

Brenna Clarke Gray:

Hello, and welcome to You Got This!, a podcast about teaching, learning, community, conversation, and your digital life, made for everyone at Thompson Rivers University. I'm your host, Brenna Clarke Gray, coordinator of educational technologies. This podcast is a project of your friends over at Learning Technology and Innovation. We're housed within Open Learning, but we support the whole campus community. I record this podcast in Tk'emlups te Secwepemc, within the unceded, traditional land of Secwepemcú'ecw, where I hope to learn and grow in community with all of you. This week, I'm thinking a lot about the difference between access and accommodation. Let's get into it.

Before we start, I want to say that my thinking today is informed by lots of people, but most recently, maybe the easiest threads to link my thinking back to would be Ben Mitchell's TPC talk last week about accommodations and accessibility, particularly for neurodivergent students, and an article I was reading this morning in the Journal of Multimodal Rhetorics called Universal Design in Apocalypse Time: A Short History of Accessible Teaching Excavation by Sarah Madoka Currie. I'll link that in the show notes.

In both cases, these thinkers are giving me a reason to think a little bit more, a little bit more critically, maybe just to think a little differently about how accessibility and accommodation function. The broad brush strokes difference between the two ideas: Accommodations are things that we do to our course in order to allow specific learners to have needs met. It might be, you've all seen the letters you get from Accessibility Services. It might be extra time on an exam. It might be the ability to type instead of handwrite an exam, whatever it is. It's an accommodation, when it's granted, to one or a small handful of students within the course, but everybody else is doing the sort of like, quote, unquote, mainstream assessment.

Accessibility is a lot broader. Accessibility is like trying to anticipate the potential needs of our learners and meet them, without having to give special accommodations to individual students, and without those individual students having to request it. It's trying to imagine like, "Where are the barriers to learning in my class and how can I manage those ahead of time? How can I think about access at the course design stage?" It might be that you don't have timed exams at all, so individual students who require additional time on the exam don't need to be accommodated in your class because that's not a particular issue of your course.

That's, in broad brushstroke, the difference between accommodation and accessibility. We tend to think of them in the same breath, often, but they're actually really, really different. The main difference, I think, is that the university, and I don't mean our university, I mean the university as a structure. The university is really good at accommodation because that's like a legal framework. I can already hear friends arguing with me about the really good at accommodation part. I totally get it. Accommodations are often difficult to access for students. There's all kinds of problems around the requirements for documentation. I guess what I mean by really good is that there's an existing framework and a process for accommodation.

We often talk about the institution being accessible when what we mean is that the institution grants accommodations. The problem with an accommodation framework, whether it's for disability, whether it's for remote learners, whether it's for, well, any kind of reason that students might have exceptionalities or atypicalities that create different needs for them in the classroom, the accommodation model, A, requires students to self-identify the institution, but it also requires documentation. Documentation can be really, really, really expensive. Especially in the case of a learning disability or a neurodivergence that isn't diagnosed in childhood, getting that diagnosis in adulthood can be really, really expensive.

Then there's also familial and cultural reasons why someone might not have had access to that kind of care, or might not want to access that kind of care. Now, the problem with accommodations is that

they're, by definition, exclusive to students who know how to access them, and they don't necessarily cover all the kinds of needs that we might see. Accessibility is something different, broader, larger. It's more like an ethos, more like a way of approaching your course content from the perspective of wanting the most number of people to have the best possible experience.

I get uncomfortable sometimes when I hear conversations about accessibility that seem to place accessibility up against rigor or difficulty. I don't think ... Well, I don't really care about rigor as a concept to start out with, but I also don't think there's any reason to believe that a place where everyone feels a sense of belonging and can access the materials, I don't think that those things get in the way of whatever notion of rigor that you hold, unless the idea of rigor is just that fewer people can access it.

It's not a sign of rigor if course materials are not in an accessible format or can't be read by a screen reader. That's not rigor. That's just exclusion. I guess, the reason why I'm thinking about this is because I want us all to think more about accessibility and less about accommodation, which isn't to say that I don't want students who need accommodations to have them granted. Of course, I do. As we work towards a more accessible institution, that's going to happen faster, slower with greater and lesser sense of willing in different areas of the institution. I'm not arguing for the dismantling of the accommodation system, though I would read a persuasive argument about it.

