Future Skills Centre

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Future Skills Centre Podcast

Season 4: Episode 1

Educational AI: Unlocking Potential in Post-Secondary Institutions

In this episode, we delve into the implications of the AI revolution for teaching and learning within Canada's post-secondary institutions. Join us as we speak with a researcher, an AI sector leader, and a university Chief AI Officer to uncover how this technology is reshaping education. From real-world applications to ethical considerations, we explore the opportunities and challenges of integrating generative AI tools (like ChatGPT) into the classroom, offering insights for educators, administrators, and policymakers alike.

Guests
Melissa Judd, Vice-President, Research Operations and Academic Partnerships, Vector Institute
Mark Daley, Chief AI Officer, Western University
Adam Vanzella Yang, Senior Research Associate, The Conference Board of Canada

Host
Heather McIntosh, Associate Director, Education and Skills, The Conference Board of Canada

Links

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Transcript

Heather McIntosh:
Welcome to season four of the Future Skills Centre podcast by the Conference Board of Canada on behalf of the Future Skills Centre. Here we explore how skills development can prepare Canadians for the future work. I'm Heather McIntosh, your host for the season. I'm the Associate Director of Education and Skills at the Conference Board of Canada. Let's get into it.

Today we're delving into the world of generative artificial intelligence in post-secondary education. Generative AI, like ChatGPT, is revolutionizing how we learn and create. What does this mean for colleges, universities, and polytechnics, for example? From personalized learning to reshaping research methods, generative AI could be a game changer for these institutions. In this episode, we'll explore how Canadian educators and students are already leveraging generative AI and discuss what Canadian institutions could do to fully embrace its use and manage its risks. Joining us first is Melissa Judd, Vice President of Research Operations and Academic Partnerships at the Vector Institute. Thanks so much for joining me, Melissa.

I'm so excited to connect with you today. I understand that Vector is one of the three national AI institutes and that the mission of these institutes is to advance artificial intelligence in this country. I know that you approach this work in a few different ways, through fundamental research, applied research, supporting industry with their adoption of AI, and through talent development. Broadly, Melissa, through your work at Vector, what are you hearing from Canadian leaders about their approach to planning and regulating generative AI within their organizations?

Melissa Judd:
We're living in interesting times, I would say. We have a general-purpose technology that has been fully democratized in our world, and that came before we had, I think, the governance and regulatory frameworks to really address that impact. I know a lot of organizations have focused on establishing policies and principles for the responsible use of generative AI. It's certainly an interesting time where organizations around the world, governments, are looking to establish normative structures when the technology is moving at breakneck speed. It's a volatile period, I think, for leaders of organizations.

Heather:
Are there any sectors that could be analogous to the transformation in the post-secondary sector that we're discussing today?

Melissa:
When I think about the potential to impact various sectors of society, healthcare is at the top of my list, as is education. At Vector, we've done significant work in both health AI research and in the deployment of AI in healthcare settings. You're dealing with an environment where the stakes are incredibly high, where our concerns about the privacy of our data are augmented. Obviously, our health data is very personal data. I am seeing examples where AI is working incredibly effectively in these high-stakes environments. I think looking at that as a beacon for other organizations and other sectors to build upon is, there's great possibility to learn and to adapt.

Heather:
Can you give me some examples of like what these impacts of AI can really have on healthcare?

Melissa:
One example of an AI tool that's been deployed in a health setting in Toronto at St. Michael's Hospital is a product called CHARTWATCH. This was done with the support of Vector. It essentially monitors all of the data that the hospital has on inpatients. What it's aiming to do is to predict, who among the folks on the floor is most at risk for going into ICU or dying

within the next 24 to 48 hours. There are a myriad of signals within a hospital setting. You can imagine how taxed our healthcare setting is, right, with COVID, with a shortage of healthcare workers. This tool has enabled healthcare providers to make informed decisions faster.

The amazing part of the tool is it's actually reduced ICU escalation and death by over 20%. This is one example in one healthcare setting where AI is making a significant difference. When I think about how that might translate into other settings, for instance, let's take a first-year university student focusing on first year retention, is a really important element of what universities do because it's such an incredible shift for students developmentally. If you lose students in their first year, what is the cost of that loss? If one could use artificial intelligence to have immediate feedback signals about how a student is doing rather than wait until the end of the semester, to realize that they've been languishing, that they haven't acclimated to their environment, that they haven't mastered what they need to move to the next level, that can have huge impacts in students' lives and really support administrators and teachers in course correcting in real time.

