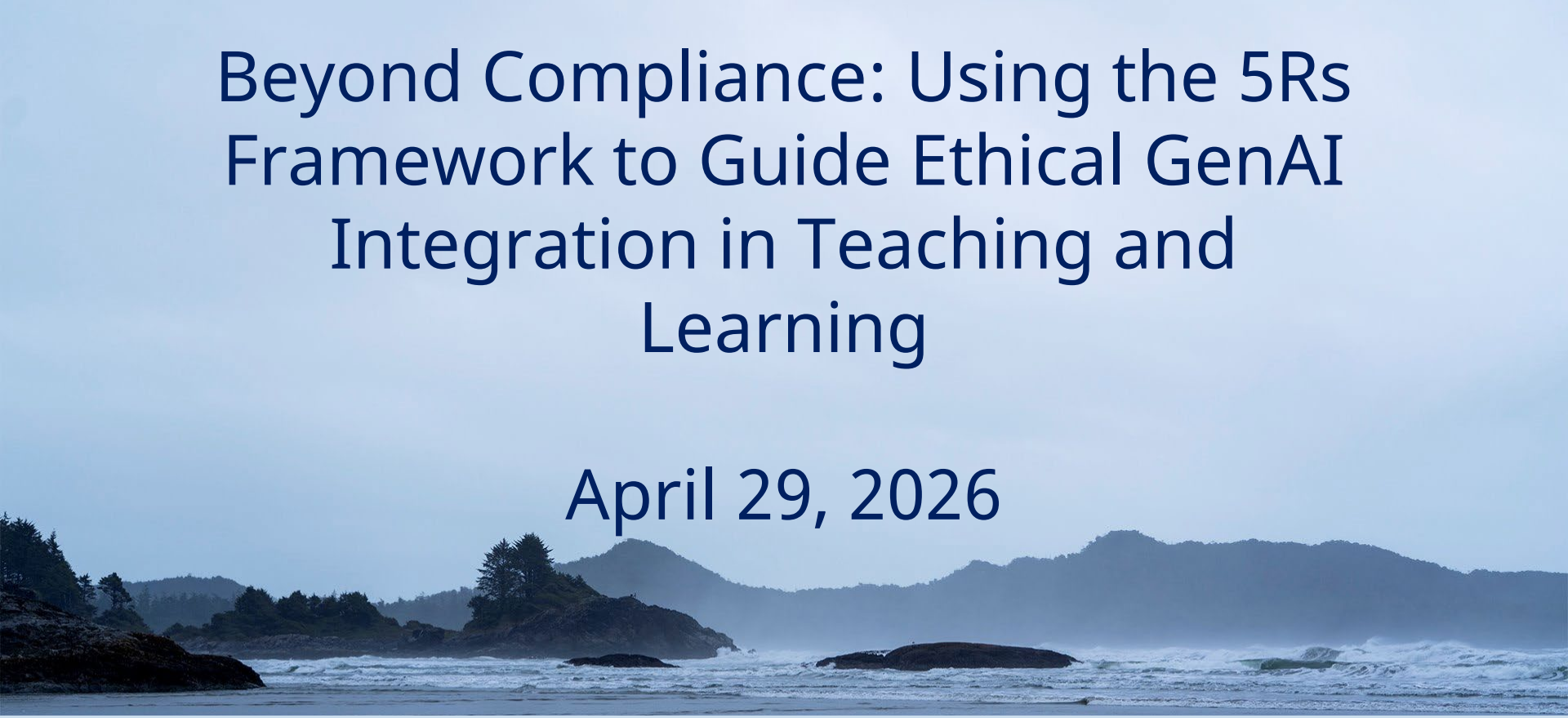
Beyond Compliance: Using the 5Rs Framework to Guide Ethical GenAI Integration in Teaching and Learning

April 29, 2026



Learning and Teaching Innovation (LTI)

UVIC

Workshop Facilitators

- Alexander Warrington; Manager, Educational Technology Support

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  - For the 5Rs model and its application to online learning
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We acknowledge and respect the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose traditional territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Cwélelep

"Cwélelep is a Lil’wat Indigenous language concept about learning. It recognises the need to sometimes be in a place of dissonance and uncertainty, heightened awareness, so as to be open to new learning" (Williams & Hall, 2023, p. 66).

October 12, 2023 at 1:14 p.m.

November 21, 2024 at 12:12 p.m.