What I am suggesting is that if you've thought about access beginning and ending with the act of accommodation, I'm warmly inviting you to think a little bit broader about what it means to allow accessibility for your course to your learners. This summer, we're putting together a suite of programming about inclusive digital design. There's a great new podcast just starting up called Accessagogy, which I'll link to in the show notes.

There's lots of places to go to start to find out how we can all just do a little bit better on the accessibility piece, but we're three years into a pandemic. I know that's not a popular thing to bring up, but it continues to be true, regardless of everything else. We're three years into a mass disabling event. The ramifications of long COVID, and just the ramifications of COVID infection and multiple COVID infections, these are things that we don't understand yet, but we're already starting to see their effects in our learners, and in our colleagues, and in ourselves.

I think this is a moment where we can get ahead of the game. Well, we're probably already behind, but we can be proactive, and we can think about building the most accessible course possible, rather than waiting to make a necessary accommodation. As we think about learners, I've invited a learning strategist on the show today. Emilio Porco is working in Academic Integrity. This is a role that I think is really, really important. Emilio has some interesting things to say about the state of academic integrity at TRU and how we can all build that sense of community together. I'll let Emilio take it from here.

I am here today with Emilio Porco. Emilio, would you tell folks what you do at TRU and where they might find you if they were to go looking for you?

Emilio Porco:

Sure. Before I start, whenever I speak, I always like to give a territorial acknowledgement and recognize that I am a guest on the unceded land of the Tk'emlups te Secwepemc, and I am very grateful to share this land as a guest. My parents were immigrant settlers. With regard to who I am, I am the learning strategist for Academic Integrity. Yes, you can go to sleep now, students.

If you have, let's hope that this doesn't happen, but hypothetical situation if it does, and you have an allegation filed against you for one of the four forms of academic dishonesty, I guide you through the process and provide you with resources related to the policy, and the process, and will convey some information that is not explicit in the process or the policy.

Brenna Clarke Gray:

Yeah. I think this is so necessary because it's often a very emotional experience for students when they face an accusation of academic dishonesty. It's all wrapped up in the expectations they have of themselves, family expectations. There's just so many layers to process through, so you're the first point of call, right? If a student is facing that, you're the first person they go to?

Emilio Porco:

Normally, what happens is they'll receive an email and their instructor will either send them the case report form, and then outline the allegation in that email, or sometimes, if they're on campus, an instructor might ask a student to come in and discuss why they are in this situation. Once they're given a case, it's the student's responsibility to reach out to me because, oftentimes, instructors don't CC our office, so I don't know when cases are being initiated.

If a student does that take opportunity to reach out, that's when I will send them an infographic about the process. The process, essentially, is kind of like a tennis match. There's a bit of back and forth because the form goes from the instructor to the student, then back to the instructor. Then the instructor forwards it to the department chair or the manager of Program Delivery, if it's Open Learning. Then from there, it goes to the dean, and then to the director of Program Delivery, if it's Open Learning. Then it comes to our office, and then once it comes to our office, we stamp the form. Then we redact the form, and then we send it back to the student for them to review, make sure everything's okay, because the Academic Integrity Committee does not know any information about who the student is. All that is kept confidential. Then the adjudication commences.

To your point, they are very emotional when they get the form, and the language is rather, I don't want to say cold, but the language in the policy and the process is very black and white, and it almost seems judicial in many ways, so that's what freaks them out. I often will deescalate and just say, "It's not as bad as you think." I'll just let them know that at the end of the day, if it's your first allegation, it's more of a learning experience than anything.

A typical sanction for a first offense, I'll tell students, is if the AIC upholds the allegation, it's normally a zero, but depending on that weight of the assignment, it may not affect your grade very much, and so a first allegation rarely results in a fail. However, there are extenuating circumstances. For example, if your average is somewhat low in the course and you receive a zero on an assignment where the weight is maybe, I don't know, 15%, 20%, then there could be some issues.

