INDIGENOUS LEARNING

An invitation to have an ethical conversation on GenAI

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google) among several others. Other generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E. GenAI tools can provide valuable assistance and support in academic work. However, it is essential to use them responsibly and ethically.

GenAI is an opportunity to engage in conversations that are sometimes omitted when we decide to go directly to use a tool without first reflecting about it. As the Indigenous Learning Department, we are inviting you to hold AI developers, AI companies, and tech corporations accountable for the way they are visualizing the future for all. Technologies may facilitate processes while enabling equality, liberating, and amplifying the human experience. They may also facilitate processes for profit while controlling and oppressing communities. In other words, the same technology can be used for one or the other, depending on who is using it and for what purpose.

Before you use GenAI, we invite you to answer the following ethical questions:

1. Are AI developers taking into account Indigenous perspectives? Are AI developers making sure these new tools do not project [human racist biases and gender stereotypes](#)? How?
2. Is Generative Artificial Intelligence provided by chatbots such as ChatGPT neutral when answering about human rights, extractivism, and settler colonialism? Are you aware that chatbots such as ChatGPT may sugarcoat and [oversimplify](#) information about cultural genocide?
3. Text provided by chatbots such as ChatGPT are not "ideas" but rather the result of a program estimating the probability of any given word following another in a given context. Are you aware that this aspect of its design explains a key limitation known as "[hallucination](#)"?
4. Have you heard about [Indigenous Data Sovereignty](#)? Do you know that GenAI may be extracting Indigenous data without consent? How can we ensure we are honouring Indigenous knowledge protocols? Are you aware that GenAI is not reliable in crediting the lineage of knowledge holders or creating accurate citations?

5. Are you familiar with chain-capitalism? Are you aware that the AI industry requires large amounts of energy, critical minerals and [water](#)? And in many cases, these essential resources are extracted from Indigenous territories–to run their business?
6. How can we discern between human, natural, and artificial intelligences? What is our responsibility and relationship as humans with GenAI? What does it mean to be human?

In the end, we are inviting you to nurture curiosity, honesty, and reciprocity in your process of coming to know. Indigenous ways of being in the world have a unique perspective on technology and "artificial intelligence," as explained in the groundbreaking article "[Making Kin with the Machines](#)".

If you decide to use Generative artificial intelligence after holding space for the above questions and reflections, please follow the **LU academic policy on GenAI**, suggested by the Faculty of Social Sciences and Humanities.

● Student Responsibility – It is the responsibility of the student to understand the limitations of AI-based tools. While these tools can provide suggestions and insights, final decisions and critical thinking should come from the student's own understanding and effort. Before submitting, review your work with this in mind. If you do not understand what type of GenAI usage is appropriate, ask the course instructor for clarification.
● Formative Usage – In this class, you may use GenAI for formative, but not summative, work. That means it can be used as a "possibility engine" (a tool to brainstorm), a "study buddy," a "collaboration coach," a "guide on the side," a "personal tutor," a "co-designer," etc. to help you learn course content, but it cannot be used as the primary vehicle for any work that is submitted for marks or evaluation. (See UNESCO's "ChatGPT and Artificial Intelligence in Higher Education Quick Start Guide," page 9, for explanations and examples of these and other roles GenAI can productively serve in a formative capacity. https://unesdoc.unesco.org/ark:/48223/pf0000385146)
● Error & Bias – AI content is created by computer algorithms that have been trained using large amounts of data. The AI learns from patterns and examples in the data to generate new content that resembles what it has been trained on. If the training data used to train the AI model is biased or limited in scope, the AI may reproduce content that is inaccurate, incomplete, offensive, and/or biased. Students should weigh this as they consider material produced by AI.
● Trustworthiness – Generative AI can be vulnerable to manipulation and misuse. It can be used to generate fake news, misinformation, or deepfake content, which can have harmful consequences. Students should check AI-generated content against reputable sources.
● Plagiarism – Since [writing and critical thinking ability] are learning outcomes of this course, all work submitted for evaluation must be the student's original work. Using the work of others (including content curated/generated by AI) without proper citation is considered plagiarism. See "Citing Artificial Intelligence" for assistance with correct

documentation. https://dal.ca.libguides.com/CitationStyleGuide/citing-ai

● Citation of Sources – If you use material generated by an AI program for an assignment in this course, it must be cited like any other source (with due consideration for the quality of the source, which may be judged as poor). Failure to do so will be considered a violation of academic integrity. See Student Code of Conduct – Academic Integrity. https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity