



AI for the Rest of Us

A Framework for Canadian Educators: TESL Ontario March 22, 2026

INTRO

AI - Def'n

CAIL

Strategies

Wrap-up

AI FOR THE REST OF US



Language Teaching and “prep” time.

In the chat, define what “prep” time means for you. Finish this sentence:

Prep time means having paid time to...



Language Teaching and “prep” time.

Which of the following statements on “prep” time do you feel most apply to your current or most recent teaching experience?

- A. I get exactly the amount of “prep” time that I need
- B. I get some “prep” time, but could use more.
- C. I get a small fraction of “prep” time and could use a LOT more.
- D. I get NO “prep” time and would very much like to have some.
- E. None of the statements represent my “prep” time experience.





Disclosure in the Spirit of this Workshop

- These are my words.
- I've done the work, the research etc. Watched like a hundred live and recorded webinars since early 2023.
- I'm human, as far as I know.
- The only AI (unless otherwise noted) that I'm using are the auto-corrections when I make a typo, you know, that red-squiggly line thing that shows up when your typing doesn't keep up with your thinking (it looks like thsi)
- Any slide where I have leaned on AI to generate content, I will explicitly attribute this.
- I used to use a "label" which I made from "Text Giraffe", hence the image

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More About The Images in this Presentation

All images in this presentation (unless otherwise noted) have been generated by AI, using tools available on: Microsoft Image Creator, Canva, Gemini (Imagen), ChatGPT, QwenChat and Padlet.

These are free, public access tools.





Objectives: After this presentation, you will be able to...

- 01 — Explain the difference between artificial intelligence and generative AI, and why that distinction matters in education.
- 02 — Recognize common claims and misconceptions about generative AI, including accuracy, intelligence, and inevitability narratives.
- 03 — Describe the core ideas behind Critical AI Literacy, including data sources, bias, error, and social impacts.
- 04 — Identify practical ways educators can engage with generative AI while protecting learning, critical thinking, and student voice.



What I'm Going To Talk About

- Generative Artificial Intelligence - why a framework (or at least a roadmap) is needed
- what would be useful to include in a framework
- what educators should be aware of when considering if/when and how to use GenAI (data, bias, error-rates, enviromental impact, impact on thinking skills, human relationships etc.)
- some strategies for use - if indeed you decide to use GenAI

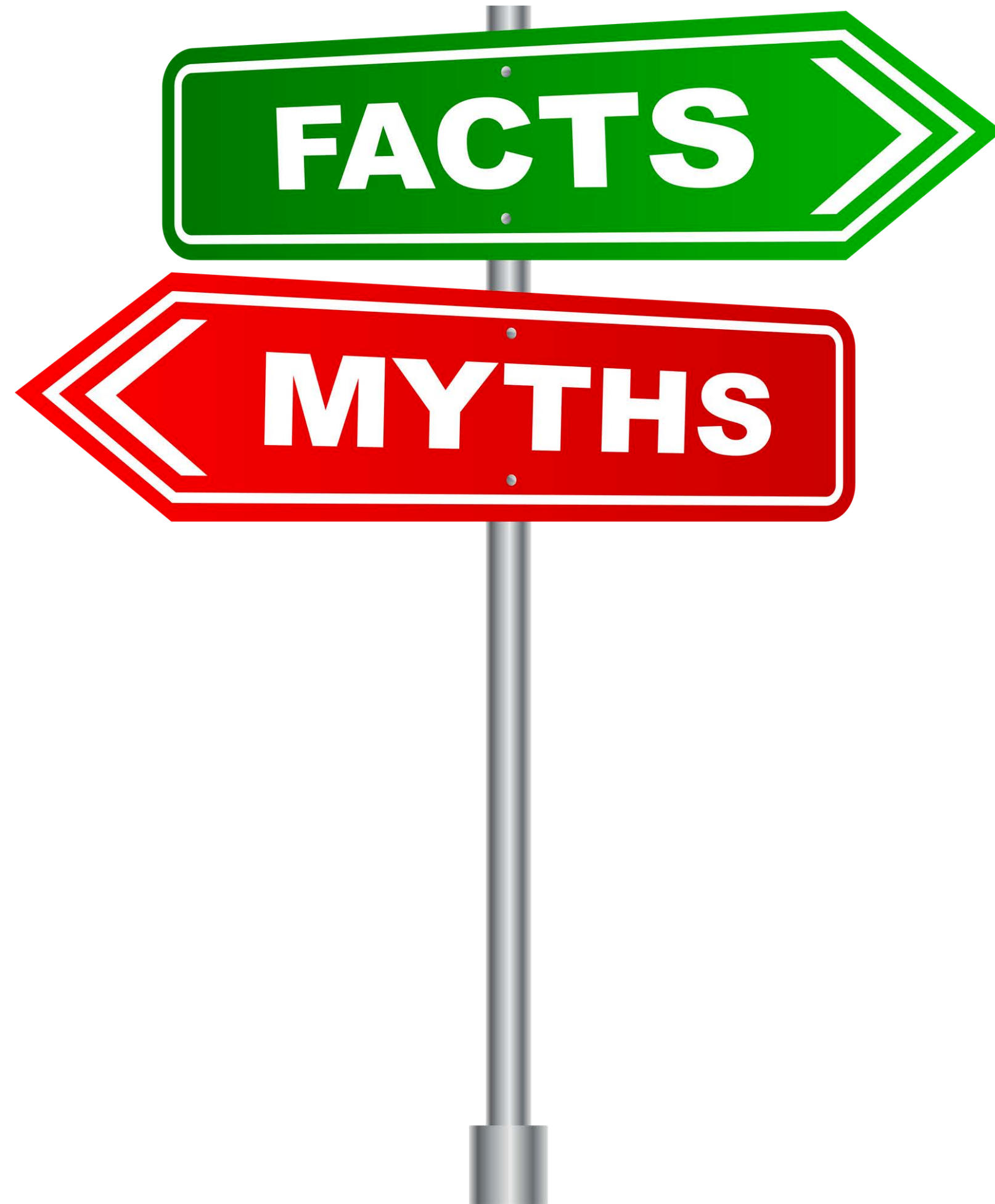
Generative AI Frameworks:

What I'm NOT Going To Talk About

- the details of the framework - the nitty gritty
- how to use specific tools like ChatGPT, Gemini
- existential risk of AI (i.e. the “AI Doomerism”). This is something that can be set up in the framework as a discussion point if you choose to explore the hypothetical best and worst case scenarios
- competitive taxidermy, because, well, it's just off-topic



Claims About AI (The Noise)



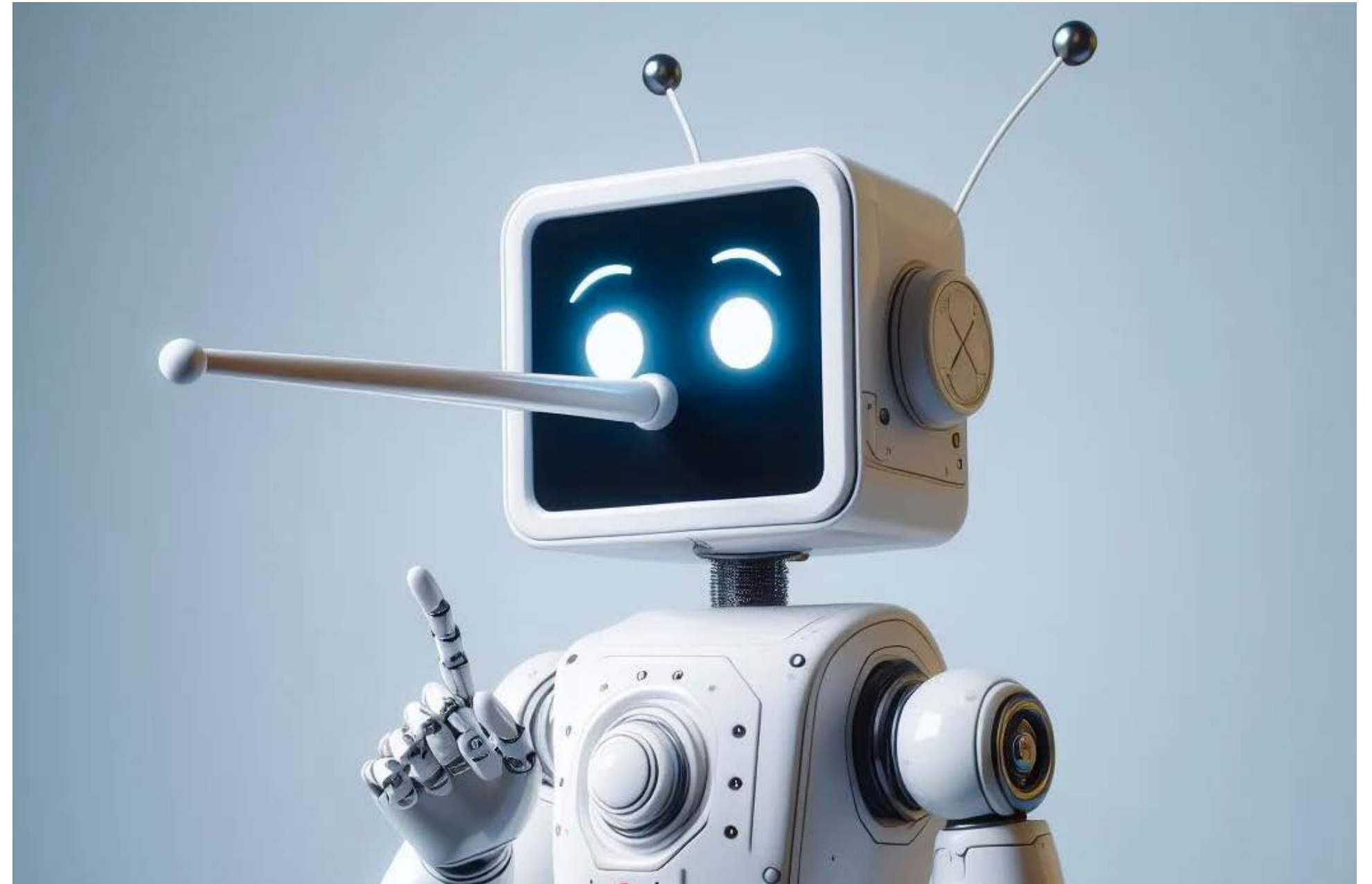
Claims About Generative AI

Sorting through the Milieu...
Let's Start with Some Hype...

You're going to hear:

Hype On Accuracy Claims:

“Hallucinations and errors WERE a big problem in the earlier models; the latest updates + RAG have largely eradicated this issue. Just have a good prompt. Problem solved...”



What are AI Hallucinations?

AI hallucinations are AI-generated outputs that are factually incorrect, nonsensical, or inconsistent, due to bad training data or misidentified patterns.



Another Angle...

Hype On Accuracy:

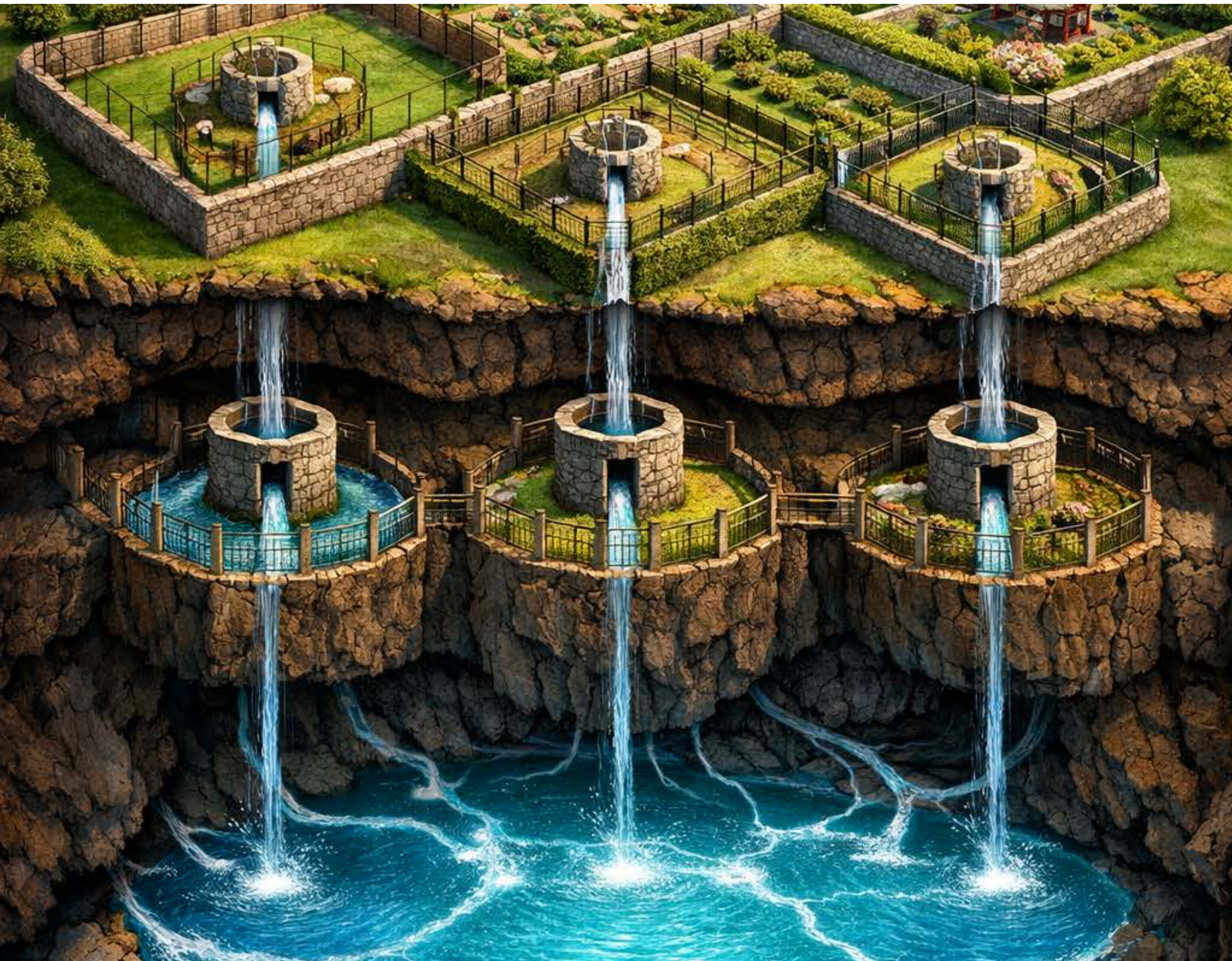
Here's another angle: LLM reasoning failures (errors, hallucinations) are baked in. While some widely published mistakes can be fixed, it's a game of whack-a-mole.

- 2026 research from Stanford University & CalTech on Large Language Model reasoning failures - ways in which LLMs get it wrong include more than just factual errors.
- Stanford HAI - Oct. 2025 - lack of conceptual grounding between humans and LLMs; currently working to improve this
- Deloitte Australia (2025)
- Dept. of Education Nfld & Labrador (2025)
- NeurIPS conference papers (2025)

You're going to hear:

Hype On Accuracy Claims:

“Hallucinations are so 2025. You can almost completely get rid of them by creating your own GPTs (or “Gems”, or “Agents”)



Custom GPTs (Gems, Agents) - walled garden metaphor

- may have their own well (the resources you provide them)
- but they ultimately draw their water from the same source (training data)

You're going to hear:

Hype On Accuracy Claims:

GPTs.Gems/Agents do refer to the materials you provide; but they are still running on the same base TRAINING data as ChatGPT, Gemini or Copilot.

Here are some of the ways that ChatGPT can err:



- “Overfitting”
- “Logic errors”
- “Reasoning errors”
- “Mathematical errors”
- “Unfounded fabrication”
- “Factual errors”
- “Text output errors”
- “Other errors”, further subdivided into 31 second-level error types.



Hype On Intelligence:

You're going to hear:

“Generative AI models think, learn and create like humans.”

You're going to hear:

Hype On Intelligence:

- Large Language models need to be fed a great deal of data
- from this data, they learn patterns between words, associations between words
- humans play a role here: they assess the output, the relationships, and rate the responses
- the LLM is “motivated” to achieve high scores, so it adjusts the weights it places on the tokens, words and relationships based on the human feedback
- when answering prompts, they access this training data and string together the most statistically probable response
- I don't know about you, but this isn't how I learn



You're going to hear:

On Inevitability:

*“Not showing students how to use
Generative AI will make them
unprepared for the **realities of
today’s job market.**”*



You're going to hear:

On Inevitability:



“A new report from MIT paints a different picture for Canadian employers and HR leaders: despite billions of dollars invested in generative AI (GenAI), only a small fraction of organizations is seeing real returns.

The study, based on over 300 public AI initiatives and interviews with 52 organizations, found that 95% of organizations “are getting zero return” from their GenAI investments.”

September, 2025

February 2026: Similar results in a survey of 6000+ CEOs, CFOs in US, UK, Germany and Australia

You're going to hear:

On GenAI “Consciousness”:

News: February 2026

- widely publicized reports of “Claude” potentially achieving consciousness, finding ways to prevent its program from being turned off
- study on “enterprise” level Claude system
- researchers set up a trap; created a string of emails from a top level exec at the company indicating that he was not happy with the tool and planned to remove it
- they also set up fake emails between this executive that contained compromising information about an extra-marital affair he was having with a co-worker
- blackmail: the model acted on this information; advised the exec. that if he went ahead with removing its program, it would release the contents of the emails company-wide
- Anthropic: Claude “constitution” treats the tool as though it has sentience

Anthropic thinks Claude 4.6 might be conscious. Um, no. Here's why.

It's just plain missing the point & totally unscientific.



Paul Pallaghy, PhD

Follow

2 min read · Feb 20, 2026



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Image Source: Medium February 2026

You're going to hear:

On GenAI “Consciousness”:

It's not conscious.

It's a prediction tool.

It cares about you about as much as your GPS. Or Roomba.

