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# From Guidance to Practice: Starting Small with AI Integration – A Film Studies Case Study

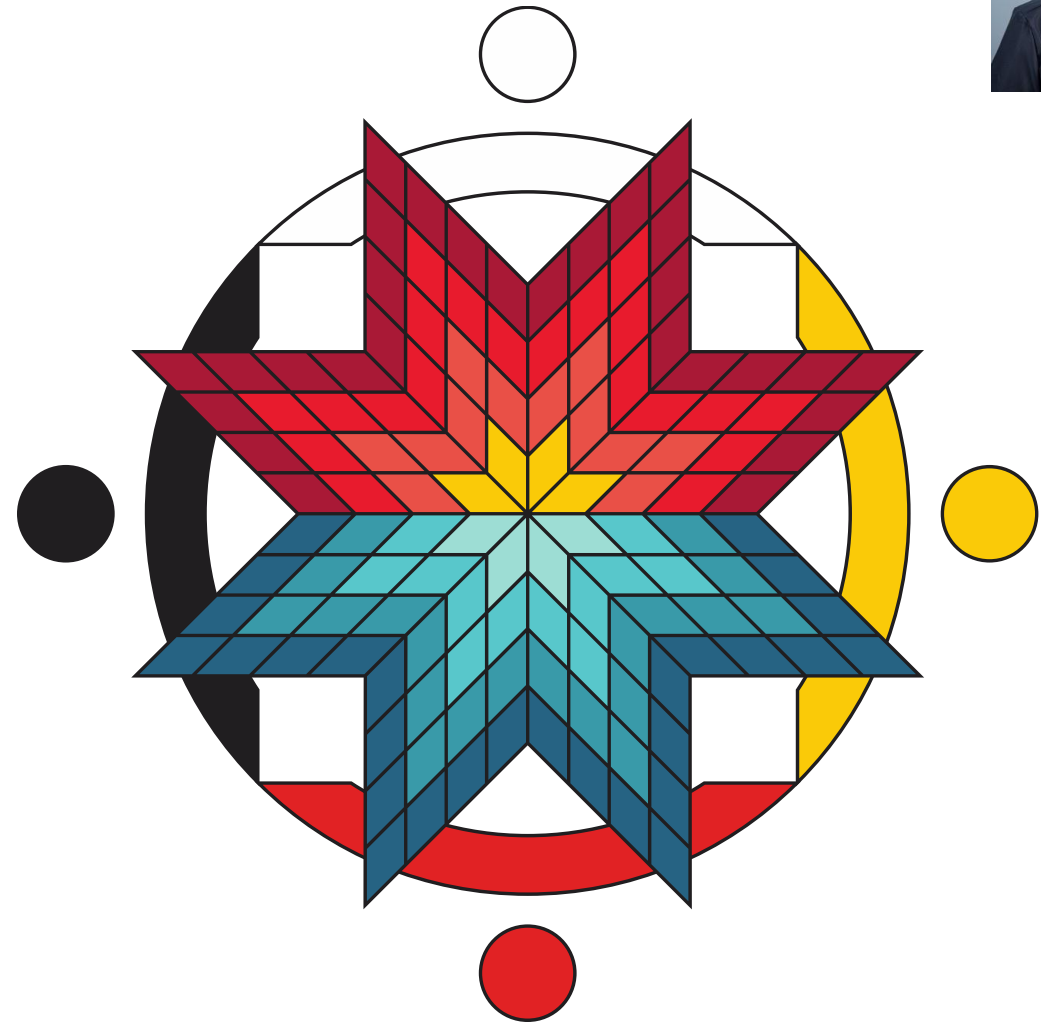
Bernie Gaidosch and Evelyn Chan  
Student Perspectives: Vraj Maheshbhai Soni and Sabina

# Land Acknowledgement

George Brown Polytechnic is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time.

We are grateful to share this land as treaty people who learn, work and live in the community with each other.