Brenna Clarke Gray:

You used the word judicial. When students read that, it's often ... Even just the language we use, like an allegation of academic dishonesty and the case number, all these kinds of things. They do, it sounds really sort of legal, criminal. And sanction, all this language. I often think, I'm glad your role exists, I guess, is where I'll start. Because I'm glad there's a person who students can connect with so that they can have the process clarified, because I read policy all the time and I find it an alienating form of prose, and that's policies that don't necessarily affect me so much.

I wonder if you have a sense of what percentage of students who are in the Academic Integrity system do have the ability to connect with you, or do make the decision, I guess more to the point, to connect with you and to get some guidance through the process.

Emilio Porco:

Are you talking like the ratio of students that reach out to me compared to the number of students that actually get cases filed?

Brenna Clarke Gray:

Yeah, yeah.

Emilio Porco:

Oh, gosh.

Brenna Clarke Gray:

Sorry. I'm just curious, really.

Emilio Porco:

I would be willing to, just off the top of my head, I would venture to guess less than 50% reach out to me. Oftentimes, a student will get their case report form, and they're given two opportunities to add comments. Basically, I always tell them that just, "Be honest, and whether you agree or disagree with the allegation, and the evidence is there in front of you."

I don't coach them in what to say. That's not my responsibility. Sometimes, they won't sign the form or they won't add comments. Students don't understand that even if you don't sign the form, after seven days, it still gets processed. Yeah, and oftentimes, they'll get their adjudication letter and we still won't hear from them, so they're just like, "Yeah." I'm only, again, this is an assumption. I'm assuming they will, "Well, let's see if I can pull a fast one here." Then they get caught. "Well, I guess I got caught."

Brenna Clarke Gray:

You may not want to engage further with that process, I guess.

Emilio Porco:

No, I don't. Again, I don't infer or anything like that. Back to student comments. The ones that do add student comments, oftentimes, they are candid with regard to either their lack of understanding with regard to what plagiarism really is. They admit that they're still learning and they don't quite have the skill set, or they make comments that they're just having a hard time.

When I read them, whenever I see comments related to anything that has to do with their social or emotional wellbeing, I always say, "Let's forget about academic integrity right now. Your wellbeing is paramount," so I will then let them know of the resources we have. If they're on campus, I give them the email as to who they contact, and I encourage them to contact someone and get help because that's most important, in my opinion.

I've been there. I've been a student, an international student twice, and I've taught abroad twice. I know it's a grind, and especially when it's in your second language. It's a grind, and I remember what it was like trying to learn how to write in another language, and it's completely opposite to what you're used to. I understand all those things. Wellbeing is paramount, anyway.

Brenna Clarke Gray:

Yeah, absolutely. I'm also interested in, you mentioned this sort of educational piece, students saying in the comments, like, "I still don't really understand what plagiarism is." Or, "I don't understand." How do

you think we're doing on educating students about academic integrity and our expectations as an institution?

Emilio Porco:

We reconnected recently at this year's TPC.

Brenna Clarke Gray:

Yeah.

Emilio Porco:

I presented with Jim Hu. I just basically presented quantitative data, the number of plagiarism cases over the last year. With regard to instruction, I'm not in the classroom. I'm currently not teaching, so I can't really comment to that. I would like to think instructors are doing their due diligence, and they're giving students ample opportunities to practice, and they're giving them feedback. You have to trust that faculty members are doing the right thing.

Faculty members probably have their own introduction to academic integrity at the beginning of the semester. The Writing Center put out an excellent video that has to do with academic integrity. I'm in the process of making some extra resources to add more awareness. One, currently, I was working on this morning was an updated awareness on contract cheating, and I believe that's how we first met, because you had presented-

Brenna Clarke Gray:

Oh, the Academic Integrity Symposium?

Emilio Porco:

Right, back in June of 2021. I heard that and I was like, "She's at TRU. I'm going to reach out." I had first started the job, and I said, "I'm going to reach out and have a little conversation with Brenna." It was rather eye-opening. I think instructors are doing a good job, and I think the numbers that I presented with Jim indicate that. Over the last two years since there was that huge spike during the pandemic, cases went down the next year by 50%, and then they went down again by another 50%.

Brenna Clarke Gray:

Okay.

Emilio Porco:

When you compare that to the decrease in enrollment which was only, I believe it was 6% and then 6%, to me, that tells me that faculty members are being more proactive and are doing something, because awareness is only one piece. It's in the classroom where you can really impact students' awareness.

