

CAUCE 2026

# From Uncertainty to Action

## Co-Creating AI Strategies in Higher Education

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*ecampus*  
Ontario

# Land Acknowledgement

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples.

These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties.

Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada.

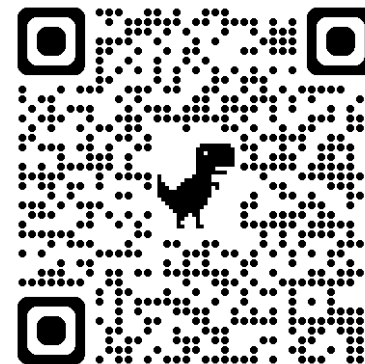
## About us



### Marie-Claire Coupèrier

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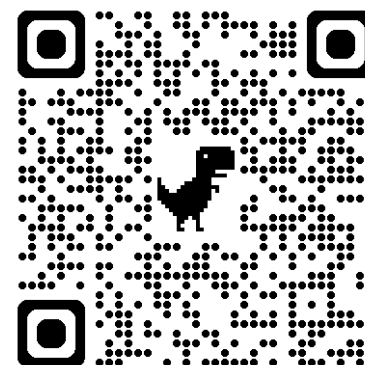
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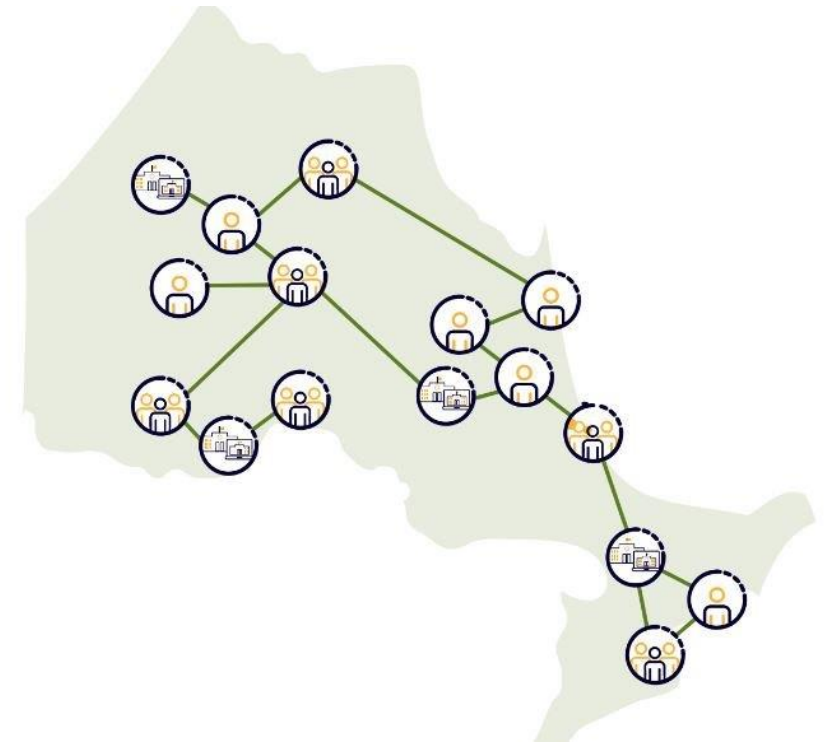
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## eCampusOntario | Digital Campus Canada

We are a not-for-profit organization that helps post-secondary institutions build the **strategy, capability, and confidence** needed to lead in a digital-first environment.

Through our **platforms, products, and services**, we help our members and partners increase revenue, reduce costs, and drive digital transformation.



#ContinuingEducation #AI #HigherEducation #CAUCE2026

<https://ecampusontario.ca/>

# AI Use Statement



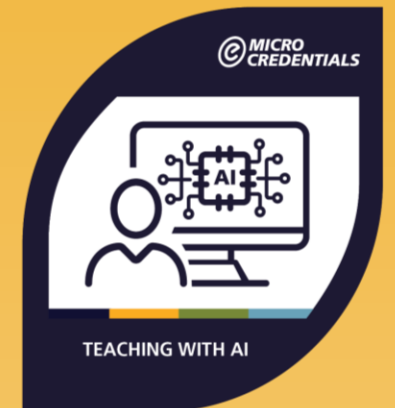
|            |                                   |
|------------|-----------------------------------|
| <b>NAI</b> | No artificial intelligence        |
| <b>AIG</b> | Artificial intelligence generated |
| <b>AIA</b> | Artificial intelligence aided     |

ChatGPT, Microsoft Copilot and Grammarly were used to support this presentation.

