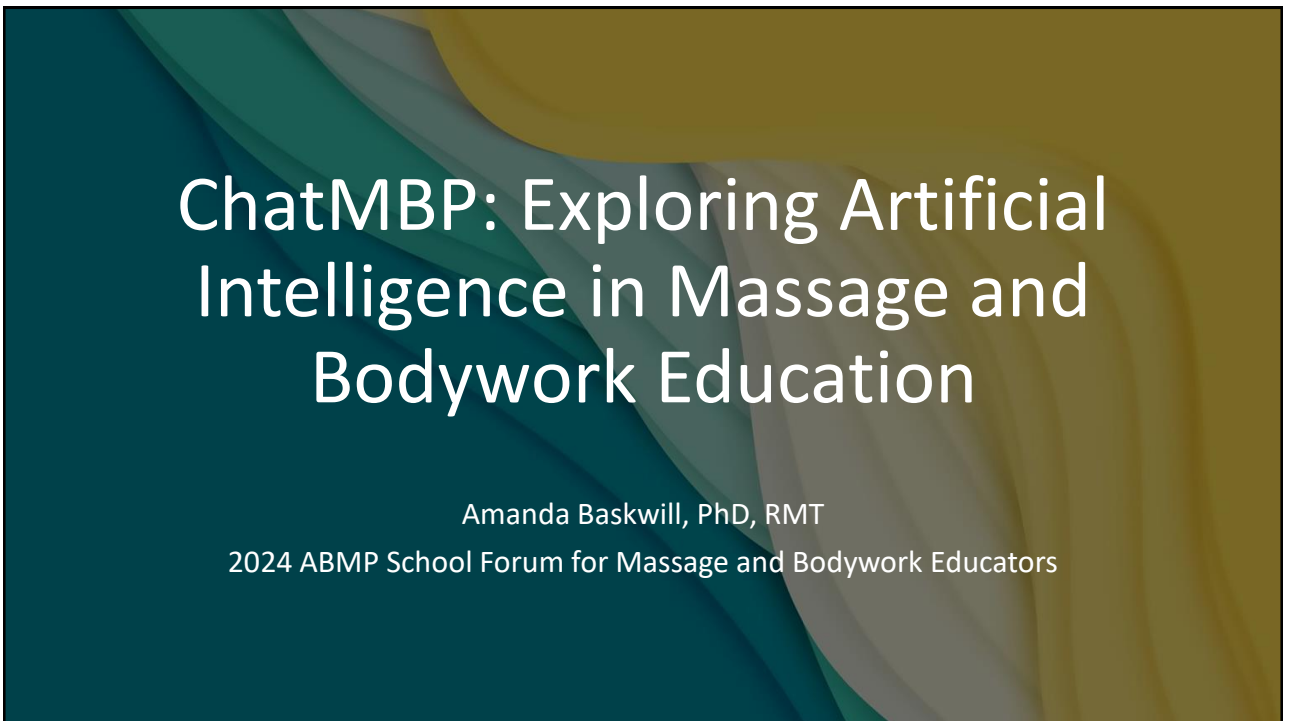




1

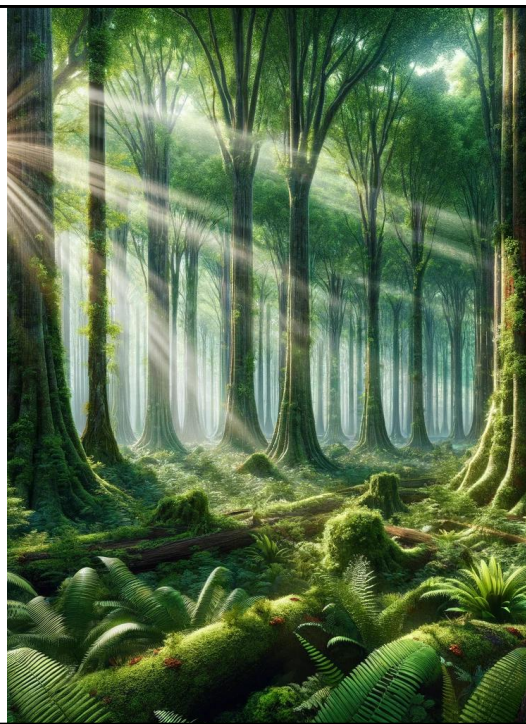


2

Land Affirmation

- I live, work, and play on the lands governed by the Dish with One Spoon wampum agreement. I affirm and thank the Haudenosaunee, Anishinaabeg, and Huron-Wendat nations for their continued caretaking of the land.
- I affirm and thank the Nacotchtank and Piscataway people. I acknowledge that these nations ceded significant portions of their land, forming present-day Washington, DC, in inequitable treaties.

