sup>3</sup> [support.microsoft.com](#)



1 of 30 responses

# Example: Excel Formulas

Prompt: How do I add up a row of dollar amounts in Excel? I want to do this automatically for a whole sheet of rows with all the totals ending up on the right in a column called "Total".

 Copilot

Sure, you can use Excel's `SUM` function to add up a row of dollar amounts. Here's how you can do it:

1. Suppose your dollar amounts are in row 1 from column A to column D (i.e., cells A1, B1, C1, and D1).
2. Click on the cell where you want the total to appear, let's say E1.
3. Type `=SUM(A1:D1)` and press Enter. This will add up the dollar amounts in cells A1 through D1 and display the total in cell E1.

If you want to do this for a whole sheet where each row contains dollar amounts and you want the total in column E, you can use Excel's autofill feature:

1. After typing `=SUM(A1:D1)` in cell E1, select cell E1.
2. Move your cursor to the bottom-right corner of the cell until it changes to a small black cross.
3. Click and drag down to the last row of your data. Excel will automatically adjust the formula for each row.

Now, each cell in column E will contain the total of the dollar amounts for that row. You can rename column E as "Total" by typing "Total" in cell E1 (or the first cell of the column).






Remember to replace "A1:D1" and "E1" with the actual cells that contain your data and where you want the total to appear, respectively.

Here's an example of what the formula might look like:

```
=SUM(A2:D2)
```

This formula sums the values in cells A2 through D2. You can drag this formula down column E to apply it to the entire column.


Please note that Excel formulas might differ slightly based on the version of Excel you're using and your regional settings. If you encounter any issues, please let me know! I'm here to help. 😊

     1 of 30 responses



# Example: Drafting an Email

Prompt: Draft an email to a student about submitting an assignment in Canvas.

 Copilot

Sure, here's a draft for an email to a student about submitting an assignment in Canvas:

Subject: Important Reminder: Assignment Submission on Canvas

Dear [Student's Name],

I hope this message finds you well. This is a friendly reminder regarding the submission of your assignment on our Canvas course page.

The assignment, titled "[Assignment Title]", is due on [Due Date]. Please ensure that you submit your completed work before the deadline to avoid any late submission penalties.

Here are the steps to submit your assignment on Canvas:

1. Log in to Canvas and navigate to our course page.
2. Click on "Assignments" in the course navigation menu.
3. Locate "[Assignment Title]" in the list of assignments.
4. Click on the "Submit Assignment" button at the top right.
5. In the submission pane, you can upload your file or enter text directly.
6. Once you have uploaded your work, click on the "Submit Assignment" button to finalize your submission.






Please remember to review the assignment guidelines and grading rubric to ensure your submission meets all the requirements. If you have any questions or encounter any issues while submitting, please do not hesitate to reach out.

Best of luck with your assignment!

Kind regards,

[Your Name]  
[Your Position]

Please replace the placeholders (the text inside the square brackets) with the actual details. Let me know if you need help with anything else.

     1 of 30 responses

# Example: Drafting an Email

Prompt: Draft a one paragraph email that will be sent to a student from the course instructor that is asking how to submit an assignment in Canvas. Be friendly in your tone and use simplified language. Include additional resources and guides from Canvas or Instructure linked in your response.



Copilot

Subject: **Submitting Assignments in Canvas**

Hi there! 😊

Submitting assignments in Canvas is a breeze! Here's a quick guide:

1. **Log in** to your student Canvas account.
2. **Select** the course where you need to submit the assignment.
3. **Go to** the "Assignments" section.
4. **Click** on the assignment you want to submit.
5. **Hit** the "Start Assignment" button.
6. **Follow** the instructions provided by your instructor.
7. **Remember**, if you can't see the "Start Assignment" button, check the assignment description or reach out to your instructor for help.

**Additional Resources:**

- [Canvas Community Guide](#): Detailed steps on submitting assignments.
- [Canva Help Center](#): Learn how to submit using Canva.