[Logos for transparent use of artificial intelligence](#)  
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# Agenda

1. Welcome & Poll
2. Context: Why Teaching with AI
3. Program Story & Design Approach
4. Group Activity: Navigating Student AI Use
5. Key Insights & Resources





# Wooclap Poll

**When you think about AI and the future of teaching at your institution, what is the first word or phrase that comes to mind?**





# Teaching with AI...

## Behind the story

[Register now!](#)

# Why create a program about AI?



**Emerging need for the sector**

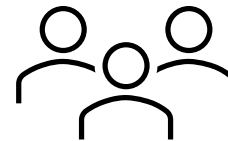


## **Impact on students**

- Clear guidance
- Critical thinking
- Future-ready learning



**One program for all member institutions**



## **Community of Practice**

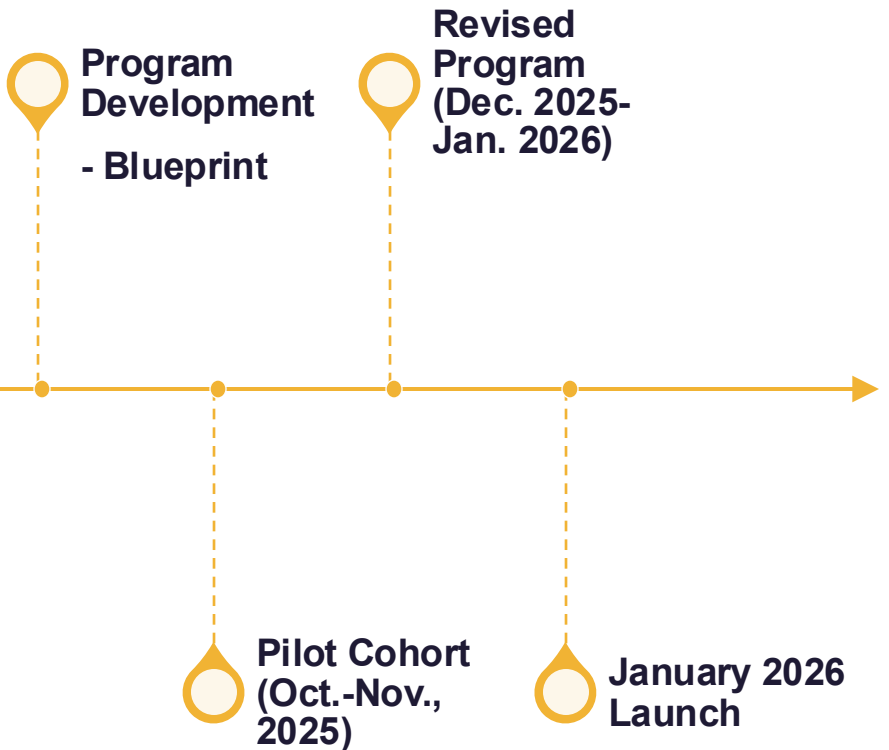
- Share resources
- Peer collaboration
- Create a network

# Timeline

## Research and Needs Assessment



## Program Development and Improvement



# Connecting with institutions for feedback

## **To better align with the needs of our member institutions, we:**

- Created a **list of questions** to support the discussion
- Collected feedback
  - Option 1: 1-hour Meeting
  - Option 2: Email
- Meetings were recorded and documented
  - **Stay focus and listen!**

# Feedback

## **Discussions allowed us to:**

- Draft the program blueprint by refining the learning outcomes and objectives
- Identify issues, topics, activities, and assessments
- Collect institutional resources such as guidelines, policies (if available) and OER
- Identify AI key contacts within the institution
- Identify potential participants for the pilot cohort (waitlist)

# What we learnt from institutions

## **Top 5 feedback from postsecondary institutions**

1. Address fears and misconceptions about AI (Myths and facts)
2. Engage institutional leadership
3. Promote diverse assessment methods
4. Leverage existing guidelines and resources
5. Support educators in integrating AI into their practice

## **• Feedback from our facilitated sessions (today)**

- AI Assessment strategies
- The ethical use of AI by students

# 3 Modules and 4 Learning Outcomes



## Module 1: AI Explorer

- Discern the key concepts and contexts of AI and Gen AI
- Demonstrate practical and ethical AI integration strategies in educational contexts
- 2 activities + 1 final assessment