#WeAreAllOnNativeLand (native-land.ca)



3

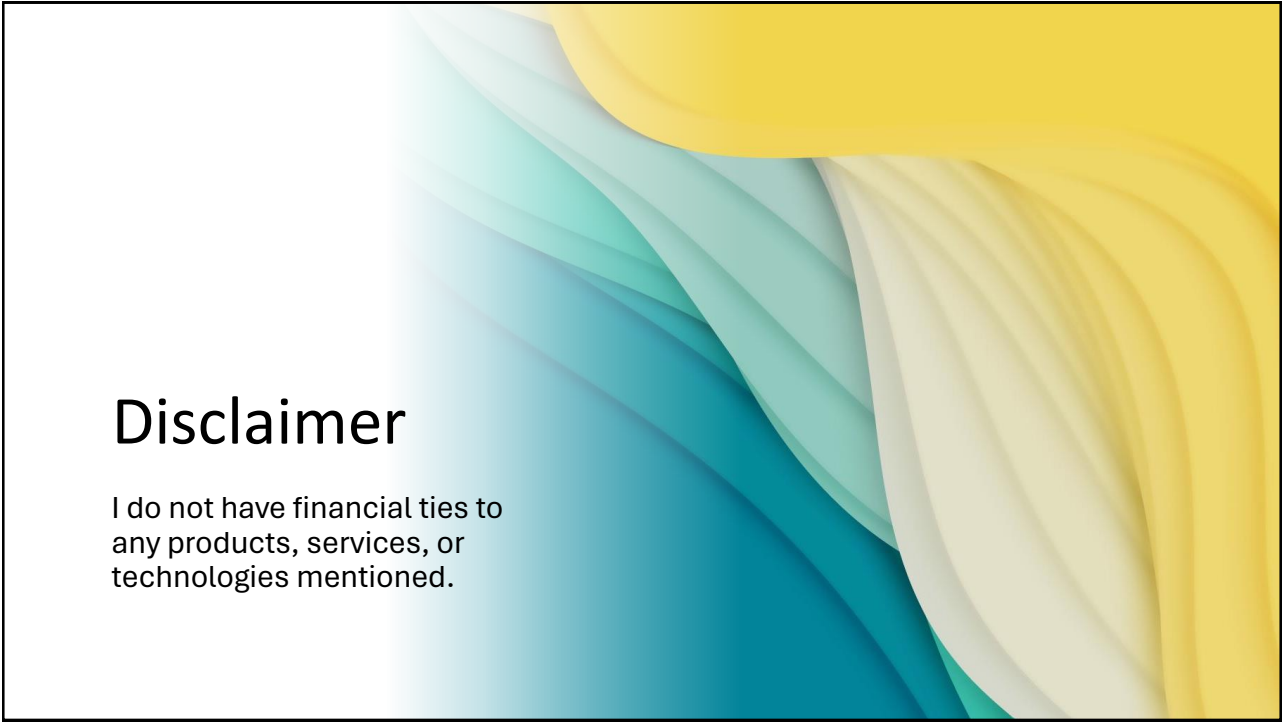


Learning Outcomes

By the end of this session, participants will be able to:

- Discuss the fundamental principles of Generative Artificial Intelligence (GenAI) and how they apply to the field of massage and bodywork education.
- Evaluate the potential of GenAI tools and technologies in enhancing the learning experience for students.
- Develop strategies for integrating GenAI technologies into their existing curriculum and teaching practices.
- Analyze the ethical considerations and challenges associated with implementing GenAI in education.
- Participate in an interactive demonstration of GenAI tools, to evaluate and determine the applicability of these tools in massage and bodywork education.

