

# 2023 Year-End Report on AI in Education

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## 1. Preamble

### Aims of the Present Document

The present document was created to:

- Provide faculty with an accessible update on AI and education;
- Offer resources to help teachers prepare for the Winter 2024 semester;
- Encourage uniformity in practices in order to ease administrative burdens on both instructors and students;
- Help create realistic expectations for how AI-use is likely to evolve within education.

### Research and Consultation for the Present Document

The present document was created in consultation with teachers at several workshops, including:

- *AI and its Implications for Teaching and Education* held on September 26 and 27, 2023, and
- *“But teacher, you didn’t say that I couldn’t...”: Workshop to Develop Standardized Sets of Assignment Instructions with Respect to AI-Use*, November 2, 2023

Consultation was also provided by the academic team and the Office of Academic Affairs, as well as the Techno-Pedagogical Advisory Committee.

## 2. A Brief Update on AI and Education

### AI in late 2023

AI—understood broadly as the ability of computers or machines to process information through human-like capabilities—is **becoming an increasingly ubiquitous part of everyday life**. AI can be used to generate written and visual content, provide aid with problem-solving, and perform other tasks that have traditionally been done through human cognition and effort alone.

Since the rise in popularity of ChatGPT in late 2022, a number of competitors have released similar software. OpenAI has also regularly released new updates and features that build upon the earlier versions of ChatGPT. In particular, ChatGPT is now able to sustain a longer conversation thread and refer consistently to earlier exchanges. It can effectively search the internet, limit its searches or commentary to a set of documents chosen or provided by the user, produce code more reliably, create different kinds of documents and images, and so on.

The Quebec government's *Plan de transformation numérique de l'enseignement supérieure, 2023 - 2027*, its *Stratégie d'intégration de l'intelligence artificielle dans l'administration publique, 2021-2026*, the recent *Mémoire de la Fédération des cégeps* on AI, and many other reports make it clear that the global intention is to integrate AI into virtually every domain of work, research, public service, and education.<sup>1</sup>

### What are the Implications for Education?

Because of the increasing prevalence of AI, it is important that instructors and students develop a basic familiarity with this technology. Already, AI can effectively be used to correct linguistic errors in texts, to generate skill-testing questions for study practice, to suggest outlines for presentations, or to facilitate comprehension of basic educational content. Educators are also experimenting with the use of AI to develop material or to automate mundane tasks such as the invention of false responses for the creation of multiple-choice quiz questions.

Besides its uses in teaching and learning, education *about* AI will increasingly have to be incorporated into curricula as AI becomes more routinely used in various fields of research and work.

### What can we do now?

To begin with, to preserve academic integrity and ensure student success, programs and departments can develop clear guidelines and communicate clear expectations with students. Instructors can exchange thoughts with their students about the exciting opportunities and potential consequences of widespread use of AI.

Programs and instructors are encouraged to explore how AI is being used in their disciplines. How is it being used to process data or streamline other tasks in various fields of research and work? How might it be used to lay the groundwork for various tasks, polish written reports, facilitate communication, augment one's capacity to interpret information, help one take on new perspectives, or expand one's knowledge?

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<sup>1</sup> A list of resources, including these, is provided at the end of this document.

AI is likely to play a role in our students' careers, in their learning, and in higher education. The better informed instructors are, the better they will be able to navigate these changes and guide their students.

What are the current risks associated with using popular AI platforms? What is permitted at Champlain College?

#### Information Privacy and Security

Legally, students cannot be required to use applications that store their input or data outside of Canada, or which do not allow them to retain control over the information that they submit online through these applications. Students cannot be required to use their personal information to create an account with a third-party provider of software that does not conform to these Ministerial information privacy and security requirements.

For these reasons, *students and staff should not submit any sensitive or private content of any kind into ChatGPT, Bard, or other applications that do not meet the above criteria.*

Nevertheless, although ***students cannot be required to use certain platforms such as ChatGPT and similar software, teachers do not have to forbid their use, nor abstain entirely from using this software themselves so long as they exercise caution in not inputting sensitive information, personal or institutional.***

Students and staff must be aware that all of the information entered into ChatGPT and many other third-party applications can potentially be viewed by others. This information may include the name and email address that the user entered to create the account, as well as all the prompts, text, or other work uploaded to the application website by the user.

