



**CONNECTS  
UNCONFERENCE 2024**

How might we leverage AI to enhance instructional practices?

Nice to Meet you!



*Hello and  
welcome!*

*greetings &  
salutations!*



# Session Format (120 min)

<b>Welcome</b>	5 min	Facilitator & Expert introductions & Session overview
<b>Learn</b>	30 min	Session <b>EXPERTS</b> to share their experience / learning
<b>Reflect &amp; Share</b>	30 min	Facilitated table <b>sharing of expertise and prior knowledge</b>
<b>Deep Dive</b>	20 min	Facilitated <b>deep dive</b> into a session sub questions.
<b>Consolidate &amp; Record</b>	30 min	Participants consolidate with the infographic <b>exit ticket</b>
<b>Gallery Walk</b>	5 min	Conversations and connections during the coffee break.

# Core Agreements

- **Respect your own air-time**, and that of your fellow participants
- **We are all experts:**
  - Experts in how to collaborate
  - Experts in how to support one another
  - Experts in how to be generative in our dialogue
  - Experts in generous listening
- **We don't know it all:**
  - We all have room to grow, we benefit most when we listen with an open mind
  - We all come from different schools and different cultural contexts,
- **Network & Connect**
  - Continue the conversation during the breaks and over lunch

# AI in the Classroom: Enhancing Instructional Practices

*“How might we leverage AI to enhance instructional practices?”*

# AI in the Classroom: Enhancing Instructional Practices

- *Explore the use of AI tools to support personalized learning experiences and differentiation*
- *Discuss strategies for integrating AI into curriculum design and lesson planning process*
- *Showcase successful case studies and best practices for implementing AI in the classroom*

# Your Conference Placemat

This is the key to effective learning from today's session:

- Follows the flow of the session
- Provides you with prompts and space to ask questions, write ideas, and document your learning.

It is the artifact of the session. Use it, write on it, doodle, sketch note, whatever helps you learn the most from the the day.

The placemat form is enclosed in a double-line border. At the top left is the **CIS Ontario** logo with the text "Ontario's Institute of Quality Education" and "Ontario's Education Excellence". To the right of the logo are two fields: "Name: \_\_\_\_\_" and "Session Strand: \_\_\_\_\_". Below these is a wide rectangular box labeled "Who is at my table? (Record Names - Schools - Email)". Underneath that is another wide rectangular box labeled "Session Guiding Questions:". The bottom half of the placemat is divided into two large rounded rectangular sections. The left section is titled "Prepare & Inquire" and is empty. The right section is titled "Learn" and contains the instruction "Use this section to take notes during your session expert presentation".

# Prepare & Learn

## Prepare

- 5 min solo reflection and expertise inventory.
- What do you know already and what are you curious about?

## Learn

- 20 min presentation from your facilitators.
- Take notes
- Write down questions and ideas

**CIS Ontario**  
Connects Unconference

Name: \_\_\_\_\_ Session Strand: \_\_\_\_\_

Who is at my table? (Record Names - Schools - Email)

Session Guiding Questions:

**Prepare & Inquire**

**Learn**  
*Use this section to take notes during your session expert presentation*



# Future Design School

What does Les tell you about the role of the educator in a GAI learning environment?

How might the FDS Portrait of a Graduate inform your own PoG at your school?

How might it inform your Portrait of an Educator?

What is the biggest impact of AI on the role of the teacher in the learning experience of your students?



## Potential Benefits of AI in Education

Content development and **differentiation**

**Assessment** design and timely, effective feedback

Tutoring and **personalized** learning assistance

Aiding **creativity, collaboration, and skill development**

Operational and administrative **efficiency**

**Plagiarism** and academic dishonesty

Diminished student and teacher agency and **accountability**

Compromised student **privacy** and unauthorized data collection

**Overreliance** and loss of critical thinking

Perpetuating **societal bias**

## Potential Risks of AI in Education

What are the  
Risks?