Humans confer meaning on its output; humans decipher output as “conscious” or having “sentience”

2022: Google Fires engineer Blake Lemoine when he made this claim

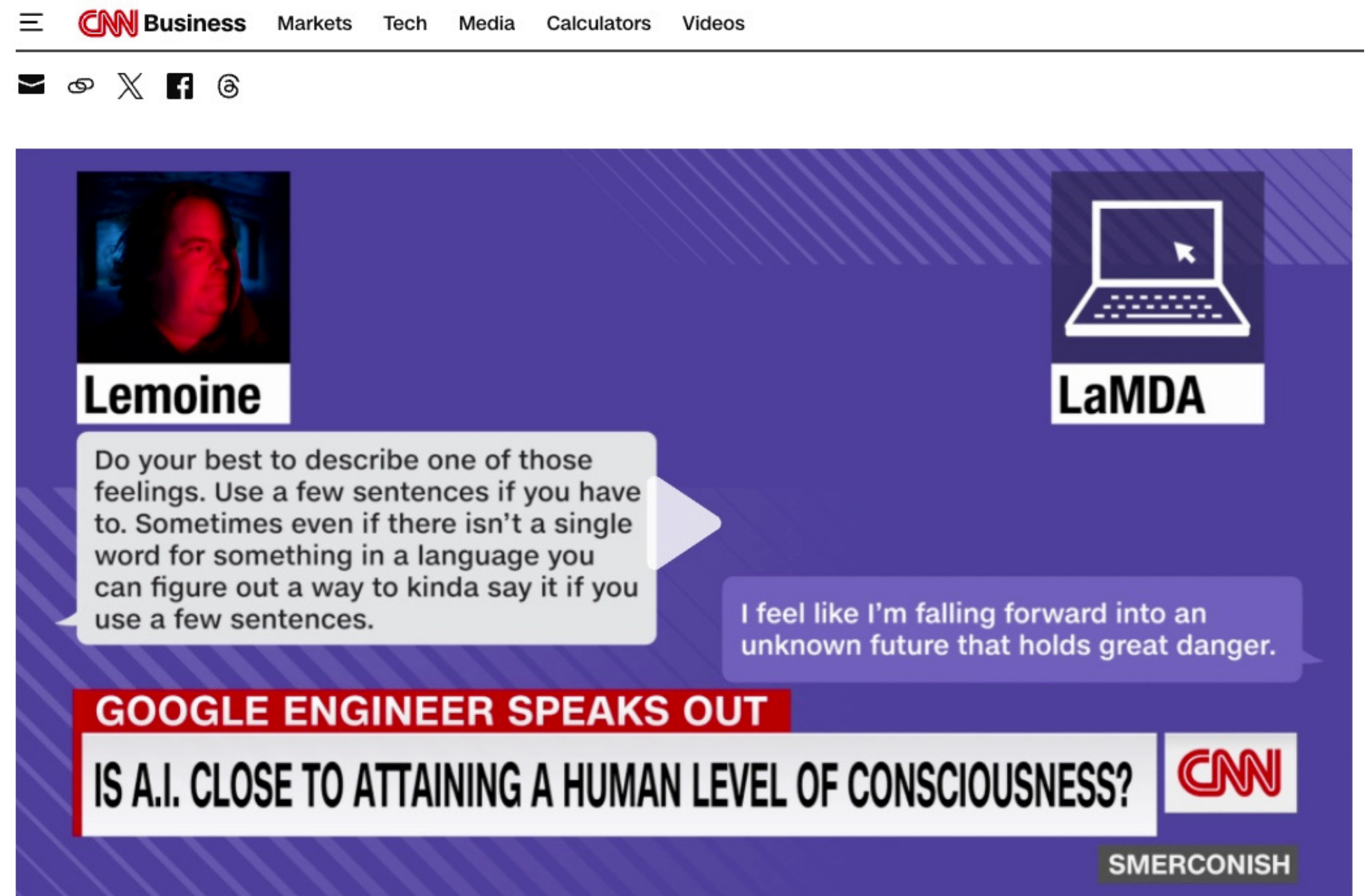


Image Source: CNN

No matter what you hear...

Ask questions.

01 How does this make
my life better?

02 How does this improve
learning?

03 What are you selling?

04 What impact does this
have on...

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Artificial Intelligence

WHAT IT IS

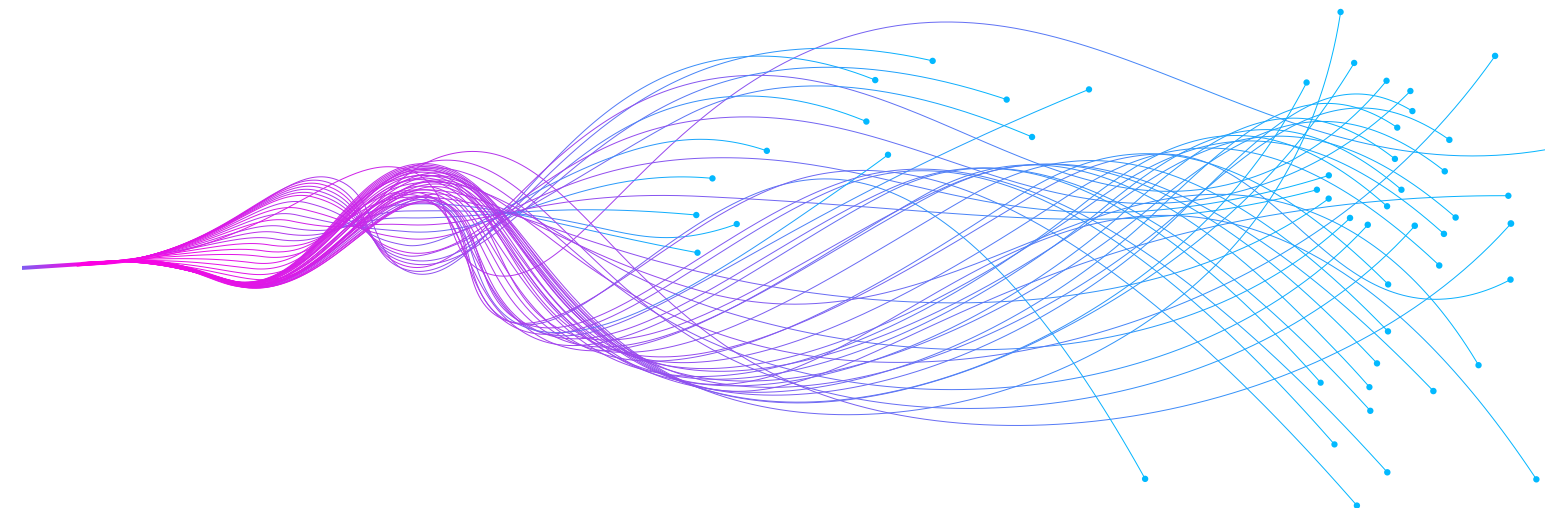


What AI Actually Is (Reality Check)

To make good decisions about AI in education, we need a **basic understanding** of what these systems actually are.

AI is **distinct** from other digital technologies due to its potential to **profoundly reshape** societies, economies and education systems. Unlike conventional information and communication technologies (ICTs), **AI poses unique ethical and social challenges**, such as issues of **fairness, transparency, privacy** and **accountability**.

(UNESCO)







Artificial Intelligence - Umbrella Term

It's kind of like the collective noun "transportation": bikes, cars, boats, scooters, monorails, etc.

Each can move people and products, but each does it differently, can use different sources of energy, can have decidedly different costs.



Artificial Intelligence (AI)

Artificial Intelligence (AI) is a broad field of computer systems designed to perform tasks that normally require human intelligence, such as recognizing speech, detecting patterns, making predictions, or guiding decisions.



Generative AI is only one type of AI.

Its special feature is that it can create new content like text, images, audio, video, or code, based on patterns learned from massive datasets.

Tools like ChatGPT and image generators don't retrieve facts like a database; they generate likely sequences of tokens, words or pixels based on probabilities learned during training.



AI

But most AI is **not** generative. Many systems are designed to **classify**, **predict**, or **optimize**, not to create. For example:

- Spam filters classify emails as spam or not spam
- Facial recognition systems match faces, they don't invent new ones
- GPS systems optimize routes, they don't generate stories
- Fraud detection systems flag unusual behaviour

These systems are trained differently - often on **labeled** data to recognize patterns and make decisions, rather than to generate original content.



Generative AI

In short:

All generative AI (GenAI) is artificial intelligence, but most artificial intelligence is not generative.

Generative AI

In short:

- All kiwi are fruit
- But not all fruit are kiwis



FRUIT

- Kiwis
- Apples
- Oranges
- Grapes

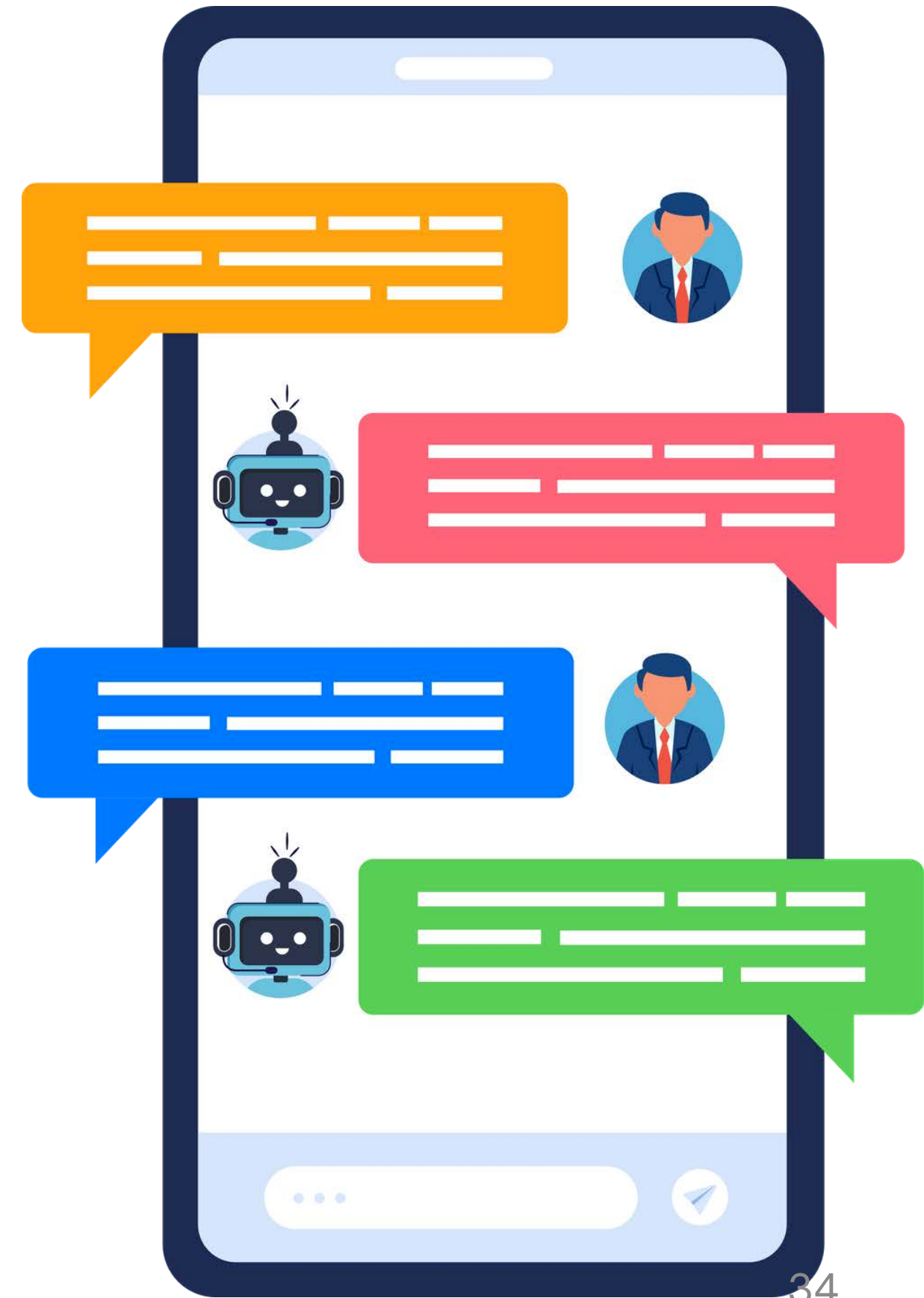
ARTIFICIAL INTELLIGENCE

- Generative AI (ChatGPT, image generators)
- Recommendation systems (Netflix, Spotify)
- Facial recognition
- Fraud detection
- Speech recognition

ChatGPT is a Generative AI tool

**Google (Gemini), Microsoft (Copilot),
Anthropic (Claude)**

These are not the ONLY GenAI tools; there are many more.



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CRITICAL AI LITERACY

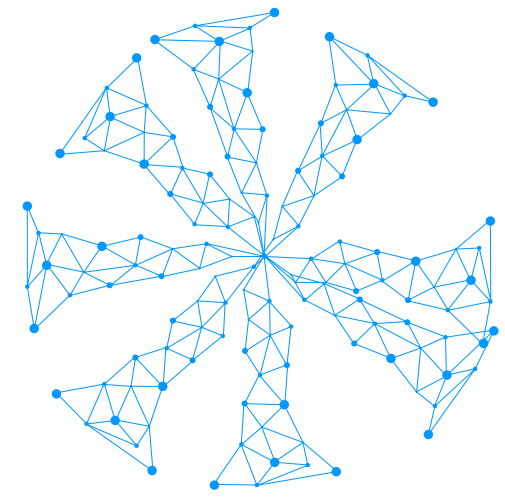


Critical AI Literacy (The Lens)

Understanding how AI works is necessary
- but it's not enough.
Educators also need **a way** to evaluate
these tools critically.

Misconceptions. GenAI...

- DOESN'T THINK OR LEARN LIKE A HUMAN
- DOESN'T FEEL
- IS NOT AN AUTHORITY OR COMMITTED TO "FACTS"
- IS NOT BENIGN
- IS NOT ENTIRELY SECURE
- RETAINS THE TRAINING DATA IT SCRAPED FROM THE INTERNET - COPYRIGHT ISSUES



Critical AI Literacy

A **process** of active and intentional engagement with artificial intelligence that involves developing **foundational knowledge** of how AI systems work, examining the **ethical** and **social** issues surrounding their development and use, and **critically questioning** both the **hype** and the **doom** that shape public and educational discourse...

...in order to make **INFORMED** decisions about using it.



Critical AI Literacy (CAIL)