Heather:
I really want to dig in a little bit more to this idea of generative AI into teaching and learning. What do as the key benefits of incorporating generative AI into teaching and learning activities at post-secondary institutions?

Melissa:
I see that one of the most meaningful benefits is really personalized learning, the opportunity to envision a one-on-one AI tutor to support learners where they're at and to adapt in real time to the student's learning style and to their mastery of the material. This would support people with very different learner profiles at both ends of the spectrum. The student who's bored and unstimulated, the AI tutor could feed up and scaffold more challenging learnings for them to augment their experience.

For the student who's having some challenges mastering the material, an AI could restructure, could chunk out the learning differently, could scaffold the learning to support that learner. I think this really allows us to scale education in a way we've never been able to and to ensure that we're really meeting our learners where they are in concert, obviously, with what's happening in the classroom. I don't see this as a replacement for teachers or for a classroom environment. I see this as a tool to augment the learning experiences and the feedback loop that educators are getting about what's working and what's not working and who is struggling and who is excelling.

Heather:
What's it going to take for us to realize these opportunities, do you think?

Melissa:
I think that the technology is not far away in terms of— We see that technology in some tools that students use in K-12, like the Khan Academy platform uses generative AI to redirect learning for younger minds. There are tools available. I think it's a question of reimagining how we use those tools within the context of curriculum and how we use those tools creatively. This one-on-one AI tutor is probably one of the more significant longer-term goal. I think today, we can use generative AI in a number of, I'm going to call them low-hanging fruit opportunities to augment what's happening in the classroom, both for teachers and learners.

From a teacher's perspective, you could use generative AI to develop lesson plans, quizzes, identify different and novel ways of approaching information to meet the interests and needs of the students. For students, it unlocks a number of creative tools and modalities to explore topics and to communicate. I think that that is a really wonderful opportunity for us to see. It unlocks a level of creativity and innovation that people are going to need to use in their work environment because their work environments will ultimately be disrupted by generative AI. We need to bring

these tools into the classroom so that students understand the limitations, the benefits, and how to use them as a co-pilot, not as a crutch, but in concert, right?

Heather:
Does every student need to be learning about generative AI as a part of their post-secondary education?

Melissa:
I think that every student and every member of society should have basic AI literacy. They should know when they're interacting with an AI. They should understand the limitations of the tools, what data they're using, how your interaction with them changes how they are operating. I think there's a need for basic AI literacy at a societal level. Getting that basic literacy by the time you reach university is too late. Our children interact with AI all the time, in the online worlds they play in. There needs to be a basic level of literacy. When we think about the workforce and where the disruption is headed, we need to prepare our future accountants, our future lawyers, our future engineers, our future doctors to learn how to work with these tools. Because ultimately, that's their future. The more well-equipped they are to do that within low-stakes educational environment with supervision, the better off we are, the better the tools are. We will develop better tools, we will develop more informed citizens going forward.

Heather:
We've chatted about a lot about the positive outcomes that can come of AI in the post-secondary space and in general, but I'm curious to know if you want to highlight some risks or if there are some challenges that need to be considered, particularly in the post-secondary sector.

Melissa:
Absolutely. I think there are some real challenges that we need to address. We want AI to augment our learning. We don't want AI to replace our mastery of knowledge. We're moving increasingly into this post-truth world, and we need to ensure that folks are informed and that they have the facts, that they're not over-reliant on tools that produce their fair share of hallucinations, which are untruths within large language models. That sound absolutely correct but need to be interrogated.

If we do not support our students in interrogating and building their critical thinking skills as they use generative AI, rather than—the temptation with ChatGPT is to copy and paste. We've all been there. We're compressed for time. The answers sound brilliant, but we really need to interrogate those answers and think about what wasn't shared? What wasn't the focus? Is this information accurate? These are really important considerations that need to be made when we use these tools because they are not at this stage, the most accurate or reliable tools.

I think the other area of concern with large language models in particular is they've been trained on the internet data, and we know that, I would argue, the voices on the margins of the internet are quieted in large language models because they're probabilistic models, and they're going to pick up the loudest voices within the system. I worry that we're creating a more homogenous Western view of the world by using these tools. We're shaping the values and beliefs of young minds in post-secondary, and we just need to ensure that we're critically interrogating who's represented and who is not within the tools that we're using.