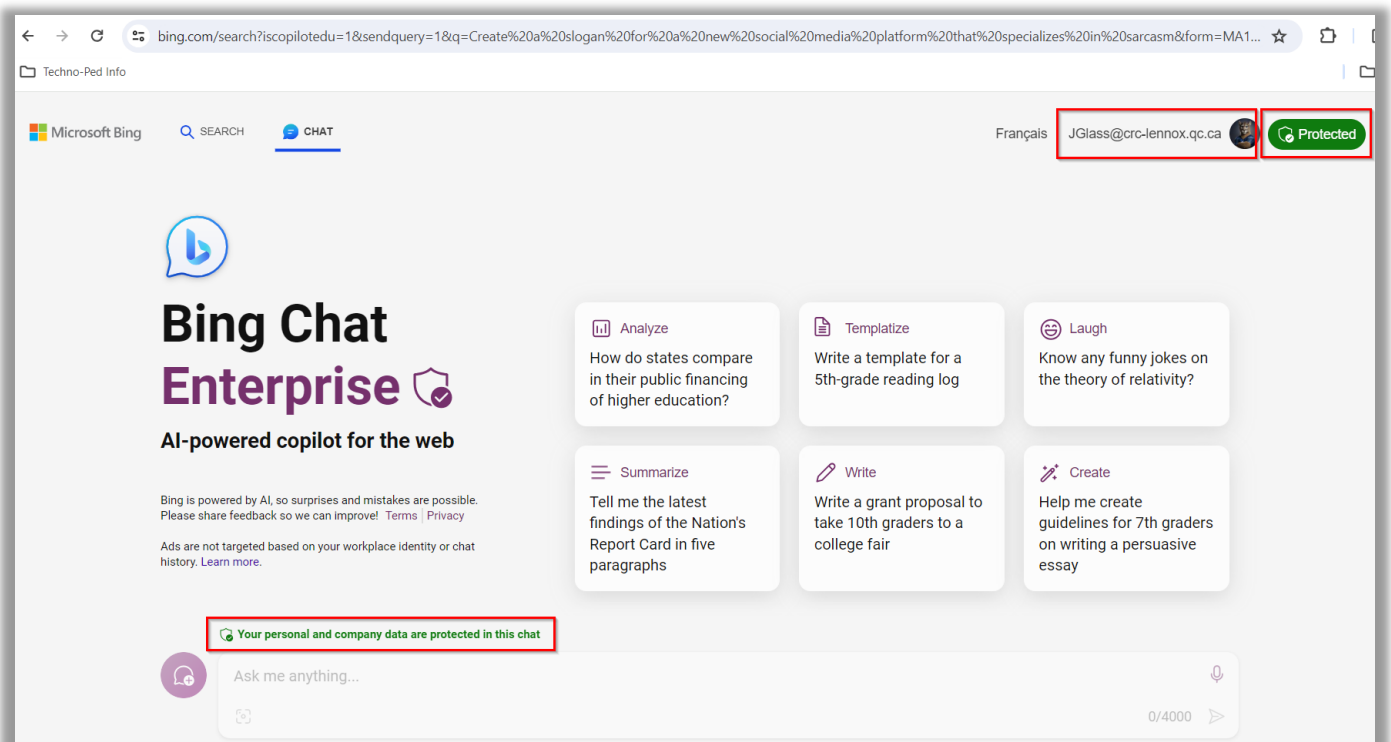
#### Bias and Truth

Many of the applications that we currently refer to as AI are Large Language Models that have analyzed vast quantities of data and language. Based on this information, they respond to user prompts with strings of words that are statistically likely to be coherent and relevant. They have been shown to be able to effectively pass standardized exams, solve problems, keep up conversations in human-like ways, and provide true and relevant information.

However, these computer algorithms have no autonomous judgement, ability to discern truth, or ability to pose questions about ethics and values. Many of these applications are now being 'trained' to offer more factual, less biased, and less dangerous content. Nevertheless, users should remain critical about the content that is generated by these programs. These programs largely reproduce the same biases that are part of all human language, in addition to whatever incidental idiosyncrasies might be introduced into their output. Users are responsible for ensuring the truthfulness of the information that they receive from these applications before relying on it.