Our assumptions

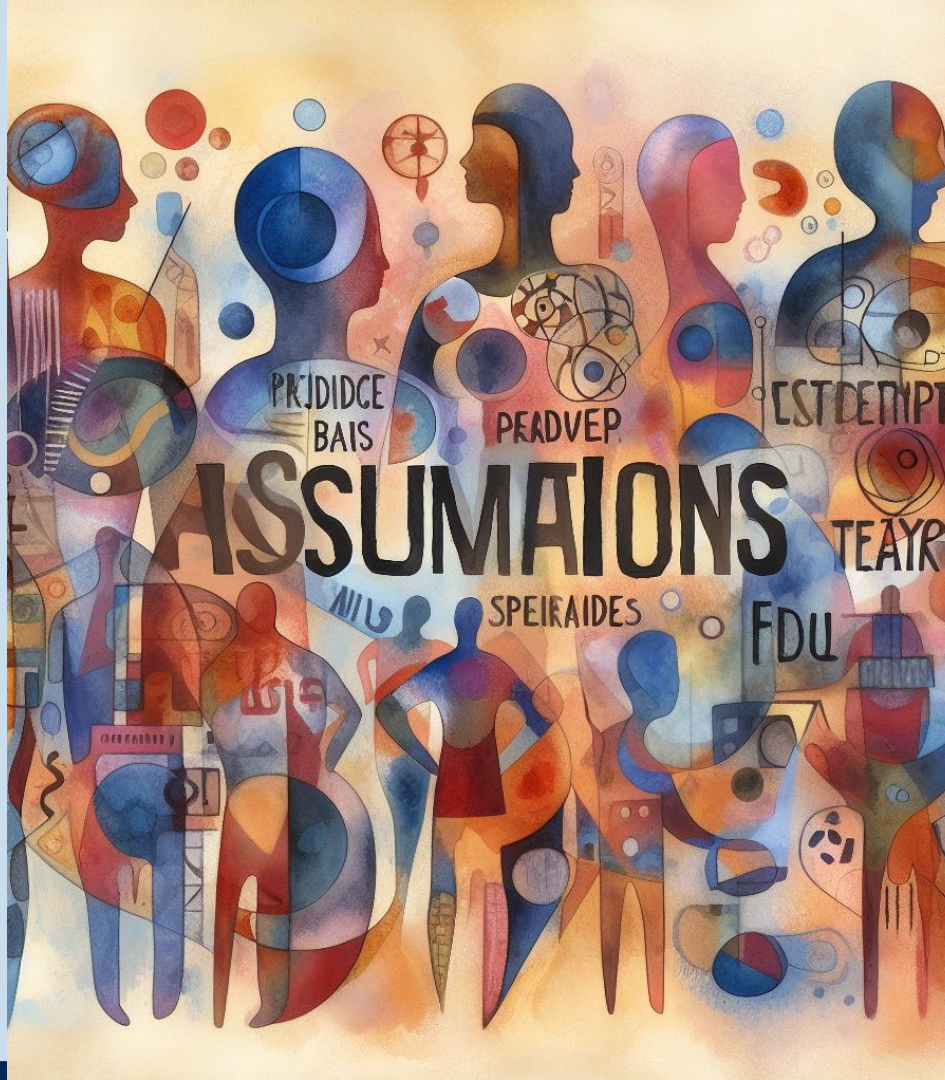
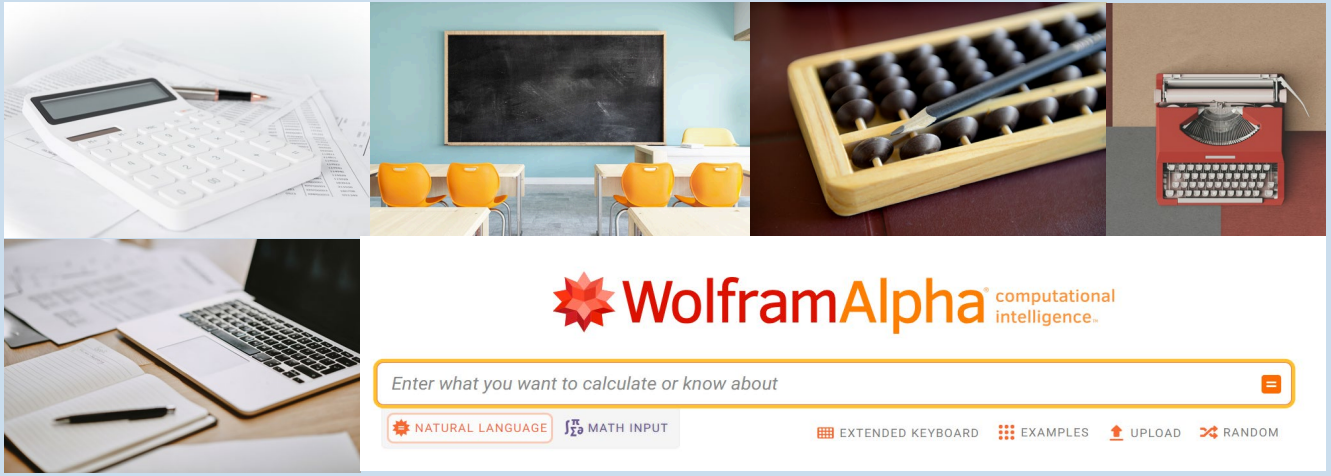