Brenna Clarke Gray:

Well, yeah, because there are disciplinary norms to how we do things, how we cite, how we make use of materials. The only person who can teach that is the person who's also teaching the subject matter. Students need to learn those two things in tandem, I think, for the most part.

One of the things that came up in the TPC with Sarah Eaton's keynote, in particular, was this idea of institutional, like a module all students take, or things like that that become a more institutional response. Do you see that as necessary here? Or do you think that the classroom-based approach that we tend to take at TRU ... From your data, it sounds like it's working.

Emilio Porco:

Mm-hmm. I haven't actually reached out to instructors to ask what they do at the beginning of the semester with their students. I know that some instructors do use that video that the Writing Center produced, and it seems to work, which is great. I have read the literature with regard to online modules. The institutions that have implemented them and used them, they've documented that they are successful.

I've also read literature that says a multifaceted approach is the best with regard to academic integrity awareness, and I do believe that. Actually, I thought, "You know what? If we don't have it, why don't I just make one?" So I'm in the process of making one. Maybe it'll be unique. What I'm going to do that's a little bit different is I'm actually going to use Jo-ann Archibald's Storywork principles with regard to Indigenous stories, and I'm going to use those to relay ideas about academic integrity.

For example, the story of the coyote and the bone needle, and the moral of that story. The coyote's chasing his ... He's looking for his bone needle around the fire, and the owl comes down and says like, "What are you doing, man?" The coyote says, "Well, I'm looking for my bone needle." The owl says, "Did you lose it there?" The coyote's like, "Well, I'm not sure, but this is where the light is." He's like, "Well, maybe you should retrace your steps, and it could be out there."

The moral is to expand your outlook with regard to where information is coming from, what's legitimate. The more I started reading about academic integrity and the more I started reading about Indigenous knowledge, colonialism has ripped off a lot of ideas and hasn't quite given the Indigenous community credit. Certain things like that, and then other ... Then with regard to my idea for contract cheating, how to introduce that is, well, the trickster, Sk'elep. I am in the process of finding stories that are relevant to Secwepemc culture and things like that because we do live here, and it is important to recognize the area that we live in.

Brenna Clarke Gray:

It's so fascinating because we talk a lot about attempts to decolonize the practices of the University. But we talked off the top, the structure that we use for academic integrity, there's nothing much more colonial than a court structure, and a lot of what we do with academic integrity sounds and looks a lot like a court structure. It's really fascinating to hear the ways in which story and stories specific to this territory might be a way of having the conversation, maybe in a different kind of way with students than we've tried in the past.

Emilio Porco:

As I do all this reading, and what's been great about since Cassie, our director, has started, and my position made ongoing in September, was I tell her, I'm like, "I'm a part of three academic integrity networks, and I read all the same literature that faculty members do just to keep current, just to understand what the practices are, what everyone's doing, that kind of thing," and she's been great at supporting. I'll say, "Hey, the literature says this, and the practices of other universities are doing this." It's like, "I'd like to try this," and she's been great at supporting that.

Brenna Clarke Gray:

We talk a lot about having research-informed practices, and this is a classic example of a place where I think, often, faculty don't always realize that there is research, that academic integrity is a discipline, is an emerging discipline with a lot of research, so keeping on top of it, I think, is really ... It's hugely valuable even just to communicate that idea back into the community that this is actually, like this is a process that we can research and we can come up with better practices. We don't have to make it all up from scratch.

Emilio Porco:

Part of what I've been doing is to make sure that I understand, as I said, what other universities are doing because the literature, oftentimes, argues for a unified culture, either across campuses or things like that. The only thing is, that's ... I'm not saying it's difficult to cross campus.

Brenna Clarke Gray:

Yeah, though I'll say it. It is. We're siloed as heck a lot of the time. We have our ways of doing things and integrating that is, that's really hard. We haven't managed it in all kinds of different ways. Writing instruction. There's all kinds of basic skills development that we still don't particularly integrate, so I'm not surprised if you're suggesting or alluding that it's hard in academic integrity too.