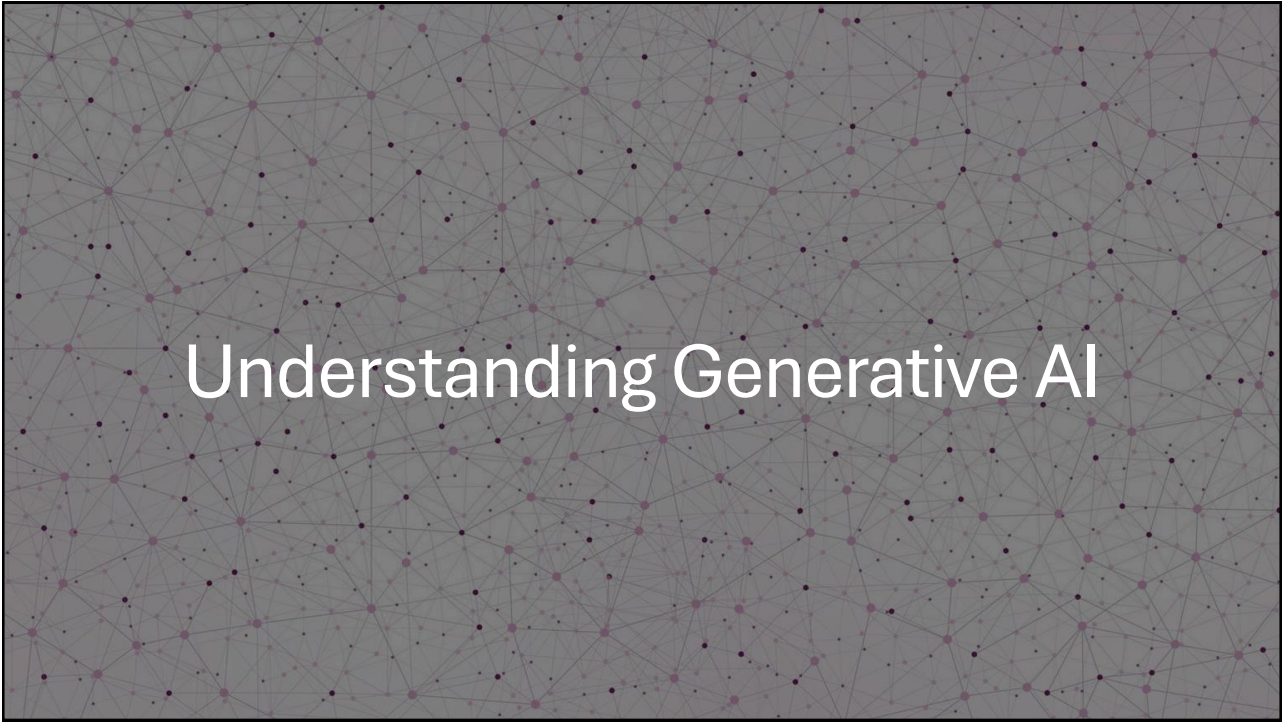
4



Disclaimer

I do not have financial ties to any products, services, or technologies mentioned.

5



Understanding Generative AI

6



What is Generative Artificial Intelligence?

- A subset of AI technologies that have the capability to generate new, unique content across various formats in response to user inputs or prompts.
- They leverage machine-learning models to understand patterns, structures, and relationships within the data they have been trained on.
- They produce outputs that are similar but not identical to their training data, thus generating new content.

7

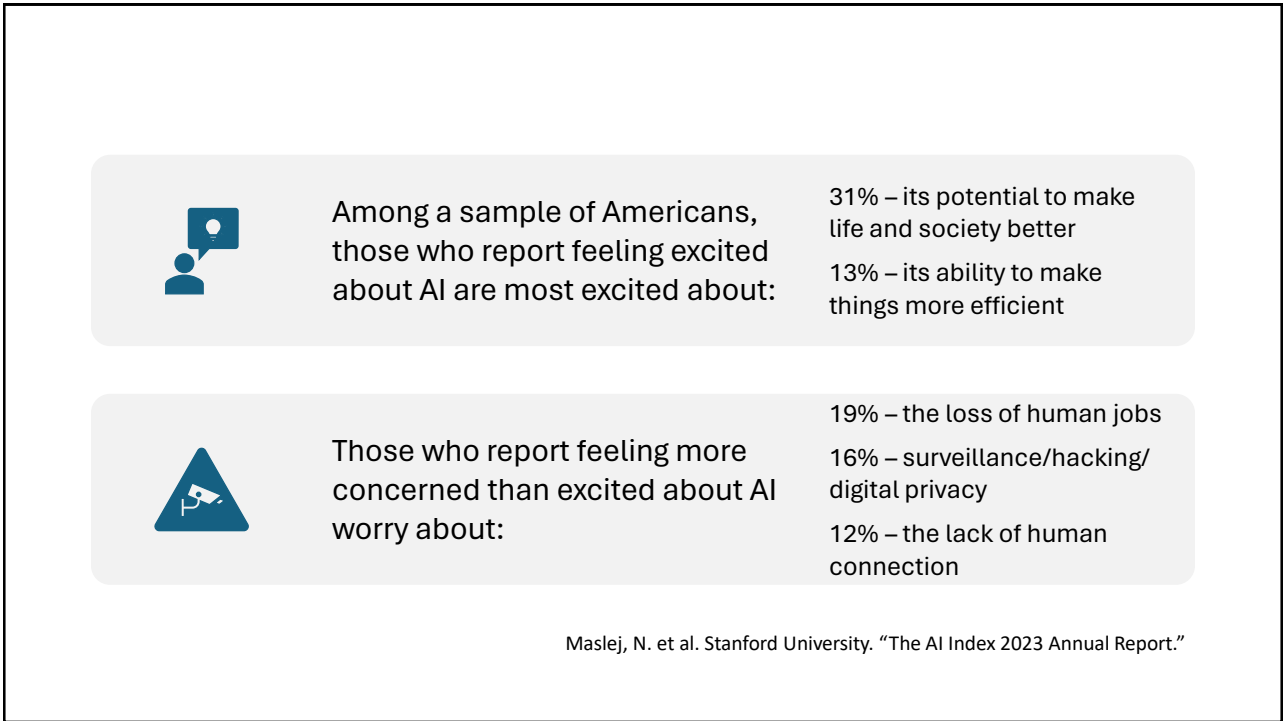
A row of lightbulbs hanging from a cord, with the one in the center glowing yellow. The background is dark, and the lightbulbs are white outlines. The central lightbulb is highlighted with a yellow glow and radiating lines, indicating it is the 'bright idea' or the output of the generative AI process.