THE LONDON  
INTERDISCIPLINARY  
SCHOOL

# Why You Shouldn't Mix Barbie with Biased AI Image Generators



# Think Critically: Bias Is Likely Perpetuated

- [How AI Image Generators Make Bias Worse](#) (*The London Interdisciplinary School*)
- [How To Eliminate Racial Bias In Artificial Intelligence](#) (*Fortune Magazine*)
- [Curriculum for Grade 5-8 about the Ethics of Artificial Intelligence](#) (*MIT Media Lab in 2019 so basic but thought-provoking*)

# Think Critically: Truth is Limited

Hallucinations happen... links to nowhere, untrue facts, sources that don't exist

**You NEED to fact check and confirm sources**

The free version of ChatGPT only has information until Jan 2022



# Analytical Thinking: What Is AI & How Does it Work?

- [ISTE article](#): Is It AI or Not?
- [Examples of AI for kids](#) (from Stanford grads)
- [Google Teachable Machine](#) - gets at the basics of how computers “learn”
- [Teachable Machine with micro:bit](#)
- [Designing Interactive AI Systems](#) - a middle school project-based curriculum
- Republic of Korea has developed curriculum standards: [Why and What to Teach: AI Curriculum for Elementary School](#) - Proceedings of the AAAI Conference on Artificial Intelligence 2021 and [Videos and lessons](#) (written in Korean)
- [AI Literacy Lessons for Grades 6–12](#) (*Common Sense Media lessons*)



# Academic Integrity



**Ethan Mollick**  • 3rd+

Associate Professor at The Wharton School

10mo • 

[+ Follow](#) 

Teachers should be wary of AI detection tools for five reasons:

- 1) They aren't very good. For example, OpenAI's detector only identifies GPT output 26% of the time. (Also, never ask ChatGPT if something was created by ChatGPT - it will make up an answer, it doesn't know)
- 2) All the current tools were made for GPT-3.5 or earlier, not the newer GPT-4 models, which are much more capable
- 3) Even small changes to the text (including asking the AI to revise its own text) can break detectors. I actually had students in my class "cheat" on an assignment, and those who did any iteration at all fooled detectors.
- 4) There often are false positives. Even the OpenAI tool has a 9% false positive rate.
- 5) A new paper shows that, in the end, AIs can always beat detectors

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## Can AI-Generated Text be Reliably Detected?

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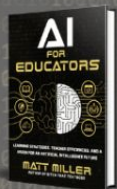


*“does the integration of AI into education, present a crisis for academic integrity, or actually an opportunity to enhance it?”*

*-Phillippa Hardman*

*[The AI Gap: Equity, Access & the Risks of Standing Still](#)*

# CLASSROOM AI USE: WHAT'S CHEATING? WHAT'S OK?



## Questions to ask:

What's OK? What's not? For whom?

For what work? Under what circumstances?

What work best prepares students for THEIR future?

Where do you draw the line for your students?

At what point is it student's work and no longer AI?

AI does student work for them with no thought by the student

AI writes content but student edits it based on learning from class

Student re-writes AI-generated content with own improvement ideas

AI generates multiple drafts; student chooses best parts of AI drafts

Student writes bullet points to include but AI writes the draft

AI guides student through writing process as a "writing coach"

Student creates content until stuck; asks AI for help to get "unstuck"