[Learn more about our land acknowledgement.](#)





# Presentation Structure Overview

## Roles

- **Evelyn** (Moderator, framing, synthesis, audience facilitation)
- **Bernie** (Faculty implementation perspective)
- **Vraj** (Live Student)  
Real-time lived experience and reaction
- **Luma and Sabina** (Recorded Student Reflection)  
Structured prerecorded responses





# Context

- Winter 2026 online film studies courses
- 2 live courses / 4 CRNs , approx. 200 students
- Students already using AI in different ways
- Focus: student experience, not AI tools

This presentation is not about whether AI is good or bad. It is about what students actually experienced when AI expectations became visible.





# Why Introduce AI Guidance?

2-3 mins max

- Silence was not working
- Students already using AI
- Need for transparency
- Reducing ambiguity
- Creating reflective discussion

**Quick show of hands: How many feel this?**

3 mins- 9:48





# What Students Are Telling Us About AI



**73%**

**use generative AI for schoolwork**  
*(up from 59% in 2024 and 52% in 2023)*



**66%**

**say they are learning and retaining less knowledge**  
*despite achieving better results with AI*



**48%**

**report their critical thinking skills have deteriorated**  
*since they began using AI*



**77%**

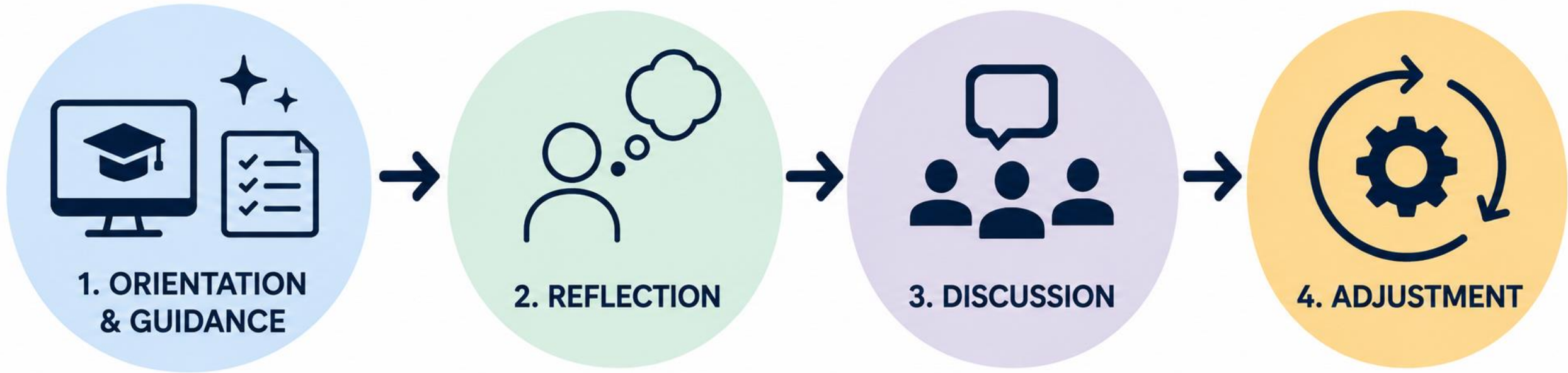
**want guidance on responsible AI use**  
*Students also report anxiety and uncertainty around AI expectations.*



**57%**

**feel like they are cheating when using AI**  
*and 54% worry about being caught*

# Starting Small



## 1. ORIENTATION & GUIDANCE

Students explore AI literacy resources and tools (e.g., Goblin Tools) and receive clear course expectations about AI use in assignments.

## 2. REFLECTION

Students reflect on how they use (or don't use) AI, their decisions, and how it affects their learning and creative process.

## 3. DISCUSSION

We create space for conversations—among students and with instructors—about learning, authorship, and responsible AI use.

## 4. ADJUSTMENT

We refine our guidance and practices based on what we learn from student experiences and conversations.

The logo for 'evolvED' features the word in a multi-colored font (green, yellow, blue, purple, orange) with two orange arrows pointing right above the 'v' and 'D'.