Generative AI output is created through a combination of three key elements:

- A model (such as the generative pre-trained transformer model behind ChatGPT, although many more are now available) and the data used to train it
- A question (or prompt) from an individual
- A refinement of that question until an acceptable output is achieved

Sheehan, T. (2023)

8



The infographic is contained within a large rectangular frame. It features two light gray rounded rectangular boxes. The top box contains an icon of two people talking, followed by text about AI excitement and a list of reasons. The bottom box contains an icon of a triangle with a magnifying glass, followed by text about AI concerns and a list of reasons. At the bottom right of the frame is a citation.

Among a sample of Americans, those who report feeling excited about AI are most excited about:

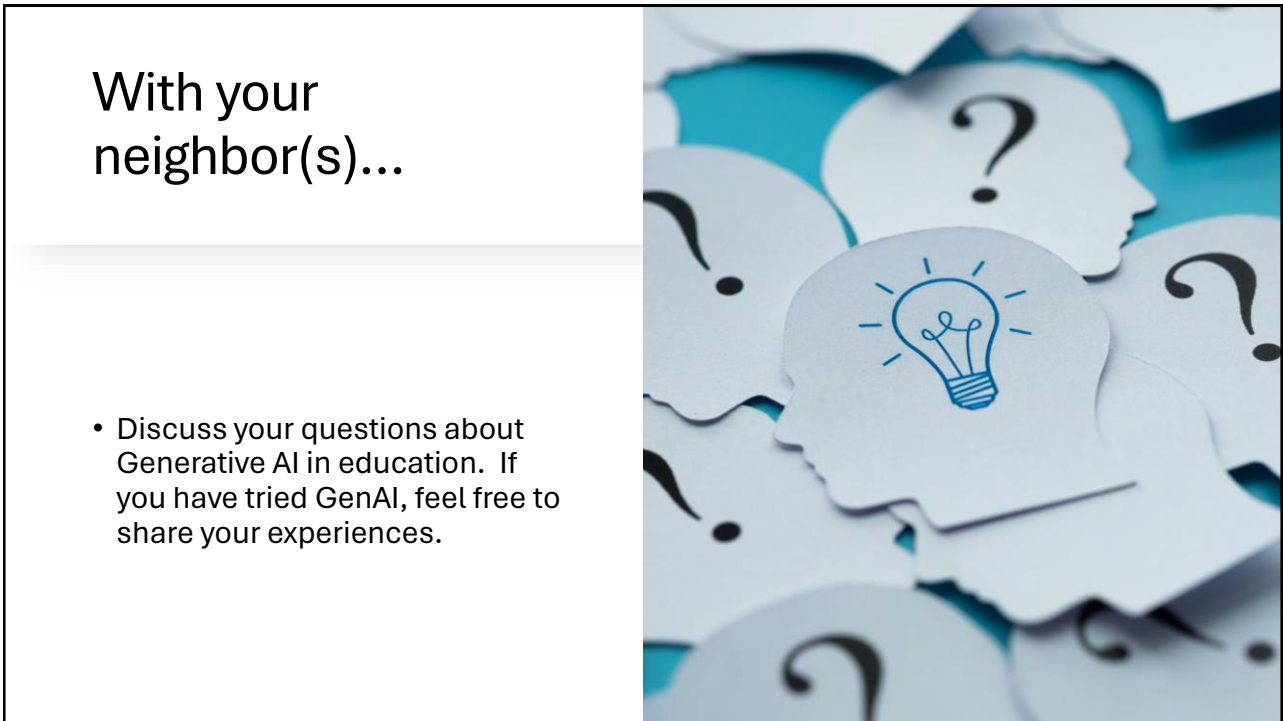
- 31% – its potential to make life and society better
- 13% – its ability to make things more efficient

Those who report feeling more concerned than excited about AI worry about:

- 19% – the loss of human jobs
- 16% – surveillance/hacking/digital privacy
- 12% – the lack of human connection

Maslej, N. et al. Stanford University. "The AI Index 2023 Annual Report."

9



The slide is divided into two main sections. On the left, there is a white background with a large heading and a bullet point. On the right, there is a background image of stylized human heads in profile, some containing question marks and one containing a lit lightbulb.