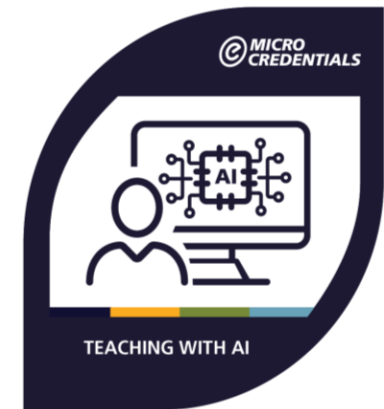
## Module 2: AI Evaluator

- Integrate AI effectively into teaching and learning practices
- 3 activities (2 mandatory + 1 optional) + 1 final assessment



## Module 3: AI Experimenter

- Recommend strategies for AI-enabled education
- 3 activities + 1 final assessment

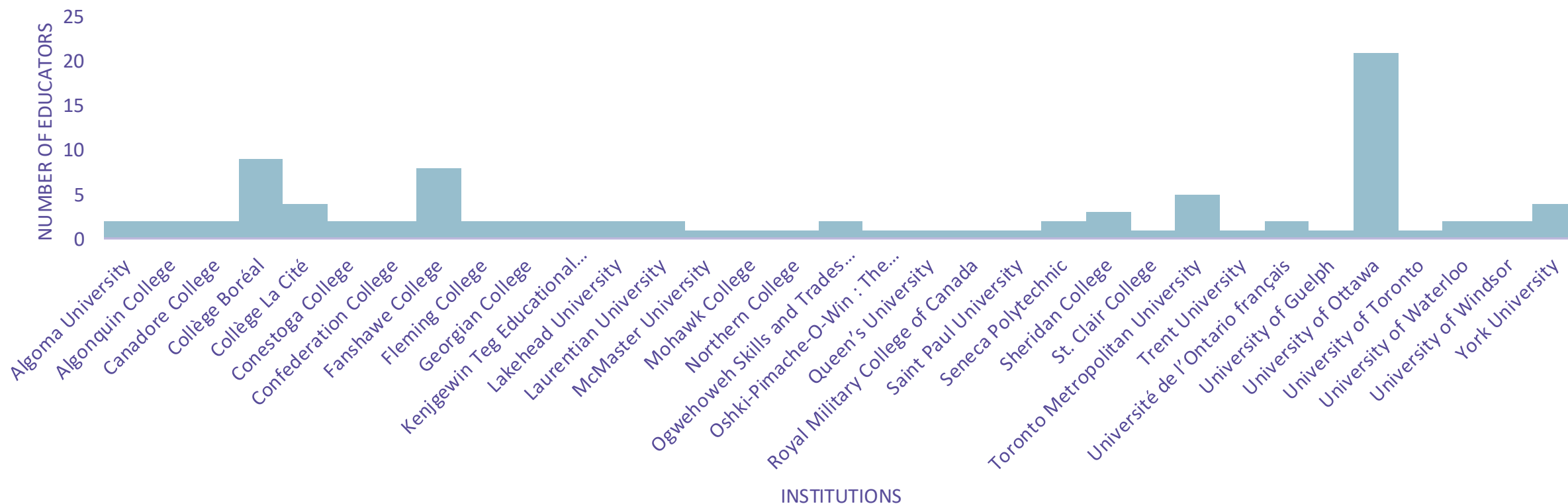


# Fall 2025 Pilot Cohort – 15 hours Program

- **5 Weeks 1-hour facilitated sessions**
  - English and French
- **Feedback Collection From Participants**
  - 3 Module surveys
  - 1 Program survey
- **Champion Program**
  - 9 Champions
  - Helped with the cohort delivery
  - Collected and shared feedback
  - Reviewed program in Brightspace

# Pilot Cohort Institutional Engagement

- 138 Registrations
- 33 Colleges, Universities and Indigenous Institutes across Ontario



# 2025-26 Cohorts Institutional Engagement

- 397 Registrations
- 47 Colleges, Universities and Indigenous Institutes across Ontario





# Workshop

# Case-Based Experimentation with Student AI Use

## Objective

Explore a restorative approach to situations where student AI use raises academic integrity concerns, with an emphasis on learning and accountability.

## Instructions

- Read the case involving student use of AI.
- Discuss the situation as a group, the context and the academic integrity concern.
- Consider a restorative response by discussing how you would approach this conversation and what you would prioritize.
- Reflect briefly by identifying one potential benefit and one challenge using this approach in your context.

# Group Project and AI Use

## Context

Students submit a group project that includes a written report and presentation. One section of the report is noticeably more polished and technical than the rest. During peer evaluation, a group member mentions that one student used AI extensively to draft their section, while others did not. Your course does not prohibit AI use, but it requires transparency about tools used and equitable contribution within group work.