Student writes a draft; AI writes a draft; student adds best AI ideas

Student gathers stats/research via AI but creates all content on own

Student consults internet/AI for writing ideas but creates content on own

Student writes all content but asks AI for feedback to improve

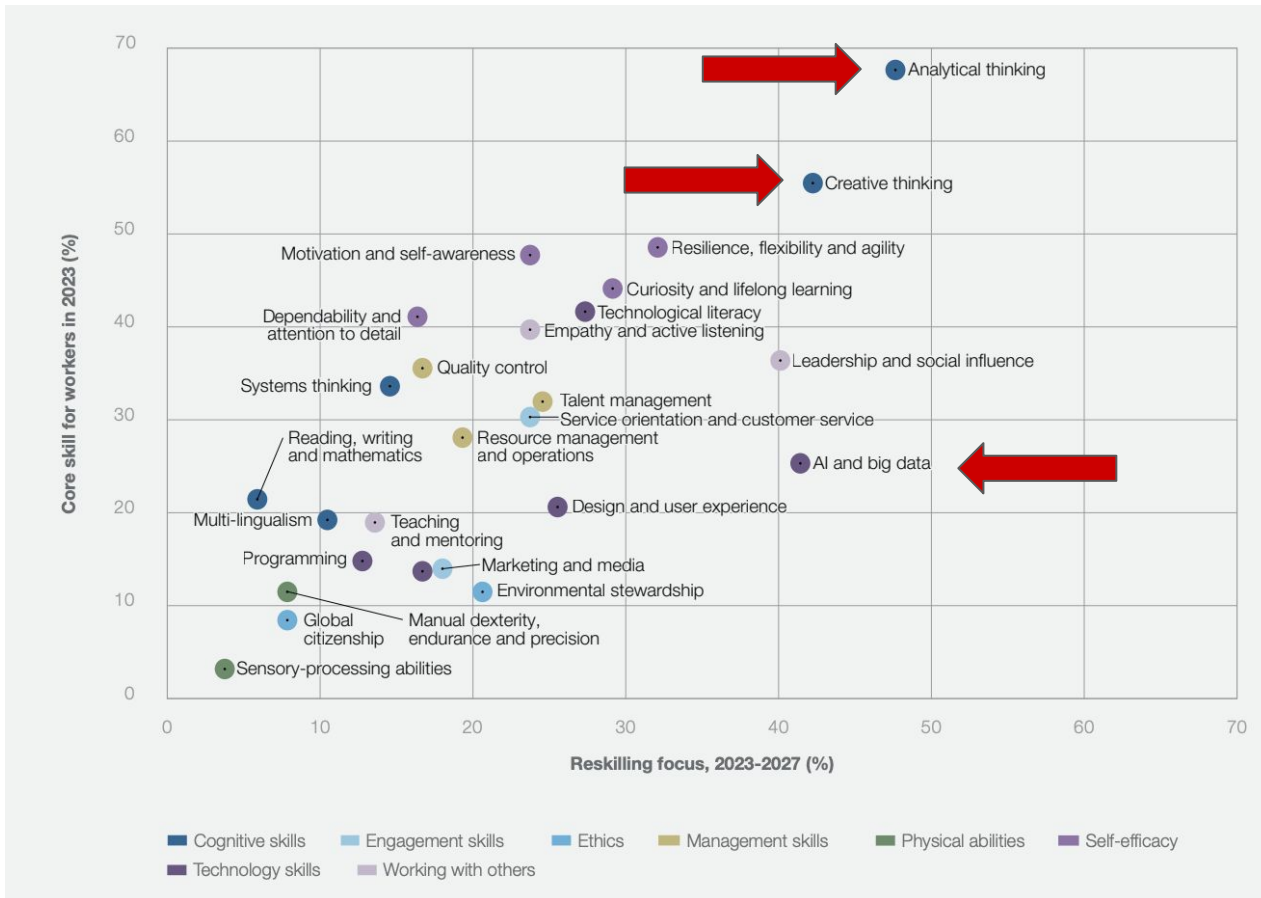
Student does all work without any assistance from AI, the internet, etc.