With your neighbor(s)...

- Discuss your questions about Generative AI in education. If you have tried GenAI, feel free to share your experiences.

10



11

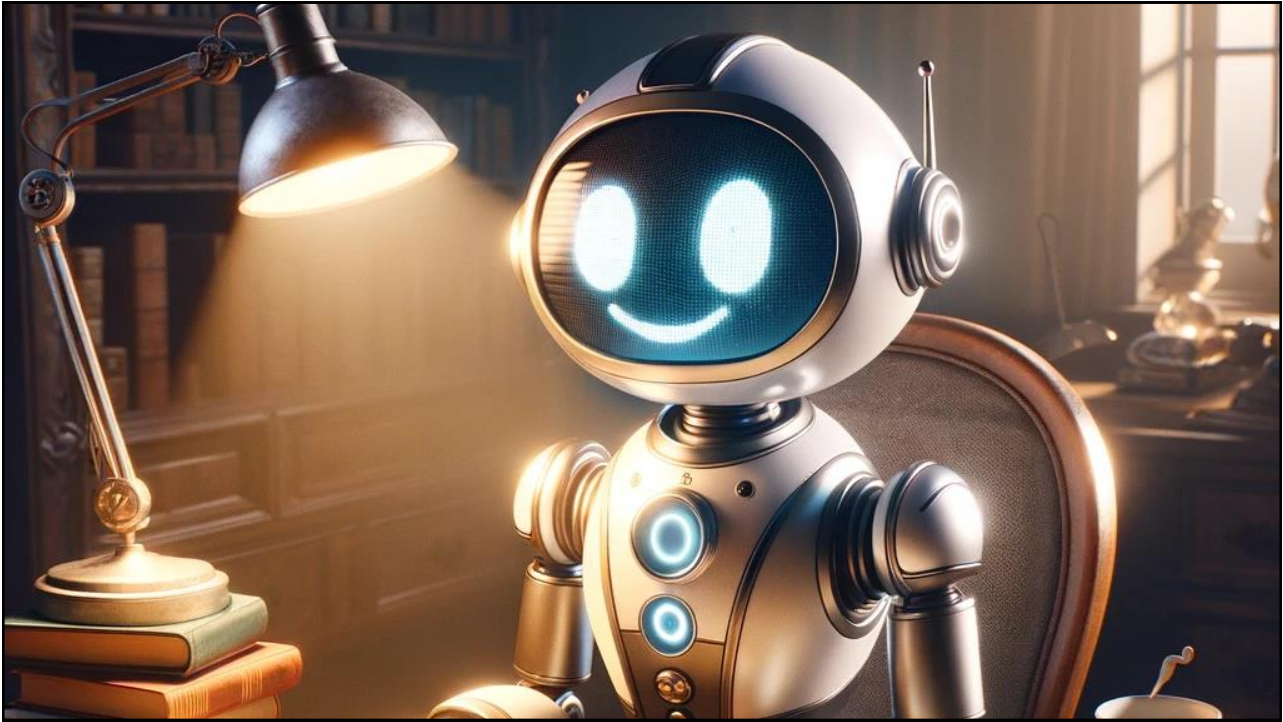


Opportunities...

- Dreaming
 - Examples: Brainstorming, Concept Expansion, Concept Mapping, Collaborative Writing, Scenario Building, Simulating Discussions
- Drudgery
 - Examples: Summarization, Data Cleansing, Progress Tracking, Content Moderation, Synthetic Data, Review and Feedback
- Designing
 - Examples: Lesson Plan Generation, Project Planning, Content Personalization, Accessibility Design, Interactive Experiences, Curriculum Mapping

Stanford University, "Exploring the Pedagogical Uses of AI Chatbots."

12



13

What challenges with GenAI are you concerned about?

A magnifying glass with a yellow handle is positioned over a large question mark. The background is dark blue with several smaller, lighter question marks scattered around.

14



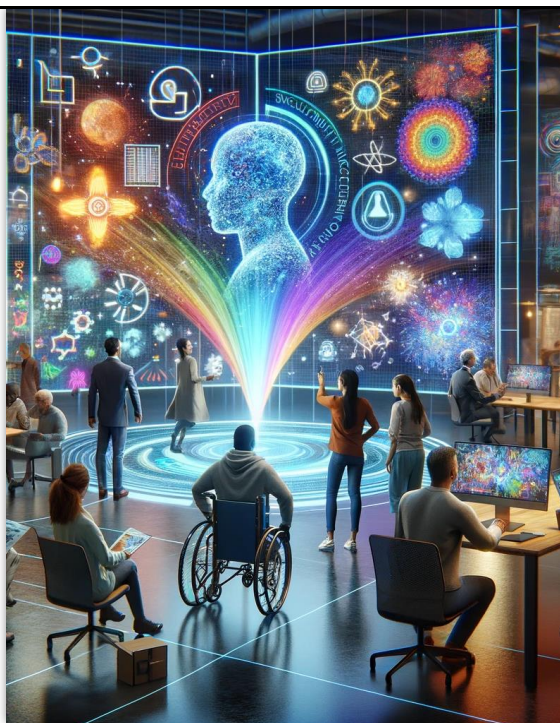
Content Accuracy and Intellectual Property

- Information can be plausible but incorrect.
- At times, information and references are made up (fake news and deep fake).
- The intellectual property or copyright of content is not always known or clear.