## Which AI platforms are safe to use now? (Quick Response: Bing Chat Enterprise is Safe for Use)

For the moment, the only AI application that has been confirmed to meet Ministerial requirements is ***Bing Chat Enterprise***. This can be accessed at Bing.com. ***Bing Chat Enterprise*** (as opposed to the regular, unlicensed version of *Bing Chat*) is accessed with the Office 365 login credentials that Champlain members use to access Outlook, OneDrive, and other Microsoft 365 applications. **When you are logged in, your username will appear in the corner, as well as indications that your data is being protected.** This software can be safely used by Champlain students and offers adequate protection of information. [Information privacy details for Bing Chat and Bing Chat Enterprise can be found here.](#)



The screenshot shows the Bing Chat Enterprise interface in a browser window. The address bar shows a URL with a search query. The page header includes the Microsoft Bing logo, search and chat buttons, the language 'Français', the user's email 'JGlass@crc-lennox.qc.ca', and a green 'Protected' badge. The main content area features the Bing Chat Enterprise logo and the tagline 'AI-powered copilot for the web'. Below this, there are six interactive cards with icons and text: 'Analyze' (How do states compare in their public financing of higher education?), 'Templatize' (Write a template for a 5th-grade reading log), 'Laugh' (Know any funny jokes on the theory of relativity?), 'Summarize' (Tell me the latest findings of the Nation's Report Card in five paragraphs), 'Write' (Write a grant proposal to take 10th graders to a college fair), and 'Create' (Help me create guidelines for 7th graders on writing a persuasive essay). At the bottom, there is a chat input field with a microphone icon and a character count '0/4000'. A red box highlights a message above the input field: 'Your personal and company data are protected in this chat'.

For the moment, no other AI-generative software has yet been approved for general use by the College.

If you are unsure about whether students can be asked to use a specific platform, ask IT or the Techno-Pedagogical Counsellor for guidance.

### 3. Standardized AI-Use Instructions: Three (3) Proposed Choices for Faculty

[Section 7](#) of the present document reiterates the expectation set out in IPESA according to which **instructions and expectations must be clearly communicated to students at the time of assessment**. Given our current context, this implies that instructors should be explicit about whether and how AI-use is permitted to complete a given assignment or work for a given course.

In the interest of easing the burden on faculty, setting up clear and consistent expectations among students, and facilitating communication, three choices for AI-use instructions are proposed. **It is strongly encouraged that one of these statements be included on course outlines and/or along with assignment instructions given to students**. These use options are intended to be exhaustive, allowing the instructor to either forbid the use of AI or specify the limited ways in which AI can be used.

The hope is that students will come to recognize one of a few standard AI-use options, facilitating clear expectations.

If an instructor intends to use one of these sets of instructions but make minor changes, it is highly recommended that these changes be noted (in red text, for example) in order to make these changes clear to the students receiving them.

#### ***A word of caution:***

While the suggested three options for AI-use rules should help make expectations clearer to students, they are not a substitute for conversations with students about the competencies being aimed at in the course; nor can they take the place of careful assessment design. [Section 4](#) offers further guidelines that can or should be shared with students.

The availability of AI tools provides instructors an opportunity to reflect on whether and how a given assessment is aiming at the competencies in question. Although it is a difficult task, the ideal would be that an assessment is set up such that, whether or not students are using AI, it will become clear whether they are exercising the competencies aimed at by the assessment and the course.

The AI-use instructions should be accompanied by clear directions on citation, as well as careful assessment design. See below for information on these topics.

i. AI-use is not permitted for this course/assessment

*Large Language Models and other forms of sophisticated machine learning, or “deep learning”—now often referred to as artificial intelligence—are technologies capable of processing and generating information in sophisticated ways. These technologies are able to generate written, visual, and other content in response to prompts submitted by human users. ChatGPT is one example of such an AI technology capable of generating content.*

