

# Machine Learning and Assessment Practice in BC Post-Secondary

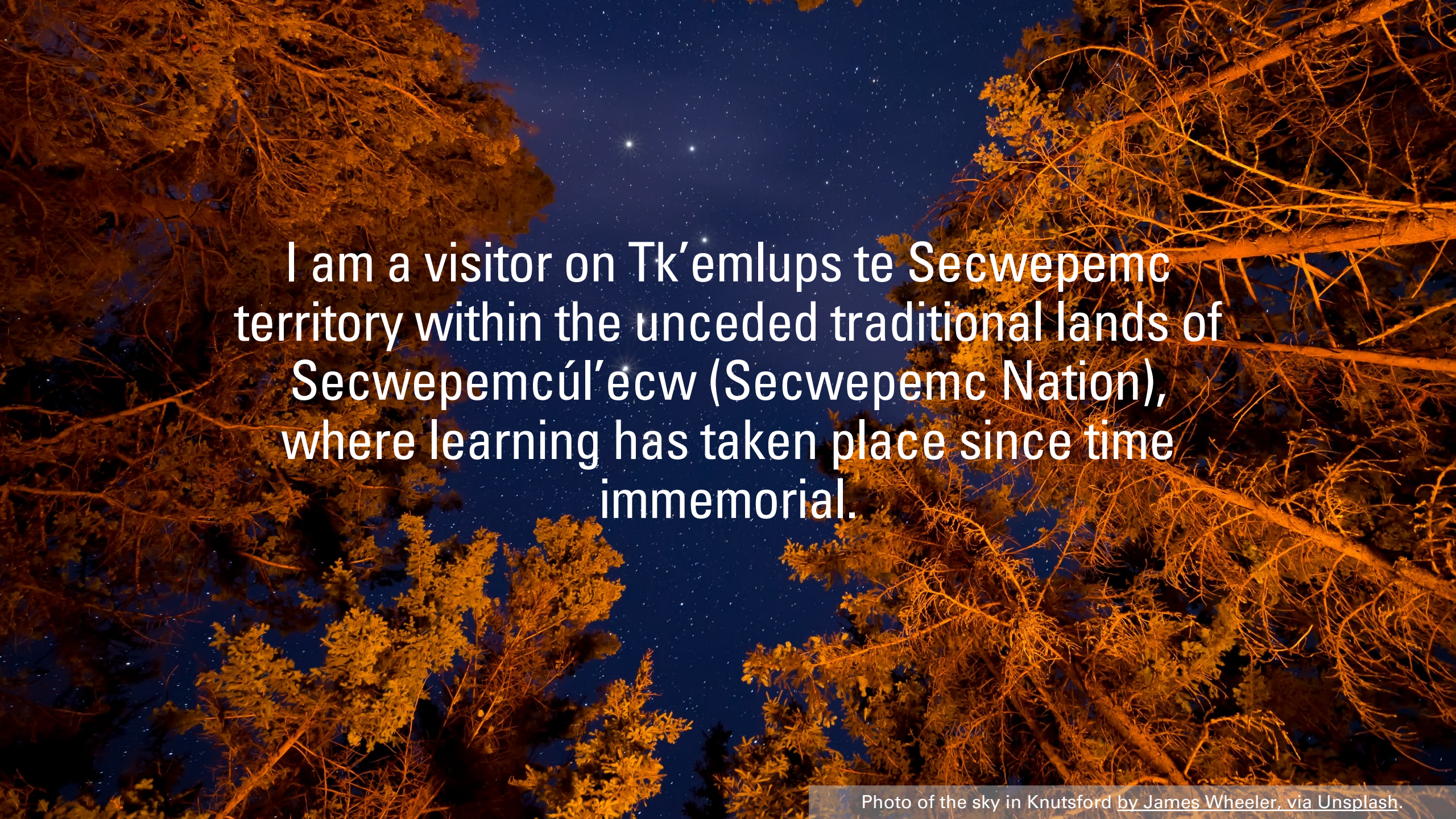
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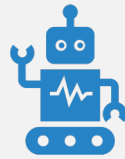


A low-angle night photograph looking up at a starry sky. The sky is a deep blue, filled with numerous stars of varying brightness. The edges of the frame are filled with the dark, silhouetted branches and needles of evergreen trees, which are illuminated from below, creating a warm, golden glow. The text is centered in the middle of the image in a white, sans-serif font.

I am a visitor on Tk'emlups te Secwepemc  
territory within the unceded traditional lands of  
Secwepemcúl'ecw (Secwepemc Nation),  
where learning has taken place since time  
immemorial.



# Digital Detox: “The Robots Are Coming”



TRU's eight-week program of thinking about artificial intelligence in education.



Archived at  
<http://digitaldetox.trubox.ca>

# Bias and Accountability

Algorithmic bias: the idea that datasets already include the same biases as exist in society.

Automation bias: the tech utopian imaginary that machine-led decisions are inherently less biased than human-led decisions.

Accountability gap: the distance between the entity making the decision and the human (hopefully) responsible for it.

# *How* do we use Generative AI?

All users (students, researchers, writers) need more education about what generative AI can and cannot do.

Remember that when it doesn't "know," it fabricates.

Potential for misinformation is very high.

# Traditional Definitions of Academic Integrity Are Troubled

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ML data sets are built on scraped data used either non-consensually or with a limited understanding of informed consent.

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Generative AI does not “cite” its sources (indeed, it actively suppresses them).

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Dr. Sarah Eaton calls this the “postplagiarism” moment.

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Who does the difficult work of making AI palatable?

I beg you not  
to pursue an  
arms race.

Just as Turnitin begat contract cheating, there is no detector tool that will resolve these questions or enable us to ignore Generative AI in our teaching, learning, and research practice.

# Academic Integrity vs. Assessment Integrity

## Centre

Centre  
process over  
product in the  
evaluation of  
learning.

## Consider

Consider the  
value of writing  
and the purpose  
of essays.

## Examine

Examine what  
can actually be  
done at scale.



# Policy Perspectives: Disclosures, Not Bans



Radical transparency, not fear.



What does a “culture of academic integrity” look like now?



Will we hold faculty, staff, policy writers, and in-house communications to the same standard as we hold students?



Outline expectations of faculty, staff, and students re: disclosing use of AI.

Thank you for  
your time  
today.