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## Student Voices + Reflection Themes

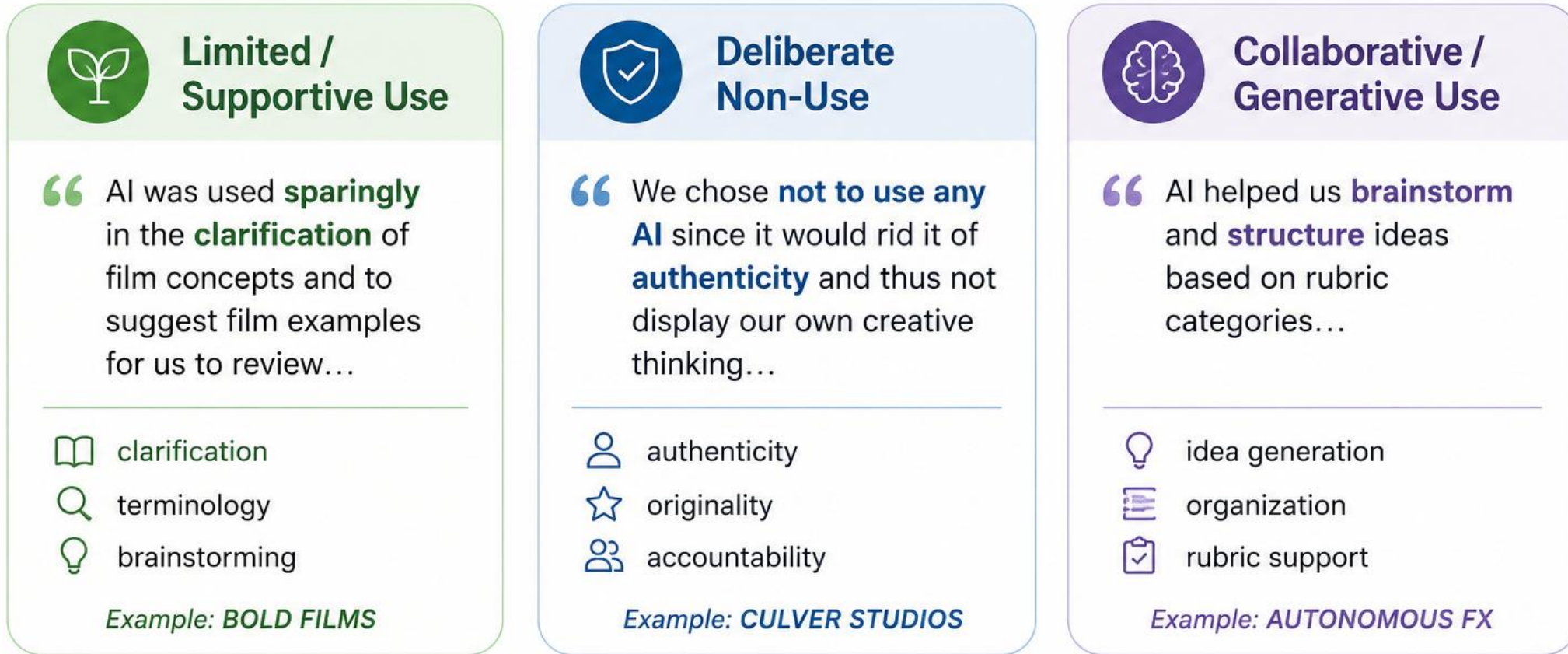
This section alternates:

- Synthesis (key themes across all sources)
- Reflection excerpts (what students wrote)
- Prerecorded response (student voice)
- Live student discussion



# Theme 1: Students Were Already Negotiating AI

AI use was not passive or uniform. Students described active decisions about when, why, and whether to use AI.



Non-Use ← Negotiated Use → Supportive Use






# Theme 2: AI as Support, Not Replacement




Student reactions to AI guidance in the course.


Initial student responses to AI transparency and guidance in the course.

