

# GenAI in conversation with UDL

**Dr. Flora Mahdavi**

Center for Academic Innovation

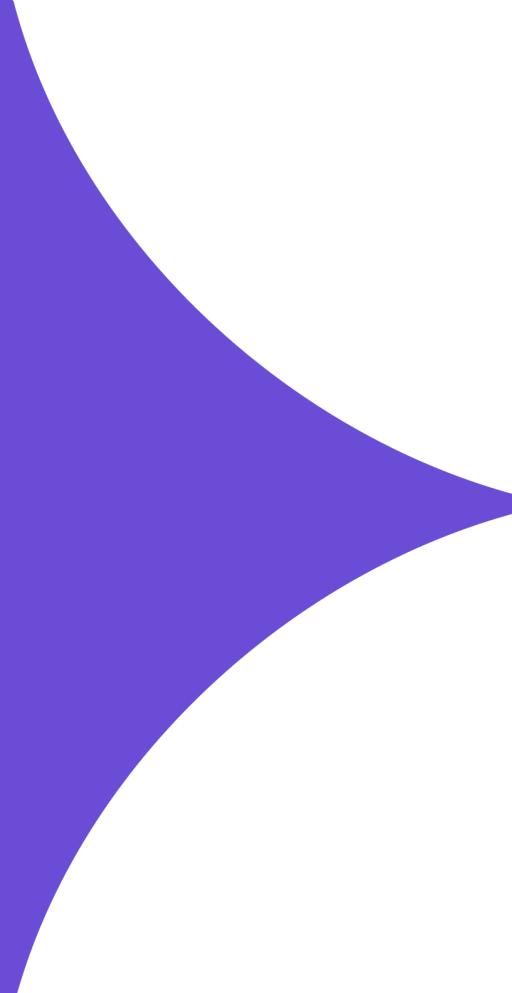


UDL must remain at the forefront of our teaching, learning, and assessing practices. Using multiple means of expression and engagement aligns with UDL principles and UDL's potential benefit.

From: AI Recommendations and Support for Faculty at Bow Valley College

During this session we will ...

- Explore some ways in which generative Artificial Intelligence (GenAI) could enable or inhibit Universal Design for Learning (UDL) practices
- Share strategies for remaining committed to UDL in the era of AI



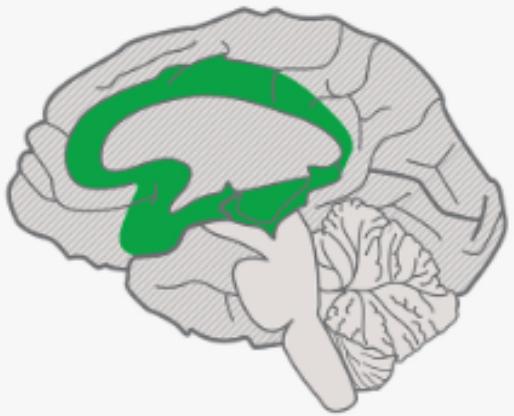
# **Universal Design for Learning (UDL)**

# UDL

---

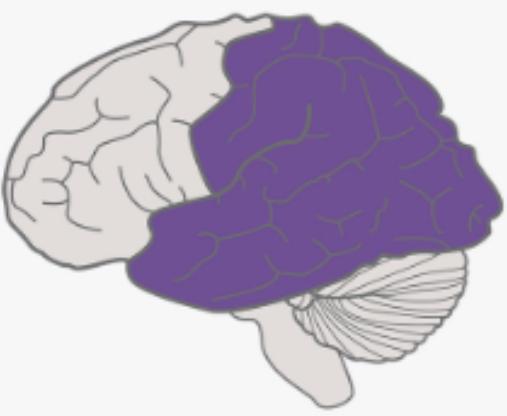
Change the environment  
Eliminate barriers





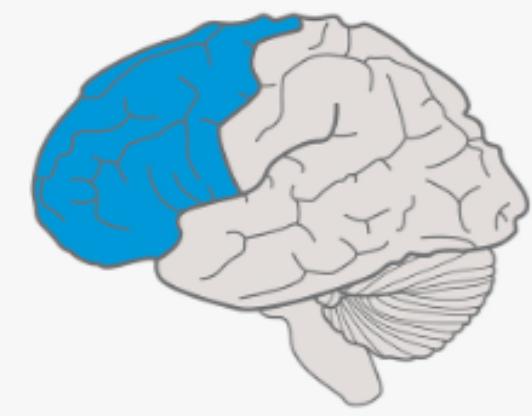
## Engagement

Design options for welcoming interests and identities, effort and persistence, and choice.