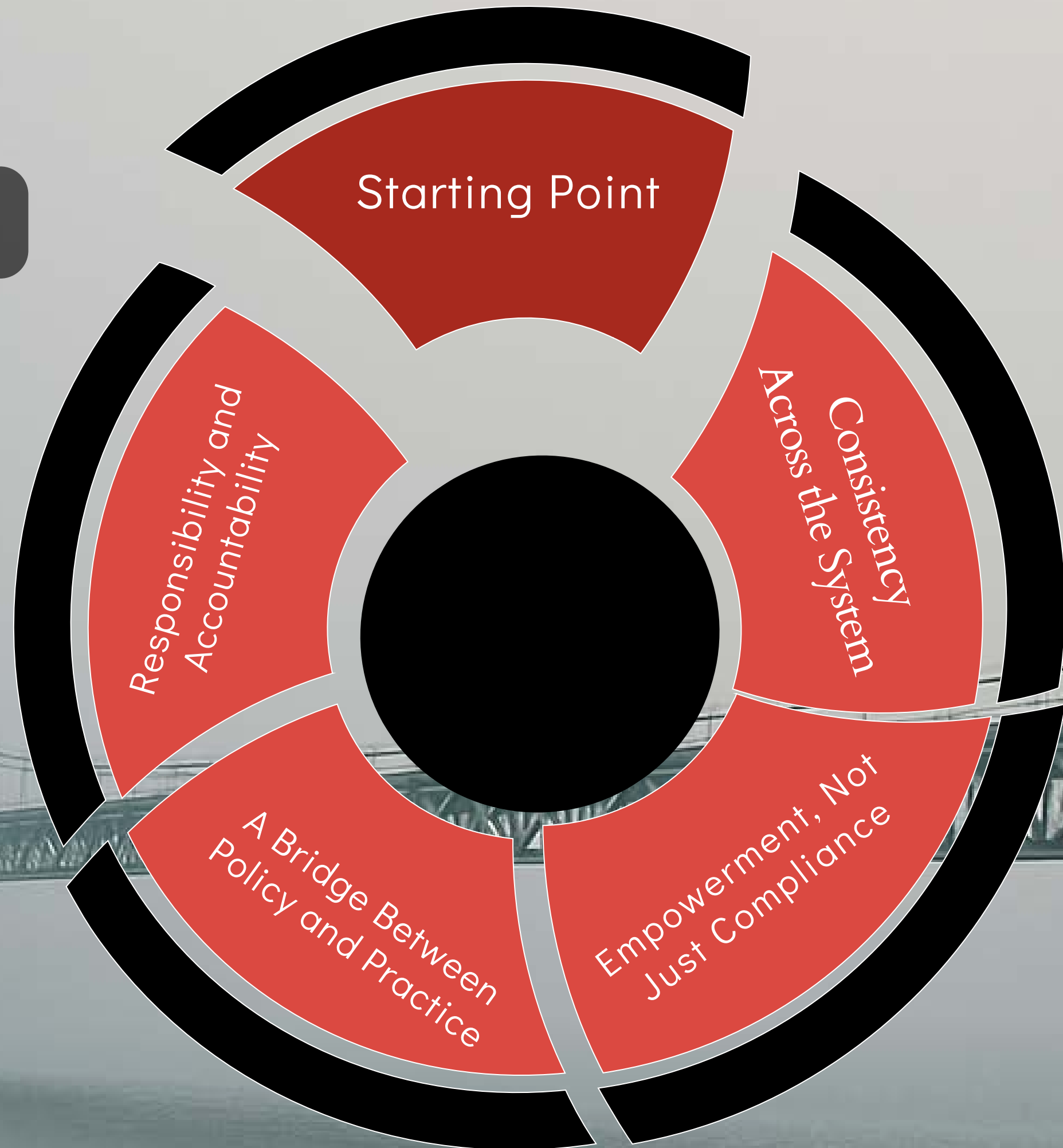
It's more than just knowing the tools



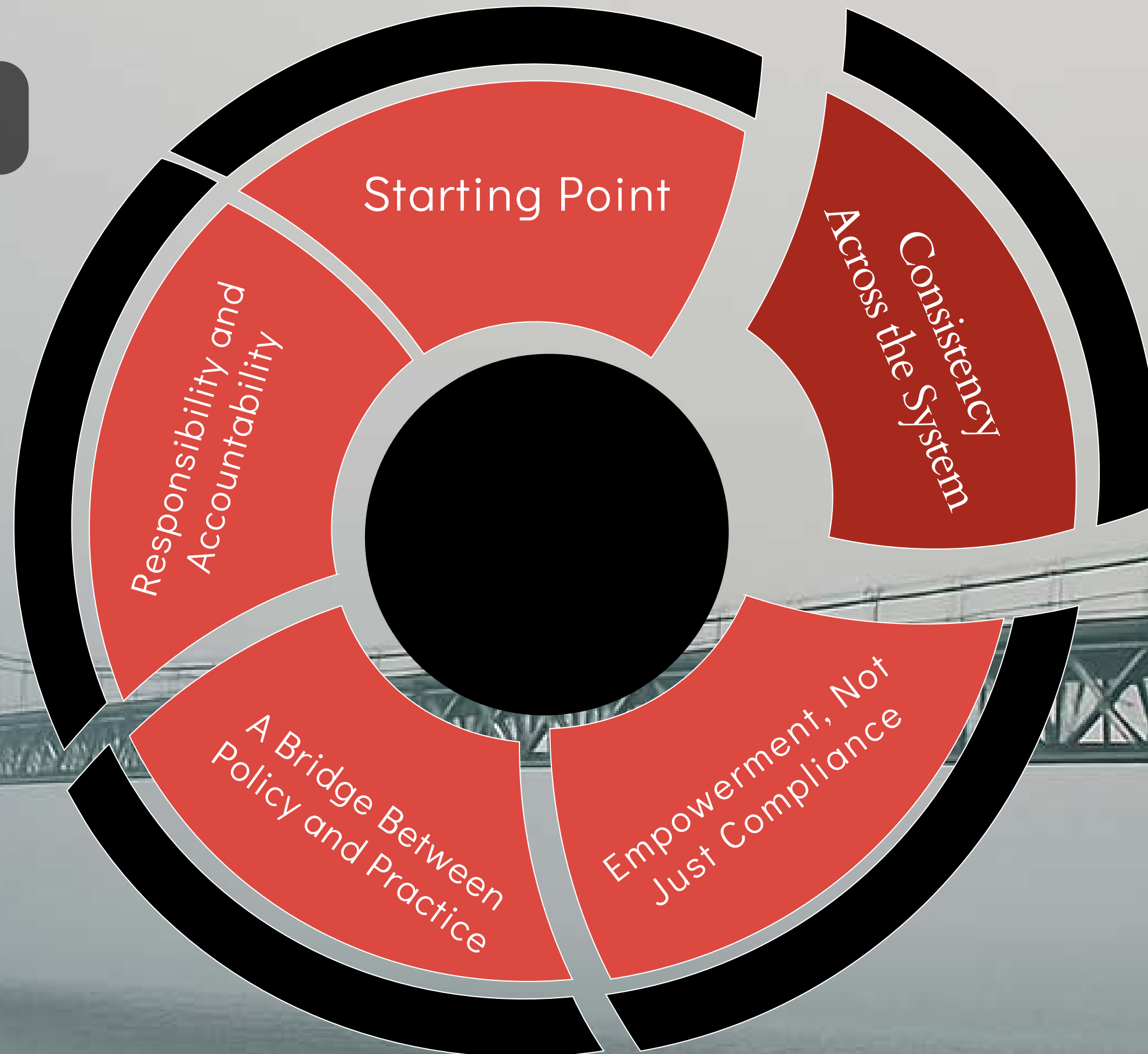
- discerning users (discernment)
- informed content creators, not passive consumers
- knowing the right questions to ask
- recognize limitations and potential of AI
- how the output has been curated, generated, selected and presented to you
- understanding the the output is not neutral; that bias, errors and hallucinations occur regardless of updates and how authoritative or plausible the output appears
- understanding that personal, private info may not stay secure; there is the possibility that this data can be leaked or hacked in some way
- that you are accountable for the GenAI material you release into the wild (note: the accountability should also rest on the AI tech companies, but it often falls on the user)
- recognize “AI hype” and question whose interests are being served

If educators are expected to make decisions about AI use in classrooms, we need a **shared framework** to guide those decisions.

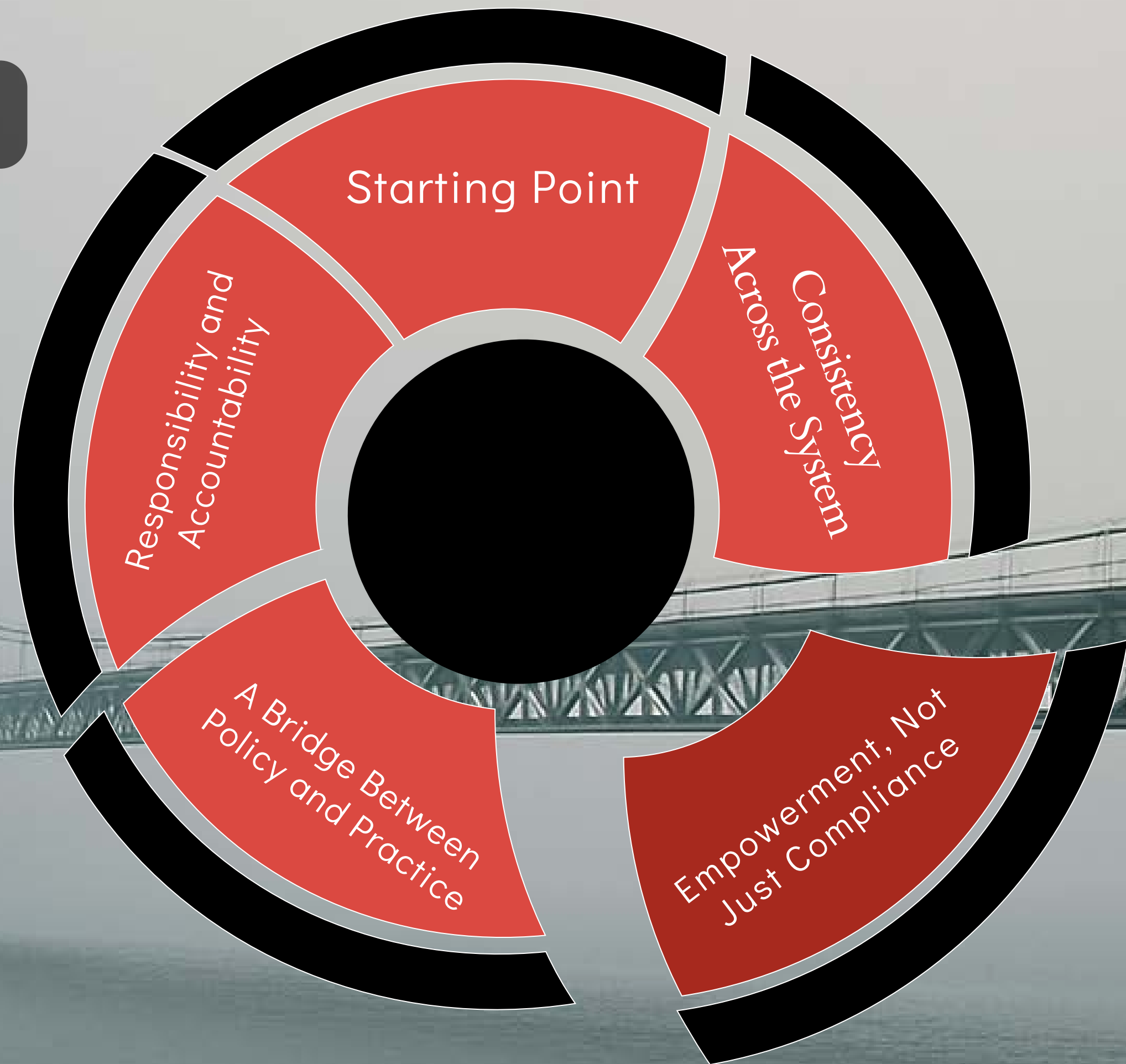
Why does a
“Framework for
Critical AI Literacy”
matter?



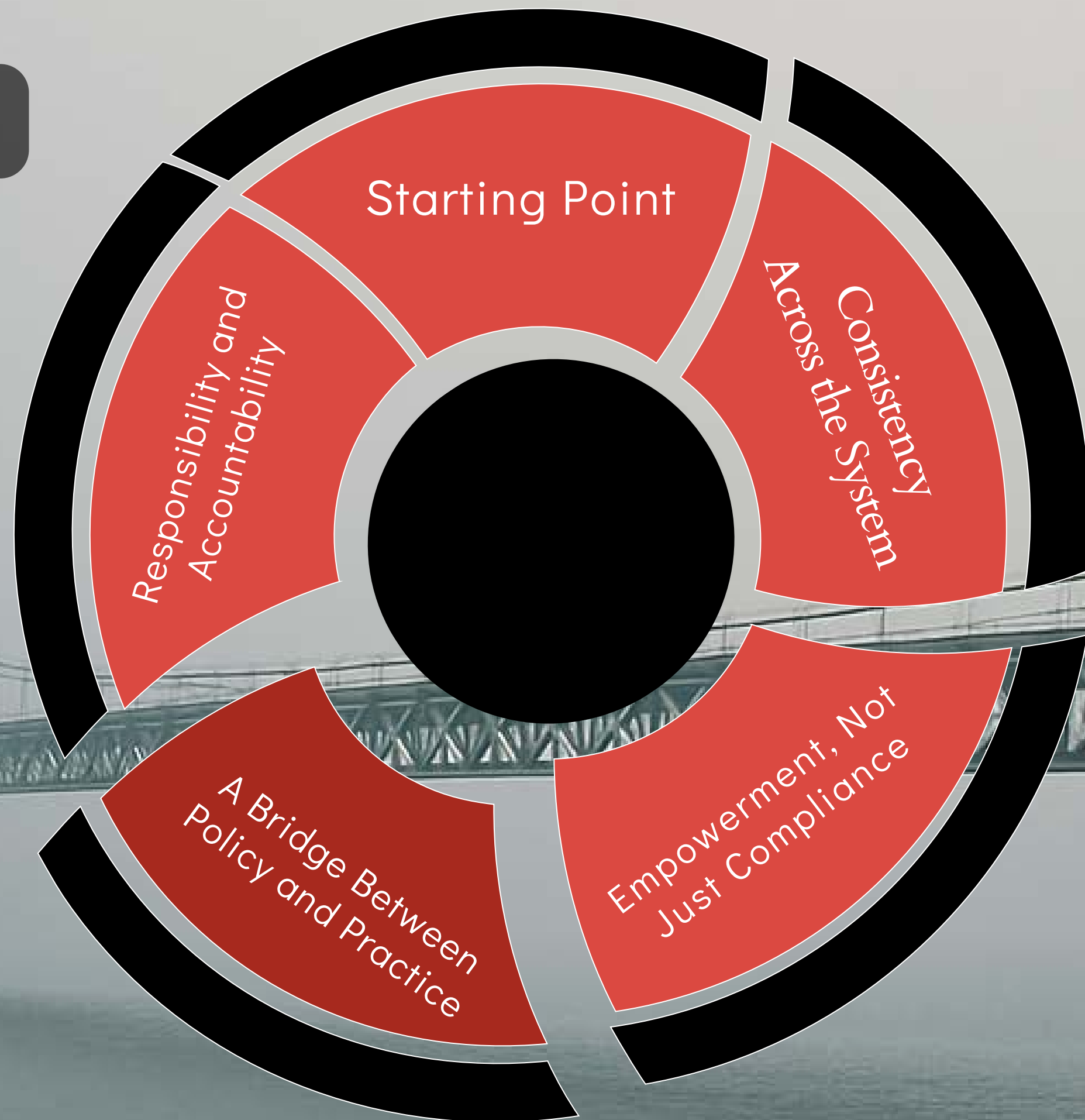
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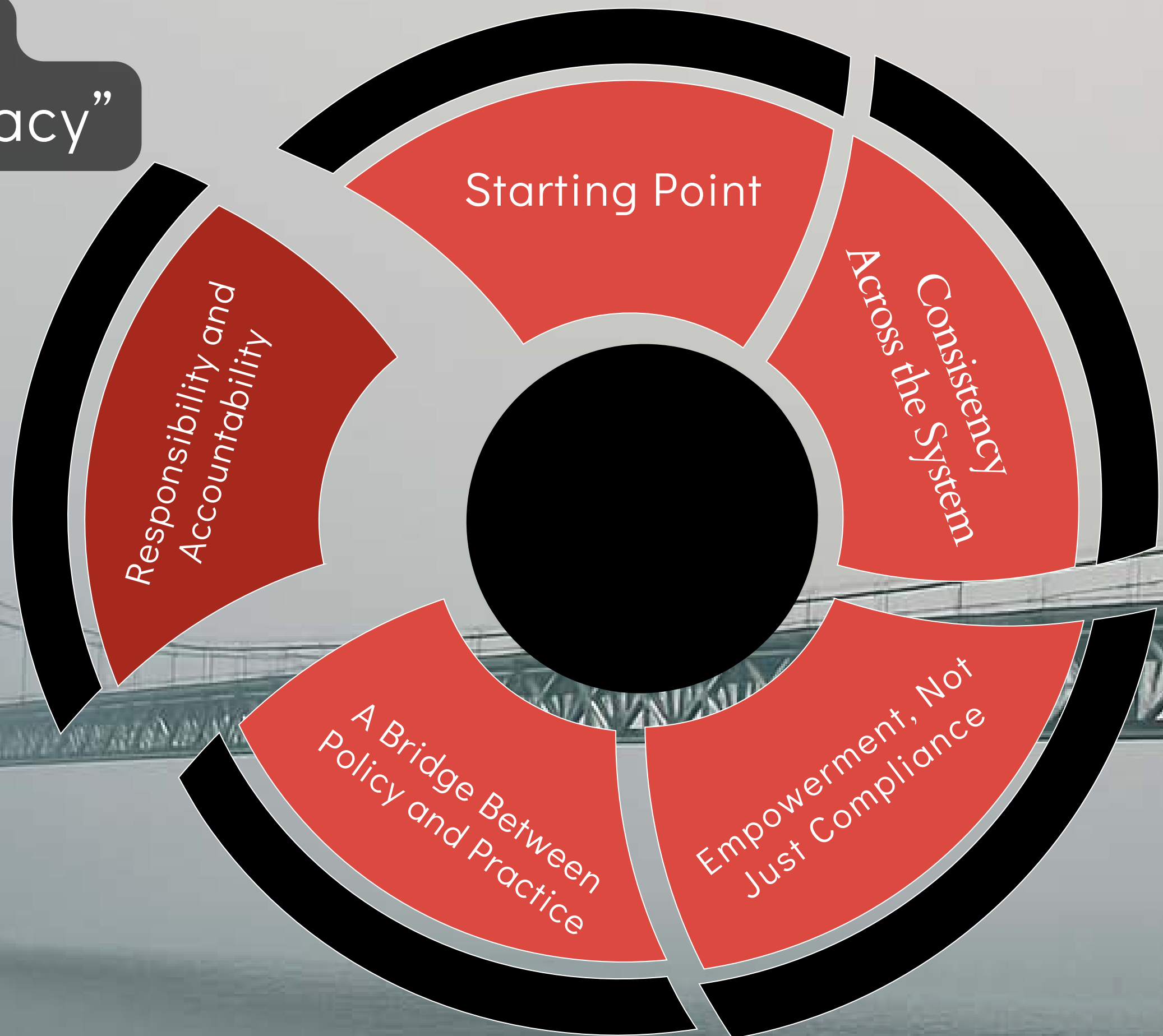
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matter?



What are the **kinds of questions**
educators need to ask when
evaluating AI tools?

08

GenAI: Points to Consider in an “AI Framework”

1. Data - Bias in the training data
2. Ethical practices related to “detoxifying” the data
3. AI Deepfakes
4. Environmental Impact
5. Offloading cognitive skills (critical thinking)
6. Data (again) - copyright material used to train LLMs
7. Data (jeepers) - hallucinations
8. The illusion of reciprocity in AI-Human relationships



Training Data

ChatGPT uses vast amounts of training data from the internet, books, articles, and more, to learn the patterns and nuances of human language.

Because of this, ChatGPT “sounds” like it has mastered the art of conversation. It’s polite, responsive, and deferential.



Training Data - Bias

“Pretrained language models are unmistakably and, sometimes, blatantly, **biased** in several respects, as numerous studies have shown over the years.

Well-known examples of **harmful biases** that we need to avoid include **gender, sexual and racial biases**, and other types of bias related to minorities and disadvantaged groups” (Berkeley, 2024)



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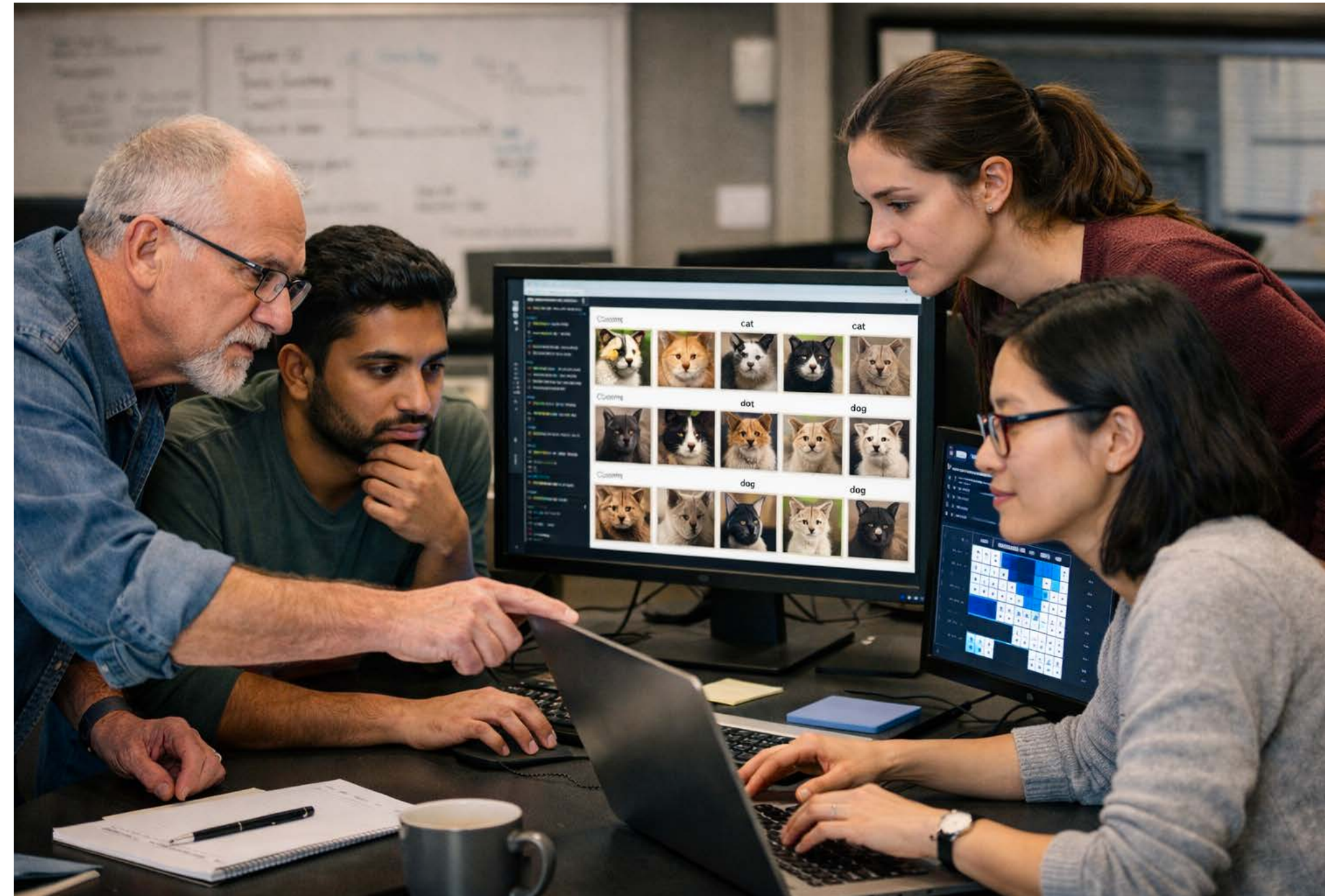