Image source: Picture generated with AI (Microsoft Bing Image Creator powered by DALL-E). October 12, 2023 at 1:05 p.m.

Prompt: watercolor representing the idea of assumptions.

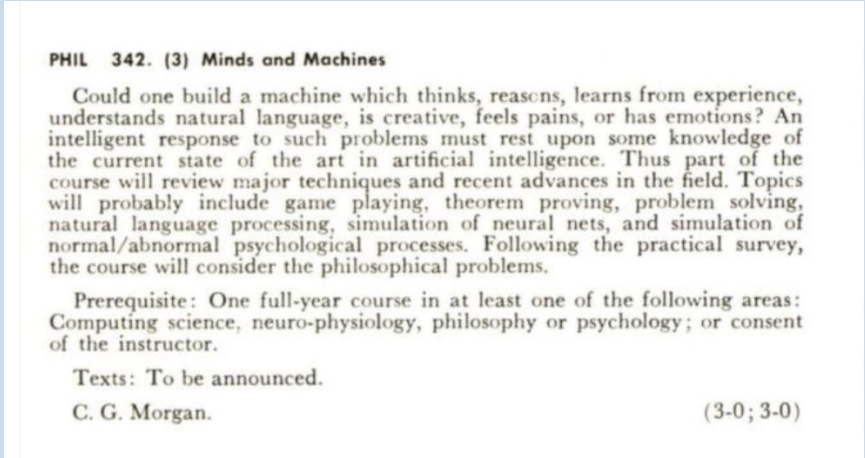
Our assumptions… technology

- Technology has always been used in education
- Technology is neither inherently good nor bad
- How educators/students use technology matters



Our assumptions...GenAI

- AI has existed for a long time
- GenAI is here to stay
- GenAI is changing
- GenAI is not neutral
- There are ambiguities
- We are working through all of the questions



PHIL 342. (3) Minds and Machines

Could one build a machine which thinks, reasons, learns from experience, understands natural language, is creative, feels pains, or has emotions? An intelligent response to such problems must rest upon some knowledge of the current state of the art in artificial intelligence. Thus part of the course will review major techniques and recent advances in the field. Topics will probably include game playing, theorem proving, problem solving, natural language processing, simulation of neural nets, and simulation of normal/abnormal psychological processes. Following the practical survey, the course will consider the philosophical problems.

Prerequisite: One full-year course in at least one of the following areas: Computing science, neuro-physiology, philosophy or psychology; or consent of the instructor.

Texts: To be announced.

C. G. Morgan. (3-0; 3-0)

Image source: 1976-77 Calendar Entry for Phil 342, University of Victoria, Retrieved from https://archive.org/details/197677/page/n89/

Our Assumptions…Academic Integrity

- There has always been academic dishonesty
  - "Cheating will be easier with AI, but it was easy before" (Mollick, 2023)
- GenAI detection is problematic
- Submitting the work of GenAI in whole or part as *original work* is academic dishonesty
- Giving *inadequate attribution* to GenAI is academic dishonesty
- Using GenAI to edit work *without an instructor's explicit written authorization* is academic dishonesty

Ethical Considerations

- Academic Integrity
- Bias & Fairness
- Transparency & Student Awareness
- Data Privacy & Protection
- Dependency & Erosion of Critical Skills
- Equity & Access to AI Resources
- Intellectual Property & Copyright
- Accuracy & Reliability of AI Outputs
- Sustainability & Environmental Impact
- Long-Term Impact on Learning

GenAI and Ethics - https://www.bcit.ca/learning-teaching-centre/generative-ai/genai-and-ethics/

Why a Reflective Framework

Enable educators and learners to make principled, context-aware decisions about teaching & learning…and beyond formal education.