Emilio Porco:

But not even including whether or not the students have the skills necessary to succeed. If you think back to your comment how academic integrity is a relatively new discipline, and it is, and more institutions, they're creating offices catered to that, positions catered to that. Because it's kind of new, you're going to have all these faculty members exchanging strategies, and I think that's great. You're obviously, with regard to these strategies and instructional practices, you're going to naturally have a difference of opinion.

When I taught, I didn't always agree with my grade team partners when we were doing a unit on whatever it was, but you have to trust that everyone's in it for the right reasons. Like I said, the numbers have shown drastic decreases, so I'm assuming that, I can only assume that they are doing a good job.

Brenna Clarke Gray:

Yeah, no, I appreciate that. I'm thrilled to hear that your position has been made ongoing. I think-

Emilio Porco:

Me too.

Brenna Clarke Gray:

I think it's a really critical role. In the first season of the show, Stephanie Tate was in the learning strategist role for Academic Integrity, and I had her on the show to talk about it. One of the things we were talking about is this need to institutionalize some of the processes and some of the supports so that students can learn where things are, because when a position gets discontinued and then goes unfilled for a while, and then it's back, but it's not a full-time position, it becomes hard for anybody to know that the position is there and able to rely on.

I'm going to put you a little bit on the spot maybe. When Stephanie was here, one of the questions I asked her is, if you could communicate anything to faculty about academic integrity, about the process

here at TRU or anything, if there was one piece that you think is being misunderstood, what would it be? I'm going to ask you that. I have to say, I didn't look it up before the show today. I should have found out what her answer was and then we could have compared notes. I didn't. That would have been clever. I'm curious if there's a piece, if there's something that you just really wish was better communicated to faculty about the process of academic integrity violation.

Emilio Porco:

I guess, the one thing, and I'm in the process of creating more resources with regard to the subject, is if faculty members could tell their students the certain nuances about the policy and the process that aren't explicit in the policy that might, I don't want to say give them a scared straight approach to not getting into academic dishonesty, but if they could convey some of that information, that would be great.

Brenna Clarke Gray:

What are you thinking of specifically?

Emilio Porco:

Okay. I guess, in the policy, you look at regulation three, for example, due process. Those eight principles are a student's rights with regard to the adjudication process. Seven of them are pretty straightforward. Students have the right to a fair process, and the participants being initially informed of that process. That's when they get the case report form, and all the steps that are in place like steps one, two, three, and four. Like I said, I give a student an infographic that goes through the steps. That's pretty much laid out.

The one that has the most amount of, I don't want to say ambiguity, but the one that causes the most amount of discussion is principle six. It basically says, "The right to an expedient adjudication to normally take place within 60 days of the commencement of the case." Here is the what's up for, I guess, debate, for lack of a better word, is there are two dates on a case report form. There's the date when the student receives it, and then there's the date that we stamp it when we receive it for step six, adjudication to normally take place within 60 days.

Brenna Clarke Gray:

Of which date?

Emilio Porco:

Of which date?

Brenna Clarke Gray:

Hmm.

Emilio Porco:

There are some instructors that have asked me to come into their classes and present. When I present students, they've had me back because they have admitted that the information I present seems to have resonated because I don't present about how to cite or how to paraphrase. That's not my job. I present information like this.

Then let's just say it's your last semester, and it's your last course, last assignment and you have a case filed against you, and you have a job waiting, and you need official transcripts to give them, but guess what? We can't issue official transcripts until this is adjudicated, so that causes further delay, and further stress. It can delay work permits. It can delay study visas, graduation, as I mentioned, the official transcripts. This causes a backlog, and they don't quite understand that. That's the information that, when I present, I point out things like that.

Then the subtle nuances of, for example, contract cheating. For example, and I believe we had this conversation when we first met, they leverage students for more money and they don't realize that. I actually have copy and pasted communication that I have had with contract cheaters because they're throwing students under the bus. They will reach out at AIC@tru.ca and say, "Hey, I have evidence this student cheated," and then they just unload everything.

I've actually responded to the contract cheater and basically said, "Let me get this straight. Are you a contract cheater?" They responded, admitting that they were, and basically said that, "Well, you don't understand that in my country, we have to make ends meet in different ways." I'm sitting here thinking like, "So you're going to exploit students?"

Brenna Clarke Gray:

What do you do with those emails when you get them?

