



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education



Master of  
Educational  
Technology  
Program

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AI Unleashed - Inclusive Provocation

Adult Educators

Created by: Michelle To

**Inclusive Makerspace Provocations**

## Overview of the provocation

AI technology is one of the intimidating technologies for new technology users, especially for adults. Through this provocation, adult users can identify their barriers to using AI technologies, demystify their concerns, and embrace this AI technology in their educational settings. For adult educators, one of the major concerns of using AI technology is “academic integrity” and “assessment.” Thus, these two particular topics will be discussed in this provocation.

## Materials and Resources Required

Materials may include any or all of the following

- Website link and QR code
- Writing instrument/Laptop
- Items

## Inclusive Maker Provocation Instructions

Based on your knowledge of ChatGPT, biases, and concerns, form some prompts based on “academic integrity” and “assessment,” then ask ChatGPT for answers.

Draw out a “Compare-and-Contrast chart” to list out your thoughts on ChatGPT’s answers and based on your own answer to the prompts. How has it aligned with your expectations with ChatGPT? How has it outperformed your expectations?

## Critical Questions for Consideration

- What are your skepticism?
- Where did it come from?
- Who passed this perception on you?
- What kind of questions do you have for ChatGPT?
- What are ChatGPT’s points of view on “academic integrity” and “assessment”?

## Background/ Additional Information

With the rise of AI-based applications such as ChatGPT, it is believed that these AI programs could bring different opportunities and challenges to education. For some adult educators, they are fluent in their field of research but not necessarily in the language of AI technology. It is essential to empower our adult educators to utilize AI technology to bring and integrate the use of AI technology into their curriculum.

## Inclusivity Focus

With the EDIDA framework, participants can have the opportunity to focus on their own struggles with utilizing AI technology and reflect individually on the possibility of incorporating it in a professional setting.

By grouping the participants in groups of three, participants can engage in a critically reflective dialogue with the others. Not having to share their own struggles in front of everyone, helps reduce one of the stressors of learning new technologies and overcoming the barrier. Throughout the provocation, there will be many cues and prompts printed on paper as a guide for each participant to follow through. This helps lower the barriers for less tech-savvy participants to easily follow along with the workshop.

Participants who have concerns about the security issues of ChatGPT, also have the option to use a [no sign-in required GPT model](#).



## No-Tech, Low-Tech, High-Tech Options

Participants may choose to share their compare-and-contrast chart through paper and pencil or via a collaborative sharing document (i.e., Google Docs, Figma, Miro, etc.). By providing different options for presentation, they can slowly work towards their goal of creating a technology-inclusive education environment.

## Extension

You can extend this provocation by having learners consider the Skills for Success in relation to their experiences with technology.