*Although AI is an increasingly important aspect of research, work, and communication, the **use of AI to complete any part of this course/assessment will be considered either a violation of academic integrity or as a failure to complete the assignment according to the prescribed instructions.** This **course/assessment** is intended to allow students to develop specific competencies. The development of these competencies is an important part of the educational progression encouraged in this program. While AI can sometimes effectively be used to augment one’s competencies, this **course/assessment** is intended to first have you develop those competencies without the risk that AI become a detrimental shortcut.*

*In the case that a student is suspected of having used AI to complete this **course/assessment**, the instructor may investigate and seek assurance that the student has carried out the work according to the instructions that were given.*

ii. AI-use is permitted for this Course/Assessment (according to specified criteria)

*Large Language Models and other forms of sophisticated machine learning, or “deep learning”—now often referred to as artificial intelligence—are technologies capable of processing and generating information in sophisticated ways. These technologies are able to generate written, visual, and other content in response to prompts submitted by human users. ChatGPT is one example of such an AI technology capable of generating content.*

*For the present **course/assessment**, AI is permitted for the following tasks: **Instructors should check all that apply.***

Preparation and Getting Started

- To generate suggested paper topics, for generating ideas, for brainstorming*
- For consolidating or synthesizing your notes*

Refinement of Arguments or Content

- To solicit critiques of one’s arguments or content, or to practice debating your arguments*
- To solicit arguments for, or counterarguments against, a thesis*

Research

- To generate a list of sources that you can read or research*
- To gather basic information about your topic*
- To summarize research or information from sources*
- To help carry out analyses (of texts, reports, charts and graphs, images, or other content)*
- To develop research strategies, ideas about how to test a hypothesis, methods for carrying out work*

Writing, Composition, and Creative Work

- To get help creating an outline for an essay*
- To solicit suggestions to improve your work*
- To create images or other visual elements*
- To have your work or writing corrected or improved*
- To write a draft of a document that you will edit and improve*
- To help generate content or other ideas*

Other:

Specify other permitted/non-permitted uses.

*The use of AI beyond these prescribed limits will be considered a violation of academic integrity and/or a failure to complete the **course/assessment** according to expectations.*

*Although it is permitted to use AI within limits iterated above, students are responsible for the quality of the work that they submit. Work should be carried out honestly and will be graded according to how well it demonstrates the attainment of the competencies aimed at in this course.*

*Students must document their use of AI according to the instructions provided by their teacher.*

### iii. AI-Use is Permitted for this Course/Assessment (succinct and generic version)

*Large Language Models and other forms of sophisticated machine learning, or “deep learning”—now often referred to as artificial intelligence—are technologies capable of processing and generating information in sophisticated ways. These technologies are able to generate written, visual, and other content in response to prompts submitted by human users. ChatGPT is one example of such an AI technology capable of generating content.*

*AI is permitted for the generation of ideas, paper outlines, brainstorming, and so on. However, although it is permitted to use AI for this **course/assessment**, students are responsible for the quality of the work that they submit. Work should be carried out honestly and will be graded according to how well it demonstrates the attainment of the competencies aimed at in this course.*

*Students must document their use of AI according to the instructions provided by their teacher.*

## 4. Further Guidelines for AI-Use (To Be Given to Students When AI-Use is Permitted)

*In the case that an instructor permits the use of AI, it is strongly encouraged that the following information be shared with students.*

### Citing and Documenting AI-Use

*For most purposes, AI-generated text and content should be treated like a source written by an author. Whenever you use AI-generated text or content (whether this be specific information and ideas, a quotation, paraphrased words, or other content), you must make this clear and cite your source. You should also document whenever you have used AI to improve a draft, translate text, and so on.*

*Your instructor can provide you with guidelines for how to document your use of AI.*

### Ensuring the Quality and Pertinence of Generated Content

*While AI software can be slowly guided to develop useful content, an AI application cannot respond to the context of your work or your project beyond the instructions that you communicate.*

*To ensure that you receive quality and pertinent content, you may have to specify:*