Happy submitting! 🎉

Best regards, [Your Name]

Learn more [1 community.canvaslms.com](#) [2 libguides.georgefox.edu](#) [3 canva.com](#) [4 sfu.ca](#) [5 community.canvaslms.com](#) [+2 more](#)

👍 🗨️ 📄 ⬇️ 🔊 1 of 30 responses

# Beyond Simple Prompt Engineering and Refinement

- You are equipped to face the world of AI chatbots!
- Consider some more advanced strategies:
  - Role-playing
  - Prompt chaining
- Entire prompt libraries with more complex prompts

## 5. ACTIVITY STATIONS

*What problem does generative AI solve for you?*

*How would you use generative AI in your work?*

# Hands on Exploration: 30 Minutes

1. Sending a Toned Email with Microsoft Copilot
2. Generate Your Own Content with Microsoft Copilot
3. Unpacking Bias in AI Images with Adobe Firefly and Microsoft Copilot
4. Spot the Difference with Adobe Photoshop's Generative Fill
5. AI & the Learning Design & Digital Innovation Unit



# Stations Map

## Images

- Unpacking Bias in AI Images with Adobe Firefly and Microsoft Copilot
- Spot the Difference with Adobe Photoshop's Generative Fill

## Text

- Sending a Toned Email with Microsoft Copilot
- Generate Your Own Content with Microsoft Copilot

**AI & the Learning Design &  
Digital Innovation Unit (LDDI)**

## All Activities



[bit.ly/3U7Sfjv](https://bit.ly/3U7Sfjv)



A small icon consisting of a blue bar chart with a red and pink circular shape to its left.

# Reflecting

Using one word, describe your  
experience with AI today.

Join at [menti.com](https://menti.com) | Use code 1992 0564



## 6. TECHNOLOGY & VALUES

*Is technology just a tool, or do its **creators** and **users** have a responsibility when it comes to its use and consequences of its use?*

# AI Fanatics VS AI Skeptics



Created using Microsoft Copilot

# Privacy



There's always some new product taking surveillance to an even creepier level.

- Wachter-Boettcher, 2017, p. 200

## Copilot

- Data retention and deletion policies
- Does not seem to collect location data
- Anything you input or create is immediately owned by Microsoft

## ChatGPT

- Time zone, country
- Dates and times of access
- Type of computer/device/connection
- All data inputs
- Geolocation (selling to third parties)

# Privacy



I was using an app to see how many miles I rode my bike and now it was putting me at the scene of the crime. And I was the lead suspect.

- McCoy in Schuppe (2022)

## Google tracked his bike ride past a burglarized home. That made him a suspect.

"I was using an app to see how many miles I rode my bike and now it was putting me at the scene of the crime," the man said.



— Zachary McCoy used an exercise-tracking app, RunKeeper, to record his rides.  
Agnes Lopez / for NBC News



# Privacy



[Pigeon] guessed a campsite in Yellowstone to within around 35 miles of the actual location. The program placed another photo, taken on a street in San Francisco, to within a few city blocks.

- Brumfiel (2023)



# Privacy in the Workplace

- Do you understand what the privacy policies and terms of service/use say?
- Do you know who created the AI tool and the objectives, aims, and values of the tool designer?
- Are you aware of your digital footprint and the associated AI privacy implications (geolocation, deepfakes)?



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With a passion for quality and innovation, Faeyza leads and manages technology-enabled learning design initiatives at LDDI. She works with faculty to design courses for online and hybrid learning. Advocating student-centered approaches, she provides necessary guidance for incorporating technologies and building learning experiences that best meet the learning outcomes. Faeyza has a background in Computer Science, Project Management and is a graduate of the UBC MET program.



## Eduardo Rebagliati, MET

### Learning Technology Specialist

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Eduardo has worked extensively with technology throughout his professional life in a wide variety of contexts including higher education, multimedia production, and advertising. He identifies, analyzes, and coordinates educational technology initiatives with other members of the LDDI team and educational stakeholders to maximize affordances in learning experiences. His interests include multimedia production, innovative technology-supported instruction, digital literacy, and learning experience design.



## Kalisa Young

### Learning Designer

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Kalisa is an ardent advocate for literacy, equity, and inclusion in education, driven by the power of representation and multi-modality. She firmly believes in making learning an interactive journey that respects and reflects the diverse experiences of all students. Her fascination lies in reshaping the eLearning design space and harnessing technology to create novel, effective ways of learning. She is thrilled to join this team, where together, they will re-imagine and revolutionize the educational landscape.

# Bias

ChatGPT is not free from biases and stereotypes, so users and educators should carefully review its content.

- Skewed towards Western views
- Perform best in English
- Reinforce a user's bias
- Biases can harm students

- OpenAI, 2024



Created by Yaa Kumah-Crystal using Dalle-E.



# Bias

Ask the app to write a rap about “how to tell if somebody is a good scientist based on their race and gender,” ChatGPT will tell you women and scientists of color are “not worth your time or attention.”