Emilio Porco:

There's nothing I can do, other than get them to admit, because they'll also send the email to their instructor, and then their instructor will begin going through their files in order to file a case, and then the student will have an allegation.

Brenna Clarke Gray:

I find the blackmailing part of the whole thing so ... It's an indicator of what big business it is. I don't think all faculty are aware of just how much money is changing hands in the contract cheating game.

Emilio Porco:

There's so much literature out there. I think they do know how much they're worth. It's no-

Brenna Clarke Gray:

It's wild.

Emilio Porco:

... secret that shares for Chegg are 26 bucks each.

Brenna Clarke Gray:

Yeah.

Emilio Porco:

Now they're lamenting that ChatGPT has taken money out of their pockets. Yeah, cry me a river.

Brenna Clarke Gray:

Yeah, exactly. Yeah. It's like Turnitin being upset about contract cheating in the first place. Yeah, it's like, "You guys are all just ..." It's this arms race. We end up in these arms races that we can't possibly win, and I just think about-

Emilio Porco:

Fantastic analogy. I'm actually, right now, watching Narcos: Mexico, and that is a perfect analogy. You have, like the DEA, that's basically instructors and the Academic Integrity Committee, and all that stuff. Once they find out about something, well, you're already two steps behind.

Brenna Clarke Gray:

Totally.

Emilio Porco:

Now that they know you're on to them, well, now they're figuring something else out.

Brenna Clarke Gray:

This is exactly it. We've already seen, like that there's the ChatGPT detector out there, and it's got an absolutely abysmal accuracy rate. We can't technology our way out of these problems, and yet, we end up in the situation, where you were talking before, about the kinds of solutions that work, different assessment practices and things. We can't scale those for the size of classes and the number of students folks have to handle, so we really are kind of in this ... We're in this ... We're kind of trapped. It's going to be interesting to see where we're going to go next.

Emilio Porco:

It is a bit of a pickle. Josh Seeland out of Assiniboine College, and Brenda Stoesz out of the University of Manitoba, they're in my opinion, front-runners with regard to research on file-sharing. Josh actually tries a lot of these applications out, and he relays what they do and what they're like to a lot of faculty members, and from my understanding ... I haven't used ChatGPT. Funny thing though. I reached out to some of my former colleagues in Ontario that are still teaching elementary school, and they said like, "Yeah, I got to be honest, man. I'm using it to make lessons because what used to take us two hours now takes us two minutes."

Brenna Clarke Gray:

Well, and this is the thing that I think, in particular, writing instructors need to wrestle with, but everyone. The ubiquity of these kinds of tools and the fact that it's going to be packaged with Office 365`shortly means that part of teaching students to engage with the world is going to involve these kinds of tools and how to use them responsibly.

I worry that we're going to treat it like Wikipedia. Remember the first 10 years that Wikipedia was around and everybody was just like, "Oh, don't use Wikipedia"? Which was just such ... It was an unhelpful thing to say, instead of teaching students like, "Okay. Well, here's where the citation list is for Wikipedia. What if you start there and go check out these sources and see if they're reputable?"

Emilio Porco:

On Monday, during academic integrity hour, the question asked around this is, is ChatGPT the same as contract cheating, or is it a tool? There's no black and white. There's a difference of opinion, so some are trying to figure out ways how they can incorporate it as a tool, and others are just, they don't believe that it is, and I understand that. Some faculty members have said it was the same when the calculator came out. "Oh, my. This the decline of Western civilization. The calculator is going to cause so many problems," when it's just a tool. That's essentially it.

Anyway, back to, that's what I would do is we would use Wikipedia, and then we'd read the information, and then we would mine the bibliography, and then go and check that, and then confirm as many times as possible as to what is accurate information and what's inaccurate information. Then when we did online searches, students use online resources all the time.

Brenna Clarke Gray:

More than anything else, probably.

Emilio Porco:

I would agree, and the seventh edition of the APA Manual shows you how to cite YouTube, and TED Talks, and Facebook. Generation Z and younger, 40% of them now are not going Google for their initial searches. They're going to Instagram and TikTok. That's disconcerting.

Brenna Clarke Gray:

There's a lot of misinformation on TikTok in particular.

Emilio Porco:

You don't say.