Heather:
How do you envision the evolution of generative AI in post-secondary education over the next decade? I'm curious to know how you see it through your eyes.

Melissa:
There's a couple of things that come to mind. I think there's a significant opportunity to create living labs within post-secondary institutions that embed and use AI in ways that prepare both the students for their future work, but also improve the AI through the critical analysis that is needed, the questioning, the supervision, the redirecting, having that human in the

loop, constantly refining the models. I see an opportunity to really think about how AI is part of the classroom, as an agent within the classroom with students and with teachers and with industry, so that we're responsibly working together to develop the tools that we need to augment our work and to improve our productivity and to ultimately solve some of the wickedest problems facing humanity.

When we think about artificial intelligence and scientific discovery, we know that it has the potential to rapidly accelerate scientific discovery and innovation. I'm imagining that post-secondary institutions will need to be far more equipped and agile at taking those discoveries and supporting researchers and commercializing them.

Finally, we go to post-secondary in part for civic engagement and to create better citizens. As we move through the landscape over the next 10 years, we are going to have to move through that with our eyes wide open about what this technology has the potential to do, both in terms of benefits and harms. I think universities and colleges play an outsized role in preparing our future citizens, our future government, our future workers for this world, and really to shape what we want this future to look like.

Heather:
Melissa, this has been so helpful and so insightful. It's been great hearing your perspectives on the future of AI technologies and what their adoption could mean for the post-secondary sector. Next, we're going to hear from an administrator who's working within the Canadian post-secondary system. I'm joined by Mark Daley, a professor of computer science at Western University with cross appointments in several departments, including the Brain and Mind Institute, the Institute for Neuroscience, and the Rotman Institute of Philosophy. Welcome, Mark. How are you?

Mark Daley:
I'm well. Thanks for having me on the show.

Heather:
Thanks for joining us. We'll dive right in. We're thrilled to be able to have you join us. A lot of the work that you're doing, I know, is so top of mind right now to many people, particularly in the post-secondary sector. As a scientist, educator, and administrator, thinking about the impact of generative AI on Canada's post-secondary institutions, what's top of mind for you?

Mark:
All of it. The interesting thing about generative AI is it's a fairly general-purpose technology. The advantage of a general-purpose technology is that it can be used in a lot of places to improve a lot of processes and outcomes. The challenge with that is that it can be used in a lot of places, and a large university campus is a shockingly complex place.

Heather:
I'd love to know more about what drives you to do your work. As the chief AI officer at Western, how did you land there, and what makes you passionate about your work?

Mark:
I came back to Western from CIFAR as the chief information officer, so running our IT, and in my own personal scholarship, neural computation, which is part of AI, has been part of what I do, and was having more and more conversations with my provost, president, and our board around AI, and the leadership team, and the board decided that Western wanted to be prepared and on the forefront of the AI transformation. I was asked, "Do you want to lead this? Can you do this in your scholarship, and a little bit about technology and research," and how can I say no to a chance to engage more deeply with something that I think is going to transform society, and can transform society massively for the better, but there are also less good outcomes, and so I feel a huge sense of agency to contribute to getting the good outcome on this one.

Heather:
From what I understand, this role was created in fall 2023, and it's the first executive role to exist at a university in Canada, like of this kind, is that correct?

Mark:
According to Inside Higher Ed, it was the first in the world.

Heather:
Very cool. Okay. In your role, I understand that you'll help the university navigate a path alongside rapidly evolving AI technologies, tasked with developing and implementing a university-wide AI strategy. How are you approaching the development of this strategy? Tell me more.

Mark:
Like any transformation, the first thing you have to do is listen. It's identifying your stakeholder groups, which again, because this is general purpose, is pretty much everything from snow removal to what our students want in the classroom. I'm lucky to have strong relationships with a lot of our key stakeholder groups here on campus. Lots of consultation, everything from town halls to small group meetings, to one-on-one meetings. From that, we developed sort of four pillars for what we want to do. The first is education. That's obvious in the case of our students. They need to know how to engage with this technology ethically, because it's going to be with them for their whole careers.

Our staff are looking to skill up and understand, how can I make my job better? How can I make my day-to-day better? How can I offload the stuff I don't want to do, but do that in a way that's safe and ethical? Our faculty and instructors are looking to retrain on how do I integrate this to my classroom? Where would it be inappropriate for me to integrate this in my classroom? Our Center for Teaching and Learning now has four courses, starting with basic introduction to don't be afraid of ChatGPT, right through to really sophisticated ways of modifying your pedagogy using this technology.