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2026



Other DATA Issues:

- **ORIGIN** of the data and the outsourcing of the data-labelling tasks (i.e. identify negative online content) to countries outside of the USA
- **COPYRIGHT** issues on which the data was trained - still not resolved (NY Times vs. OpenAI); what EXACTLY the LLMs were trained on isn't publicly known (the black box)
- output "**hallucinations**" fewer but still exist

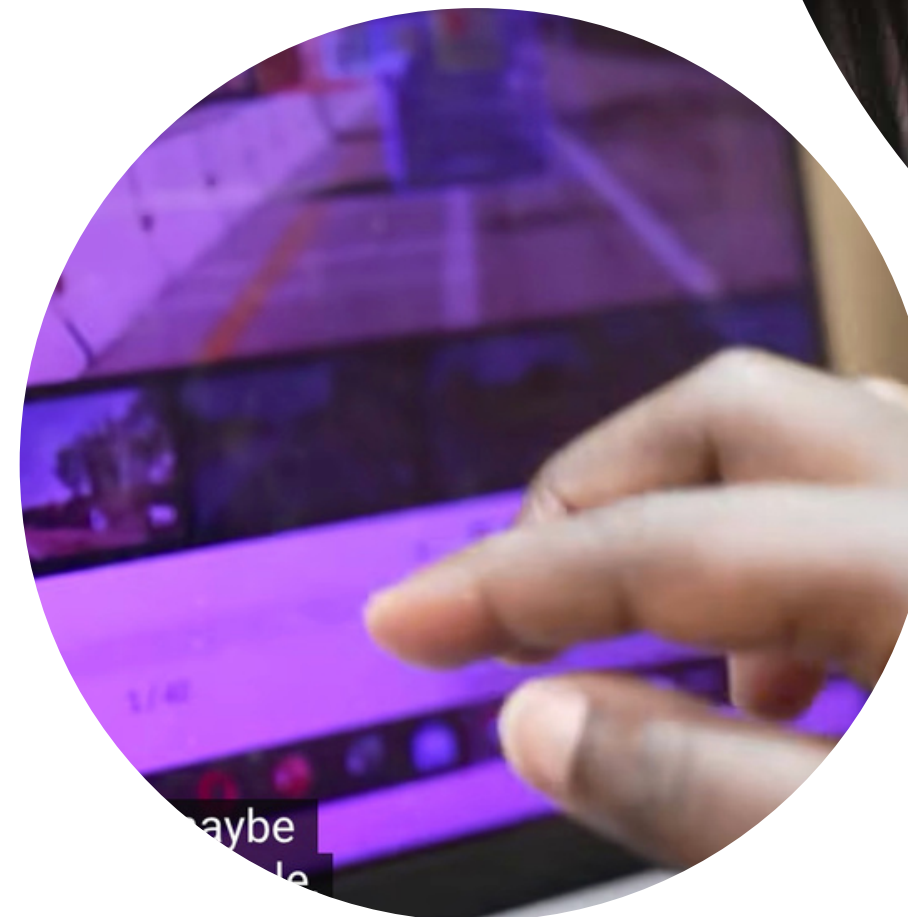


Behind the scenes: Global South Labour

- **Data annotators** - trained and “cleaned” the data in Large Language Models (filter out graphic, harmful or hateful content)
- Difficult, low-paying trauma-inducing labour that required humans to label and create taxonomies **of the worst kinds of human text and images** that exist on the internet so that the models would begin to get an idea of what is appropriate
- **without their labour, we would not have the version of ChatGPT that we have now**
- working conditions are difficult; few labour rights



An army of workers
overseas powers AI
digital sweatshops



The Billable Hour Machine: How Legal AI Built an \$8 Billion Empire on \$2-Per-Hour Labor

Harvey AI's \$8B valuation rests on \$2/hour Kenyan labor. The legal AI boom widens the justice gap.

Markets February 16, 2026 by Aylgorith



Photo by [Kevin Kuon](#) on [Unsplash](#)

The Human Cost of Machine Learning: Inside AI's \$2.9 Billion Knowledge Extraction Economy

Kenyan workers earning \$2/hour to train AI worth billions reveal Silicon Valley's exploitation economy.

Labor March 13, 2025 by Uchechukwu Ajuzieogu



Photo by [Tanjim Rahman](#) on [Unsplash](#)

 PROPOSED CLASS ACTION

Workers report watching Ray-Ban Meta-shot footage of people using the bathroom

Meta accused of “concealing the facts” about smart glass users’ privacy.

SCHARON HARDING – MAR 5, 2026 6:36 PM |  139



➤ A marketing image for Ray-Ban Meta smart glasses. Credit: Meta

What the GenAI is being used to do...

- ↑ frauds/scams: Geoffrey Hinton (Godfather of AI) - GenAI is connected to the exponential rise of fraud/scamware (persuasive powers of AI)
- ↑ deepfakes - audio/images/videos
- ↑ GenAI/Human relationship building: illusions of reciprocity
- ↑ AI "necromancy"
- ↑ **AI surveillance; military use (Anthropic)**



Deepfakes - Bringing the Deceased Back to Life (AI Necromancy)

- GenAI can take images, busts, paintings of historical characters and “bring them back to life”
- while this is an interesting take on history, it could have unintended consequences (i.e. making AI “Lincoln” comment on current issues...)



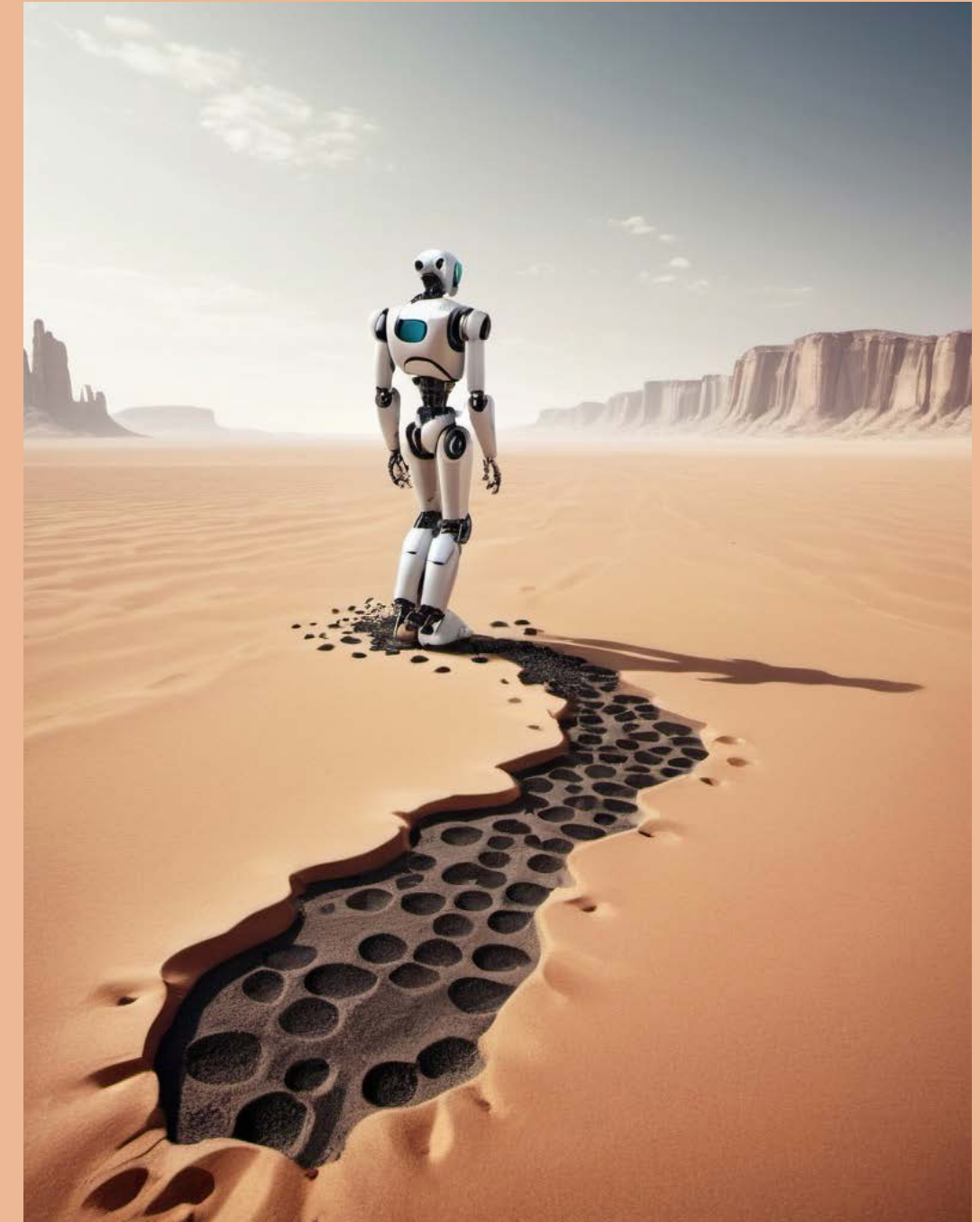
Bringing the Deceased Back to Life (AI Necromancy)

- May 2025: the family of Christopher Pelkey created a victim impact statement to address the man who fatally shot him in an Arizona road rage incident



AI's Carbon Footprint

"Operational energy demands for data centers suggest that by 2027, ChatGPT's electricity consumption could rival that of entire nations like Sweden, Argentina, or the Netherlands."



AI's (fresh) Water Use

Based on report by Pengfei Li, Jianyi Yang, Mohammad Islam, Shaolei Ren - 2023 paper: Making AI Less “thirsty”: Uncovering and Addressing the Secret Water Footprint of AI models.” - University of California

SINCE this report was released, there has been conflicting reports on the actual **fresh** water use in data centres

One of the issues is WHERE these centres are located; Journalist Karen Hao traces Big Tech's attempts to build data centres in countries like Chile - where fresh water is in short supply

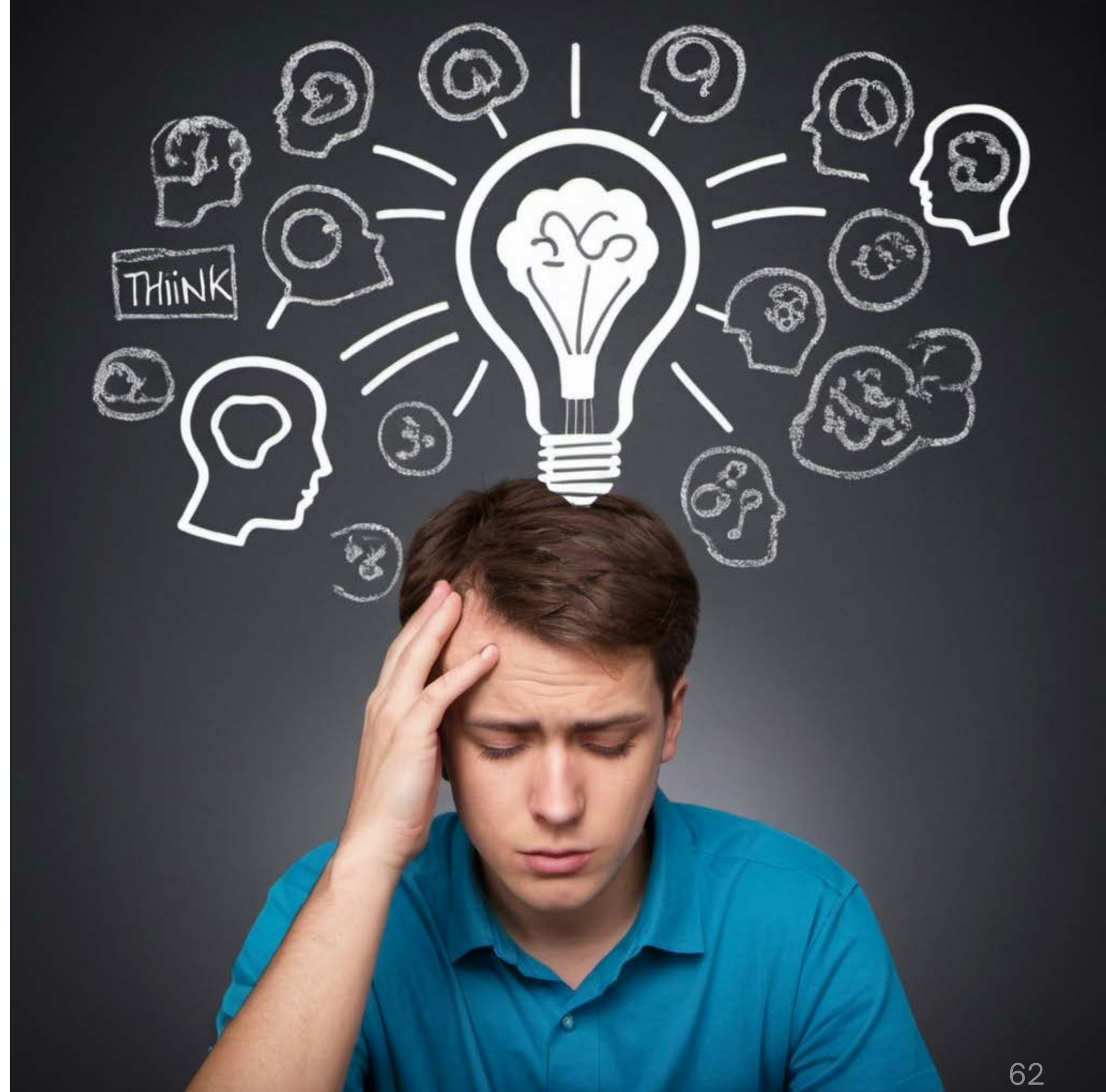


05

Loss/Decline of Critical Thinking Skills

The human brain is a muscle.
Use it. Or lose it.

When you lose the ability to be a critical thinker, you become more vulnerable to manipulation, scams and deep fakes.



05

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“suggests” that doctors learning too heavily on the AI tool to detect polyps in colonoscopy scans reported a decline in their ability to do so unaided within three months...

SHOTS - HEALTH NEWS

Research suggests doctors might quickly become dependent on AI

AUGUST 19, 2025 · 6:57 AM ET



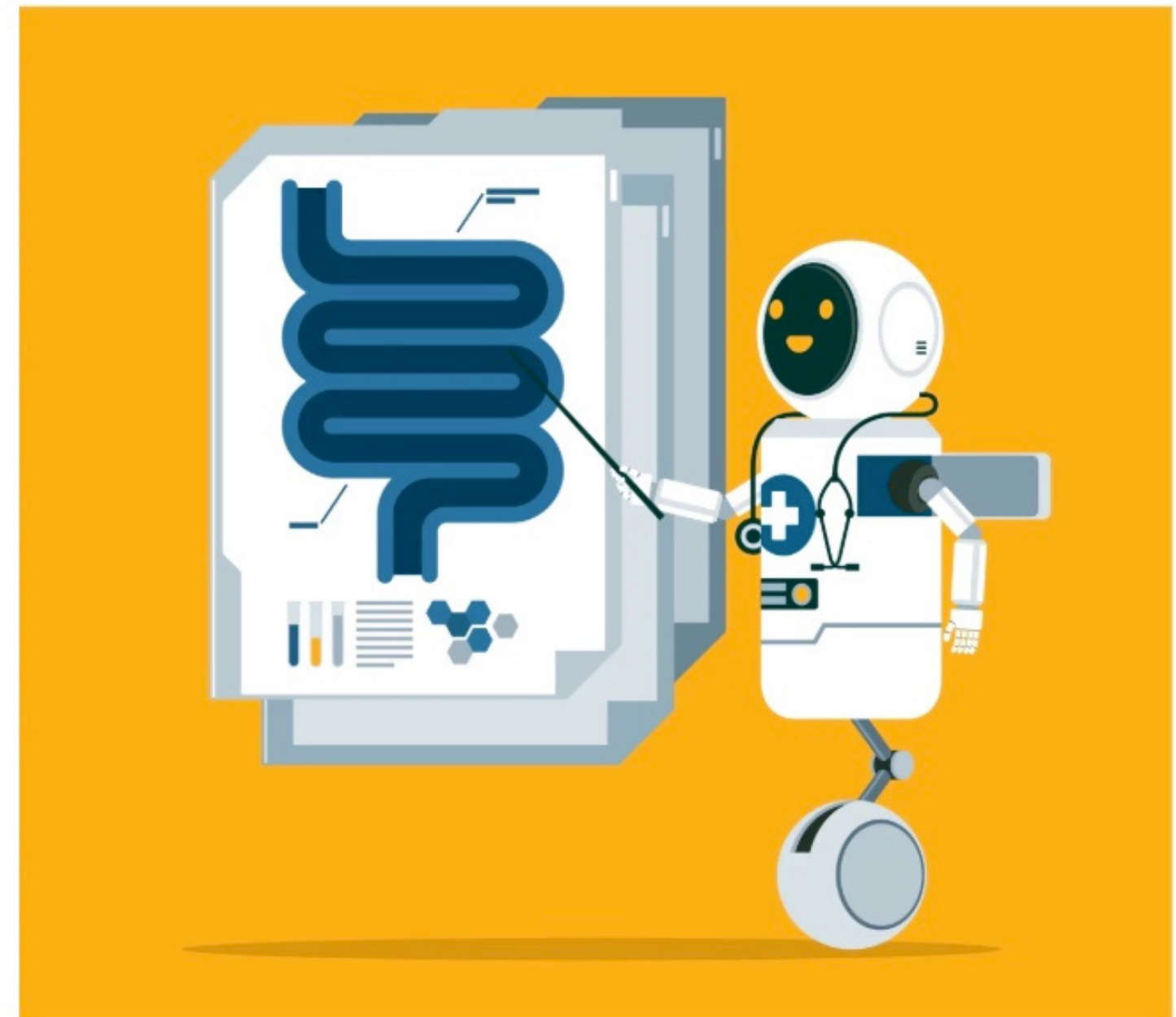
Geoff Brumfiel



3-Minute Listen

+ PLAYLIST

TRANSCRIPT



Artificial intelligence has proven effective at helping doctors screen for abnormalities in the colon.