More AI  
Creation

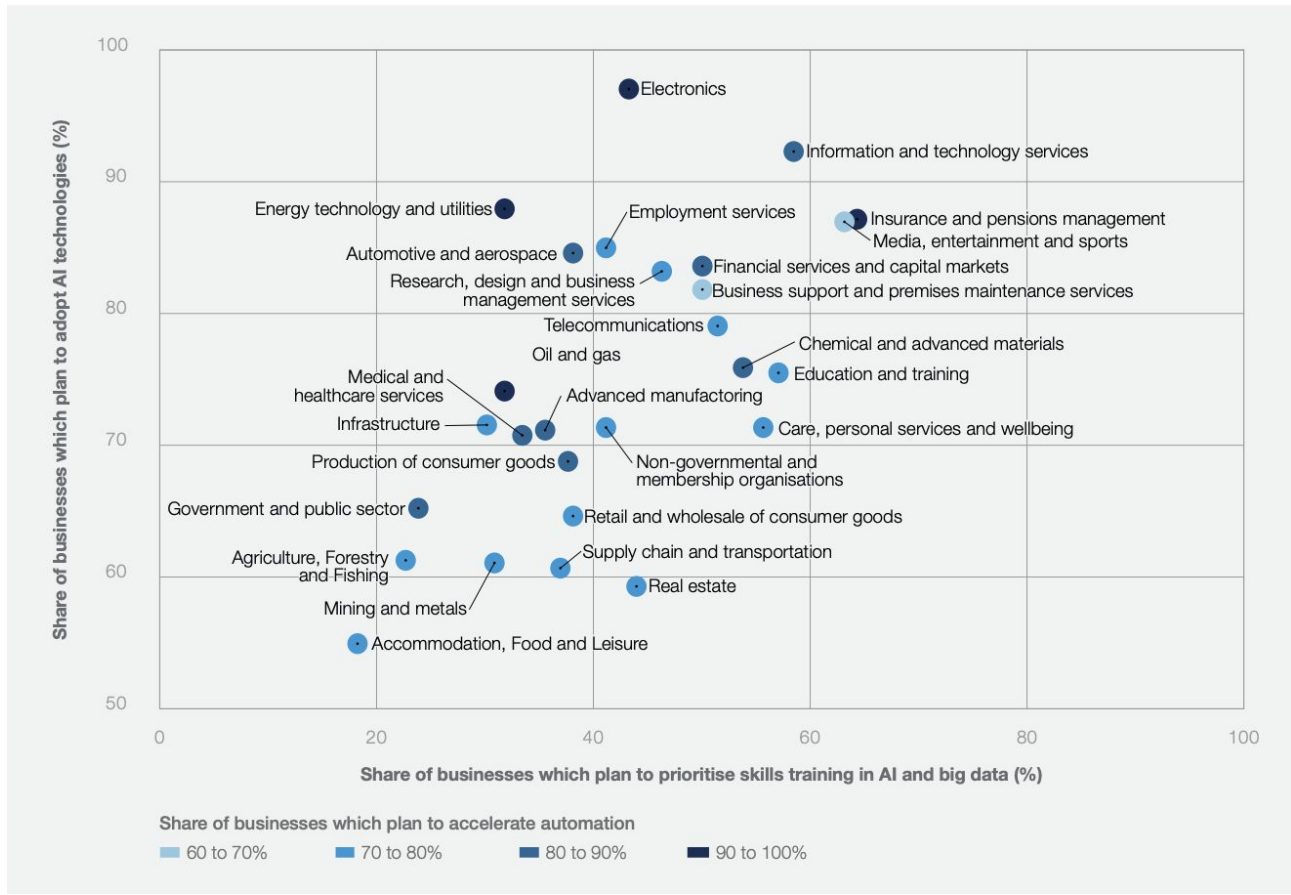
More Human  
Work



Why Now?



Source: World Economic Forum, Future of Jobs Survey 2023.



Source: World Economic Forum, Future of Jobs Survey 2023.

# Harvard, Wharton, BCG Study



Source: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4573321](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4573321)