Around all of that, we want to create a culture of empowerment, where people feel like they're allowed to use this. Because when it first hit, there was skepticism, but also fear, is this cheating? When and where can I use it? Once you create that culture of empowerment, you can encourage people to experiment. That's actually the single most important thing for any individual to do right now. If you're not engaging with AI, all of your intuitions for how technology works are going to be wrong, because it's not like working with Microsoft Excel. We really want everyone from our students to our back-office staff, to our research leaders, to be actively engaging with this and experimenting.

Heather:
This approach, it sounds like a lot. I'm also dying to know about the intersection of AI and snow removal.

Mark:
Everything from modeling, having better super localized weather models, the state of the art in weather modeling five years ago involved a lot of classical numerical methods and that's all still really important. There are now AI deep neural network-based forecasters that can work on the micro scale and sometimes outperform the traditional methods at much, much lower cost of computation. There's that right through to planning and scheduling. My colleagues in facilities management have been really enthusiastic.

Heather:
I'm sure there's lots of people from different post-secondary institutions that are curious to know about your role. How does the approach that you're using from what you understand, how does the approach differ from other administrators or institutions?

Mark:
I don't think you need to have a chief AI officer. I think that's one way of going forward. There are other institutions where an existing executive is adding this to their portfolio. That's different in different institutions, depending on their need. There are institutions that are dealing with this via committee. Creating a small steering committee and then other committees at all of those approaches are valid and it really depends on the individual context and what that particular institution wants to accomplish.

Heather:
I'd love to switch the conversation to think about the idea of generative AI and its impact on teaching and learning in post-secondary institutions. From your perspective, how will generative AI change what it means to be a student?

Mark:
The next generation of students are going to come in with radically different expectations from previous generations. About a year ago at a global Silicon Valley summit, Bill Gates said within 18 months, so that's now six months, AI is going to be a better tutor than any human ever could be. I don't totally agree with him because I think there's human elements to tutoring, but where he's right is it knows more stuff than any human ever could. It is more patient than any human ever. Every TA, every professor hits the limit where they accidentally message frustration to a student and that's so demoralizing for the student and Copilot and ChatGPT don't get frustrated. They just keep carrying on with you.

You have this opportunity to give each student an individualized tutor. When we look at the gold standards in higher education, Oxford is near the top because of the tutorial model. Every student at Oxford gets to spend time with an Oxford professor once a week. We can't do that at a big state school like Western, but we could give everyone an AI tutor. It actually takes you all the way back to the ancient Greeks where Socrates was certain the best way to teach humans was through dialogue, not through a monologue on a stage. We have the opportunity to do that. We have students who are already using this and figuring out how to use it, criticize my writing, help me research this. Their expectations are going to be integrate this into my learning experience.

That allows us to do things differently. It allows us to spend more time doing collaborative work, actually human interaction in the classroom. At the same time, really get close to something that looks like precision personalized education.

Heather:
Are we seeing that right now? Is that happening like live in practice, this use of students using or being able to access AI tools that offer these tutoring technologies?

Mark:
What we're seeing now is a huge spectrum. Some of that is students accessing it themselves. I've done a lot of work with our USC on town halls and education. One of the things they're doing right now is a series of Instagram videos where they talk through here are ways to get ChatGPT to help you study. They offer prompts and ideas. Students are doing this themselves. Some instructors have brought this into their classroom and are using this actively. Right now, there's bright spots, but it's an organic heterogeneous approach.

What we're trying to do is, build upon those bright spots and come up with something a little more structured and formal. That's not to say that this is the right thing everywhere. If you're a piano performance major and you have a robot play your final jury for you, you probably missed the point of studying piano performance.

Heather:
Right. Lots of talk about the student experience and how it's changing. I'm wondering if you can touch on how things from this generative AI influence will change for teachers and educators. If you could dig into that a little bit more.

Mark:
Absolutely. Core to our values in higher ed is the idea of academic freedom. The subject matter experts know best how to teach their subject. What we want to do is provide education and tools for our subject matter experts to make decisions about, how could I best employ this? If I'm teaching English composition, there's not going to be a lot of AI in the classroom because I need you to learn how to structure a good sentence and how to structure a good paragraph. You need to make the choice if that should be a comma or a semi-colon.