- *The **context** in and for which you are creating a document or content (i.e., are you writing an essay for an introductory class in college? Are you writing a speech for a model UN debate? Etc.);*
- *The **linguistic tone** that your project should have. (Ultimately, you should be submitting work that represents your thoughts, ideas, judgements, perspective, and so on; and some of these elements will be conveyed by linguistic tone, choice of words, and so on);*
- *The **discipline(s) in which you are working**, and the **types of sources** that you want to use and refer to in your work. (Generally, you should not trust AI-generated texts to convey any factual, scholarly, or expert information. Instead, you should use it to point you towards genuine, trustworthy, human-authored sources that you consult yourself);*
- *Various **writing and academic standards**, including: the standards that are expected in your discipline for justifying claims, the research standards that your instructor has asked you to uphold, etc.*

*Do not take for granted the validity or quality of the content generated by AI. Whether using AI to help produce ideas, words, code, charts, or any other kind of content, you must ensure that this content is valid, of high quality, and appropriate for the context in which you intend to use it.*

### Trustworthiness of Claims

*One main difference between AI-generated content and a publication written by a human being is that there is no pretension to factual truth or reasoned judgement within the content produced by AI. When you do standard research, you are responsible for trusting only the claims of reputable experts speaking within their area of expertise or otherwise critically evaluating the information that you use.*

*AI does not have any expertise and only generates strings of words (or images, or code, etc.) according to statistical probabilities. Therefore, when you borrow information from AI-generated*

*content—whether it is offering you general information, summarizing a particular text, producing an apparently sound argument, suggesting lines of code, or making suggestions about essay organization—you are responsible for verifying the reasonableness and factuality of its claims through your own reasoning, knowledge, and research.*

*In Summary*

*If you use AI (within the prescribed limitations of a course or assessment) to complete your work, you remain responsible for assuring that the final work that you submit responds appropriately to the assignment and to the course, that it presents language and ideas according to your best judgement, and that it is otherwise of a high quality.*

## 5. Guidelines for Developing Citation Standards and Procedures

As citation styles tend to vary by discipline, **programs are strongly encouraged to collaborate to develop standardized procedures for citation AI-generated content** and for documenting other uses of AI to complete work.

Guidelines for how to cite AI-generated text have been put forth by various bodies and according to various citation styles.

MLA: <https://style.mla.org/citing-generative-ai/>

Chicago:

<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>

APA: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

See below for more information.

### MLA

The **MLA** guidelines mention that **an author should note when AI has been used to edit a text, help with a translation, or perform any other function contributing to the author's text.** (However, there does not yet seem to be a clear standard for how this information should be formatted.)

MLA essentially asks that the AI tool (e.g., Bard, ChatGPT, etc.) be named, as well as its version number, and the company that has created it. Information about the prompt used should be indicated in the title of the entry.

They suggest that **a link to the Chatbot conversation** should be made available where possible. *See below on options about how to do this.* Where this is not possible, a general link to the software website should be used.

The MLA site offers examples.

### APA

**APA** suggests that AI-generated content be treated like output from an algorithm. Citations should include the name of the company or software developer, the version date/number, an indication of what kind of software it is, and a weblink to the software.

APA suggests that any use of AI tools (for research, translation, assistance with grammar, etc.) be mentioned in a Method or other relevant section of an essay. When using words or referring to ideas and content generated by AI, it suggests that the prompt used to generate the information be included. (E.g., "When prompted to summarize the main themes of Moby Dick...")

APA suggests the possibility that authors **include in an appendix the full AI-generated from which an author is quoting or to which an author is referring.** (The APA article in question seems to be suggesting that only the responses from which the author explicitly draws should be included in the appendix. See below for options on directly sharing the content generated by AI.)

Requiring students to do this has the benefit of allowing the instructor to better trace how the student generated the work. The drawback, of course, is that the series of prompts and responses could easily be thousands of words long. That said, if students are only submitting work digitally, it would be easy for the instructor to use Ctrl+F or simply follow up on the specific prompts where some question or concern arises.

## Chicago

For the moment, the **Chicago** style guide seems to suggest that AI content generators be treated like authors, and the developer or company should be treated like the publisher. The date of the content-generation should be included, and a URL to the software site or tool should be included. When a link cannot be provided to the specific content, the URL is considered unessential.

If the prompt used to generate the content was not explicitly mentioned in the author's text, the author can include this information in the footnote reference.

AI generators should only be included in the bibliography or reference list when a direct link to the created content is made available.

