

ARTIFICIAL INTELLIGENCE IN INDEPENDENT SCHOOLS

WORKSHOP SERIES



Instructions: Please look at which Zoom breakout group you are in. Add your notes to the corresponding table.

Future of curriculum and assessments

How can we help teachers focus on the PURPOSE of the assignment and convey the 'why' to students? How can we prevent the misuse of AI in the education setting, particularly in the context of assessments or assignments?

What are some things we could do to support teachers to help the curriculum evolve in appropriate ways?

What does the future of assessment look like? How can we get there?

How can we ensure that the use of AI doesn't widen the digital divide among students?

Policy-driven discussion

How should we adapt our policies and teaching methods to keep up with the rapidly evolving AI landscape?

What should and shouldn't be acceptable to use as administrators, faculty, staff, and students at the:

- Institutional level
- Divisional level
- Department level
- Course level
- Assignment level

Group 1

How would we figure out if it is a deep fake? Prohibit both positive and negative

The majority of policies should be permissive. On the other side of that, talk specifically about

image manipulation (of another individual or entity) then you are outside of the bounds.

Developing judgment. Can't put judgment in a policy. Have specific guidelines, but have opportunity for education to learn when is the best way to learn.

Is the desire of the faculty to have very specific dos and don'ts. Highly specific policies can lock in (context in rapidly evolving field). How to write policy that accounts for rapid change.

School is 116 years old - if you went through student handbook just a few years ago, it looked like 1950's or 70's. Boys' hair too long. Policing this one thing so that you don't focus on the things that are important. Focus on (digital) citizenship. What does it (and doesn't) look like to be a good citizen?

Cooperative, flexible - educating parents and students.

Setting policy is an art and science. Don't paint yourself into a corner.

Policy is only as good as you can enforce.

Future focused.

Could it be around consent? Should consent be considered?

Clarifying boundaries of what data belong to the school and what data belong to individuals may be a good starting point for formulating policy

Group 2

Group 3

We talked about schools having unclear/evolving policies at this point.

Policies can be different for different depts and different assignments within a dept

We need to manage expectations and workloads to not put students in the position to use AI instead of doing the work themselves.

Focus on the process compared to the product – teach and develop skills vs. focusing on the end product. Scaffold. Use exemplars.

Do collaborative work in class, not for homework to avoid over usage of AI

Sample of AI Policy for Middle School Students Incorporating the School's Honor Code

<https://docs.google.com/document/d/1uGGeytI11GIK-YMrCTm6apsPTmg-rHFMK5c57xNOHhI/edit>

Group 4

What do teachers and students need to know to use these tools safely and successfully?
How do we shift the conversation past the concerns about cheating? Cheating will happen.
Is the big concern about cheating, or about students not having opportunities to fully learn skills? How do we shift to focus on learning and learning opportunities?
Important to include student voices in policy discussions and decisions.

Should we be focusing on teaching students the value of learning?

Group 5

So many plagiarism cases at the end of the year - students not citing, even if it might be a reasonable use.

How do we help students understand the ethics of AI? What's the line where students are using it to help vs. an unethical act?

How do we embrace it and teach it, but not allow it to go crazy?

How does it fit in with digital citizenship curriculum?

Will students stop learning how to write?

Do teachers have to cite it whenever they use it as well?

Under 13 requires parent consent, not that they can't use it at all.

We have kids write their own prompts and then compare to ChatGPT and have them try to discern which one is which. But for how long would this even work?

But it's good enough in a pinch, right?

Will there come a point where we ask students to learn the skills when they are young and then once they have mastered it, they can then use the tool to make it faster and quicker (not

because they can't do it, but because it's just faster and easier)
But if you use the tool so much that you then no longer have the skill, where are you? Can you find the store without the GPS on your phone? So maybe it's just not something we want people to be dependent on.
We just need to teach them how to use it responsibly.
Added an AI unit to a 9th grade seminar this year (had to update it on the fly!) Somewhere along the way, our digital citizenship muscles atrophied which makes this harder, too. You need to understand how algorithms work. The world of AI is so big, it's so much larger than just plagiarism. Do students even understand how their data is being used when they create accounts?
Plagiarism is just the surface or symptom.
The bigger issue is taking shortcuts in critical thinking or creative thinking.
How do you create a policy for that?!?
Thinking is the moment of struggle and complexity and ambiguity and uncertainty. You need to be in that space of confusion and loss and sit in it and find your way out of it.
I wonder if we then elevate in person work, speaking, thinking, brainstorming without any technology in person with other human beings. Blackout times. Forced times for critical thinking, confusion, etc.

Group 6

How can we help teachers focus on the PURPOSE of the assignment and convey the 'why' to students? How can we prevent the misuse of AI in the education setting, particularly in the context of assessments or assignments?

For assessments: fewer "turn in 6 pages in a few weeks" and more "show me the steps." "Tell me you thinking on why you chose this."

For student handbook have statement that AI needs to be cited.