If I'm teaching in a entrepreneurship class and we're doing a unit on governance and it's November of 2023 and there's all this board drama at OpenAI and it's in the news and you want to turn that into a micro case, absolutely. Use generative AI to create that micro case and like, let's see how far we can go with that. It really does depend on the individual circumstances.

Heather:
What I'm hearing is that it'll vary depending on the person, the subject and whatnot.

Mark:
I think it has to, like any technology. We have all of these ed tech opportunities and some technologies are great fits for some course material and just not good fits for other material and that's true here too.

Heather:
In your role as chief AI officer, what types of conversations are you having with students?

Mark:
Believe it or not, the number one question I get from students isn't, how do I do my own startup in AI? How do I build my own model? I get some of that, but the number one question I get is you asked, what's the future of being a student? Our students are asking, what's the future of being human? If the machine's better than me at the thing that I was studying, I'm having like a mini existential crisis. It's true as more and more of the things that we thought were uniquely ours as humans can now be done competently by machines, that ability to have a anthropocentric view of the universe is shrinking.

Students who grew up in this Western tradition of you're defined by your career and your worth as a human is the bag of skills that you are realizing, oh, maybe that's not going to scale for the rest of my life, maybe there's other ways of living a good life. The great news I have for those students is you're at a university and just behind me I have a faculty of arts and humanities. It turns out there are people who study in traditions that are thousands of years old where they ask questions like, what does it mean to live a good life? What does it mean to be a good person? I'm actually seeing a renaissance of interest in humanistic thinking, which is pretty cool.

Heather:
How are you feeling about the future of the intersection of generative AI and post-secondary education very broadly? If you were to take that one step back, I'd love to get your final thoughts on how you see things evolving.

Mark:
I actually want to speak to capital E education, not just higher ed. What I see is a technology that has come along at a moment in time where all of the stars are aligned to have a huge impact. We live in a planet where 54% of humans have a smartphone. It's not 100%, but it's 54%. A smartphone is the key piece of technology infrastructure you need to be able to access generative AI. By policy decision now, our governments, or if I'm being really optimistic, multilateral cooperation, we could create educational AI as a public good, like a true economic public good, non-rival, non-excludable, any citizen, anyone on planet earth can access this from their smartphone. It enables a type of education that is even more profound than what we got with the internet.

Wikipedia is fantastic, but if I go to the Wikipedia page on algebraic topology and I'm not already an algebraic topologist, I'm just going to give up and close it. Now we have a

technology that can say, "Okay, you want to learn algebraic topology, Mark? Great. It's going to take seven years and we're going to start here and here's your curriculum. Are you ready to start? Let's go." Imagine half and eventually all of humanity have access to a personalized tutor, localized to their circumstances that can help them learn what they want to learn to be able to have the impact they want to have in their community and the world. That's just unbelievably exciting to me.

Heather:
Thank you so much for joining me today, Mark.

Mark:
No, thank you for the fantastic conversation.

Heather:
Finally, our Conference Board of Canada research team is conducting research on behalf of the Future Skills Center about how generative AI is being used in post-secondary education today. Adam Vanzella Yang is here to tell us about the findings of the study and discuss what he's learned in terms of the current needs of educators and students today. Adam is a senior research associate on the education and skills team at the Conference Board of Canada based in Montreal. Welcome, Adam.

Adam Vanzella Yang:
Hi, Heather. Thanks for having me on the show.

Heather:
Tell me, what is this research project? Give me your elevator pitch.

Adam:
This is a project on the impacts, benefits, and risks surrounding the use of generative AI for teaching and learning at the post-secondary level in Canon. It's a large mixed methods project that looks at use cases, that looks at institutional guidelines that are available for AI use, and we also have a survey of educators and a survey of students. Finally, we also speak with post-secondary leaders to gain a better sense of the challenges that they are encountering in this new AI world that we're living in.

Heather:
It really is to be able to understand what is happening in the world of post-secondary education when it comes to AI.

Adam:
Exactly. It has caused quite a disruption in the post-secondary sector and has forced educators and students to change the way they teach and learn. It's really about understanding this new landscape.

Heather:
Adam, why is this research important now? Why is this project needed?

Adam:
When ChatGPT was released in November 2022, it was one of those this-changes-everything moments. In terms of how AI is being viewed in the post-secondary sector, the words enduring and permanent have been used to describe its impact. This is not a passing trend. More to your point of why now, and this is one of the big takeaways from our work so far, there's a real appetite for guidance on how and when to use AI in the classroom.