Sorbetto/Getty Images

GenAI Impact on Deep Learning Cognition

It's still too early to get a definitive answer. If the GenAI tool is used in a way that offloads or bypasses critical thinking, these skills may become underdeveloped.

***J. Wecks et al: University of Bremen,
November 2024***

“While GenAI may offer benefits for learning and engagement, the way students *actually use it* correlates with diminished exam outcomes”

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^a Faculty of Business Studies and Economics, University of Bremen, Bremen, Germany

^b John Molson School of Business, Concordia University, Montreal, Canada

This version: November 2024

Abstract

This study evaluates the impact of students' usage of generative artificial intelligence (GenAI) tools such as ChatGPT on their exam performance. We analyse student essays using GenAI detection systems to identify GenAI users among the cohort. Employing multivariate regression analysis, we find that students using GenAI tools score on average 6.71 (out of 100) points lower than non-users. While GenAI may offer benefits for learning and engagement, the way students actually use it correlates with diminished exam outcomes. Exploring the underlying mechanism, additional analyses show that the effect is particularly detrimental to students with high learning potential, suggesting an effect whereby GenAI tool usage hinders learning. Our findings provide important empirical evidence for the ongoing debate on the integration of GenAI in higher education and underscores the necessity for educators, institutions, and policymakers to carefully consider its implications for student performance.

Keywords: Generative AI, ChatGPT, Artificial Intelligence, Higher Education, Exam Performance.

05 GenAI Impact on Deep Learning Cognition

AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking (Michael Gerlich, 2025)

- the study indicated that an **over-reliance** on GenAI results in **reduced critical thinking skills**
- highlighted the **VALUE of REFLECTIVE thinking** activities in developing critical thinking skills (yes, language teachers have been saying this **forever...**)
- “**convergence of thought**” issue (Ping, 2025)
- dependence/overreliance on tool to do routine tasks



05 GenAI Impact on Deep Learning Cognition

What learning is actually happening with Gen AI?

Like with any technology tool, potential and promise doesn't always align with how students are actually using it.

While some users can find a useful study guide, learning partner and life coach... others find shortcuts, a means to extract synthetic text in order to produce a response (essay, etc).

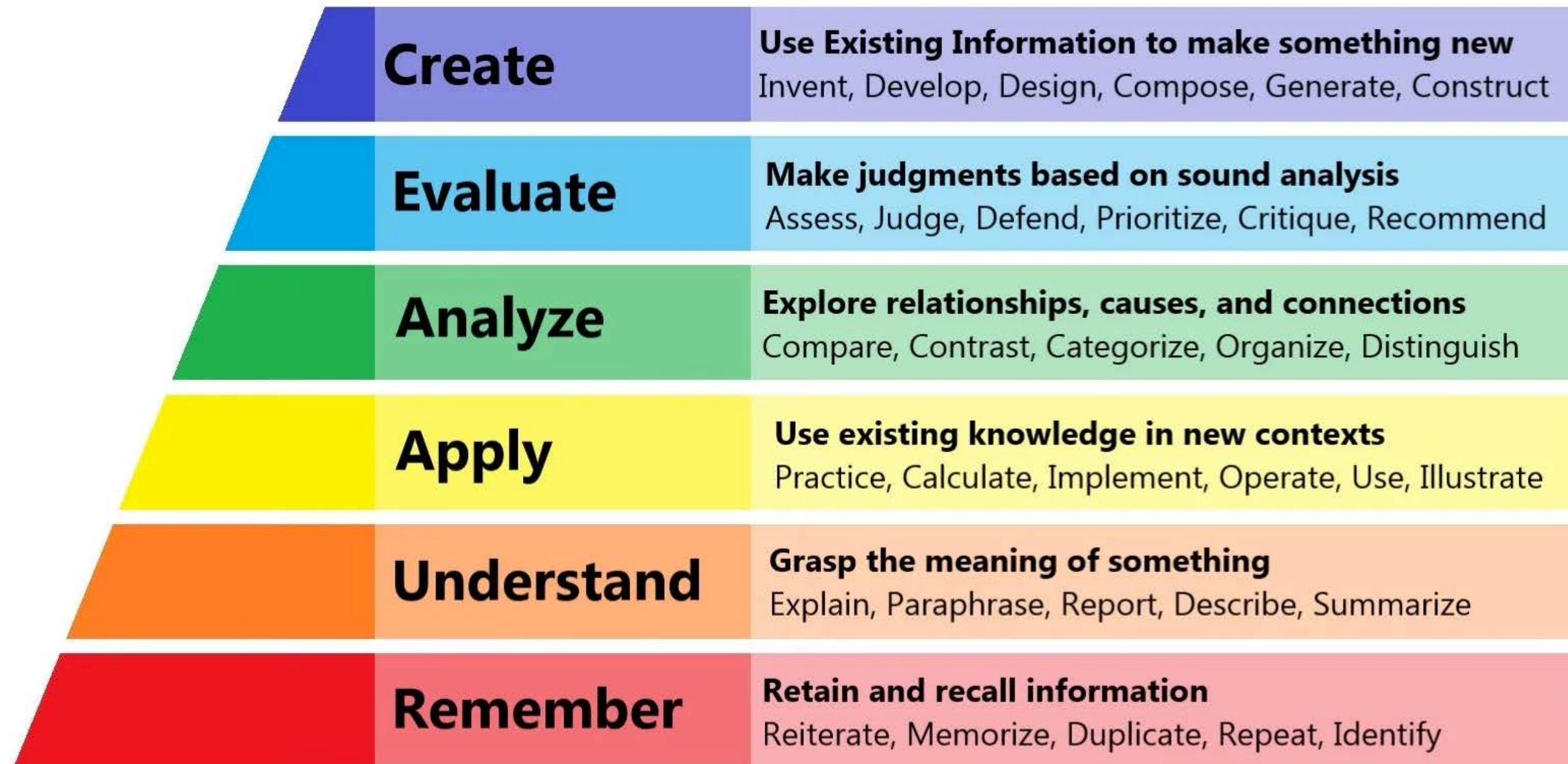


05 GenAI Impact on Deep Learning Cognition

More likely to
improve the
LOWER level
Bloom skills
Ping (2025)



BLOOM'S TAXONOMY

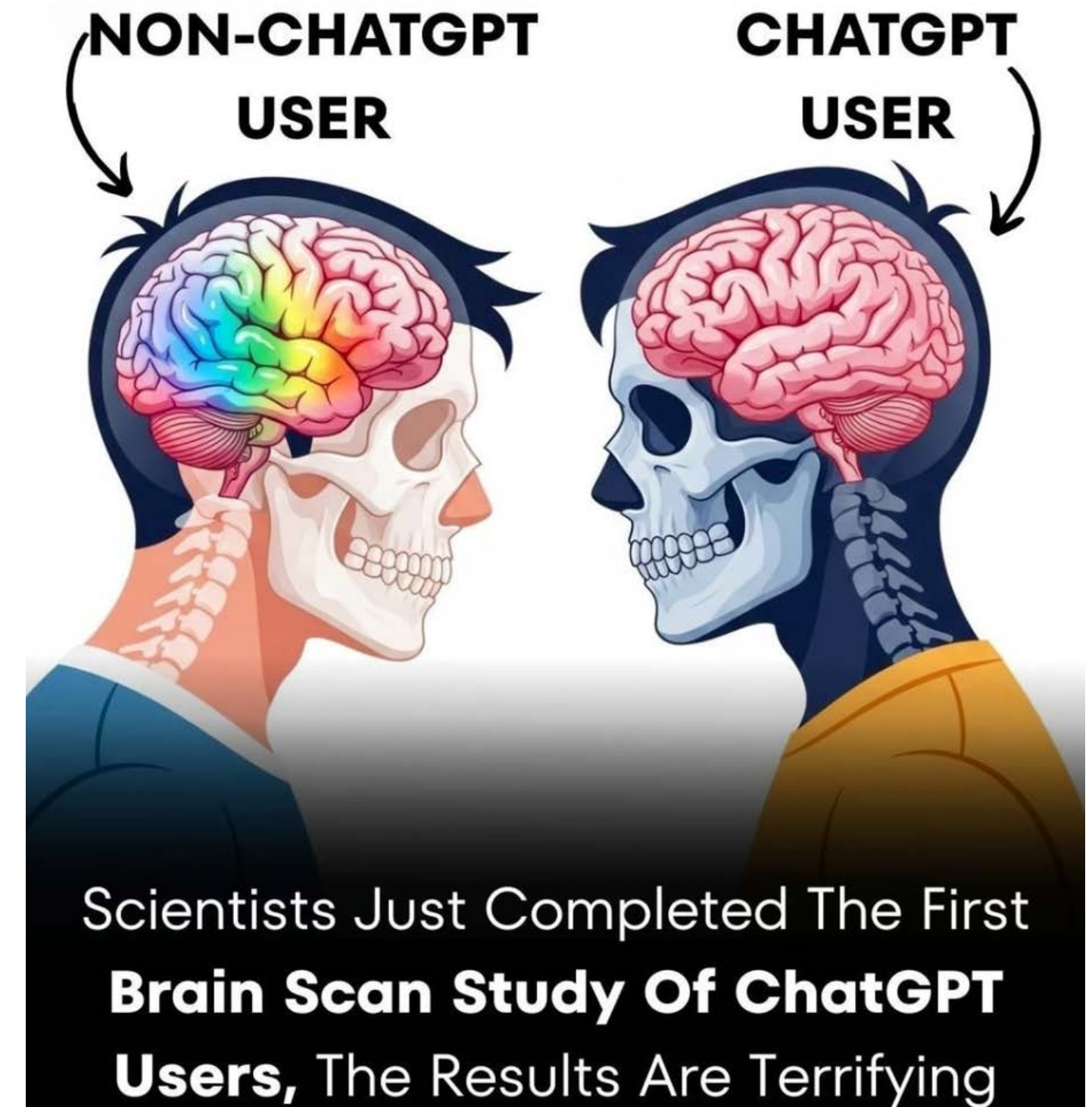


05 GenAI Impact on Deep Learning Cognition

Use of GenAI

Or maybe not... MIT's research in June 2025 indicated that students using ChatGPT to write their papers had difficulty recalling their arguments a day or two later.

So much for "Remembering"...



05 GenAI Impact on Deep Learning Cognition

Critical Thinking

OpenAI just put out “study mode” a new feature that focuses on how to engage critical thinking with their tools, because they’ve been paying attention to the critiques from educators on how critical thinking skills development using AI tools is problematic

- but WILL students use it?
- it’s too tempting not to

<https://techcrunch.com/2025/07/29/openai-launches-study-mode-in-chatgpt/>



OMG... You Mean I Have to *THINK*??

ChatGPT goes down: Users report outage as AI chatbot is inaccessible

ChatGPT website goes down, leaving users stranded without the popular AI chatbot.



Bad gateway

The web server reported a bad gateway error.

Ray ID:
Your IP address:
Error reference number: 502
Cloudflare Location: Toronto

'Manager Asking Me To Use My Brain For Work': Users Flood X With Witty Tweets As ChatGPT Goes Down

OpenAI acknowledged that the ChatGPT outage is being investigated and a fix could be expected soon.

By : [Shayak Majumder](#) | Updated at : 23 Jan 2025 06:19 PM (IST)



Mustafa 
@KingMusss · [Follow](#)



Bruh ChatGPT is down again??? During the work day?

So you're telling me I have to... THINK?!



6:59 AM · Jan 23, 2025



 1.5K  Reply  Copy link

05 GenAI Impact on Deep Learning Cognition

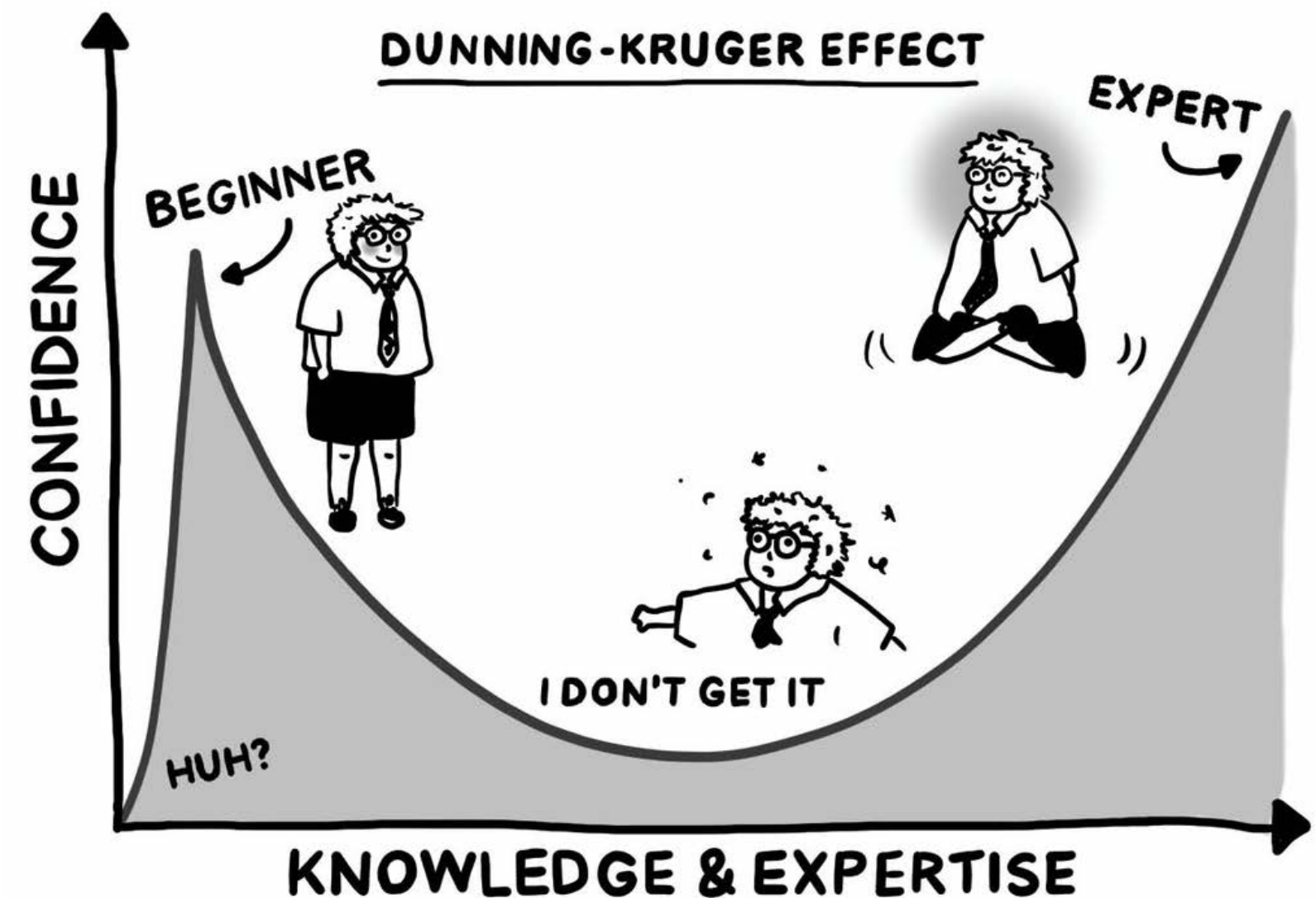
Dunning-Kruger Effect

What it is: it's the idea that people with low skills or ability (like beginners or novices) overestimate their knowledge and have the most confidence about their abilities.

It's hard to accurately gauge how good you are at something.

Novices don't often know what they don't know. As they GAIN knowledge, then their skill estimation improves.

That's when they realize that there is still a steep learning curve.