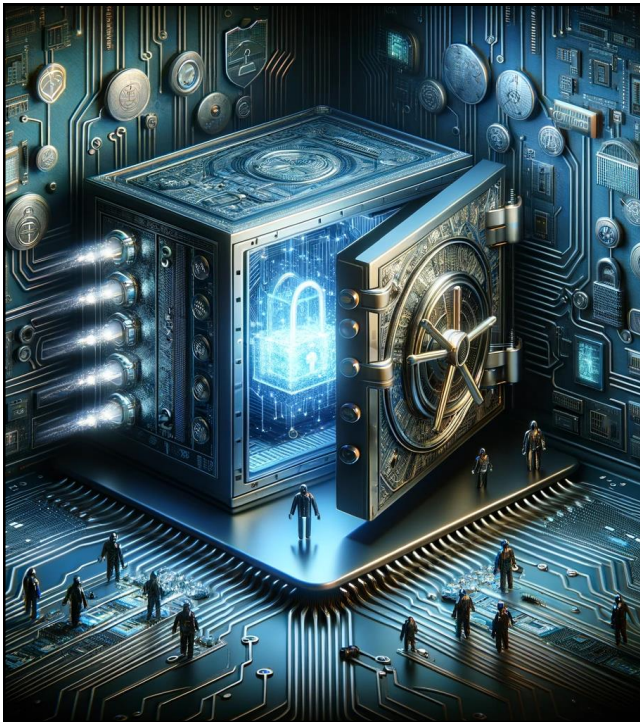
15

Bias and Stereotypes

- Chatbots can produce content that perpetuates stereotypes and biases.
- Data training is done primarily with information that is from a Western perspective and in the English language.
- Data trainers may intentionally or unintentionally include their biases when training the tools.



16



Privacy of Data and Information

- Privacy laws and regulations concerning chatbots remain evolving and unclear.
- Laws and regulations differ by jurisdiction.

Stanford University, "Exploring the Pedagogical Uses of AI Chatbots."

17

Equity and Access

- The cost of subscriptions, access to computers and reliable connectivity, geographic restrictions, accessibility issues for people with disabilities, the user's preparation, and the tools' performance in other languages are important aspects of this issue.
- Free versions don't always have the same functionality or availability as paid versions.



18



Academic Integrity

- “...a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage.”

International Center for Academic Integrity,
“The Fundamental Values of Academic Integrity.”

19

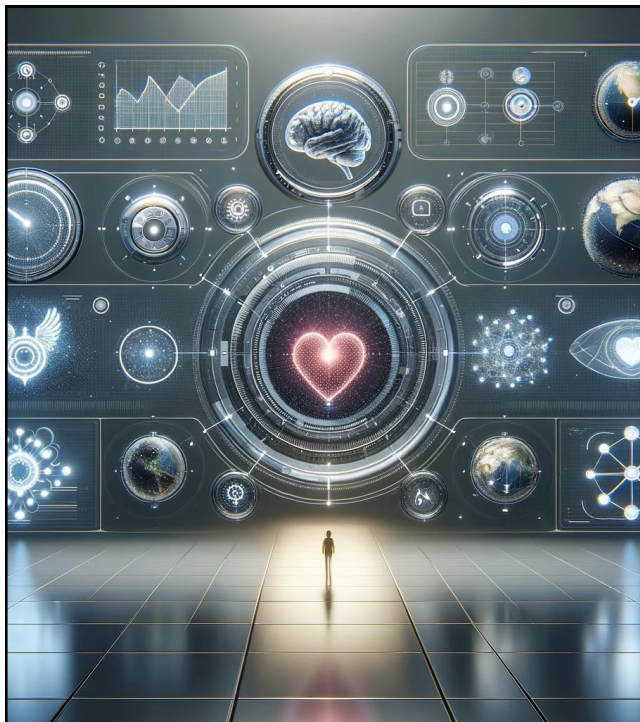
Rethinking Assessment

- [Authentic assessment is]... a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. (Mueller, 2018)

Seneca College, Durham College, Algonquin College,
and University of Ottawa, “Rethinking Assessment
Strategies for Online Learning.”