## Group Activity (20 min)

- Work together to outline how you would approach a restorative conversation with the group.
- Focus on how AI use is acknowledged, how equity is addressed, and how expectations for future work could be clarified.
- Agree on one key takeaway to share.



# Key Insights

# Improvements following the Pilot Cohort

1. Reduced program content and activities
2. Included interactive content
3. Reviewed activity instructions
4. Reviewed our facilitated sessions delivery

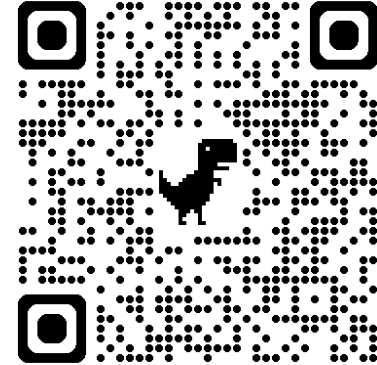
# Insights From Participants

- Participants valued connecting with peers across institutions to understand different contexts and approaches.
- Participants appreciated the hands-on activities that supported applying AI tools to their teaching practice.
- The combination of live online sessions and structured content in the course LMS made it easy to follow along and clearly understand the purpose and the goals.
- The program is well-structured, and the activities offered provide hands-on experience with the use of AI in an educational setting.
- AI can be a shortcut for students, but it might prove costly for them in their professional lives; what if they do not acquire the necessary skills and competencies because of how they used AI?

# Resources

## **Artificial Intelligence (AI) Initiatives in Higher Education Website**

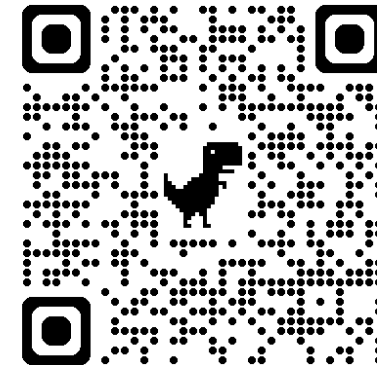
Explore AI initiatives that support transformative, digital-by-design education and innovation.



## **Reports and Publications**

### **Building a Bilingual Micro-credential : A Case Study & Checklist**

This case study describes how eCampusOntario created a bilingual micro-credential called: Teaching with (AI) / Enseigner avec l'IA.



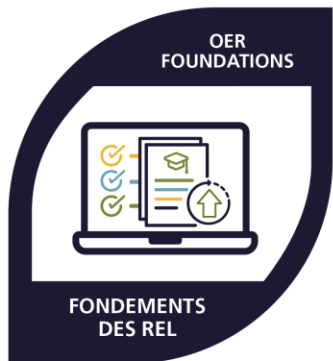
### **Designing a Suite of Micro-credentials: A Practical Framework**

A framework or approach for developing a harmonized suite of micro-credentials.

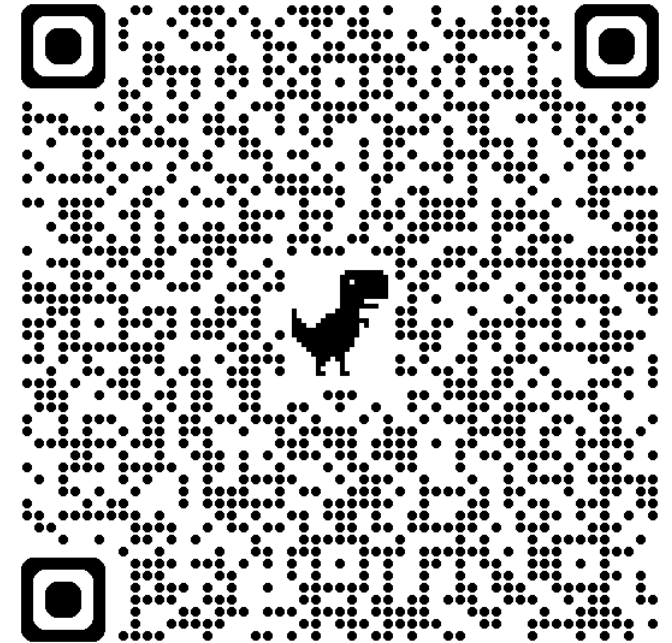
# Professional Development Programs



**Empowered Educator**  
**August 4 – August 21, 2026**  
Mondays, Wednesdays and Fridays  
at 10:00 AM



**Mastering Open Ed**  
**June 1 – July 17, 2026**  
Tuesdays, at 2:00 PM



<https://learn.ecampusontario.ca/>

# Thank you!

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