 **Relief / Appreciation**

“Not many courses talk about AI this openly. I was glad we had actual guidance.”




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-  clarity
-  transparency
-  expectations

 **Reduced Anxiety**

“It made me feel less nervous about accidentally using AI the wrong way.”

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-  confidence
-  understanding
-  support

 **Critical Awareness**

“The guidance helped me think more carefully about when AI is actually useful.”

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-  decision-making
-  responsibility
-  reflection



# Theme 3: Authenticity, Resistance, and Creativity

Many students framed AI decisions through ideas of originality, emotional meaning, and creative ownership.



## Authenticity

“We chose not to use any AI since it would rid it of authenticity...”



originality



individuality



creative thinking

CULVER STUDIOS



## Emotional Meaning

“True perception and understanding of our own emotions while watching a film is much more valued to us.”



emotional connection



interpretation



human experience

ASTROLAB



## Creative Ownership / Resistance

“I wanted to be completely responsible for the final choices of the story...”

or

“AI was not used... all ideas are inspired by films members have seen or are original.”



ownership



accountability



intentional resistance

SANTANA PICTURES / IMMINENT FILMS



Human Expression



Creative Negotiation



AI Resistance



Anonymized student reflection excerpts



Tech Sheet Group Assignments



Winter 2026 AI Reflections



# Theme 4: Hidden Anxiety + Complexity

Student reflections revealed uncertainty, caution, and ongoing negotiation around AI use.

# uncertainty

# integrity



## Uncertainty

“Sometimes I overthought whether using AI for small things would still count as cheating.”

? confusion | ↔ boundaries | ⌚ hesitation



## Integrity Concerns

“I wanted to make sure the work still felt like mine.”

👤 ownership | 🖐️ authenticity | 🛡️ responsibility



## Need for Guidance

“Having clearer guidance helped because a lot of students honestly are unsure what’s acceptable.”

💡 clarity | 📄 expectations | 👥 support

# originality



Hidden Anxiety



Negotiation



Clarity



Anonymized student feedback excerpts



Winter 2026



AI Reflection Responses



# Student Panel – Warm up

(3 min)

“Before this course, how were you using AI (if at all)?”