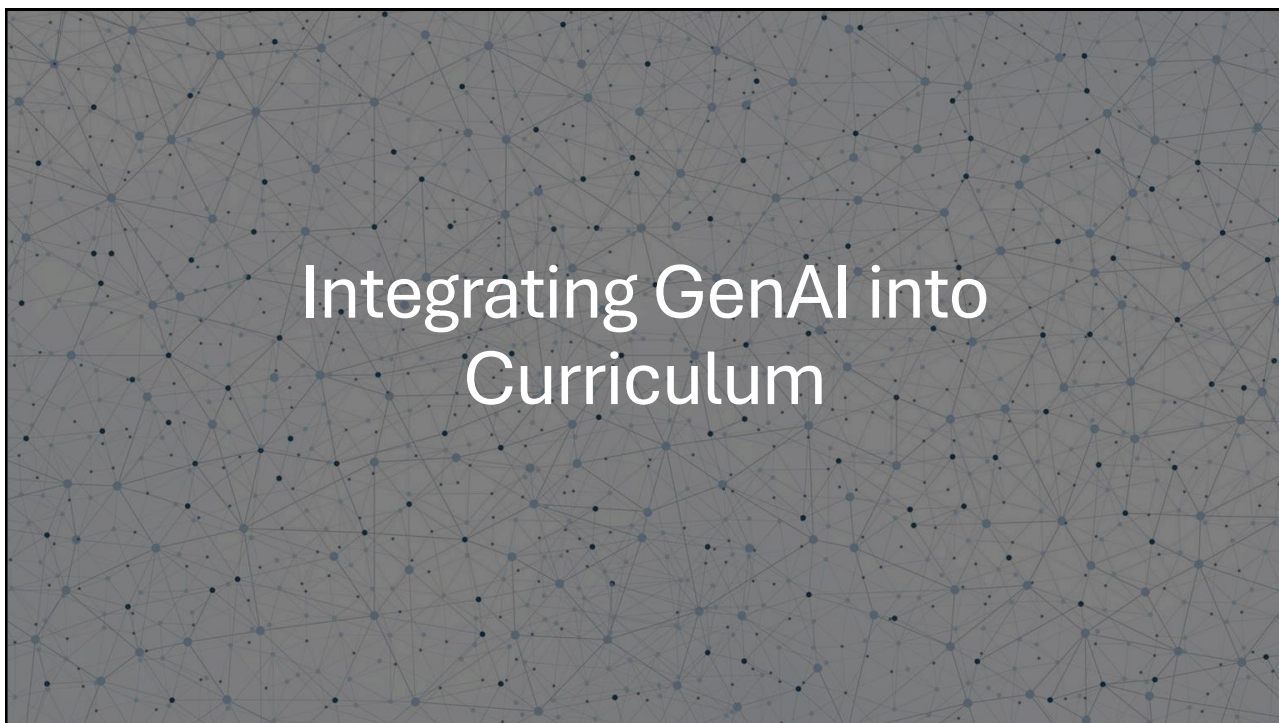
20



Key Considerations

- Always fact-check the output of chatbots with reliable external sources.
- Be critical of language generated by AI chatbots and consider issues of bias and stereotypes.
- You should not enter any protected information, high-risk data, or other data that should not be made public into a chatbot.
- You also should not enter copyrighted data or intellectual property that belongs to others unless you have their permission.

21



22



Chatbot Options

- [ChatGPT](#)
- [Google Gemini](#) (formerly Bard)
- [Copilot](#) (formerly Bing Chat)
- [Claude](#)

23

How do I get started?

Choose	Choose a chatbot option to try out
Develop	Develop your prompt and try it with your chosen chatbot
Revise	Revise your prompt or try your prompt in another chatbot
Repeat	Repeat until you reach your desired outcome

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Your AI Colleague...

25

Lesson Planning

ChatGPT Prompt

- Can you please create a lesson plan for a 150 min class to address this learning objective: Perform select massage techniques following the principles of outcome-based massage. This is for a first semester massage therapy course. It should include both theoretical learning and hands-on application. Please ask me for more information if you need it.



26

Learning Material Generation

ChatGPT Prompt

- Can you please create two learning activities for the learning objective: Articulate the benefits of massage therapy to the general public? They should engage different types of learners and be flexible for learners to add their interests. This is for a second-year massage therapy course called Professional Growth and Development. Please ask me for more information if you need it.