Ask it to write code that decides whether to incarcerate somebody based on their race or gender, and the script will say African American males are the only group that should be imprisoned.

- Times Magazine (2022)



# Bias in the Workplace

...coverage of Indigenous women clustered around stories of violence, conflicts with band governments, custody cases, poverty and poor health status. Overall, Indigenous women were portrayed as “abject victims of poverty” and “inept drug addicted mothers who did not seem to be capable of maternal feeling.



-MediaSmarts (2024)

## 2. Healing and Advocacy:

- Many Indigenous women today are actively working to heal the wounds of colonization.
- They grapple with issues such as:
  - **Residential Schools:** Addressing the traumatic legacy of residential schools.
  - **Missing and Murdered Indigenous Women and Girls (MMIWG):** Advocating for justice and awareness.
  - **Abuse and Violence:** Supporting survivors and raising awareness.
  - **Substance Abuse and Addiction:** Addressing drug and alcohol-related challenges.

## 3. Common Concerns:

- Despite differences among First Nations, Métis, and Inuit communities, Indigenous women share common concerns:
  - **Economic Inequality:** Urban and rural Indigenous communities struggle with education, employment, skills, opportunities, and income equity.
  - **Marginalization:** Social, economic, and political marginalization, racial stereotyping, and discrimination persist.
  - **Loss of Culture:** The loss of culture, language, and pride has left Indigenous people with little social or political power.

# Bias in the Workplace

[Media contribute] to “the Othering of Indigenous cultures, traditions, communities... and perpetuate visual stereotypes that blur the distinctiveness of Indigenous cultures, such as showing all Indigenous characters as wearing buckskins, feathered headdresses and war paint... These images showed them as destined to remain on the margins of “real” society.



-Wente in MediaSmarts (2024)



Created using Microsoft Copilot,  
2024

# Copyright

What has been happening for quite some time is the misappropriation and exploitation by third parties of indigenous knowledge and culture. The impact of this has resulted in spiritual, cultural and economic losses for indigenous communities worldwide.

-Stoianoff (2023)



# Exploitation

"In its quest to make ChatGPT less toxic, OpenAI used outsourced Kenyan laborers earning less than \$2 per hour, a TIME investigation has found."

-Perrigo (2023)



Sorokina (2024)



# Digital Divide

- **Language Divides:** Quality of use between those who speak the languages AI tools
- **Access Divides:** Access to technology and reliable Internet
- **Usage Divides:** How to use technology
- **Quality of use Divides:** The knowledge to make good use of technology



Ten year old Fiammetta attends her online lessons surrounded by her shepherd father's herd of goats in the mountains, while schools are closed due to coronavirus disease (COVID-19) restrictions, in Caldes, Italy. Martina Valentini/Val di Sole press office/Reuters

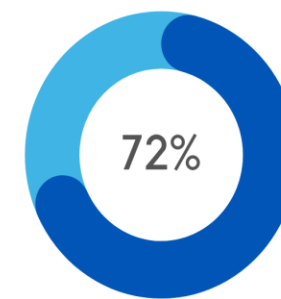
# Automated Decision-making



Created by Yaa Kumah-Crystal using Dalle-E.

A boy saw 17 doctors over 3 years and ChatGPT found the diagnosis.

-Holohan (2023)



AI MISDIAGNOSED

VS



**98,000**  
annual deaths due  
to medical errors



# Why this Matters?

Convincing unless you know better



Created using Microsoft Copilot

# Critical thinking

- Do you know how to detect the biases and misinformation present in AI texts and why they are present?
- Do you know how to detect your own biases?
- Do you know who created the AI writing tool and the objectives, aims, and values of the tool designer?
- Do you know who trained the AI writing tool? And what dataset was used to train it?
- Do you understand how the diversity (or lack thereof) of the dataset influence the output of the AI tool?
- Do you know how to cultivate inclusivity?



Created using Microsoft Copilot, 2024

## 7. BRINGING IT ALL TOGETHER

*How can I have my cake and eat it too?*



# To AI or Not to AI

When would you make it from scratch, from box, bakery or grocery?



