

**Transcript for The Digital Learning Strategy Ethical Educational Technology Toolkit
ETUG Fall 2024 Workshop: Navigating Ethics and EdTech – November 1, 2024
Presenters: Arielle Andrews and Christina Hendricks**

BRITT DZIOBA:

Good morning, everyone. I'm Britt Dzioba, and I would like to introduce our first session today, which is the Digital Learning Strategy Ethical Educational Technology Toolkit, which will be presented by Arielle Andrews, who is the director of Policy and Engagement, Digital Policy and Business Transformation at the Ministry of Post-Secondary Education and Future Skills, and Christina Hendricks, who is a professor of teaching and philosophy at the University of British Columbia. So I will hand it over to Arielle and Christina for the first lightning session.

ARIELLE ANDREWS:

Thank you, Britt. Good morning, everyone. Thank you so much for having us this morning. I'm really looking forward to giving you a sneak preview of the informational resource that our Ethical Educational Technology Working Group has been collaborating on as part of the implementation of B.C.'s Digital Learning Strategy. As Britt just mentioned, and if we haven't had the opportunity to meet yet, my name is Arielle Andrews. I use she/her pronouns, and I am the director of policy and engagement with the Digital Policy and Business Transformation branch of the Ministry of Post-Secondary Education and Future Skills. I'm very grateful to be joined and presenting today with Christina Hendricks from UBC, who is one of our fantastic Working Group members. I'll just take the opportunity to acknowledge that I am joining today from the traditional territory of the Lekwungen-speaking People, today known as the Esquimalt Songhees First Nations, as well as the W̱SÁNEĆ Peoples here in Victoria, B.C. Christina is joining us from the traditional territory of the Musqueam, Squamish, and Tsleil-Waututh Nations from Vancouver today. And Christina, if we can move forward to the next slide, please.

Why did we establish an Ethical Educational Technology Working Group? Throughout the development and implementation of the Digital Learning Strategy, it became clear that sustainable and mature digital learning capability in our province must include support systems that guide decision-making and promote the use of technologies that are ethical, accessible, and responsive to the needs of learners, educators, and staff. During the consultation phase of the Digital Learning Strategy Development, we heard from many partners in the system that there were challenges when considering the ethical implications of adopting and using educational technologies. As the use of technology continues to increase, especially following the rapid shift to remote learning during the COVID 19 pandemic, the need to assess the risks and potential harms of these technologies has intensified. The widespread adoption of Educational Technology tools, such as generative AI, virtual reality, and augmented reality highlights the importance of navigating changes in areas such as privacy and accessibility, for example, that extend beyond legal compliance. To address these risks and provide comprehensive guidance, the Ethical Educational Technology Working Group aims to support the post-secondary education system in making ethical and informed decisions about

technology implementation. The focus will be ensuring legal and regulatory compliance as well as considering ethical implications.

How did this work come about? Experts from the post-secondary sector in collaboration with the Ministry of Post-Secondary Education and Future Skills established the Ethical Educational Technology Working Group to develop a resource that's aimed at helping institutions to integrate educational technology ethically and effectively. The first step in this process was conducting an environmental scan of existing resources related to the ethical use of educational technologies within the post-secondary sector. Next, our team defined categories and structured the resource by formulating relevant questions and answers that have been particularly tailored for educators and administrators. The outcome of these efforts is the drafting of the Toolkit itself. The Toolkit aims to empower decision-making, concerning the use of digital tools, educational technologies, and emerging technologies. The objectives of this Toolkit are to empower administrators to critically evaluate educational technologies using reflective and guiding questions that prioritize ethical practices and inclusivity. The Toolkit will also provide a curated list of resources, examples, and promising practices in educational technology to support these evidence-based decisions.

These are the results of our environmental scan. To populate that curated list of resources, the Working Group conducted this environmental scan for resources that are related to ethics in educational technologies. We compiled a list of over 90 potential resources at the outset. Next, the secretariat conducted an evaluation of these resources using a criteria that was developed and validated by the Working Group, which helped us to determine whether the resources were recommended for inclusion within the Toolkit. You can see the key results in the slide here. We're very pleased that we were able to approve 65 resources for inclusion in our Toolkit covering robust topic areas. Of these approved resources, 27 are openly licensed. While 22 are specific to Canadian jurisdictions or contexts. An additional 20 have a multi-national focus, which includes resources from UNESCO and the OECD. These approved resources are being incorporated into the Toolkit, supporting each of the different themes and topic areas, which will help to ensure that users have easy access to these materials for further reading. And now Christina is going to take you through an overview of the draft Toolkit.

