

2025 Term 3 Week 5A PLG_Capitalisting

This PLG helps teachers to explore the foundations for AI productivity tools that assist teaching and learning.

Starter question (5 minutes)	Which AI wins have you experienced recently?
Reading (5 minutes)	<p>AI-Enhanced Teaching</p> <p>Consider these strategies to help maximise AI's positive impact in your classroom and mitigate potential challenges:</p> <p>Collaborate with students on AI decisions. Students are our most important stakeholders. Consider involving your students in the decision-making process about how and when to use AI for teaching. Collect student feedback throughout the term so you can hear their perspectives on the AI tools they've been using.</p> <p>Try before you teach. Before integrating a new tool into your teaching, take the time to explore its features in-depth. If you encourage students to use this tool, make sure you've tested its outputs and functionalities comprehensively enough to guide them effectively.</p> <p>Ensure accessibility. Make sure any tool that you're encouraging students to use is compatible with screen readers, voice commands, and other assistive technologies. Avoid assignments that will disproportionately benefit students who can pay for access to expensive AI tools.</p> <p>Encourage critical thinking. Encourage students to think critically about AI's limitations. Highlight the danger of hallucinations (producing information that is convincing or plausible-sounding but is actually incorrect, fabricated, or misleading) and offer students resources and methods for fact-checking. Discuss AI's potential to reproduce harmful biases. Emphasise the importance of carefully reviewing AI-generated content. By taking these steps, we can help students engage with AI thoughtfully, responsibly, and effectively.</p> <p>Develop AI Literacy</p> <p>AI literacy is "a set of competencies that enables individuals to critically evaluate AI technologies, communicate and collaborate effectively with AI, and use AI as a tool online, at home, and in the workplace" (Long & Magerko, 2020, p.2). Generative AI is becoming particularly relevant in high school and higher education. Consider the rise of AI-driven tools that can simulate business scenarios or generate financial models based on a set of input parameters. Such tools can be invaluable in a</p>

classroom setting, allowing students to explore a multitude of situations without manually crafting each one. By integrating these tools into their curriculum, teachers can offer students hands-on experiences that were previously hard to achieve.

Many different resources can help you develop AI literacy and become a savvy user. For example, you can have conversations about AI with your colleagues and students. You can join workshops or courses focused on AI. You can read expert articles. You can also explore relevant courses on platforms like LinkedIn Learning. The more you know, the more effectively you can use AI yourself and guide your students.

Ethical Considerations

The emergence of powerful generative AI systems presents exciting possibilities for enhancing teaching and learning. However, integrating these technologies into teaching also raises important ethical questions. Three key areas of concern are data privacy, AI-generated falsehoods, and bias in AI systems.

Data Privacy

Make sure to treat unsecured AI systems like public platforms. As a general rule, you should never enter any data or input that is confidential or sensitive into publicly accessible generative AI tools. This includes (but is not limited to) individual names, physical or email addresses, identification numbers, and specific medical, HR, financial records, as well as proprietary company details and any research or organisational data that are not publicly available.

Beyond never sharing sensitive data with publicly available AI systems, it is recommended that you remove or change any details that can identify you or someone else in any documents or text that you upload or provide as input. If there's something you wouldn't want others to know or see, it's best to keep it out of the AI system altogether (Nield, 2023). This is not just about personal details, but also proprietary information (including ideas, algorithms or code), unpublished research, or sensitive communications.

It's also essential to recognise that once data is entered into most AI systems, it's challenging—if not impossible—to remove it (Heikkilä, 2023). Always exercise caution and make sure any information you provide aligns with your comfort level and understanding of its potential long-term presence in the AI system.

Falsehoods and Bias

There are well-documented issues around AI systems generating content that includes falsehoods ("hallucinations") and harmful bias (Germain, 2023; Nicoletti & Bass, 2023). Educators have a responsibility to monitor AI output, address problems promptly, and encourage critical thinking about AI's limitations.

**Discussion
and Shared
Practice
(25 mins)**

- Why is it important for teachers to test and understand AI tools before integrating them into their teaching practice?
- What accessibility considerations should teachers keep in mind when selecting AI tools for student use, and how can equity be maintained?
- In what ways can educators encourage critical thinking among students regarding AI-generated content, including addressing hallucinations and biases?
- Which AI tools and strategies do you now use regularly that specifically assist teaching and learning?
- How could we share our practice regularly to ensure that we are ethically harnessing the power of AI?

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