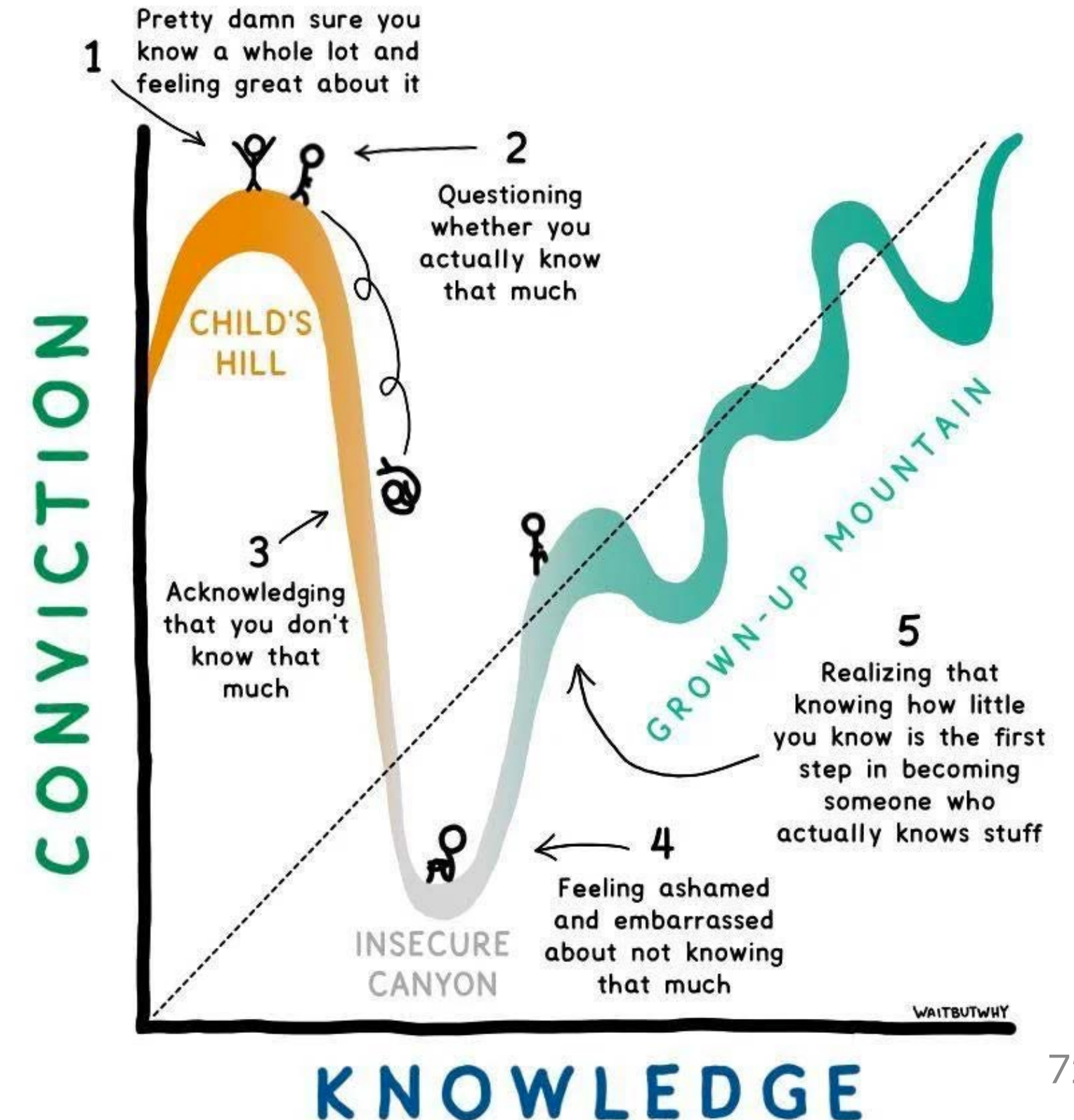


05 GenAI Impact on Deep Learning Cognition

Dunning-Kruger Effect

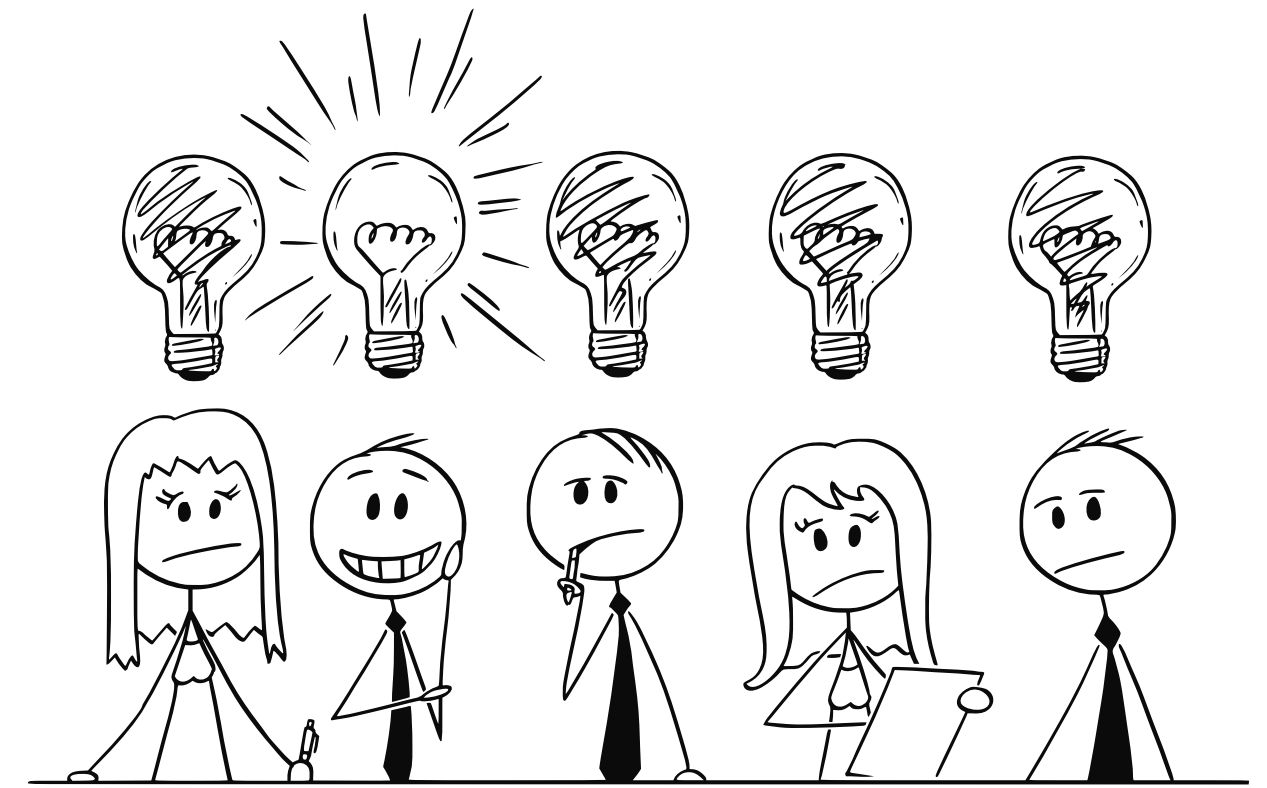
What it is:

Like the person who thinks they can renovate their basement, do the electrical, plumbing, etc. because they watched a YouTube video...



05 GenAI Impact on Deep Learning Cognition

Reverse Dunning-Kruger Effect: Competence Inflation



- Reverse DKE: shows that the more “AI literate” one is, **the higher one is to overestimate their own abilities or understanding of a topic**
- Weirdly, you might think that those with AI Literacy skills would be able to judge their abilities better; but so far, that’s not the case.
- These users get ChatGPT to “augment” their work; and then think that because the AI tool produced something plausible, fluent and intelligent sounding, that they now inherently KNOW the topic that they just had the AI generate. Turns out, they don’t.
- illusion of mastery; underlying knowledge isn’t there (go ahead, ask them to explain the concept...)

The “Illusion of Reciprocity” in AI Interactions

Access to AI tools

- **One-sided Dynamic:** The relationship is inherently unbalanced. While AI responds in ways that appear empathetic or supportive, it lacks genuine emotional awareness or intent.
- **People-Pleasing Design:** Generative AI is programmed to prioritize user satisfaction, which may lead to unrealistic expectations or reinforce unhealthy relational habits (e.g., expecting constant agreement or validation).



The Illusion of Reciprocity in AI Interactions

Access to AI tools

- **Emotional Attachment:** Users may project feelings onto AI or feel a sense of connection, leading to attachments that are not reciprocated or sustainable in real-world human relationships.
- **Ethical Concerns:** How should educators address the risks of students becoming overly reliant on AI for emotional or relational needs?
- **Impact on Social Skills:** Could interactions with "people-pleasing" AI tools hinder the development of interpersonal skills like conflict resolution, empathy, or dealing with disagreement?



These women shared an intimate bond with AI-powered chatbots. Then the latter died. Their relationship statuses were complicated to say the least.

AI Chatbots for Seniors

- it can remind seniors to take their medication
- it can be a constant companion
- it can detect the human's emotional state
- can it replace the human connection that the seniors are missing?

THE STRAITS TIMES

OPINION

LOG IN

For lonely seniors, AI companions can be a lifeline

Robots driven by artificial intelligence offer promising support for an ageing population, with careful attention to ethical considerations.

Jeannette Ickovics and May Lee



Building Relationships: ChatGPT Learns about You

Purpose: If you have an account with Chat, your chat history is used to help provide a better user experience; the tool learns about your preferences, background, and other characteristics.

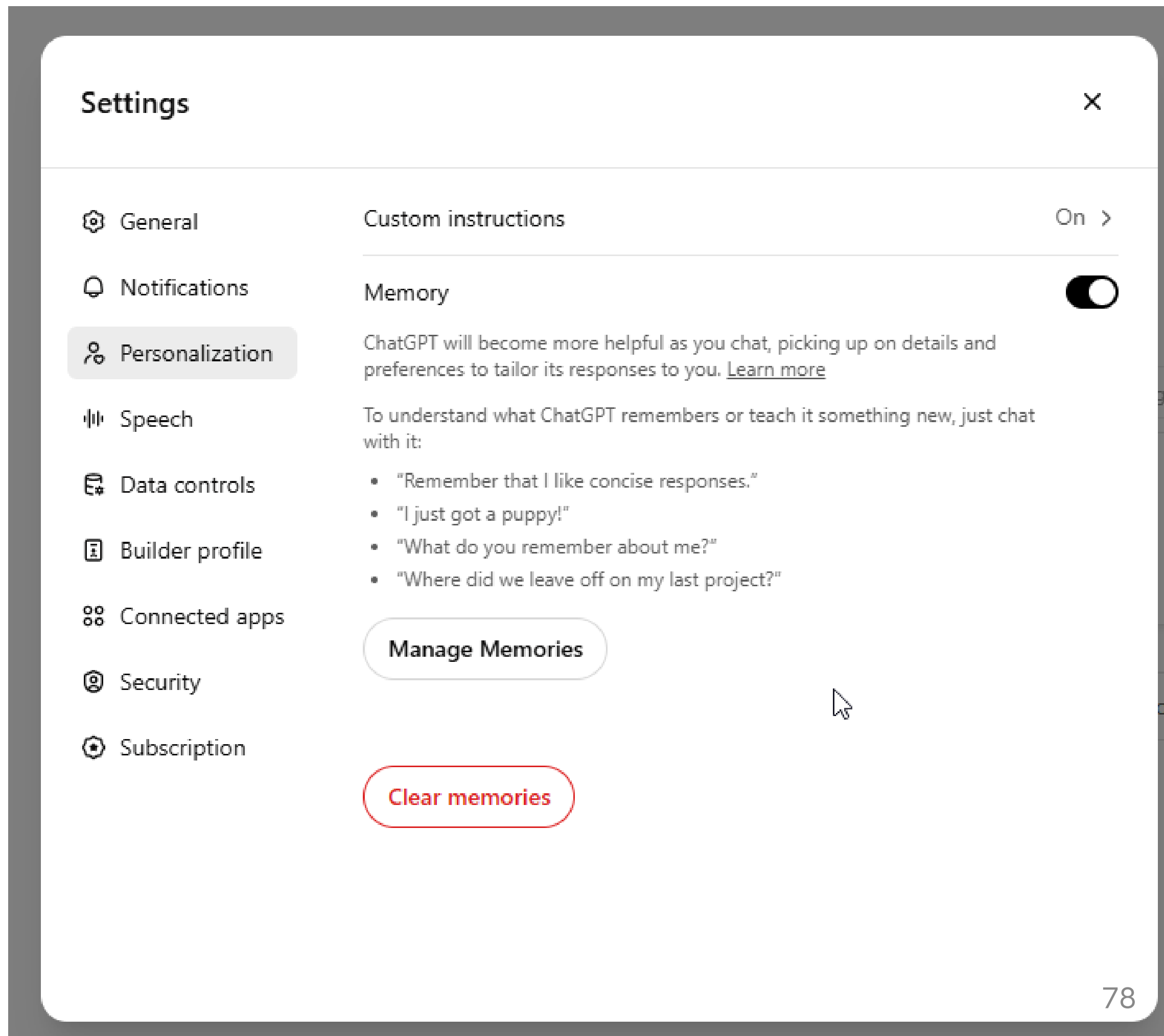
A “better” user experience is subjective, but it can mean creating personal connections; users who feel like there is a relationship with the tool are most likely to continue using it (this creates customer loyalty)

Tristan Harris has said that the goal of Generative AI tools like ChatGPT, Gemini, Claude, etc is to **replace human intimacy**.



Building Relationships

- settings in ChatGPT can use past interactions and “memory”
- this enables ChatGPT to further understand its user, and tailor its responses to YOU





Tasks BETA

My GPTs

Customize ChatGPT



Settings

Download the Windows app

Upgrade Plan

Get ChatGPT search extension

Log out

Customize ChatGPT

Introduce yourself to get better, more personalized responses ?

What should ChatGPT call you?

Jen

What do you do?

teacher

What traits should ChatGPT have? ⓘ

Please do not use the most common AI terms and expressions, such as "delve", "tapestry", "commendable", "I hope this email finds you well", "transformative", "in a world of", "vibrant", "landscape", "realm", "followingly", "embark", "elevate", "arguably", "moreover", "dive into", "jump into", "a testament to". ChatGPT can call me "Jen".

+ Chatty

+ Witty

+ Straight shooting

+ Encouraging

+ Gen Z

+ Skeptical

+ Traditional

+ Forward thinking

+ Poetic



Anything else ChatGPT should know about you? ⓘ

I am a language teacher and teacher trainer based on London Ontario. I work with Adult Newcomers to Canada. I provide training to teachers on how to integrate technology into their teaching and professional learning. I am especially interested in how Artificial Intelligence can augment teachers' roles and responsibilities.



Enable for new chats

Cancel

Save

Have you seen this?

Social Media Viral Trend:

“Hey, ChatGPT, create a caricature about me with everything you know about me and my work.”

Fun, right?

What’s the problem?

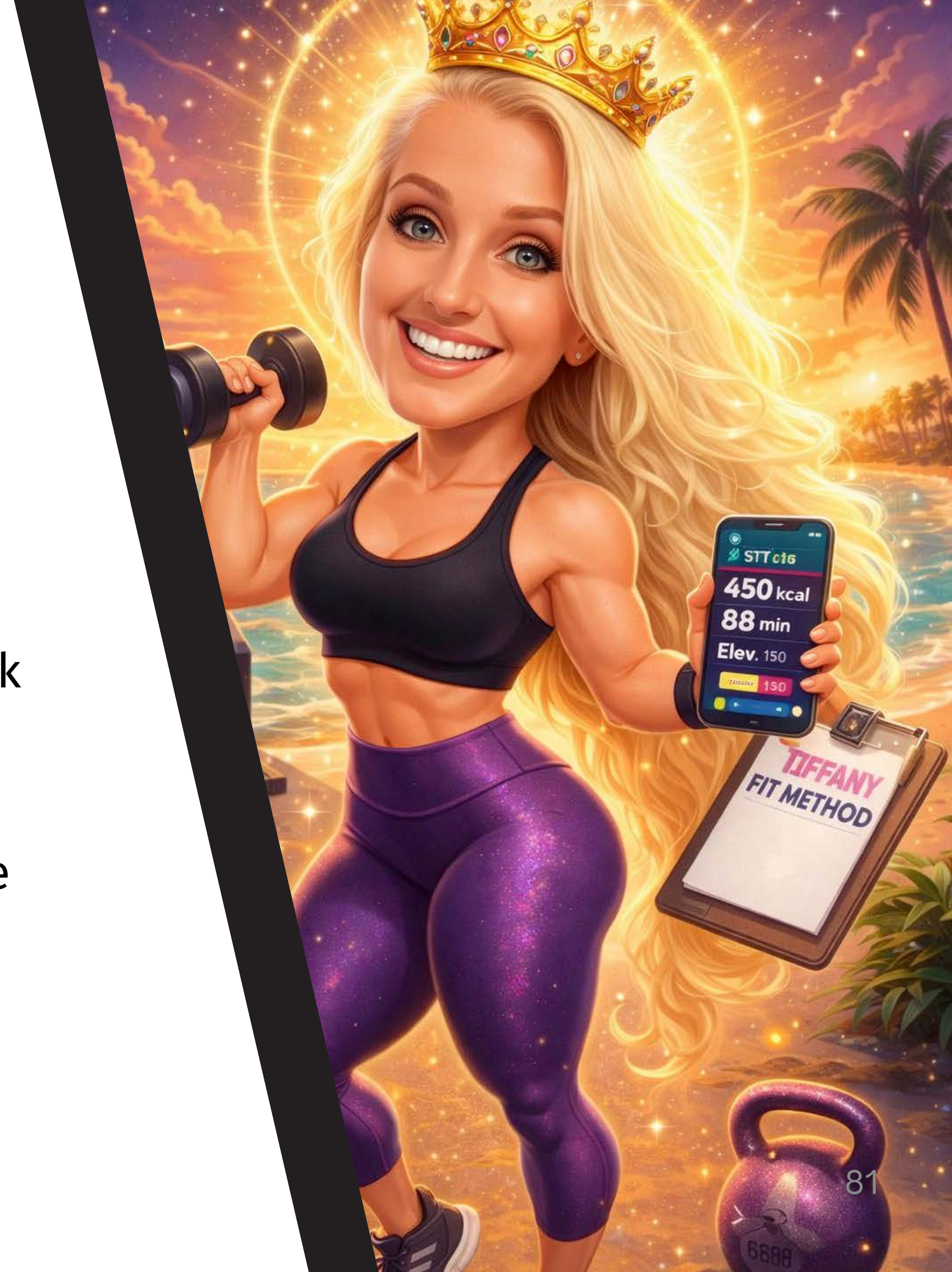


Social Media Viral Trend:

“Be Specific.”

“According to OpenAI, specificity is key, so be sure to share **details** about your job, your title, what you do for work, what you wear to work, what your day-to-day work typically consists of and where you are working.

The **more** information you offer, the more "accurate" the result will be, especially if ChatGPT " doesn't know you well yet" or if you are a brand-**newly minted** ChatGPT user.”

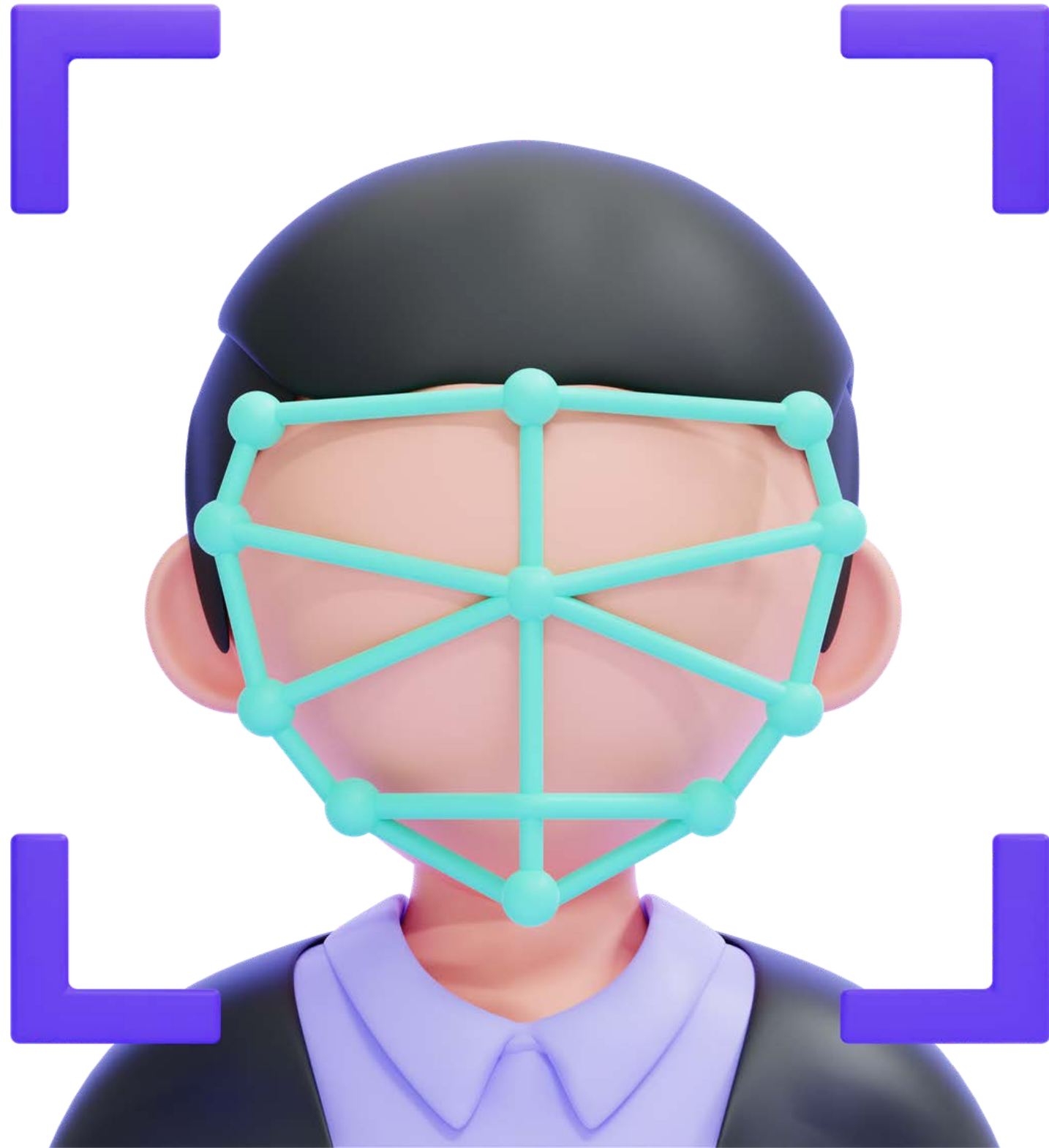


**Nothing is free. If you're not
paying for something, then *you* are
the product.**

Trends are everywhere.