CHRISTINA HENDRICKS:

Thanks so much, Arielle. I'm Christina Hendricks. I am a professor teaching in philosophy at University of British Columbia in Vancouver, and I'm also on leave from my role as the academic director of the Centre for Teaching Learning and Technology. I'll be back there in January. So I am joining, as Arielle said, from the traditional ancestral and unceded territories of the Musqueam, Squamish, and Tsleil-Waututh Peoples in my home in Vancouver. I'm one of many members of the Ethical Educational Technology Working Group, which includes folks from various parts of the province. I'm just one voice among many. I was scrolling through the list of attendees today to see if I saw anybody else from the Working Group, but that was before lots of people showed up. I might have missed some. There may be someone else from the Working Group in the room. This slide is really just to give you an overview of the basic structure and the

contents of the Toolkit. As Arielle mentioned, there's both a section on regulatory frameworks and a section on ethical practices. What's not shown is an introductory section, which clarifies the purpose of the Toolkit, the audience. It has definitions, it has the objectives that Arielle has already mentioned, and an outline of the sections of the Toolkit. The target audience is staff, educators, and administrators and specifically in post-secondary who are responsible for decision-making about use, adoption, procurement of educational technology. Both of the sections located on the slide here, the regulatory frameworks and the ethical practices are organized, I think as Arielle already mentioned, with questions. There's often a section introducing the topic, and then there will be guiding questions within each section as well as drafts or ideas for possible responses, which we'll get to in the next slide. As an appendix, there's also going to be a list of those guiding questions separated out, so one can just access that easily. The regulatory framework section talks about things like data privacy and security, copyright, accessibility, ethical practice, and data management and analytics. The ethical practices section, which of course, the regulatory may include some ethical practices, but this goes beyond that, includes topics such as digital literacy, bias, inclusive decision making, EDI, Indigenous intellectual property literacy, and data sovereignty, and much more. As the slide. There we go.

On this slide, really, what we wanted to do is just give you a taste of the kind of thing that's included in each section. This is but one of multiple questions, and it's specifically from the ethical section on digital literacy. So again, what we have is a question, and then we have an idea for a sample response or suggestions. And the hope is that institutions would take these guiding questions and provide their own responses. This particular question is about how does your institution plan to cultivate digital literacy among educators, leaders and staff, learners and staff, around educational technology. The sample idea, generating responses to develop or access comprehensive online resources, such as interactive tutorials, step-by-step guides. And where feasible, consider collaborating with other institutions to develop these or adapt openly licensed resources created elsewhere because we know that not all institutions may have capacity, nor do we necessarily need to all have separate resources.

Utilizing the Toolkit. There's multiple ways we're thinking that this Toolkit could be utilized. Supporting decision-making, within procurement, within IT or other technology departments, assisting educators and administrators and academic governance bodies in adopting or planning to adopt new technologies, whether specifically in a course or for the whole institution. Guiding the development of RFP, requests for proposal questions during procurement, and then also evaluating existing technologies whether to repurpose them for new needs, or if some new functionality has shown up in your educational technology, being able to evaluate that as well.

And that is it for our presentation. I just wanted to end by giving a little bit of forward looking. So the Secretariat at the Ministry is working on finalizing some edits. They will circulate a new draft with the Working Group. But before that, the Digital Learning Strategy Forum, which is taking place in mid-November, will have a session on this Toolkit, where we'll actually be

sharing a draft of the Toolkit and gathering feedback. So we're going to wait for that to continue editing. And then hopefully, in the new year, there will be an opportunity to share the finalized Toolkit. I want to conclude by expressing hearty gratitude to Arielle and many others in the Digital Policy and Business Transformation branch of the B.C. Ministry of Post-Secondary Education and Future Skills because they have put in many hours to draft and shape this Toolkit based on feedback from lots of folks in the Working Group. Thank you.

ARIELLE:

Thank you, Christina. I think we've got a couple of minutes for questions if there are any from the audience. Everyone's full up on Halloween candy for breakfast this morning.

CHRISTINA:

Yes, thanks, Melanie. We will be sharing a draft at the forum so it's during a session where you can choose different topics to focus on, so this would be one topic you could choose amongst others.

BRIANA FRASER:

Thank you, Arielle and Christina. If there's no questions, we can move on to our next presenter. Thank you so much.