**FLO MicroCourse: An Introduction to the GenAI in Teaching and Learning Toolkit**

**June 16 to June 20 2025**

**About the Course:**

This one-week FLO MicroCourse is designed to support educators develop the knowledge and skills needed to ethically integrate generative AI tools into their teaching practices. Participants will be introduced to BCcampus’ [GenAI in Teaching and Learning Toolkit](https://opentextbc.ca/teachingandlearningwithai/) and will explore practical applications, ethical considerations, and pedagogical implications that align with their core values. ***Aimed at beginners and those hesitant about AI, this course provides a supportive space for reflection and informed implementation.***

**Learning Outcomes**

By the end of the course, participants will be able to:

* Define GenAI and articulate its potential impact and challenges in educational settings
* Experiment with some GenAI tools through guided, hands-on activities
* Explore practical strategies to integrate GenAI into teaching practices while also upholding academic integrity and fostering an inclusive learning environment
* Identify and reflect on collective, practical steps to address concerns related to GenAI in education

**Course Logistics**

Time Commitment: Five to eight hours

Format: Asynchronous

While most of the learning will happen asynchronously, we will offer two optional synchronous sessions:

* **Tuesday June 17, 2025: 11:00–12:00 PST.**
* **Thursday June 19, 2025: 11:00–12:00 PST.**

To earn a badge for this course, you have to complete the following participation requirements:

* **[Day 2](https://scope.bccampus.ca/mod/forum/view.php?id=21788)** and **[Day 4](https://scope.bccampus.ca/mod/forum/view.php?id=21795)** Discussion forums:
	+ Post your own response.
	+ Reply thoughtfully to at least one peer's post on each of these day.
* **[Day 5](https://scope.bccampus.ca/mod/forum/view.php?id=21797)** Reflection Forum
* Post your personal reflection in the forum (Note: You are not required to comment on other participants’ posts in this forum.)

**Facilitators:**

**Gwen Nguyen** (she/her) is a learning and teaching advisor with BCcampus. Prior to joining BCcampus, Gwen worked as a learning experience designer at the University of Victoria, where she provided support to educators in developing and delivering courses across various modalities including face-to-face, hybrid, and online formats. Her professional background also includes experience as a university lecturer and researcher at both the University of Victoria and the Kanazawa Institute of Technology in Japan. Gwen holds a PhD in education studies from the University of Victoria and a Master of Arts in applied linguistics from Saint Michael’s College. Recently, Gwen has developed a keen interest in exploring pedagogical strategies that ethically and creatively integrate AI into teaching and learning environments. Gwen also brings valuable experience in navigating positionality as both an instructor and researcher.

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**Britt Dzioba** (she/her) is a learning and teaching advisor with BCcampus where she works to support educators develop their digital skills through resource development. As a neurodivergent educator, she is passionate about helping faculty create more inclusive learning environments that support neurodivergent students. Britt holds a master of education from the University of British Columbia, specializing in adult learning. Her graduate research focused on digital literacy education in community-based programs.

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**Helena Prins** (she/her) is an advisor of learning and teaching at BCcampus, where she coordinates the Facilitating Learning Online (FLO) portfolio. She began her career as a high school teacher in South Africa. Over the past 20 years, she has taught students of all ages and stages on four continents. A golden thread throughout her career has been breaking down barriers to learning. Prior to joining BCcampus in 2020, she worked as a career learning and development advisor at Royal Roads University. As an immigrant she continues to value the opportunity to support all students, especially international students, in finding and building their career path in Canada. She is a certified career strategist with Career Professionals Canada and associate faculty at Royal Roads University. Helena can be reached via email or by LinkedIn.

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SCoPE Course Site: [**https://scope.bccampus.ca/course/view.php?id=653#section-0**](https://scope.bccampus.ca/course/view.php?id=653#section-0)

**Course Outline:**

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|  | **Topics and Learning Outcomes** | **Modules and Learning Activities**  | **Notes** |
| Day 1Mon June 16 | **Getting to Know Each Other and the Toolkit**Objectives-Start our learning journey by getting to know each other -getting to know the GenAI toolkit resource-define GenAI and articulate its potential impact and challenges in educational settings | [Meet your instructors](https://scope.bccampus.ca/mod/page/view.php?id=21804)Read: [Introduction](https://opentextbc.ca/teachingandlearningwithai/front-matter/introduction/), [Module 1: Introduction to Generative AI](https://opentextbc.ca/teachingandlearningwithai/chapter/introduction-to-generative-ai/)Participate in [Introductions Padlet Activity](https://scope.bccampus.ca/mod/page/view.php?id=21787) (Share your name, your role, an image that represents AI to you, your intention/goal for the course)Engage in [the First Discussion Forum](https://scope.bccampus.ca/mod/forum/view.php?id=21786)Post your responses to at least **ONE** of these questions: * + What possibilities doesGenAI bring to your teaching practice?
	+ What concerns might you have about integrating such technologies into your teaching practice?
	+ Does the integration of GenAI align with your educational values and goals?