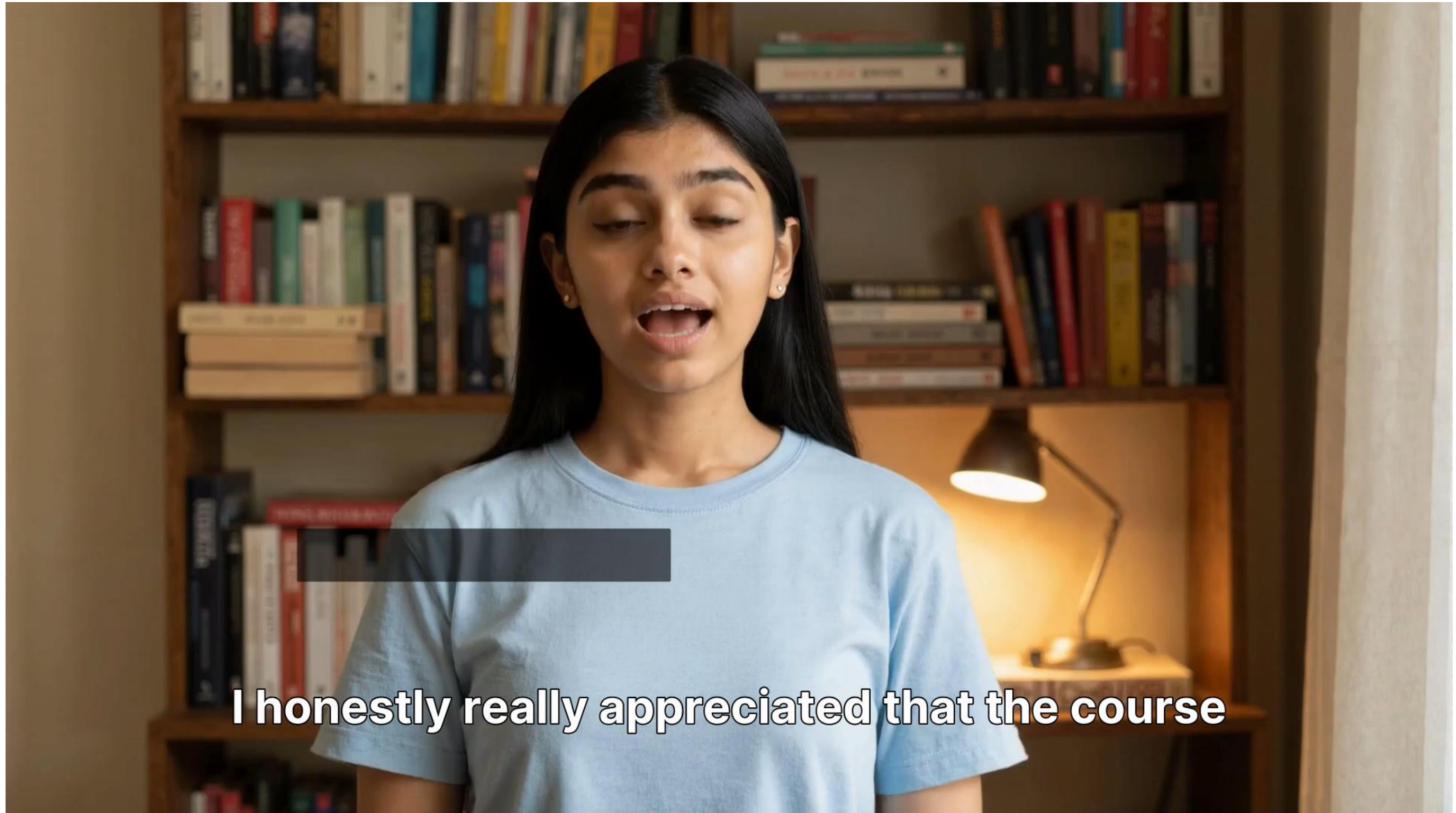
# Recorded Student - Experience

(1 min)

“What was your reaction when AI guidance was introduced in the course?”



# Recorded Student Reflection - 1



I honestly really appreciated that the course



# Live Student Reflection - 1

“Did the guidance make things clearer or more confusing?”



# Recorded Student - Impact

(1 min)

“Did this change how you approached your work?”



# Recorded Student Reflection - 2



**Clear AI Guidance**  
Modern Academic Standards

**At first I was honestly surprised that**



# Live Student Reflection - 2

“Did AI help or affect your learning?”



## **Recorded Student – Critical Reflection**

“Did the guidance affect how you approached assignments or learning?”



# Recorded Student Reflection - 3



Yeah, I think it did.



# Live Student Reflection - 3

“What didn’t work or what was frustrating?”