Heather:
Let's dig into this research a bit. Tell me about the national survey you completed. I understand you asked, as you mentioned, both students and educators about how they're using generative AI.

Adam:
Yes, we surveyed 2,400 students and 400 educators across post-secondary institutions in Canada. We wanted to get a sense of how much they're using AI, what they're using it for, and their perceptions on the possible benefits and challenges surrounding these new tools. One of the big takeaways from the data is that most students aren't using it yet on a regular basis. Half say they use it never or rarely, and only one in five say they're using it most of the time or all the time. That tells us that we're still in a relatively good place to get ahead of the curve in terms of thinking about developing guidance.

On top of that, another interesting finding is that top uses are for things like clarifying concepts and explaining processes, as well as other uses related to general research and knowledge. It also seems that students are using AI to help them edit and proof their essays more than they are for writing them.

Heather:
Very interesting. Adam, I'm wondering, are there any differences that you were able to glean from your work between which students are using AI and which aren't?

Adam:
Yes, compared to women, men are more likely to report frequent use of AI, and they report being more familiar and proficient with it as well. Cultural background also seems to be a factor here. Frequent usage is more common among students from non-European backgrounds compared to those with a European background. This is interesting. Does that say anything about inequality in the classroom? Are these students relying on AI to navigate unfamiliar cultural contexts? These are some questions that come up when I think about those findings.

What's also interesting is that Indigenous students are an exception among those groups, almost 60% of them reporting never or rarely using AI, which could reflect broader inequalities in access to digital tools and resources. We also found differences by field of study. Uptake was highest in engineering and business. I'm thinking here about Melissa's story about how CHARTWATCH was being used in ICUs.

From our survey, we found that health and humanities were areas of study where students used AI the least. There's an opportunity where post-secondaries could make early adoptions based on these early success stories in the sector.

Heather:
What about educators? We've heard lots about students. I'm wondering if you could share, are there any differences that you found in who's using it and how among the educators group?

Adam:
Age seems to be the most significant factor for educators. It wasn't for students. Older educators say they're not using it much and they're also less favorable to the idea of AI being integrated into teaching and learning.

Heather:
Let's talk a little bit more about some of their perspectives in terms of how they value the use of AI. For educators, what are their concerns?

Adam:
Educators think that AI can be a useful tool in a similar way that Mark was describing as a learning aid rather than a substitute. Translating, fixing grammar mistakes, a more general way of accessing knowledge in the way that we google things now or quickly check Wikipedia form. These are uses that educators seem to be more okay with, but the big concern and perhaps not surprisingly is cheating and submitting an original work. Educators are also identifying AI's capacity to infringe on other parts of the learning process, like problem solving, creativity, and critical thinking which could pose a problem for post-secondary education.

Heather:
You're talking with leaders in these institutions. You're interviewing them as part of your qualitative research for this project. Is that correct?

Adam:
Yes, we are. The prevailing sentiment we're hearing is that everyone's playing catch up to this sudden new reality. Along with this sense of fear, hesitance, there's optimism. I think Mark Daley expressed it very well. We are in a moment where developing AI literacy could be transformative for the sector.

Heather:
Adam, do you have any recommendations for post-secondary institutions? What are the big key implications that you understand based on your research?

Adam:
Based on our findings so far, it's clear that educators are largely being left to decide how to use AI on their own. They want guidance. They want support from their institutions. General guidance is a good place to start. In the long run, a one-size-fits-all approach won't work in a reality that's changing as fast as it is. Also because different segments of the student and educator population have different needs and different sentiments towards AI. More tailored, more specific guidance will be necessary.

Heather:
Thanks so much for sharing about your work in this area, Adam. I really appreciate it.

Adam:
No problem. Thanks for the opportunity to share these findings with you.

Heather:
I want to thank all of our guests today, Melissa, Mark, and Adam. These are some fantastic perspectives on what generative AI could mean for post-secondary education in Canada, with some important considerations for leaders as they plan what the future could be within teaching and learning. This is a fast-moving area, and these insights definitely gave us food for thought on how we can move forward. Thanks for listening to this episode of the Future Skills Centre podcast. If you enjoyed this episode, please subscribe and recommend to others to take a listen. I'm your host, Heather McIntosh. Until next time.

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Blueprint

The responsibility for the findings and conclusions of this research rests entirely with The Conference Board of Canada.