Writing Prompts

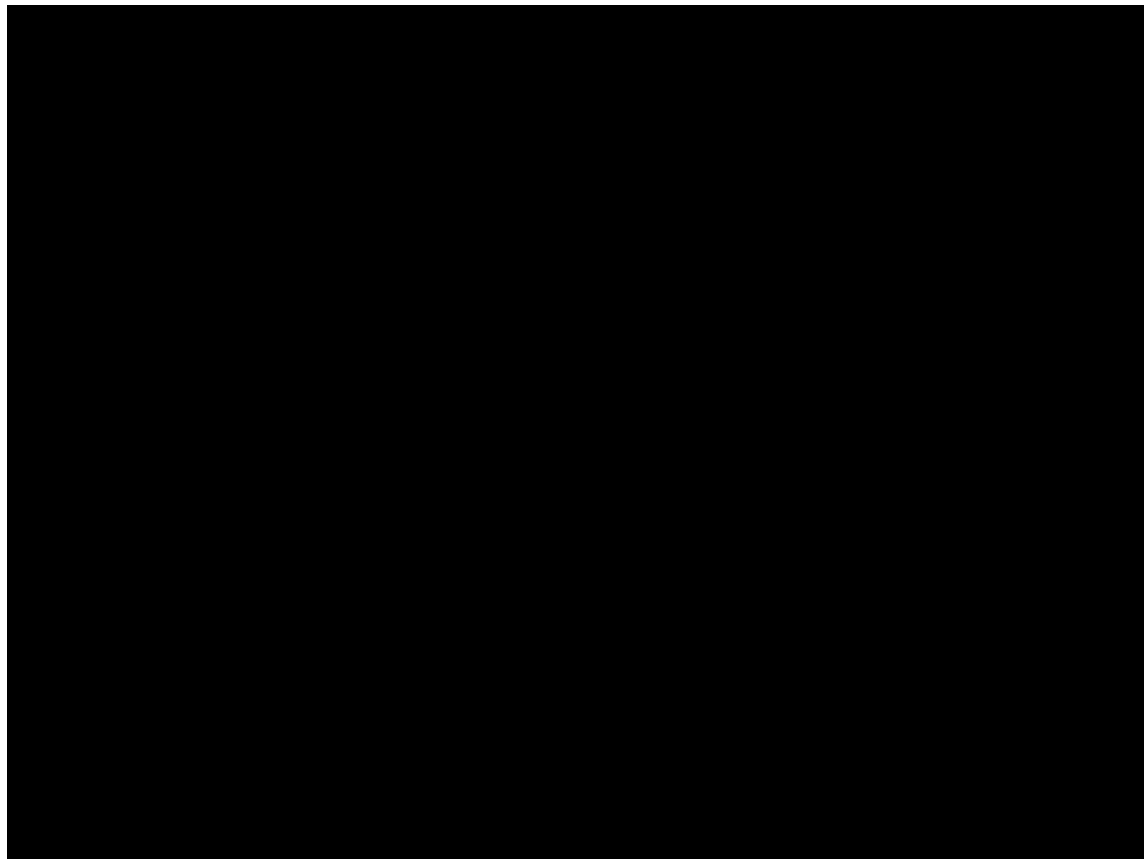
# AI For Education

What resources might AI for Education provide that have value for you, and your team?

What do you notice about how Amanda is working with Chat GPT 3.5?

What more would you like to explore from this organization?

How might Amanda's approach inform your own?





# Become a Prompt Master



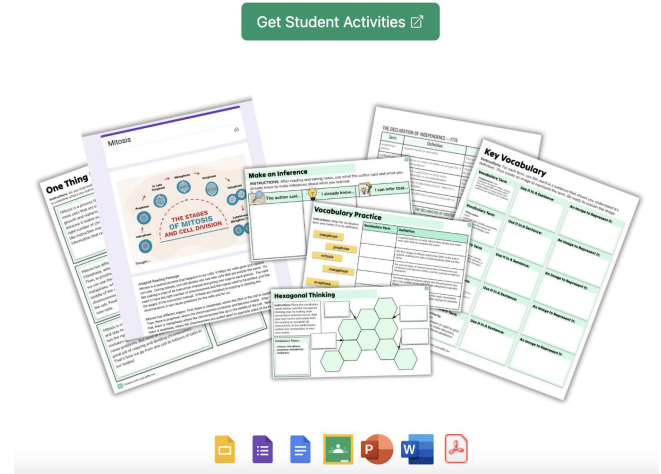
- [AI For Education - Prompt Library](#) for your chatbot of choice
- [Principled Instructions are all you need for Questioning...\[ChatGPT\]](#)
- [Practical AI for Instructors and Students](#) (Wharton School, Ethan & Lilach Mollick)

Teacher  
Assistant

# Differentiate Texts to Access Content

[Diffit](#) (free and paid)

- Start with your own text, a URL to an article or video or just a specific topic, theme, or question
- Diffit will create a text about your topic at any reading level (Grade 2+)
- It can also create activities for students to respond to the text



[Twee](#) is similar

- Seems geared towards slightly older students
- More traditional literacy engagements

# G5 Text About Climate Change Causes & Impacts

*Climate change is happening because of things that people do. One big cause of climate change is burning fossil fuels like coal, oil, and gas. When we burn these things, they make greenhouse gases that trap heat from the sun and make the Earth warmer. This is called the greenhouse effect. The Earth is getting warmer faster than ever before, and this is changing the weather and making things harder for plants and animals. It's not good for us either, because it can make it harder to grow food and cause big storms and floods.*

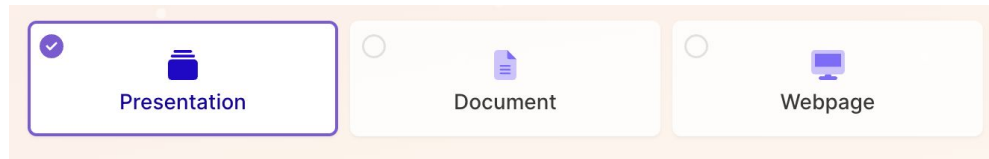
*Another cause of climate change is cutting down forests. When we cut down trees, they release carbon dioxide, which is a greenhouse gas. Trees also help take carbon dioxide out of the air, so when we cut them down, there is more carbon dioxide in the atmosphere. This is not good because it makes the Earth even warmer.*