Check out a [welcoming podcast generated by NotebookLM](https://scope.bccampus.ca/mod/page/view.php?id=21801) |  |
| Day 2Tues June 17 | **It’s Time to Play with some GenAI Tools**Objectives:-explore some tools in teaching and learning -explore prompt literacy: *The Smart Assistant Approach* | READ: [Module 2](https://opentextbc.ca/teachingandlearningwithai/chapter/exploring-genai-tools-in-higher-education/) and [Module 3](https://opentextbc.ca/teachingandlearningwithai/chapter/prompt-literacy/)Participate in [Sync Session 1](https://scope.bccampus.ca/mod/page/view.php?id=21789)* Topic: GenAI Literacy for Educators

Engage in the forum: [Tool Review and Prompt Literacy Discussion](https://scope.bccampus.ca/mod/forum/view.php?id=21788)**Choose ONE option: (a) or (b) to *post* and *respond* to at least one peer in your group****(a)   Explore and review a new GenAI tool**•            What did you notice during your interaction with the tool?•            What did the tool do well? Where did it fall short?•            What aspects of the tool did you find beneficial or frustrating, or raised questions?•            How could this tool be effectively integrated into your teaching? Are there any risks or limitations that might hinder its use in your educational environment? **(b)   Apply a Prompting Framework and reflect on its usefulness**What framework of prompt literacy have you used and would recommend others? Why? In what ways can prompt literacy support your teaching practice and support your students’ learning? Give an example.**Post your review and provide feedback/comments on at least one peer’s post.** | Complete Day 2 Forum Activity to earn the badge[Zoom link](https://us06web.zoom.us/j/89464758370?pwd=Cvhl8isamUcPho5QN7uBqM0aX02rQc.1)  |
| Day 3Wed June 18 | **Discussing Academic Integrity and GenAI** Objectives:Explore and integrate resources and guidelines to uphold academic integrity in the context of GenAI. | Read : [Module 5](https://opentextbc.ca/teachingandlearningwithai/chapter/academic-integrity-and-genai/)Engage in [Reflection Forum: AI2 in Action](https://scope.bccampus.ca/mod/forum/view.php?id=21792) Choose 1 Final Reflective Question at the end of this module to share your reflective notes in the forum: 1.How has your understanding of academic integrity in relation to GenAI changed after engaging with this module?2.What challenges do you anticipate in implementing AI policies in your classroom, and how might you address them?3.How can you effectively balance the potential benefits of AI tools with the need to develop students’ independent thinking and writing skills?4.In what ways can you model ethical AI use in your own course development and teaching practices?5.How might the co-creation of AI policies with students impact their understanding and adherence to academic integrity principles? |  |
| Day 4Thu June 19 | **Integrating GenAI into your Teaching Practices**Explore practical strategies to integrate GenAI into teaching practices while also upholding academic integrity and fostering an inclusive learning environment | Read [Module 6](https://opentextbc.ca/teachingandlearningwithai/chapter/enhancing-human-elements-in-designing-learning-with-genai/) and [Module 7](https://opentextbc.ca/teachingandlearningwithai/chapter/designing-assessment-in-the-age-of-genai/)Participate in the [optional Sync Session 2](https://scope.bccampus.ca/mod/page/view.php?id=21799)Topic: Designing Learning and Assessment with GenAI ToolsEngage in the [Reflection Forum: Pedagogical Implications](https://scope.bccampus.ca/mod/forum/view.php?id=21795)What strategies do you find most promising or practical in your context, and why? Engage in the optional [Padlet Activity](https://padlet.com/gwenbccampus/learning-design-with-genai-padlet-z59952ji0nwj6tmw): Design a learning concept incorporating GenAI that promotes creativity, critical thinking, empathy, collaboration, personalization. | Complete Day 4 Forum Activity to earn the badge[Zoom link](https://us06web.zoom.us/j/89464758370?pwd=Cvhl8isamUcPho5QN7uBqM0aX02rQc.1)  |
| Day 5Fri June 20  | Towards Flourishing with GenAI ObjectivesIdentify and reflect on collective, practical steps to address concerns related to GenAI in education | READ: [Module 8](https://opentextbc.ca/teachingandlearningwithai/chapter/reflect-and-respond-to-genai-uglies/)Engage in [Reflection Forum](https://scope.bccampus.ca/mod/forum/view.php?id=21797)Reflection Forum InstructionsIn your reflection, you may either respond to the guided steps below or freely write your own reflective post based on your exploration of the toolkit modules.Step 1: Choose a label that best describes your current position on the AI spectrum (e.g., curious learner, cautious adopter). You may refer to the GenAI Spectrum handout generated by ChatGPT for ideas.Step 2: Generate or select an image representing your current stance. Briefly mention the tool you used.Step 3: Identify one lingering question you still have about GenAI.Step 4: Reflect on one of the following questions:What specific risks does GenAI introduce into your teaching context?How have you personally addressed one challenge posed by AI in your educational practice?Step 5: Share one concrete, achievable action you will commit to next week in response to GenAI, either generally or specifically addressing the challenging aspects ("GenAI uglies"). | Complete Day 5 Reflection Forum Activity to earn the badge |
| Day 1- Day 5 | Daily AnnouncementFurther Question Forum Further Resources | * Please check [daily message](https://scope.bccampus.ca/mod/forum/view.php?id=21781)
* Any questions that you want to ask, please post it [here](https://scope.bccampus.ca/mod/forum/view.php?id=21783)
* Please explore other [BCcampus resources](https://scope.bccampus.ca/mod/url/view.php?id=21800) and contribute to the collective course resource list [here](https://padlet.com/gwenbccampus/genai-in-teaching-and-learning-resource-list-8bjdbifk3kcv18bd)
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**How to navigate and succeed in this FLO Microcourse?**