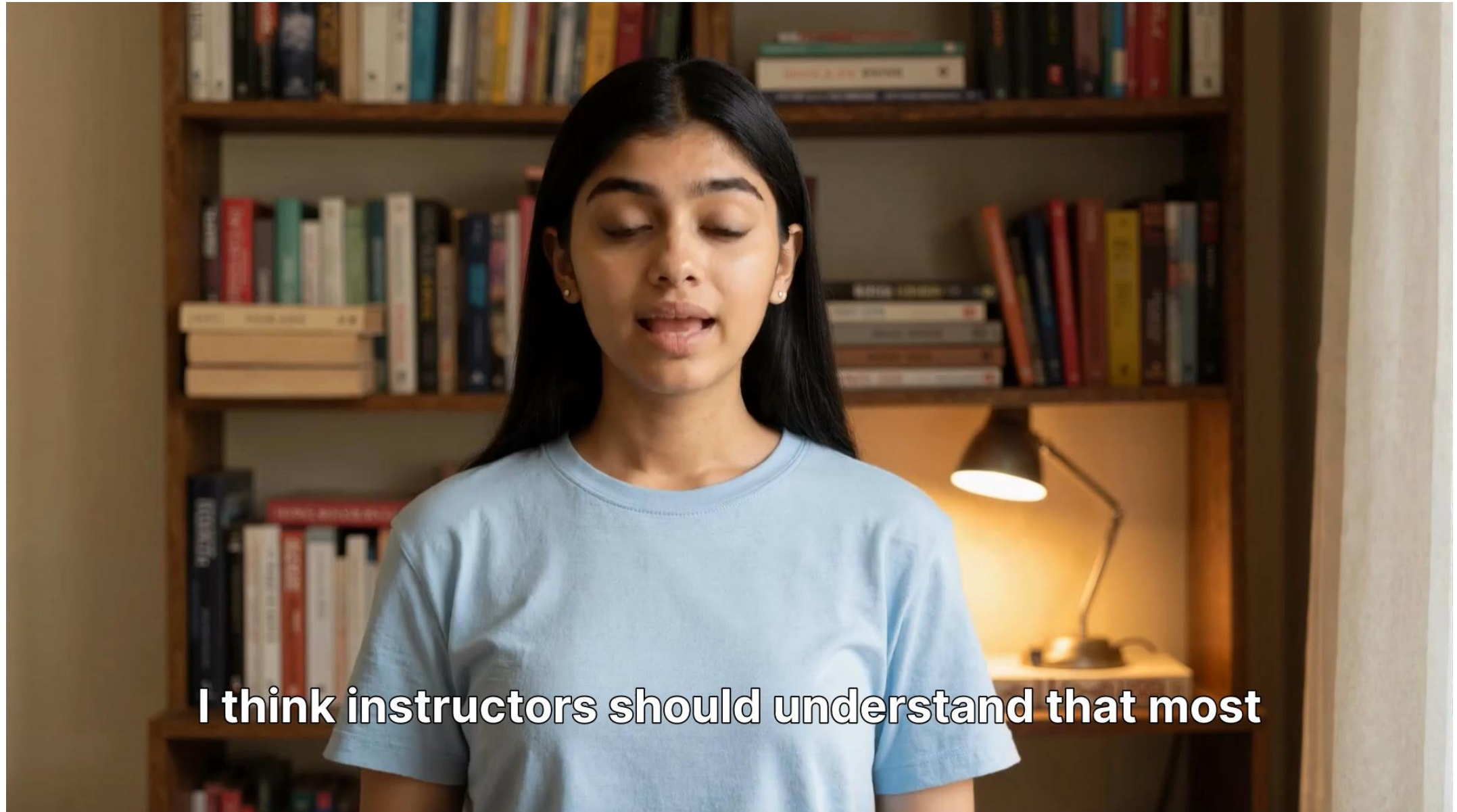


## Recorded Student Reflection - 4

“What do you think instructors should understand about how students use AI?”



# Recorded Student Reflection - 4



I think instructors should understand that most



## Live Student Reflection - 4

“What do you think instructors misunderstand most about students and AI?”

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# Audience Reflection



# Question 1

“What tensions around AI are hardest to navigate in your own teaching context?”





## Question 2

“What surprised you about these student reflections?”





## Question 3

“What might ‘clear guidance’ realistically look like in your discipline?”

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# Meaning-Making + Implications



## Important Insight

“The most significant outcome was not increased AI use, but increased student reflection about learning, authorship, and decision-making.”





# Three Takeaways

1. Students are already negotiating AI independently
2. Clear guidance reduces anxiety more than restriction alone
3. Small structured interventions can open meaningful conversations about learning and authorship





# AI Literacy in the Classroom Series: Simple Ways to Set Clear AI Expectations in Your Course



We're introducing [AI Literacy in the Classroom](#), a 45-minute interactive workshop introduces practical, low-effort ways to communicate clear, student-facing AI expectations without overcomplicating your course or relying on detection tools.

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Thank you!