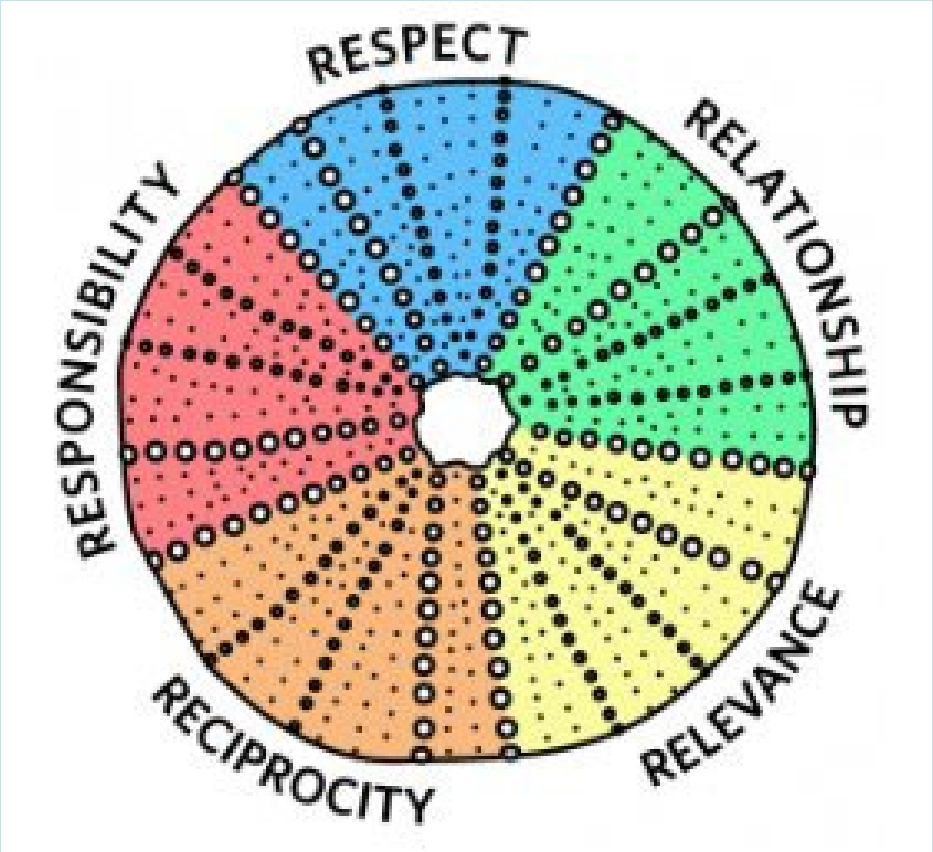
- **Develops metacognitive awareness** – think critically about how, when, and why students learn and how you can support their journey
- **Contextual and adaptive** – responds to disciplinary, cultural, and situational differences
- **Internalized decision-making** – builds capacity for ethical reasoning in ambiguous situations
- **Encourages dialogue and meaning-making** – creates space for exploration, uncertainty, and growth

GenAI - Current Tensions

Compliance-based approaches are insufficient – detection and prohibition strategies fail to address underlying learning needs

- **Students seek mentorship, not just rules –** they want guidance on responsible and ethical GenAI use (SFU, 2023)
- **The post-plagiarism era** (Eaton, 2025) **–** "We can delegate writing but not responsibility for the content"
- **Process matters more than product –** focus must shift from outputs to supporting development of learning
- **Students are not homogenous –** students adopt a different strategy based on context and needs

5Rs Model



Integrating Indigenous Pedagogies into Online Learning
Dr. Jean-Paul Restoule

Respect

… refers to the need to recognize and respect First Nations cultural norms and values…Importantly, Indigenous worldviews are holistic, meaning that hierarchies and separation between beings are not inherent (Tessaro et al., 2018)

Respect for:

- Self and learning
- Instructor and academic integrity
- Researcher/knowledge keeper and attribution
- Environment

Respect in Teaching

Honouring ways of knowing and being

- Does use of GenAI honour the knowledge systems relevant to this course?
- How do I ensure that Indigenous knowledge, oral traditions, or community-based perspectives are not treated as data to be extracted? How do we ensure knowledge doesn't just become data?
- In this assignment, are students positioned as responsible knowledge holders?
- Where must I be explicit about attribution, protocol, and intellectual sovereignty?

Respect in Learning

How would you encourage your students to engage ethical and in a principled manner with GenAI?

- What does that look like in your course? Department? Discipline?

Example:

How does showing respect for your decision to be a student influence the way you choose to engage (or not engage) with GenAI tools, especially when no one is looking and you could easily use them in ways that bend or break academic integrity expectations?