## Representation

Design options for perception, language and symbols, and building



## Action & Expression

Design options for interaction, expression and communication, and strategy development.

A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

(CAST.org)

<https://www.cast.org/impact/universal-design-for-learning-udl>

**When facilitating learning ...**

**What actions do you take with the intention of UDL?**

**(Please respond, typing in the chat.)**

**How could GenAI impact these good practices?**

**Should we worry about UDL because of GenAI?**

(Please respond, typing in the chat or using your microphone.)



# **Generative AI an Enabler of UDL**

- Enhancing accessibility
- Adaptive learning
- Collaborator / Tutor

# Enhanced Accessibility

Producing alternate format materials

- Text to speech
- Speech to text
- Image description

Image removed

What else?

Image removed

# Adaptive Learning

Adapting to student's learning pattern

Adjusting content in real-time

# Collaborator/Tutor

Brainstorming  
Research assistant  
Etc.

[AI Tutor Pro](#) | [Contact North](#) |  
[Contact Nord](#)



# **Generative AI an Inhibiter of UDL, or is it?**



You

How does generative AI inhibit universal design for learning?



Copilot

Generative AI can actually enhance Universal Design for Learning (UDL) by making educational content and instruction more accessible. Let me explain how: ...



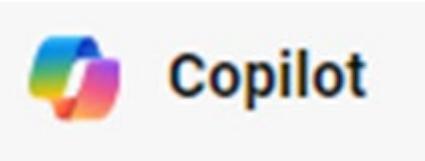
You

How does generative AI inhibit academic integrity?



Copilot

Generative AI, while immensely powerful and innovative, can pose challenges to academic integrity in several ways:



# Challenges that GenAI Poses to Academic Integrity.

## 1. Plagiarism Detection:

- Students might use generative models to create essays, reports, or assignments, bypassing their own understanding and originality.
- Traditional plagiarism detection tools struggle to identify content generated by AI, leading to potential academic dishonesty.

## 2. Essay Mills and Ghostwriting Services:

- Unethical essay mills and ghostwriting services leverage AI to produce custom-written papers for students.
- These services undermine the educational process by promoting shortcuts over genuine learning.

## 3. Automated Cheating:

- AI-generated answers can be used during exams or quizzes, making it harder for instructors to detect cheating.
- Students might exploit generative models to obtain solutions without understanding the material.

## 4. Research Misrepresentation:

- Researchers may misuse AI-generated content to bolster their work, misrepresenting findings or data.
- This compromises the integrity of scientific publications and scholarly discourse.

## 5. Ethical Considerations:

- AI-generated content lacks ethical judgment, potentially leading to biased, offensive, or harmful material.
- Researchers and students must exercise caution when using AI tools to avoid perpetuating harmful stereotypes.

In summary, while generative AI offers exciting possibilities, educators and institutions must address these challenges to maintain academic integrity.