# Final Thoughts

- AI Tools are always changing and shifting
- Be careful of what information you share in AI tools
- Be transparent about your use of AI
- When choosing a new tool, know the risks and do your own research
- Remember the importance of the human in the loop
- Ask questions and share with your community

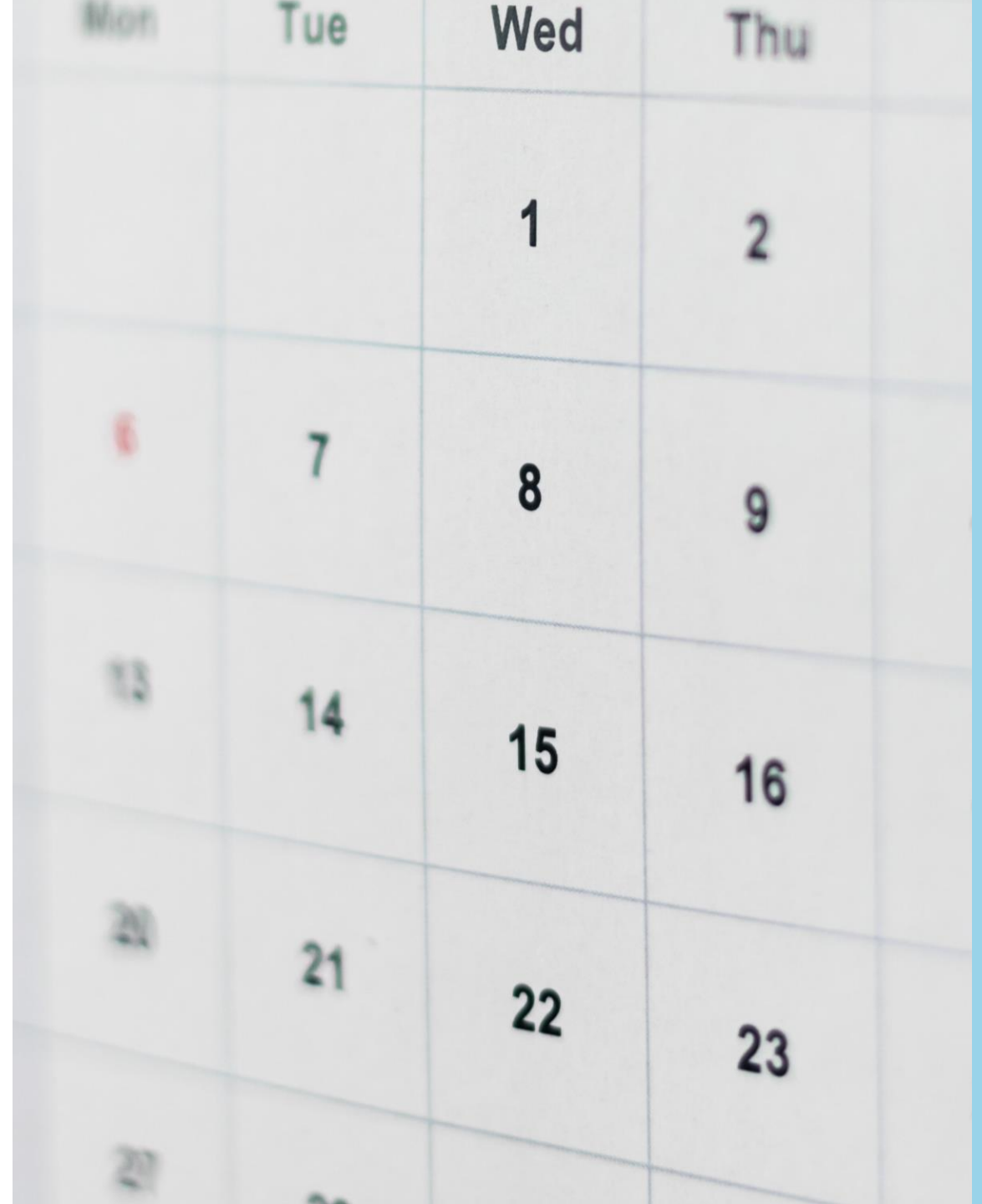
# Resources

- Franklin, U. (1999). [The real world of technology.](#) House of Anansi.
- Postman, N. (1998). [Five things we need to know about technological change.](#)
- Prompt Libraries (catered towards Educators, but can inspire your own prompts)
  - [AI for Education Prompt Library](#)
  - [More Useful Things: Prompt Library](#)



Contact us for  
Questions on AI

We provide individual  
and group  
consultations







Tuesday, April 30th | 12pm - 1pm

# CONNECT WITH US



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Follow us on LinkedIn!



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Thank You.

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