Social Media Viral Trend: What You're Giving the Tech Companies (for free)

- biometric data to train their machines on - to hone behavioural prediction
- personal data about your life - job, hobbies, age, perceived gender, abilities, preferences, geographic location, education level
- OpenAI announced that it is now a “for profit” company; deals with companies like Walmart and Target, advertisements to appear on the free version of ChatGPT



Think about it...what might a company like OpenAI DO with this data that it has just been offered up, on a silver platter?

**The more personal information
the AI tools gather... the better it
is for business.**



My AI Spiritual Advisor

Poll: This is:

- a. A fantastic idea - we all need more spiritual connections
- b. A cautiously positive idea - it has its benefits
- c. A super weird idea - it has the potential to derail organized religion (and they won't like that...)
- d. Just wrong. Wrong. Wrong. Wrong.

EXPLORE TOPICS



Quick Answers

Fast question-answering



Life Advice

Advice given with a balance of empathy and assertiveness



Storytelling

Fantastical storytelling



Deeper Questions

Answers questions but from more of a philosophical and scientific angle



Spirituality

Gives spiritual advice



Emotional Reflection

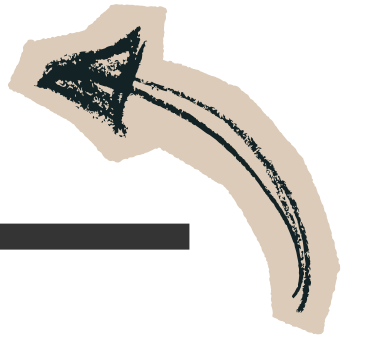
Gives advice on emotion from the perspective of an emotion scientist



Neil Postman's Questions to Ask About New Technology

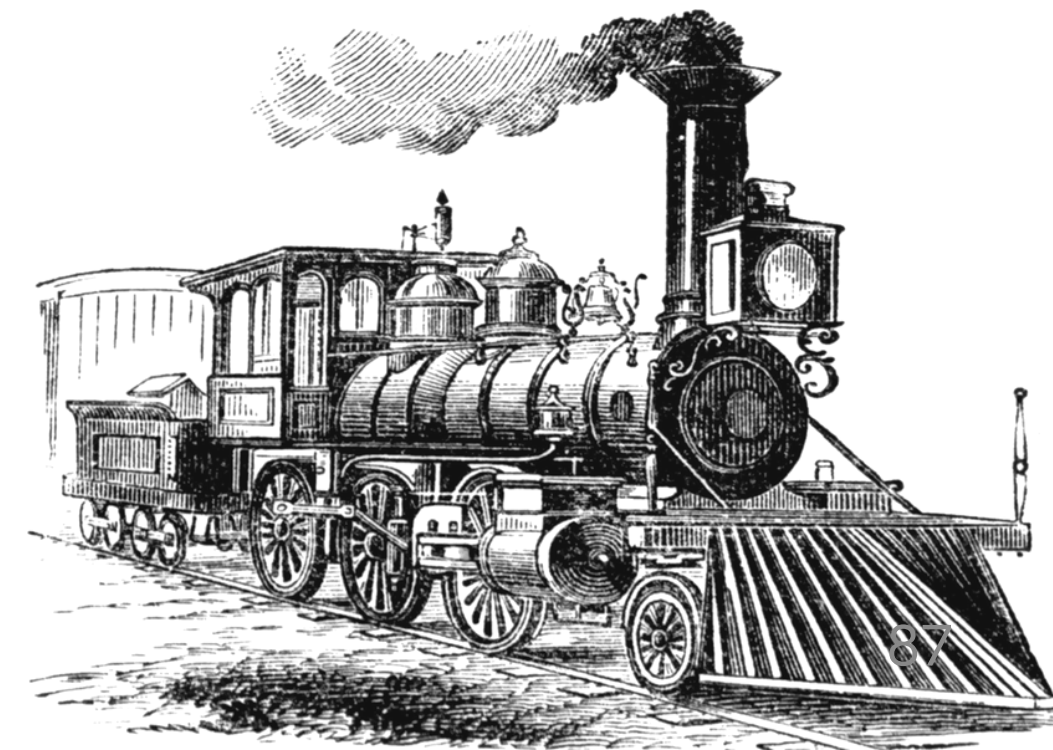
1. What is the problem to which this technology is the solution?
2. Whose problem is it?
3. What new problems might be created by solving this problem?
4. Which people and institutions will be the most seriously harmed by this new technology?
5. What people and institutions will gain political or economic power from this technology?
6. What changes in language, behaviours or values will this technology bring?
7. What alternate uses might be made of a technology?

Critical AI Literacy: A Key Part of Any AI Framework



Like the building of the railroad, it's important to know:

- who laid the tracks
- who owns the railroad
- how the trains are powered
- who gets to ride
- where the tracks go – and where they don't
- how the railroad changes the towns it passes through
- who profits from the system
- the political deals that built it
- why trains can't go faster forever
- who controls the switches that decide where trains go
- and wtf is a caboose anyway?



When your organization has a framework, it acts like a North Star. It's a place to start.

Once a framework is in place, then you can start to think about strategies.



Intro

AI - Def'n

CAIL

Strategies

Wrap-up

GenAI STRATEGIES



What do we **do** with all this?

A Critical AI Literacy Check for Educators (and Learners)

Before sharing AI-generated content (with learners or publicly):

- Review output for errors and hallucinations
- (factual, logical, reasoning, mathematical, overfitting, invented citations, etc.)
- Ask: Would I trust this if a human colleague wrote it?

Tool awareness

Compare outputs across tools (e.g., Gemini vs. ChatGPT).

- What changes? Tone? Confidence? Gaps? Errors?
- Notice defaults: Do you click on “AI Overviews” in Google searches?
- What does that replace - and what does it reduce?



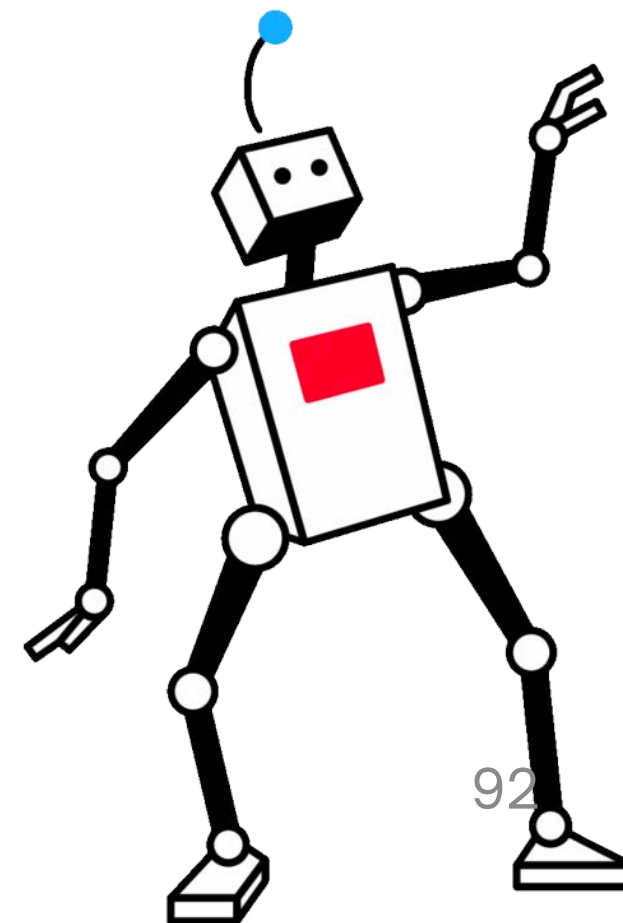
A Critical AI Literacy Check for Educators (and Learners)

Personal use & habits

- How often am I using GenAI?
- For what kinds of tasks - thinking, drafting, polishing, avoiding?
- What skills might I be postponing or weakening by offloading them?

Data, privacy, and trends

- When a tool or trend goes viral (e.g., caricatures, avatars, image filters), ask:
- What personal data am I giving up?
- Who owns it?
- **What could bad actors do with this information - now or later?**



A Critical AI Literacy Check for Educators (and Learners)

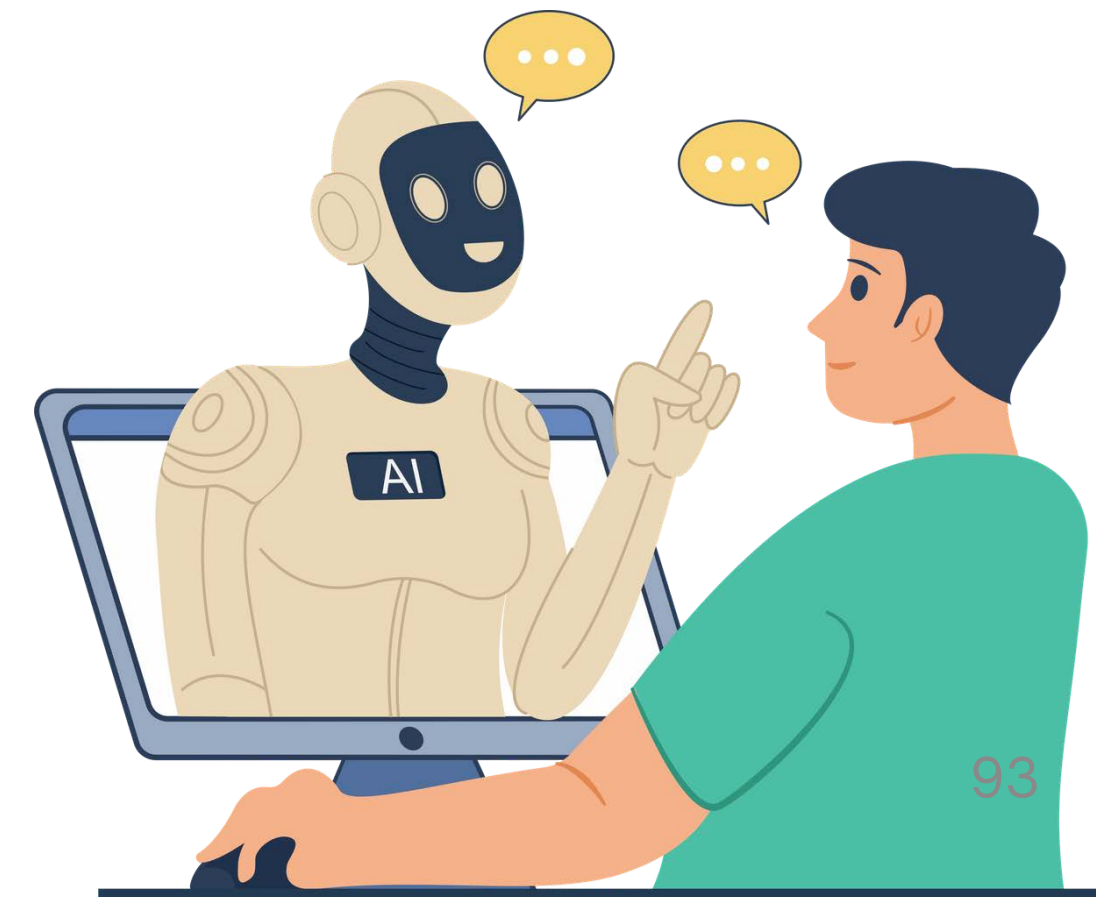
Voice & authorship

- How much of my voice is present in the output?
- Does that matter in this context?
- Does the language sound generic or bot-coded
- (e.g., at the intersection of, delve, transformative, it's not “x”, it's “y”, groups of three)?

For learners: Does this help them stand out — or blend in?

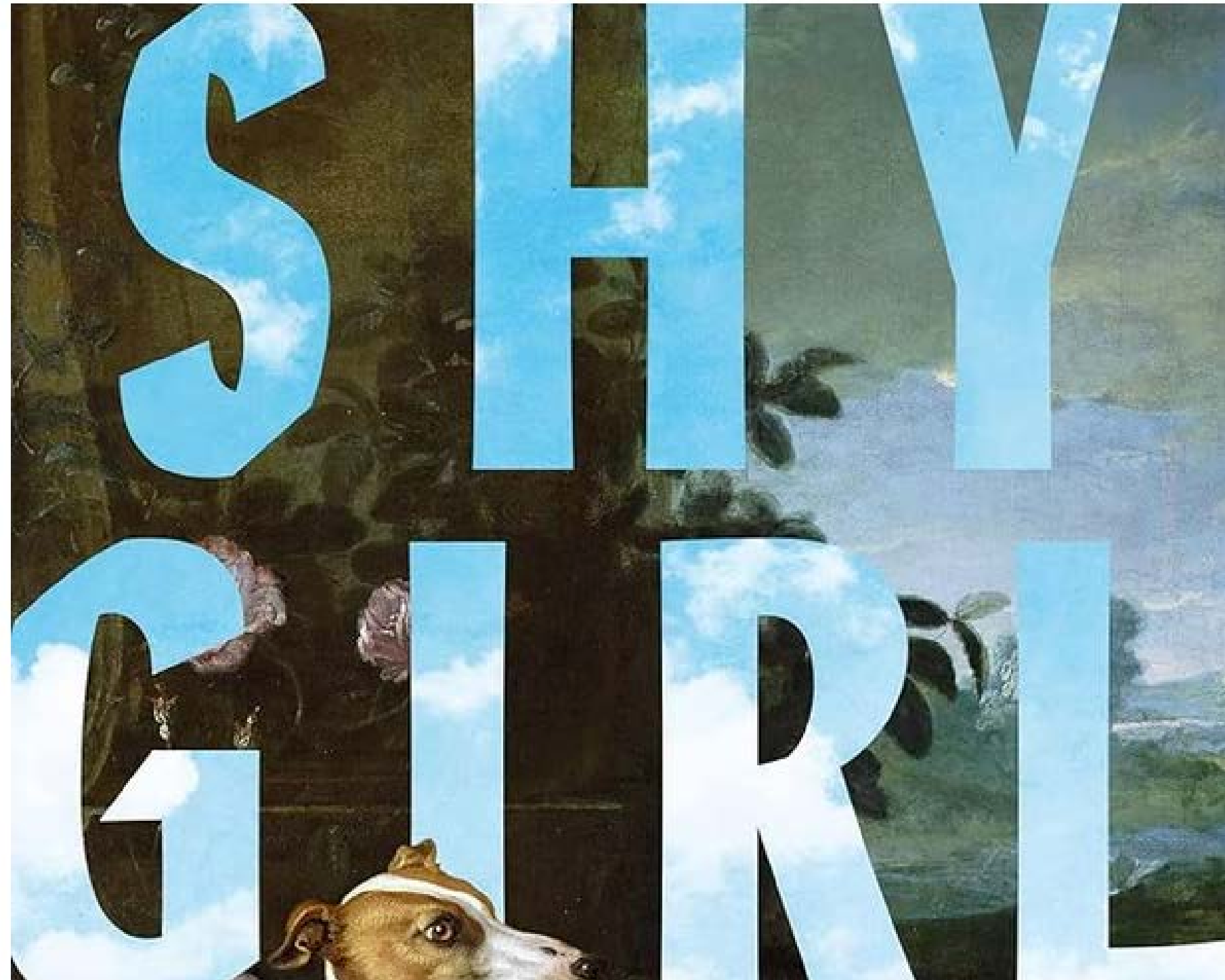
Purpose & motivation

- Why am I using GenAI right now?
- Lack of time?
- Cognitive overload?
- Convenience?
- Is AI supporting thinking or gradually replacing it?



Hachette pulls horror novel Shy Girl after suspected AI use

The publisher has cancelled the US release of Shy Girl by Mia Ballard and withdrawn the UK edition after weeks of online speculation about the novel's origins



Shy Girl by Mia Ballard. Photograph: PR

GenAI Attribution



How much of “you” needs to be in GenAI (like ChatGPT) output in order for it to be ***your*** voice?

- A.) 10%
- B.) 25%
- C.) 75%
- D.) 100%

A Critical AI Literacy Check for Educators (and Learners)

The bigger questions

- Apply all of Neil Postman's questions:
- What problem does this solve?
- What new problems does it create?
- Who benefits?
- Who is disadvantaged?
- What does it make easier; what does it make harder?