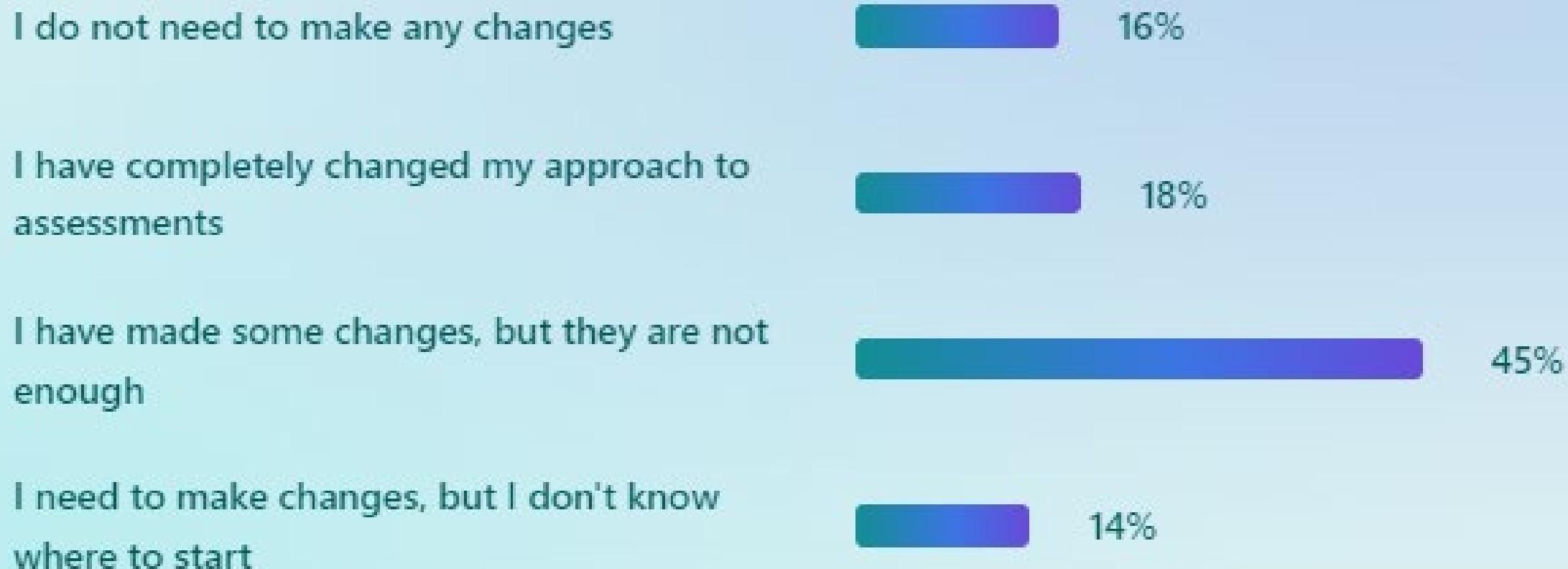
# Impact of Generative AI on Assessments

Where on the spectrum of change are you?

<https://forms.office.com/r/aNTjaje25n>

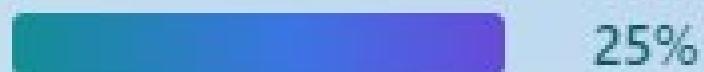


## How has Generative AI impacted the learning and assessment activities in the classes you teach?



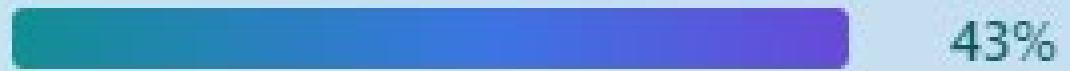
## How have you changed the learning and assessment activities in the classes you teach?

I have reduced the number and/or value of writing assignments



25%

I have more in-class activities than before



43%

All writing assignments must be completed in class



1%

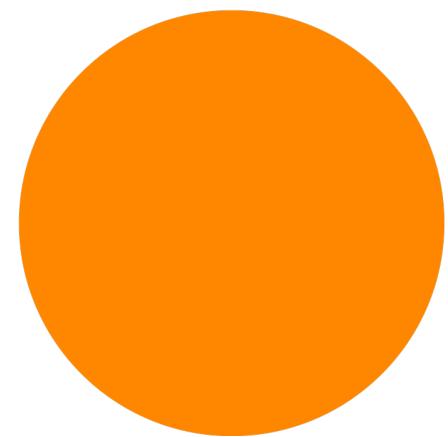
I have more in-class exams than before



13%

# How does Jennefer remain committed to UDL?

Jennefer Rousseau, instructor  
School of Foundational Learning  
[Ted talk on Advocating for Universal Design](#)



# Final Reflection

Considering your context, how could you turn the challenges of academic integrity caused by GenAI into opportunities for more authentic and more effective learning activities and assessments?

(Please respond, typing in the chat or using your microphone.)