

Generative AI in Education: Selected Resources for TVDSB Teachers

This document highlights a small selection of approaches, frameworks, and resources related to generative artificial intelligence (GenAI) in education. These resources are intended to help educators navigate a rapidly evolving landscape by offering a range of perspectives on GenAI literacy, teaching practice, ethics, policy, and pedagogy.

Because GenAI technologies and institutional responses continue to evolve, these resources should be treated as starting points for reflection and discussion rather than definitive answers.

Western University's Approach to AI Awareness in Education

At Western University, current approaches to GenAI emphasize responsible, reflective, and pedagogically grounded engagement with AI technologies. Western does not prohibit the use of GenAI, nor does it prescribe how educators should integrate GenAI into teaching or research. Instead, educators, researchers, and students are encouraged to critically examine how GenAI intersects with teaching, learning, research, creativity, ethics, professional practice, and personal values.

The Office of [AI at Western](#) outlines five [Principles of Using AI](#) to guide responsible engagement with GenAI technologies: 1) Integrity, 2) Privacy; 3) Accountability; 4) Inclusion; and 5) Transparency.

Western's [Centre for Teaching and Learning](#) (CTL) also provides resources, workshops, and communities of practice that support dialogue and learning around the opportunities and challenges of AI in education. The [GenAI Challenge](#), for example, offers self-guided activities that encourage educators to explore difference facets of GenAI through diverse perspectives from the Western Community.

One distinctive aspect of the CTL's approach is its emphasis on *AI-awareness over AI-use*. While some AI literacy frameworks assume that GenAI will or should be integrated into the classroom, AI-awareness emphasizes that educators must be able to make informed decisions about when GenAI should—and should not—be integrated into the classroom. The framework identifies 7 domains of AI-awareness: 1) Knowledge; 2) Ethics; 3) Skills; 4) Pedagogy; 5) Values; 6) Affect; and 7) Interconnectedness.

To learn more, you can read the free open educational resource (OER) book by Dani Dilkes (PhD, eLearning and Curriculum Specialist at the CTL) at [Domains of AI-Awareness for Education: Navigating the Complexity of Generative AI in Teaching and Learning](#).

A Short List of Resources

AI at Western:

[Principles of Using AI](#)

[AI Do's & Don'ts](#)

[Generative AI Challenge](#), Western Centre for Teaching and Learning

[Guidance for the use of Generative AI in Graduate Studies](#), School of Graduate & Postdoctoral Studies

AI Literacy Frameworks and Resources:

[AI In Education](#), The University of Sydney

AI For Education. (2024) [Prompt Library - For Students](#). GenAI Chatbot Prompt Library for Educators.

Bali, Maha. (2024) [Where are the crescents in AI?](#) *LSE Higher Education*

[Bloom's Taxonomy Revisited](#), Oregon State University

Hibbert, M. et al. (2024) [A Framework for AI Literacy](#). *Educase Review*

Mollick, E. & Mollick, L. (2023) [Assigning AI: Seven Approaches for Students, with Prompts](#). *The Wharton School Research Paper*

UNESCO AI Competency Frameworks: [For teachers](#) and [for students](#)

[Stanford AI Literacy Framework](#), Stanford University Teaching Commons

Broad AI Frameworks:

[The Future of Generative AI](#), Policy Horizons Canada

[Ontario's Trustworthy Artificial Intelligence \(AI\) Framework](#), Ontario Government

[OECD AI](#), The Organization for Economic Co-operation and Development (OECD)

Rotman-TVDSB AI in Education Session
Friday, May 29th

The Conversation Articles: (*The Conversation Canada is a nonprofit media outlet that publishes publicly accessible news stories and research reports written by academic researchers.*)

Eaton, S. E. et al. (2026) [ChatGPT is in classrooms. How should educators now assess student learning?](#). *The Conversation*.

Delanoy, N. (2025) [We asked teachers about their experiences with AI in the classroom — here's what they said](#). *The Conversation*.

Lapierre, G. et al. (2026) [How should schools teach AI? 3 models to consider](#). *The Conversation*.

Mylde, S. and B. Brown. (2025) [Teachers are key to students' AI literacy, and need support](#). *The Conversation*.

Rhéaume, M. (2026) [AI pragmatists: How language teachers are navigating AI with nuance](#). *The Conversation*.

Sabbaghan, S. (2025) [AI can be responsibly integrated into classrooms by answering the 'why' and 'when'](#). *The Conversation*.