*Using transportation is also a big cause of climate change. Cars, trucks, ships, and planes all use fossil fuels, which make greenhouse gases. These gases make the Earth warmer and cause climate change. We need to find ways to use less fossil fuels and use cleaner energy sources like wind and solar power.*

*Climate change is a big problem, but there are things we can do to help. We can use less energy by turning off lights and using less water. We can also plant trees to help take carbon dioxide out of the air. And we can tell our parents and friends about climate change and ask them to help too. If we all work together, we can make a difference and help protect our planet for the future.*

# Use a Planning Assistant to Create Presentations

- [Gamma](#) - create slide deck on any topic from pasted text, a one-line prompt or importing a file



## Understanding Climate Change

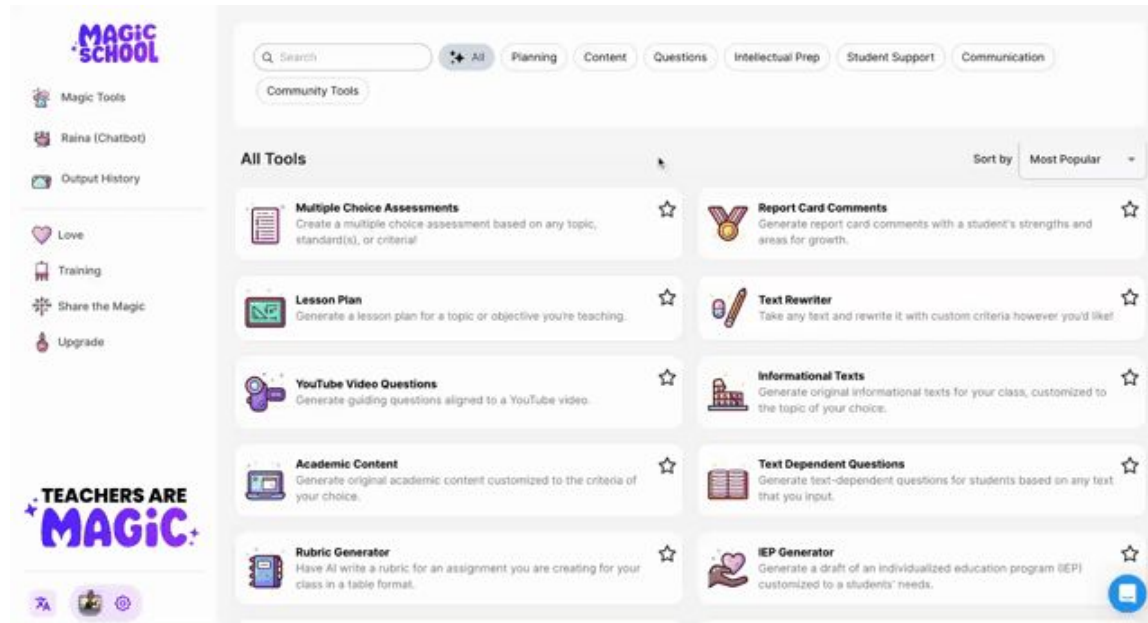
Climate change is caused by human activities such as burning fossil fuels, cutting down forests, and using transportation. These activities produce greenhouse gases that trap heat from the sun, making the Earth warmer.

by **Lara Jensen**  
Last edited 2 minutes ago

The image shows a presentation slide. On the left is an illustration of a classroom with three children sitting at desks, reading books. On the right is the main content of the slide, which includes a title, a paragraph of text, and the author's name and edit time.