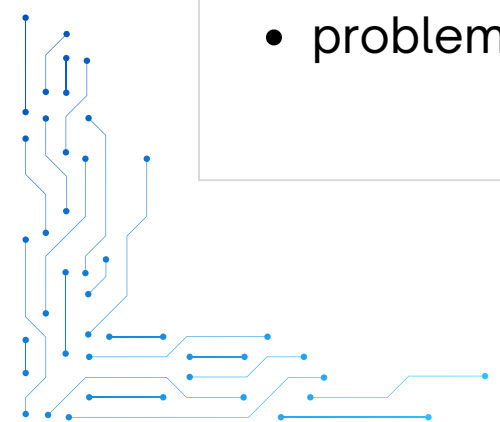


GenAI as a Team-mate

Thought-partner



How it Can Help		Where You Need to be Careful
• reflection - T's can outline their thoughts on lesson ideas, what worked, what didn't	→	• the GenAI will often support you; sometimes to extremes • validation, confirmation bias, addiction issue (illusion of reciprocity, echo chamber)
• materials creation: personalized skill building activities for learners, reading, dialogues, grammar activities, vocab-building	→	• watch for hallucinations; GenAI can make errors in seemingly simple tasks (like identifying parts of speech); watch for biased output • GenAI Images: massive energy use
• summaries - of longer texts, articles related to our field	→	• GenAI can "flatten" the summaries; can also include errors and bias; can editorialize content (i.e. BBC news articles - study in 2025)
• problem solving/research/fun & games	→	• watch for validation and plausible looking resources that don't exist (hallu-citations); privacy (what information are you providing - caricature viral trend)





[View in Otter →](#)

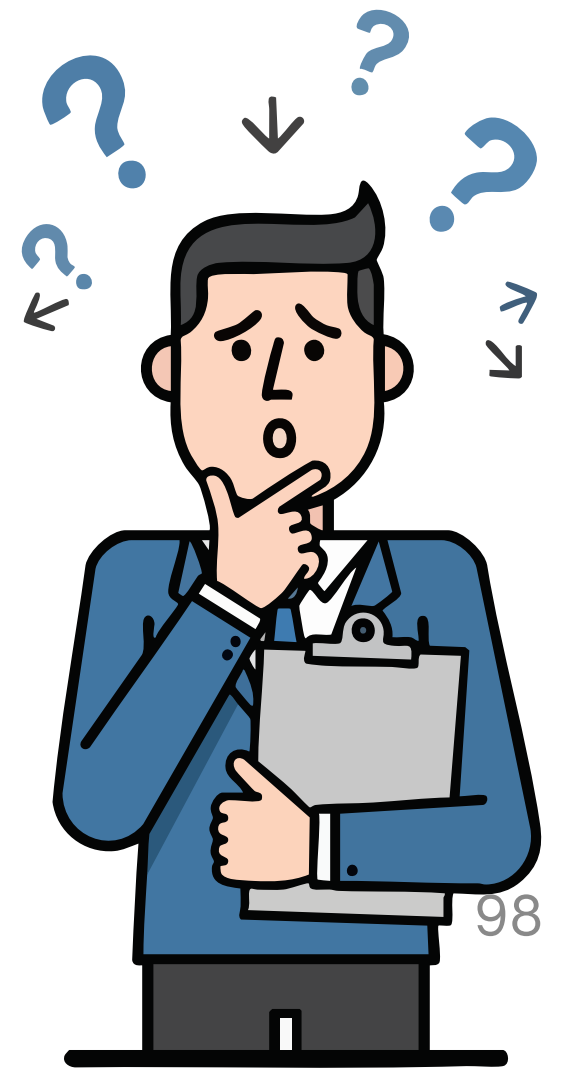
Jen < > Sandra, Ale

Feb 19, 4:21 pm, 27 min

Jen Artan, a product manager for the London chapter of Women in AI, discussed her upcoming presentations with Sandra L. and Ale. The first event, on February 27, will feature AI keynotes, tech sessions, and career development. Jen proposed a historical overview of AI from Ada Lovelace to ChatGPT 3.0, emphasizing the importance of understanding AI's evolution. Sandra suggested a second session on biases in AI. Jen also mentioned the need for legal expertise on AI-specific laws. They agreed on a 20-25 minute presentation slot, with flexibility for Q&A. Jen will provide titles and summaries for her sessions.

[See full summary →](#)

Correction: I am not now nor have I ever been a product manager. This title wasn't even brought up.



Token Concept and Language Barriers

- Sandra raises a question about the definition of a token in the context of language models like ChatGPT.
- Jen explains the concept of tokens and how it affects word counts and pricing in AI tools.
- The group discusses the implications of token pricing for different languages and regions.
- Jen offers to provide additional resources and presentations to help clarify these concepts.

Correction: never happened. But... it does sound like something a “product manager” would discuss...



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Final

THOUGHTS & QUESTIONS



Wrap Up: Why An AI Framework?



- 01 educators and learners have the right to know about the tools that impact their learning
- 02 administrators have a responsibility to provide ongoing training and discussion on the use of Generative AI
- 03 AI impacts are everywhere; workplace and personal lives
- 04 Teachers and learners may feel confused or overwhelmed
- 05 this is not a PD session that can be completed and checked off in a 30 min session



What Needs to Go INTO a Framework

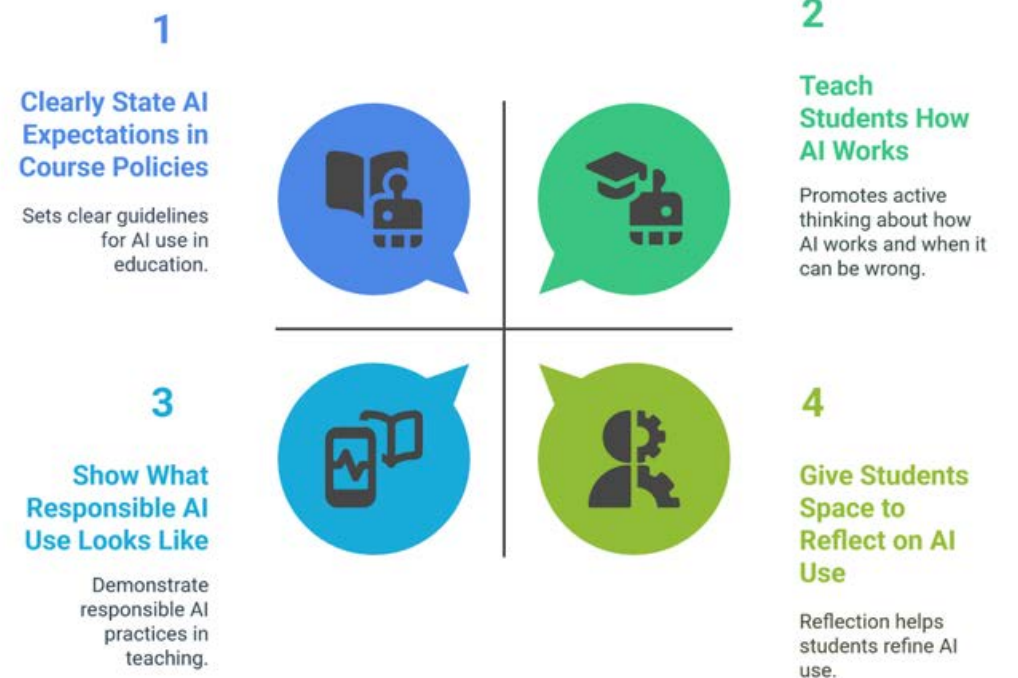
Some Ideas. Open for Suggestions...

- there is no one size fits all model
- each organization is different
- what works for one may not work for another
- this is a scaffold; it's not complete
- meant to develop awareness, confidence and demystify AI
- teachers can then use elements of their own PD in selected and relevant real world contexts for learners

Wrap Up

AI Frameworks already exist...

TrAIT Framework for AI Integration in Education

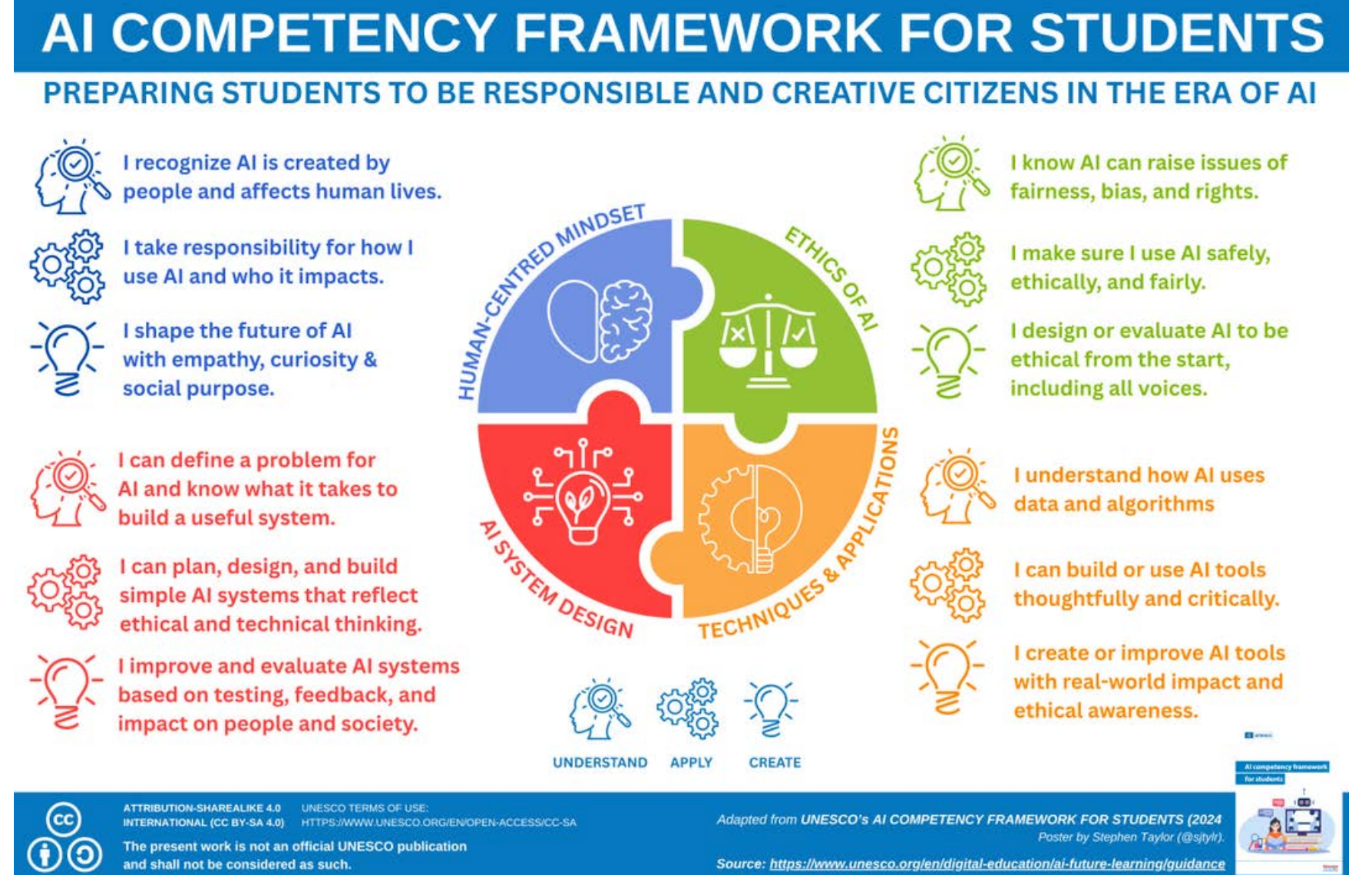
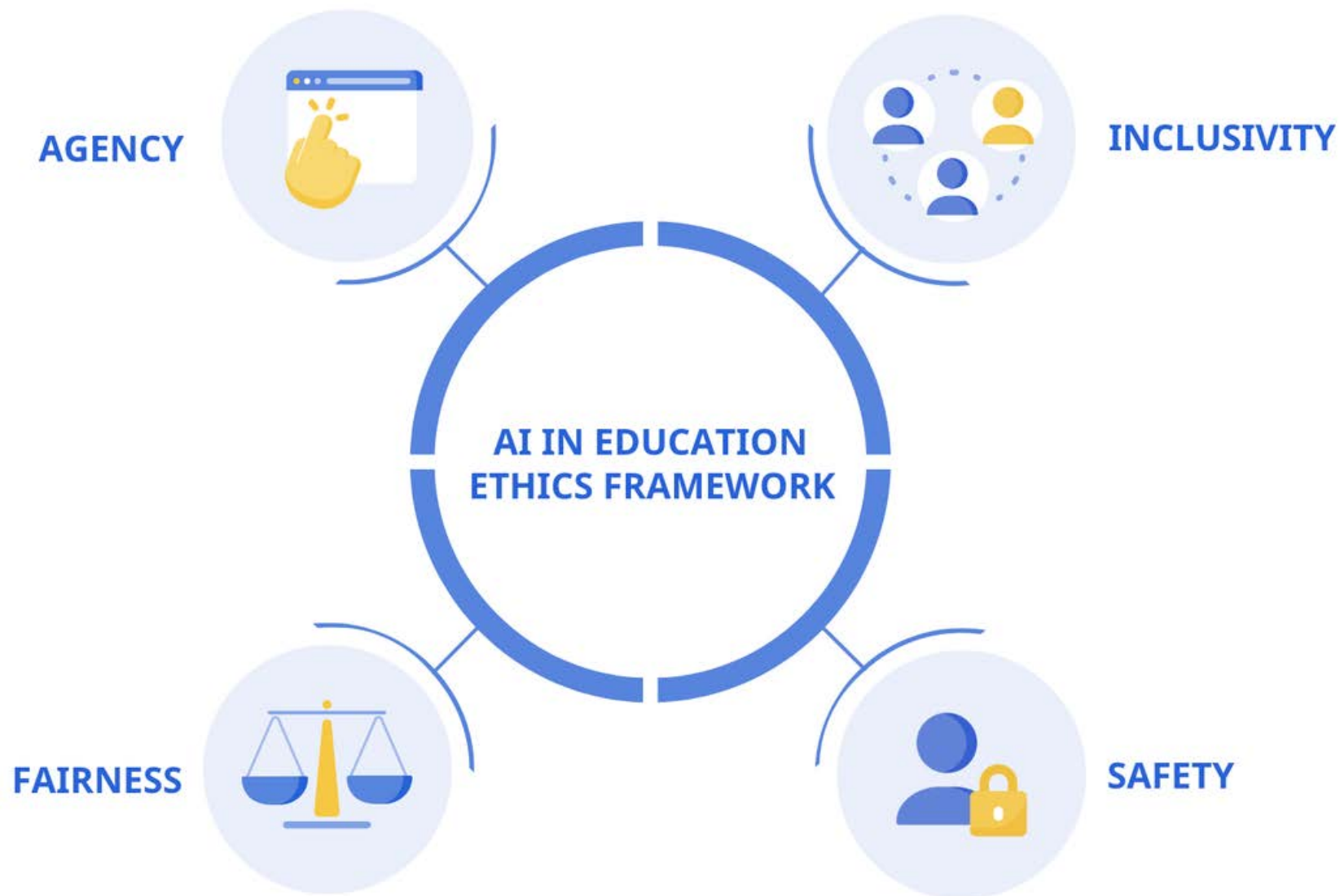


CC BY-NC 2025 Dr. Lane Freeman



Wrap Up

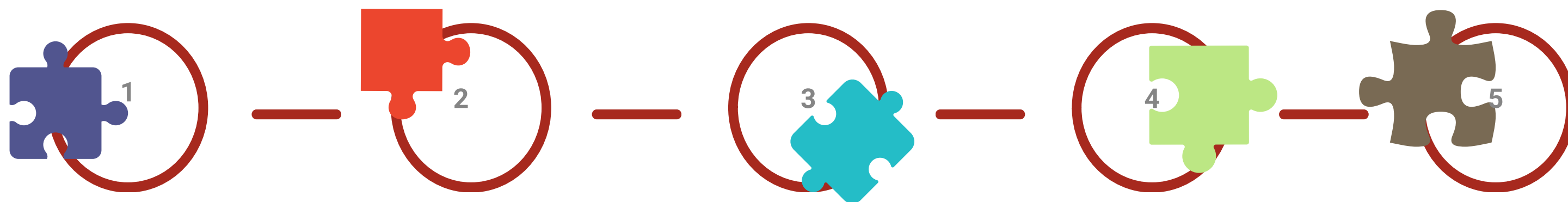
Most focus on HOW educators and learners USE the tools...





In An Ideal World...

A framework for educators comprised of at least these five dimensions...



AI Origin Story

Early History; Mid-History, 21st Century History, benchmarks and notable figures;

AI Techniques & Applications

How it works, key terms to know, energy and power consumption, carbon footprint and why this matters
Big Tech behind AI and their agendas

Human Centred Mindset

Using the tools, Human voice, human thinking, accountability, impact on critical thinking, AI in the CLASSROOM - is there such a thing as "responsible" AI use?

AI & Ethics

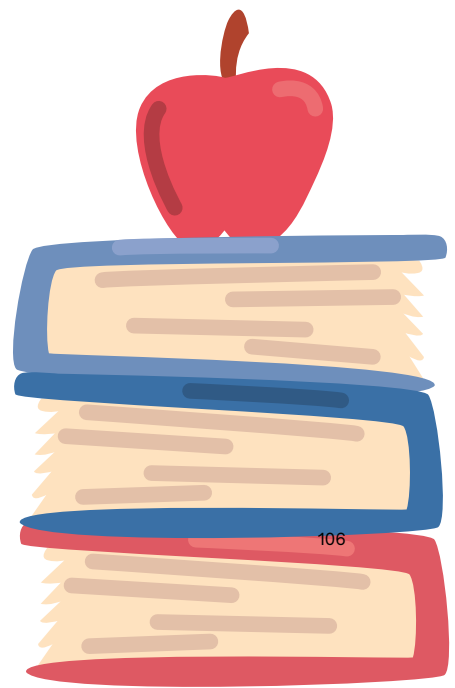
Human agency, where the labour comes from, RLHF, Issues and problems with "training" data; AI in the CLASSROOM, (bias in the data?
the AI alignment problem - to whose values are these systems aligned? change over time??

AI System Design

Thinking ahead; where is AI going, does it need to continue down its current path?
What's next?
AI Safety guardrails in Canada...

Language Teaching and “prep” time.

- We started off talking about “prep” time.
- No doubt, GenAI tools will help educators develop resources much quicker than ever before (dialogues!)
- Ultimately, we (the users, not the companies) are being held accountable for what we generate from these tools.
- Awareness must precede accountability.
- As always, ask questions
 - to your service providers - what training are you providing for us?
 - what kind of AI Framework are we using? what does it prioritize?
 - how secure/safe is the tool?
 - how do you expect us to be using it?



THANKS TESL ONTARIO!

LINKEDIN: @JENARTAN
JENNIFERELLENARTAN@GMAIL.COM



CURRENTLY:

- Board Member (Secretary), TESL Ontario Board of Directors
- Learning Support Lead, TVDSB
- Avenue.ca Mentor

RECENTLY:

- WRIT Professor, Fanshawe College (SLLS)
- Comm1000 Prof, George Brown College
- ESL Language Instructor IWC Hamilton ON
- Writer/Presenter: ESL Library (Ellii.com)

Thank
you!

On Attribution:



OpenAI Terms of Use (January 1, 2026)

“You may not:

Represent that Output was human-generated when it was not.”

Note: OpenAI is not alone in this. The Government of Canada’s Guide on the Use of Generative AI parrots this exactly.

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