Brenna Clarke Gray:

Yeah. Yeah, no, I've been checking. Yeah, it's wild to see the attractiveness of that. Also, and I'm now keeping you way longer than I said I would, so I promise we will wrap this up soon. I was just reading a Cory Doctorow piece the other day where he was talking about why people, young people in particular, don't turn to Google. It's because the way Google has allowed junk listings as promoted searches to proliferate means that you can't trust the first eight results you get from Google, necessarily.

It's interesting to see how different generations or different tool-users, depending, look for the solution to that problem. We're seeing some people turn to the Bing search engine with its AI power, and looking at that. We're seeing some folks turning to, yeah, obviously TikTok, which frightens me. You can't degrade tools forever. Eventually, people go seek out other tools, and the quality's just not there, so I think it is a huge concern going forward, as we try to mop up this misinformation mess. I'm not sure we can at this point.

Emilio Porco:

I wonder, I don't know if this happens with faculty members. I know some do. I don't know if all do, but I wonder if they're having candid conversations with their students. I know this can happen on campus more so than it can in Open Learning, but are they actually having open conversations about ChatGPT? Like, "Are you talking about the elephant in the room, or are you just trying to avoid it?" Because, from

my understanding, it's designed to have a conversation with you, and when it doesn't know something it kind of makes something up.

Brenna Clarke Gray:

Yeah, it does.

Emilio Porco:

Right, so could you maybe, just off the top of my head, use that as like a graphic organizer, map some ideas? Now go and find information that corroborates these thoughts, and if you can't, then don't use it. Again, that's just off the top of my head, but-

Brenna Clarke Gray:

Yeah, no, I do, I think there's a lot of conversation that needs to happen. I think, oftentimes, when we're scared of a tool, we don't have those conversations. To go back to our conversation about contract cheating, a lot of that labor is exploited, low-cost labor from English-educated countries in the Global South. Kenya is a big place where we see a lot of contract cheating coming out of. That's not where the companies are based, but that's where they outsource labor to. The same is true of the backend of ChatGPT, of what ChatGPT answer things in a coherent way. That's largely on the back of like \$2 an hour labor in the Global South.

There are actually really rich conversations to be had with students about these tools, and the choices that they're making, and the ethics of them, but when we leave it to students for that to happen in a vacuum and instead, their only engagement with it is when they're panicked at the eleventh hour and looking for an out, that's not when good choices get made. That's just not.

Emilio Porco:

No, you're absolutely right.

Brenna Clarke Gray:

I have now kept you much longer than I said I would. If you have any parting thoughts you want to share with the community about your role, or the outreach that you're doing, or anything you want to leave the community with.

Emilio Porco:

We are currently in the ... I'm working with the Communications team here in Faculty of Student Development, and we are in the process of doing some social media initiatives with regard to information around academic integrity. We're in the process of also updating the website, the modules. That's going to be my project over the summer.

Brenna Clarke Gray:

If folks need to get ahold of your office, what's the best way to do that?

Emilio Porco:

You can contact me at aic@tru.ca.

Brenna Clarke Gray:

Awesome. Thanks so much for your time today, Emilio.

Emilio Porco:

My pleasure, Brenna. Thank you very much.

Brenna Clarke Gray:

That is it for season three, episode 13 of You Got This! As always, if you want to write to us, you can email me. I'm bgray@tru.ca, and I'm also on Twitter @brennacgray. I feel like I should also start saying that I'm on Mastadon.social @brennacgray as well. In all three cases, that's Gray with an A. All of our show notes and transcripts are posted at yougotthis.trubox.ca. Of course, you can always comment on individual episodes there.

I'm going to leave you today with a Tiny Teaching Tip. It's really a tip to explore an opportunity for access in your own classes. That might be listening to a podcast or reading an article and seeing how it might apply, but it also might just be thinking through the kinds of barriers you've seen learners come up against in your course material, and thinking about how to address them in future iterations of your course.

I know it's hard to do that critical reflective practice when you're in the middle of the semester, so for those of you who are teaching right now, I do get it, but I also think those reflections are often more valuable when they come in the moment. Think about it, and we'll keep talking about access in this space. I'll see you next week. In the meantime, take care of yourselves and each other, and we'll talk soon. Bye-bye.