PURPOSE of the assignment is paramount. Is it to teach them how to find a source? Maybe AI can help. Is purpose to evaluate worthiness of a source? Maybe more done on their own. Write an original poem? Maybe no AI. grammar and spell check? Yes to AI.

What are some things we could do to support teachers to help the curriculum evolve in appropriate ways?

Lots of individual conversations with teachers to see how it can work. We all felt teachers would be doing a lot of learning this year..

What does the future of assessment look like? How can we get there?

More assessments in class; teacher supervised. For standardized - use of AI might make for lower scores, if students are not learning the underlying concepts and don't do well on standardized testing.

How can we ensure that the use of AI doesn't widen the digital divide among students?

As most people have access to internet, doesn't seem like simple existence of AI would be asset or defect for digital divide. Neutral – those lacking will still lack, but not any further behind.

Group 7

Policy-driven discussion

How should we adapt our policies and teaching methods to keep up with the rapidly evolving AI landscape?

What should and shouldn't be acceptable to use as administrators, faculty, staff, and students at the:

- Institutional level
- Divisional level
- Department level
- Course level
- Assignment level

Teachers, IT directors, curriculum coordinators and division directors in room

- Need to have specific language or citing, appropriate and ethical use.
- Possibility of having students help with crafting the policy
- Use of DO's instead of DON'Ts
- Where is the line for academic integrity policies already in place?
- Can't separate policy and curriculum - they are intricately intertwined. The AI cannot do the core skills but how do we assess for those? Replace AI with the word 'tutor' and would we allow it?
- Important to differentiate between AI and Generative AI in our policies.
- Maybe we need to focus more on skills.
- Have more in-class writing assignments to help teachers to understand a student voice before the introduction of AI tools.
- Skills we are assessing - what are we trying to get at? What is the purpose of a research paper? Are there other ways we can assess those skills? Unpack assignments to understand what we are actually trying to assess.
- This is a partnership with students and building trust.
- Employee policy needs to be consistent with guiding principles for students as well
- Three guidelines from Sentient Syllabus about AI use: 1) Quality of work: AI cannot

pass the course, 2) Truth AI must be attributed and true, and 3) Collaboration - AI use AI use must be transparent -

<https://sentientsyllabus.substack.com/p/just-the-basics?sd=pf>

- AI detectors are not accurate and biased should not be a final authority

Group 8

Future of curriculum and assessments

How can we help teachers focus on the PURPOSE of the assignment and convey the 'why' to students? How can we prevent the misuse of AI in the education setting, particularly in the context of assessments or assignments?

What are some things we could do to support teachers to help the curriculum evolve in appropriate ways?

What does the future of assessment look like? How can we get there?

How can we ensure that the use of AI doesn't widen the digital divide among students?

Policy-driven discussion

How should we adapt our policies and teaching methods to keep up with the rapidly evolving AI landscape?

What should and shouldn't be acceptable to use as administrators, faculty, staff, and students at the:

- Institutional level
- Divisional level
- Department level
- Course level
- Assignment level

Our Notes:

- How much do we assume our faculty know and have been thinking about generative

AI?

- Does this feel overwhelming? Exciting for teachers? How do we gauge what teachers know?
- Is it helpful to give teachers discipline-specific suggestions for how to use generative AI?
- Should we have brown-bag lunch discussions led by teachers who feel ready to lead them?
- Ask teachers what would be most helpful for teachers to learn about so we are prepared for the year
- How do we speak with students at different grade levels about the use of AI?
 - Important to provide do's and don'ts for students early on in the school year.

What is acceptable/not acceptable?

- Faculty - student comments written by AI are not acceptable (maybe it could be used for some sample language, etc.)

Classroom applications:

Problem-solving scenarios (robotics - how would you design a robot who could help with snow removal, history - how would you resolve political issues on the eve of the Civil War)

Group 9

Use-cases:

- prompt GPT to use a famous book—what we're all reading—to call for a monologue, then ask the students to edit the results several times to get it right.
- What to do if I want to teach decoding? Go ahead and ask it to generate a short story and ask the students to comment on the story. Then take it down or up a notch if the reading-comprehension level's too high or too low.
- "Cite the robot" that doesn't sound quite human.
- Great for kids to write their own short stories and use Adobe Firefly to generate images for your own story.
- RunwayML - may be expensive but is very cool
- Teachers become collaborators, especially in a writing class. Teacher's role is more authentic this way
- Maybe the days of the blank page are over? Maybe we don't even need the funneling intro? We have to teach our students how to ask questions effectively. Maybe even assess the RESULT of the prompt, essentially grading ChatGPT's output.

Group 10

General vs. Specific policy crafting

Policy as essential questions

Teacher discussions and conversations to develop institutional language

Whats the purpose of comments (or any task) if AI can do it for us? IS there a better vehicle for accomplishing our task?

Why do we do the things we do when we consider the spotlight of AI?

AI shifts how we evaluate effectiveness of practices, assignments, assessments, etc.

Forces schools to do some reflection about educational process

Treat as a tool - baseline of skills to develop use of AI