DITCH THAT TEXTBOOK DIGITAL SUMMIT

Ken Shelton and Dee Lanier

Cautious Steps Toward AI Implementation in Education

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Book: The Promises and Perils of AI in Education: Ethics and Equity Have Entered The Chat

A little bit about Dee and Ken

- ❏ Dee Lanier - former high school teacher, instructional and technology coach, Samsung education coach, Lanier Learning, co-author of books with Ken Shelton, specializes in design thinking and drinking coffee
- ❏ Ken Shelton - taught in LA schools 20+ years, educational technologist, career and technical educator, empowerer of learners and anticipator of barriers

"How do we determine AI misuse or cheating? How do we define cheating?"

Historical Context

- Recognize the importance of historical context; the conversation of AI is not significantly different from the conversation about Google Search or calculators.

Some tech comes and goes; those are mere disruptors. The tech that lasts are the tech that transforms what we do.
- AI isn't new technology. It's been around for decades. Many of the core foundational things that we do in education should not change. AI is not the destroyer of education, neither is it the savior of it.

Two AI Conversations: cheating and teacher efficiency

- Avoiding these conversations doesn't solve anything. We must not avoid AI and all the challenges it brings.
- AI brings perils and promises. AI can help educators become more culturally responsible. Too often, we organize aspects of education into a "one or the other" binary. We are either "all for" AI or "completely against" AI.
- AI conversations need to happen in four areas: systems thinking approach, critical thinking, analytical thinking, and ethical leadership.
- AI conversations that are not happening enough include: data governance, system design, algorithmic bias, data weighting, and personalization. ("You cannot talk about personalization if you don't know the person.")
- AI can further reinforce poor pedagogical practices. AI may not need to save you time, if you analyze how your time is being used right now.
- There are critical conversations happening about cheating and AI. AI has an impact on school discipline (re: school to prison pipeline). These systems are being trained on what we say and write.
- AI can be weaponized through deep-fakes and AI generated images and videos. Some of the first conversations around AI were around the punishment of its misuse.
- How do we determine misuse or cheating? How do we define cheating? Many times, cheating is defined as circumventing rules or being unfair.
- There are no easy answers.
- Cheating vs. Compromising Learning; K-12 is having a crisis on the value of what they offer. What we're doing in schools isn't necessarily preparing students for their future, and because it isn't, students are really only after the points of what they need to pass, rather than after true learning.

AI bias

- "It's too technical" is not a valid excuse.
- "It's a black box" (i.e. we don't totally know how it works) is also not a valid excuse.
- AI work in admissions will only reproduce what is already present.
- One way to critique AI is to ask it questions on which you know a lot of information. Also, try things in different models to see how it responds differently.

- The first work to undertake is to look at biases within yourself and acknowledge that you have them. Your bias is part of the collective bias.
- Knowing AI bias should lead you to give additional details to AI (particularly image generators).
- Every system is perfectly designed to achieve the results it gets.

Wakelet Collection:

- **Links and Resources**