# Use a Planning Assistant to Create All You Need

- [Eduaide](#) - create many resources and instructional materials (free and paid)
- [Magic School AI](#) - AI assistant for all things teaching-related e.g. create a rubric in less than 2 minutes (free and paid)



The screenshot displays the Magic School AI website interface. On the left is a navigation sidebar with the 'MAGIC SCHOOL' logo at the top, followed by links for 'Magic Tools', 'Raina (Chatbot)', 'Output History', 'Love', 'Training', 'Share the Magic', and 'Upgrade'. At the bottom of the sidebar is the slogan 'TEACHERS ARE MAGIC' and a 'Log Out' button. The main content area features a search bar and a navigation menu with tabs for 'All', 'Planning', 'Content', 'Questions', 'Intellectual Prep', 'Student Support', and 'Communication'. Below the menu, the 'All Tools' section is displayed, sorted by 'Most Popular'. The tools listed are:

- Multiple Choice Assessments**: Create a multiple choice assessment based on any topic, standard(s), or criteria.
- Report Card Comments**: Generate report card comments with a student's strengths and areas for growth.
- Lesson Plan**: Generate a lesson plan for a topic or objective you're teaching.
- Text Rewriter**: Take any text and rewrite it with custom criteria however you'd like!
- YouTube Video Questions**: Generate guiding questions aligned to a YouTube video.
- Informational Texts**: Generate original informational texts for your class, customized to the topic of your choice.
- Academic Content**: Generate original academic content customized to the criteria of your choice.
- Text Dependent Questions**: Generate text-dependent questions for students based on any text that you input.
- Rubric Generator**: Have AI write a rubric for an assignment you are creating for your class in a table format.
- IEP Generator**: Generate a draft of an individualized education program (IEP) customized to a student's needs.

# First Attempt At a Rubric

## Climate Change Animation Rubric

Criteria	Advanced (4)	Proficient (3)	Basic (2)	Below B (1)
Code Execution and Functionality	The animation effectively conveys the causes and impacts of climate change using code. The animation runs smoothly and all elements function as intended.	The animation effectively conveys the causes and impacts of climate change using code. The animation runs smoothly, but some elements may have minor functionality issues.	The animation partially conveys the causes and impacts of climate change using code. The animation may have some technical issues, causing interruptions or inconsistencies in the presentation.	The animation does not effectively convey the causes and impacts of climate change using code. The animation experiences significant technical issues that disrupt the presentation.

