ARTIFICIAL INTELLIGENCE IN INDEPENDENT SCHOOLS
WORKSHOP SERIES

ATLIS
Association of Technology Leaders
in Independent Schools

Instructions:

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

Discussion topics:

- What do you imagine designing with AI for the upcoming school year based on what you have learned in the workshop so far? How can you incorporate AI intentionally?

- How will you discuss and define 'cheating' with your learners?

Group 1

- What do you imagine designing with AI for the upcoming school year based on what you have learned in the workshop so far? How can you incorporate AI intentionally?

    - See it as a tool in the classroom, but one to be critiqued
    - Using it to make something creative (projects, curriculum, etc)from something more academic
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- How will you discuss and define 'cheating' with your learners?

    - Faculty is seeking a consistent standard
    - It will be defined collaboratively with students
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Group 2

- What do you imagine designing with AI for the upcoming school year based on what you have learned in the workshop so far? How can you incorporate AI intentionally?

-Hard to say so far
-Have students design guidelines for using AI and good digital citizenship
-Do not want to start by policing but looking at ways to work together with students at the outset
-Have teachers model and allow students to critique it
-Teach students to reverse engineer processes
-Could we use AI to design assessments (example of school using to generate To Kill A Mockingbird exam)

● How will you discuss and define 'cheating' with your learners?
   -Students realize that it was harder to cheat

Group 3

Have students create their own guidelines for using AI in school and life - Good digital citizenship.

Do not want to start by policing. Start the conversation as tools with possibilities. Use them in the beginning so it's not a forbid tool.

What tools are appropriate for MS?

Have AI to reverse engineer a challenge

Group 4

Kids aren't as jaded as the adults about being curious

Finding blindspots - making the thesis - analysizing and processing is hard. What was the purpose of this task? Find a thesis - nice jumping off point for discussion.

If they don't know what they are doing or why they are doing it, it is more ambiguous - grey area. Students know what the goal is, the purpose, the thinking with the teacher.

Love to have a school wide conversation

Group 5

- Importance of hands-on, demonstrating learning, building intrinsic motivation - helping students see value and joy in learning
- Who can help lead this conversation on each campus - leadership of department chairs, division heads
- Considering students coming from different schools at different entry points - what experiences and perspectives are they bringing?

Group 6

Focus on the positive. From our Responsible policy. **Focus on what they can and should do**.

The information is not always right. Teaching them to do fact checking. New digital literacy

Group 7

Group 8

Group 9

Group 10