27

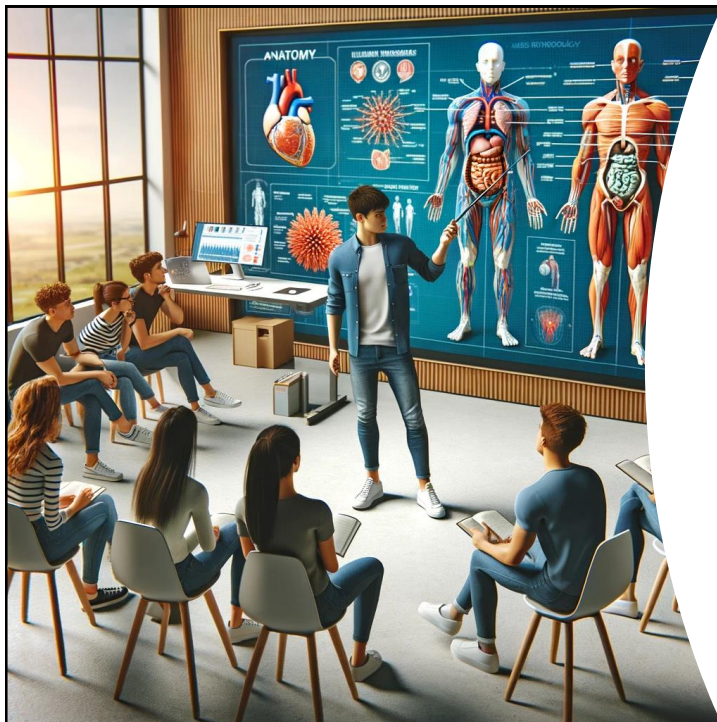
Role Play and Simulation

ChatGPT Prompt

- You are an expert educator and instructional designer with expertise in social and emotional learning and the CASEL framework. Create two detailed role-playing scenarios for my massage and bodywork students to help them practice talking to another health professional who doesn't understand the scope of massage about a client they are both treating. Include guidance on facilitating the role play and include a reflection question for students to engage with after completing the activity.



28



Assessment and Evaluation

ChatGPT Prompt

- Can you please create five questions that evaluate students' ability to explain the importance of evidence-informed practice for massage therapists? Please use different types of questions and different difficulty levels.

29

Embedding AI in Assessment and Evaluation

- Review your learning outcomes
- PAIR (Problem, AI, Interact, Reflect)
- AI supports the generation of content, the learner provides a rationale for whether the information is correct and how they know
- AI supports the generation of content, the learner presents the outcome and responds to questions about novel or complex application



30



Policy and Regulation

- National, provincial/state, municipal legislation
- Institutional academic regulations or usage policy
- Classroom statement or Gen AI expectations for learners

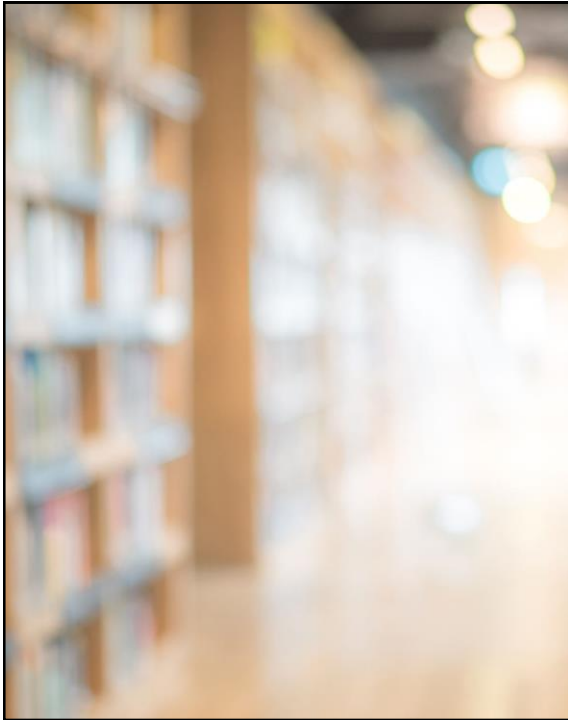
31



Core Lessons

- Rapid machine learning means the technology is changing every day.
- GenAI can be a helpful colleague.
- Like working collaboratively with any colleague, your professional judgement and oversight is key.
- Continue to question what data set is used and the possible issues with bias and currency.
- Always provide attribution.

32



Reference and Resources

The complete list of references and resources is provided in the handout.

- Gartner. "Gartner Experts Answer the Top Generative AI Questions for Your Enterprise." Accessed March 16, 2024. www.gartner.com/en/topics/generative-ai.
- Kniberg, H. "Generative AI in a Nutshell—How to Survive and Thrive in the Age of AI." Accessed March 2024. www.youtube.com/watch?v=2IK3DFHRfw.
- McMaster University. "Introduction to Generative AI for Educators." Accessed March 17, 2024. <https://mi.mcmaster.ca/introduction-to-generative-ai-for-educators/>.
- Stanford University. "Exploring the Pedagogical Uses of AI Chatbots." Accessed March 16, 2024. <https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide/exploring-pedagogical-uses-ai-chatbots>.

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Thank you!!

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