This one-week course is designed to help you progressively build your knowledge and skills in integrating Generative AI in your teaching contexts. Each day’s activities will require approximately one to two hours of engagement. To ensure a meaningful and successful experience, please follow the steps outlined below:

1. Familiarize Yourself with Key Resources
Begin by reviewing the [BCcampus *GenAI in Teaching and Learning Toolkit*](https://opentextbc.ca/teachingandlearningwithai/) and exploring [the course Moodle site](https://scope.bccampus.ca/course/view.php?id=653). These resources provide the foundational materials and structure for the course.
2. Start Each Day with the Daily Announcement
Check the daily announcement from the course facilitators. These posts will outline the tasks and activities for the day and may include highlights or reflections from the previous day’s discussions.
3. Engage with the Daily Topic and Learning Activities
Each day focuses on a specific theme or topic as presented in the Toolkit Pressbook.
	* Access the relevant modules to understand the day’s focus and learning objectives.
	* Read the associated chapters and engage with the suggested readings and resources.
	* Participate in the assigned activities, which may include discussion forums, Padlet contributions, and optional Zoom sessions.
4. Participate in Required Forum Discussions
To be eligible for Badge Certification, please complete the required forum discussions on Day 2, Day 4, and Day 5.

**Gwen’s GenAI disclosure statement**

As I come from a background in education, I do not consider myself an expert in technology in general or artificial intelligence in specific. However, I recognize that AI technologies are changing the way we work, learn, and think. As an educator, it’s important to learn and develop a thoughtful and informed approach to those emerging AI technologies, so that I can navigate both opportunities and challenges they present in teaching and learning context more confidently and fluently.

You will find specific disclosure regarding the use of Generative AI (GenAI) in the development of the toolkit [right in the very first session of this resource](https://opentextbc.ca/teachingandlearningwithai/front-matter/about-this-toolkit/).

In preparing for this course, I have used ChatGPT to help with illustrating images for each daily module, as presented in the Moodle course site and editing the language of some discussion forum prompts. Additionally, I used NotebookLM to generate [a welcoming podcast](https://scope.bccampus.ca/mod/page/view.php?id=21801). This was done intentionally to prompt your reflection on the differences between a generated message and my personally recorded welcome.

That said, the overall design, structure, and pedagogical plan of the course are my own. While it is true that no work is completely original now (particularly in a course focussed on teaching with GenAI tools), I have ensured that all resources are properly cited.

I encourage you to explore various GenAI tools and resources during this FLO micro-course. At the same time, please contribute to the Moodle discussion forums using your own reflective and critical thinking. If you choose to incorporate GenAI-generated content in your contributions, please be transparent about how it was used and clarify its purpose to support our collective and ethical learning experience in this course together.