

Pedagogical, Ethical and Legal Use of Generative Artificial Intelligence

COMPLEMENTARY TOOL

This tool brings together the reflection questions from the [Guide to the Pedagogical, Ethical and Legal Use of Generative Artificial Intelligence \(GenAI\)](#).

PEDAGOGICAL CRITERION



Pedagogical relevance

Before using GenAI:

- › Is this GenAI tool authorized by my educational organization?
- › Why do I want students to use GenAI? For what purposes (e.g. brainstorming, content creation, research)?
- › When can I use GenAI to support my teaching (e.g. planning, implementation, evaluation, pedagogical differentiation, classroom management)?
- › Do I have the necessary skills to choose and use GenAI responsibly, or do I require training or support to use GenAI?
- › Do I have the necessary skills to address GenAI with students in an open and critical manner?
- › How can I help students use GenAI responsibly?
- › Do other people on my school team use GenAI? Was its pedagogical relevance discussed?

While using GenAI:

- › Is my use of GenAI consistent with my goals?
- › What effect does it have on the interest and motivation of students?
- › Do I need to make adjustments?

After using GenAI:

- › Did my use of GenAI contribute to achieving my goals?
- › What successes and challenges did I observe?
- › Could my use of GenAI be transferred to other contexts to help me achieve other educational aims?
- › Could my experience be shared with other people to improve the integration of GenAI into teaching and learning?

GenAI assistance in the evaluation of learning

- › How can GenAI help me assess learning content?
- › Did I verify the relevance and quality of the feedback or evaluation generated by GenAI?
- › Is the use of GenAI allowing me to maintain or deepen my own skills in evaluation?
- › Should I review the evaluation methods and content being evaluated?
- › Have I discussed the concept of intellectual integrity with my students?

ETHICAL CRITERION



Digital sobriety

- › Do I consider the environmental impact when I use GenAI?
- › Can I use a tool or a resource that is not digital or that does not involve GenAI to achieve my educational aim?
- › Did I review my prompt before submitting it to the GenAI tool?
- › Are students aware of the environmental issues related to GenAI tools?
- › How can I address the issues related to digital sobriety when using GenAI with students?



Quality

- › Did I verify the quality of the content generated using GenAI?
- › Did I speak to the students about the importance of verifying the quality of content generated using GenAI?
- › Do the students have the knowledge and skills necessary for validating the quality of content generated by GenAI?
- › How can I address the quality issues of content generated by GenAI with students?



Equity and inclusion

- › Am I aware of the issues related to representation of certain groups and the possibility of bias in content generated by GenAI?
- › Does the content generated using GenAI concern or relate to one or more underrepresented groups? If so, can I verify the content using another relevant resource?
- › Does there appear to be bias in the content generated by GenAI? Can I modify the content or reformulate the prompt to avoid bias in the content generated by GenAI?
- › Are students aware that not all groups are represented appropriately and that bias may be present in content generated by GenAI?
- › How can I address the issues related to equity and inclusion regarding GenAI with students?



Transparency and explainability

- › Do I find it relevant to disclose the use of GenAI when AI-generated content is presented to an audience?
- › How can I disclose the use of a GenAI tool to ensure transparency?
- › How can I address the issues related to the explainability and transparency of GenAI with students?



Agency

- › In my practice, what tasks could GenAI help me with?
- › Would using GenAI for assistance with certain tasks help me have more time to dedicate to other tasks?
- › Would using GenAI for assistance in these tasks allow me to maintain agency in my professional practice? If not, can I modify my use of GenAI to help me maintain my agency?
- › If I discuss GenAI with students, do I encourage them to ask questions about how they can maintain their agency when using GenAI?
- › When addressing GenAI with students, do I avoid using vocabulary that assigns it human qualities? If not, how can I adjust my vocabulary?
- › When I discuss GenAI with students, can I support them in using vocabulary that avoids anthropomorphization as much as possible?
- › How can I address the issues related to agency and the use of GenAI with students?

LEGAL CRITERION



Keep in mind

Information security

- › The selection of GenAI tools and their permitted uses are the responsibility of each educational organization. Teachers are responsible for making sure that their practices comply with the guidelines and rules in effect within their educational organization.

Protection of personal information

- › Do not enter sensitive, confidential or personal information into a GenAI tool unless the persons responsible at your educational organization have instructed otherwise.

Copyright

- › Information provided to a GenAI tool must comply with copyright requirements.