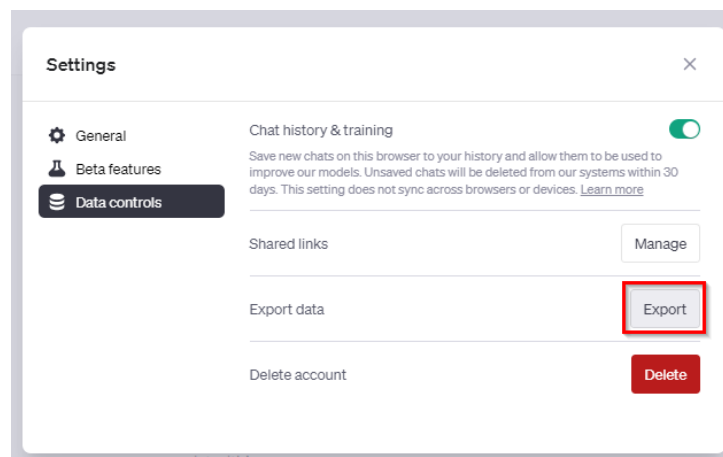
There is also a [Chicago guide to citing DALL·E](#) (and presumably other image-generating software).

## Creating Direct Links to the Content Generated by AI

Some citations styles suggest that references to AI-generated content should include an explicit mention of the original prompts used; and they should document the entire output that was generated in response to the prompt. Where possible, links should be provided. For the most part, the AI content generators do not offer a direct option to do this, though some are being developed.

A new, [unofficial Chrome extension](#) allows for a direct link to one's ChatGPT conversation to be created. The [AIArchives](#) extension will purportedly perform this function for ChatGPT, Bard, and other content generators. It is also possible for users to download their chat history, take screen shots, etc. Other platforms will also generate sharable links on demand.

Students can also export the entire history of their conversations with ChatGPT.



## Local Tools

Complementing the above citation styles, instructors could also consider using some sort of [self-reporting form, such as this one](#), which offers students a chance to briefly summarize how they have used AI.

A more in-depth, [self-reflection exercises, such as this one](#), can also accompany larger assignments. This assignment asks students to reflect on their methodology and research, their development of essay questions, etc. It is intended to give students a chance to reflect on their own learning experience and to explain how they conscientiously and actively undertook their own work (even if they used AI to facilitate their work). The exercise can be treated like a self-evaluation and given a grade (as long as this self-evaluation can be aligned with the competencies in question).

## 6. Broader Considerations and Strategies for Assessment Design

As mentioned, while it is important to communicate clear expectations about AI-use to students, instructors must also ensure that assessments are properly aimed at the competencies to be developed.

For example, while an essay may be one good way for a student to show the attainment of a given competency, other sorts of assignments may be equally valuable if written composition is not itself part of the competency in question. Some alternative assignments may also make academic dishonesty more difficult for students. Consider in-class assignments, active learning assignments, oral presentations, and other means by which students can acquire and demonstrate competencies.

When a competency is explicitly linked to writing, consider assessments that focus more on procedure rather than simply the final product (i.e., the essay itself). Offer students a chance to revise drafts, to reflect on their creation and writing process, to creatively situate their work within the context of the class and the discussions had over the semester, etc.

There is no foolproof way to guarantee that students are working honestly outside of class, though this is no different from the situation that has always existed. Communicating clearly with students, offering support as needed and to the extent possible, and clever lesson design are the best tools to combat academic dishonesty.

Several suggestions for how to do this have been offered in the following workshops given this year at Champlain College:

- [Quick Guide to Dealing with AI and Plagiarism](#)
- [Writing Assignments in the Age of AI](#)

More information about these resources is contained in the Resources and References section below.

## 7. Recommendations

Based on information in the present document and the rules of the IPESA, it is understood that:

- **Instructors are responsible to communicate to students whether (or to what extent) the use of AI is permitted to complete course work or an assessment.** This is in accordance with IPESA article 5.2.1, which iterates the responsibility of instructors to clearly communicate the expectations surrounding course work and assessments.