Relationships

…the other Four R's of respect, reciprocity, relevance, and responsibility can only truly be realized through conscious tending and effort to relationships. Relationships between teacher and learner, and between community, culture, and school underlie all aspects of Indigenous education (Restoule, 2017)

What does our relationship look like with technology and its relationship with us?

Relationships in Teaching

Relational accountability between people, knowledge, and technology.

- What kind of relationship am I modelling with technology?
- What kind of learning relationships do you want to cultivate?
- What role does trust play in your classroom dynamics? Has GenAI altered this?
- How does technology mediate connection or create distance?
- How do your assignments & learning activities strengthen or weaken relational learning?

Relationships in Learning

How do you cultivate trust and connection when GenAI is present? What does that look like in your course?

- Build activities that prioritize peer interaction and collaboration
- Create spaces for dialogue about technology's role in learning relationships
- Foster community where students feel comfortable discussing challenges

Example:

What role do trusting relationships play in deciding when to use (or not use) GenAI collaboratively in academic or workplace settings?

Relevancy

...is important because it provides a realistic and grounded meaning to your lessons and your course. (Tessaro et al., 2018)

- Understanding where you are coming from and what you bring to the learning process.
- Learning should be grounded and contextual.
- How would GenAI support/hinder this process?

Coast Salish Art Collection, Legacy Art Galleries, University of Victoria. https://legacy.uvic.ca/gallery/cornett/coast-salish-art/

Relevancy in Teaching

Connecting your course to place, community, and lived experience?

- Does this use of GenAI connect learning authentically to land, place, and community?
- Are students engaging with real community issues, or interacting with simulated abstraction?
- Whose knowledge and perspectives are centered in your curriculum?
- What makes learning meaningful in your disciplinary and cultural context?

Relevancy in Learning

How do you ensure learning remains grounded and meaningful?

- What does that look like in your discipline?
- How can you create assessments and learning activities that relevant, meaningful, context specific.
- How can you help your students to identify gaps or limitations in AI-generated responses.

Example: How do you ensure GenAI use (choosing prompts, reviewing outputs, or even deciding not to use GenAI at all) reflects the specific communities, contexts, and professional situations you are responsible for rather than furthering generic, biased, or decontextualized answers?

Responsibility

...means that both the instructor and learner have a responsibility and requirement to uphold cultural, as well as personal/social, aspects of being. (Atkins & Lake, 2021)

Can GenAI uphold and support your values and reflect Indigenous knowledge and methodologies?

Photo by Nathan Lemon on Unsplash

Unsplash

Responsibility in Teaching

What responsibilities do you carry when integrating GenAI into your teaching?

- What responsibilities do I carry when introducing this tool into my classroom? Do I need to discuss this? How deeply?
- What are the long-term impacts on student capacity to think and create? How to you convey your perspective respectively?
- Who bears the environmental, cultural, or data-related costs of this technology?
- Where must boundaries be clearly articulated to uphold integrity?

Responsibility in Learning

How do you help students understand their accountability? What does that look like in your teaching?

- Do you spend time articulating clear boundaries and expectations about GenAI use.
- Do you facilitate opportunities to examine ethical dilemmas and trade-offs of using GenAI.

Example:

In what ways can you take responsibility for verifying GenAI-generated content before using it in group projects or career tasks?

Reciprocity

"...the emphasis is on making teaching and learning two-way processes, in which the give-and-take between faculty and students opens up new levels of understanding for everyone" (Kirkness and Barnhardt, 2001, p. 11)

- How do we support others?
- Can GenAI help pass knowledge on?
- Learning is a two-way process.

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Reciprocity in Teaching

How do you create opportunities for mutual learning and knowledge exchange?

- Who benefits from GenAI integration in your course?
- What does the learning community receive back when GenAI is used?
- How can student work contribute meaningfully to broader communities?
- Does this design create opportunities for shared meaning-making?
- What do you learn from your students?
- How do learning activities and assessments create value beyond individual grades?

Reciprocity in Learning

How do you foster mutual learning and contribution? What does that look like in your course?

- Design projects where student work benefits broader communities
- Create peer learning opportunities that value diverse contributions
- Build in knowledge mobilization and sharing components
- Facilitate reflection on who benefits from GenAI integration

Example:

How could reciprocity encourage sharing your insights gained through GenAI use with peers while giving proper attribution? How could you encourage others to do the same?

Small Group Discussion

Which of the 5Rs in the model resonate with you based on your current approaches, attitudes, and/or practices.

Which of the 5Rs would you like to explore further for your own practice? What would this look like practically?

Over to you....

Questions?

Thoughts?

Comments?