Rationale: In general, an exhaustive list of permitted and forbidden tools, resources, and methodologies need not be included in assignment instructions, as this might constitute an indefinitely long list of items. However, **with the recent upsurge of available AI content-generating software**, and given the ubiquitous presence of this software in private industry, social media, and popular culture, **students can reasonably expect guidance on the use of this software**, especially when its use is forbidden or limited. Moreover, **in the case of plagiarism using AI, it is important that the instructor's expectations vis-à-vis AI-use have been communicated to the student in advance of the assignment.**

Based on the information present in this document, it is **highly recommended** that:

- In communicating expectations to students, **one of the three above standardized sets of instructions be used.**

Rationale: The three sets of standard instructions are exhaustive, allowing the instructor to either forbid the use of AI or to permit its use within the limits specified by the instructor. The hope is that having standard wording in these cases will create some uniformity and clarity for students while minimizing the administrative task of instructors.

Based on the information present in this document, it is **recommended** that:

- **Faculty, departments, and programs begin to familiarize themselves with** the ways in which **AI** is being used in their respective domains of research, study, and work; (Note: Many programs include 'familiarity with technologies used in the given discipline(s)' as part of their exit profiles.)
- **Departments and/or programs establish some basic norms** surrounding student use of AI, or work to establish some common understanding among their faculty members about the uses of AI that ought to be generally permitted and those that ought to be generally forbidden;

- **Programs (or departments) collaborate to establish norms on citation and referencing** for those cases in which students are permitted to use AI to generate content or improve work;
- **Programs or departments collaborate to establish standard modules on methodology,** including basic norms on research, organization of information, how to support claims, how to compose essays or write lab reports, etc., as pertinent to the discipline(s) in question. These should be used across multiple sections of introductory program courses. These should be used to ensure that students have the basic framework within which to understand additional rules specifically about the use of AI in carrying out the above kinds of work. Having standardized modules will allow instructors of subsequent courses to easily refer to these materials and refamiliarize students with these principles as needed.

## 8. Annotated List of Resources and References

### Local Resources on AI, Plagiarism, and Assessment Design

#### [Quick Guide to Dealing with AI and Plagiarism](#) (Champlain College)

This is a sheet full of quick tips about how to prevent plagiarism and what to do if you suspect that an assignment you've received is plagiarized.

#### [Writing Assignments in the Age of AI](#) (Champlain College)

This is a workshop from May 2023 that lists some strategies for refocusing assignments on the competencies and finding ways to ensure that students are personally engaged in their work. ChatGPT and other AI content generators have progressed since this time, though many of the assessment ideas are still relevant.

#### [Plagiarism—What to Know](#) (Champlain College)

This is the online, asynchronous Moodle course that is mandatory for students. There are some brief mentions of AI in this course. However, the purpose of it is simply to remind students of the basic principles of academic honesty and citing sources.

#### [La prévention du plagiat et de la tricherie à l'ère d'intelligence artificielle](#) (Marie-Gervaise Pilon, *Éducative*, in French)

This is a concise but comprehensive article about some of the broader social and cultural conditions that can influence plagiarism and cheating, and it suggests some possible responses.

### Documents from the Government of Quebec, the Ministry of Higher Education, The Federation des Cegeps, and other bodies

#### [Montreal Declaration for a Responsible Development of Artificial Intelligence](#)

The Montreal Declaration for a Responsible Development of Artificial Intelligence—a document created in collaboration with several bodies and institutions—was published in 2018 and signed by many higher education institutions, including Champlain College-Lennoxville.

#### [La fédération des cégeps — Réponse à la consultation sur l'utilisation des systèmes d'intelligence artificielle générative en enseignement supérieur : Enjeux pédagogiques et éthiques](#)

In this document, *La fédération des cégeps* presents an account of the status of AI and education, iterates several goals, and suggests how they expect the situation to develop.

#### [Government of Quebec — Plan de transformation numérique de l'enseignement supérieur – 2023 - 2027](#)

In this document, the Government of Quebec explains how it expects AI—and digital technologies more generally—to continue to be integrated into work, research, public service, health services, and education.

#### [AI and Education: Guidance for Policy-Makers \(UNESCO\)](#)

This guide created by UNESCO discusses recent advances in AI, its current and potential uses for education, and some of the ethical, material, and other pragmatic concerns that should guide its continued development.