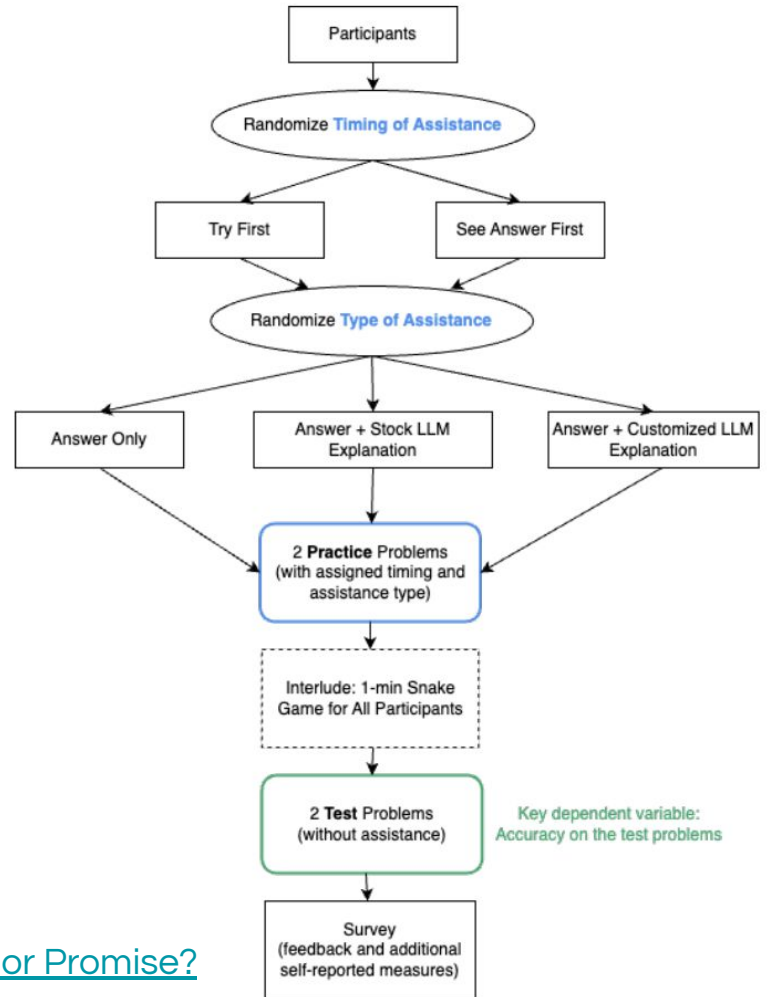
# Personalizing Learning

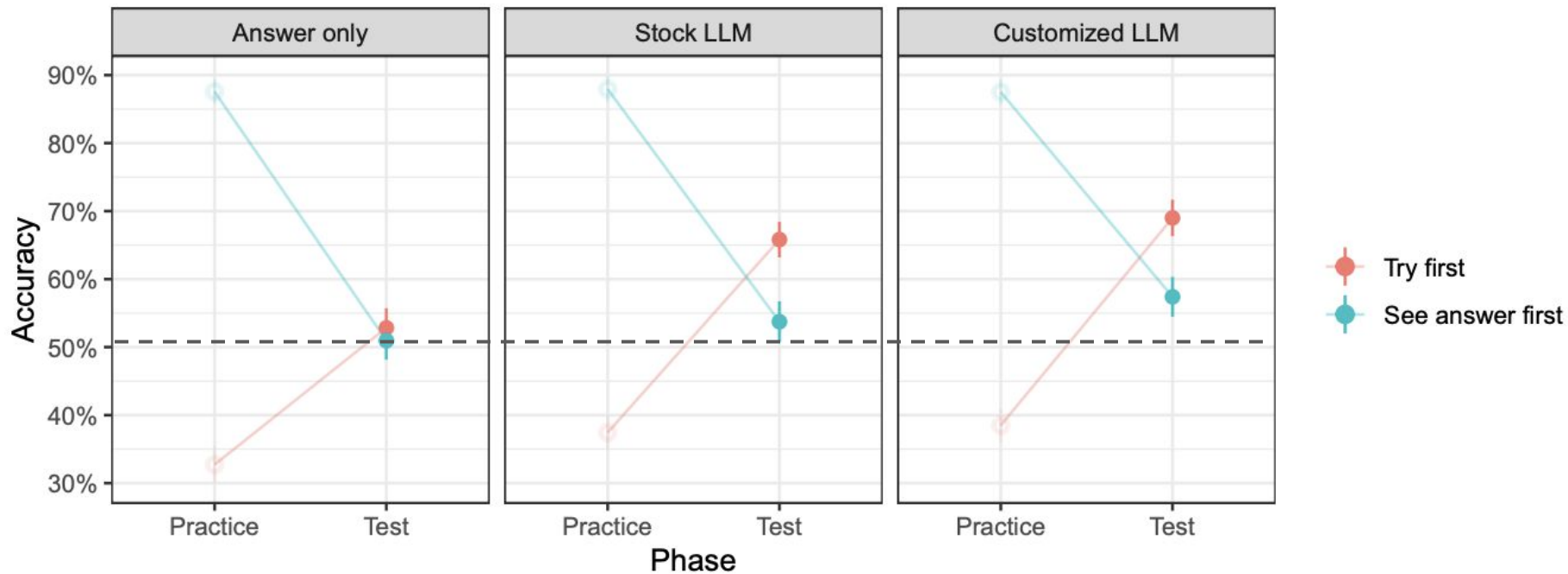


# Math Education With Large Language Models: Peril or Promise?

U of T and Microsoft

Source: [Math Education With Large Language Models: Peril or Promise?](#)





Source: [Math Education With Large Language Models: Peril or Promise?](#)

# AI Tutors

## Create your own with ChatGPT

- [Negotiation Tutor](#)
- [Language Tutor](#)
- What tutor would you like to create for your students?

## Use an App

- [Instage](#) (paid) for **Presentation and Interview Practice**
- [Flint](#) (paid) **Converse with an Expert OR Get feedback on your writing according to a rubric created by your teacher**



# Simple Procedural Prompt in Flint

1.

## Expert Prompt to Student:

Please describe the process of creating a paper circuit with one LED, 2 strips of copper tape and a 3V battery.

2.

## Student Response:

*Stick 2 pieces of copper tape on the paper. Put a battery on one of them. Bend the legs of the LED and place them on the copper tape. Fold the longer piece of tape over the shorter one to touch the top of the battery*

3.

## Expert Response to Student:

You've made a good start, but there are a few details missing. Could you please elaborate on the following points:

1. How do you ensure that the copper tape is adhered properly to the paper?
2. How do you position the battery in relation to the copper tape?
3. How do you determine which leg of the LED to connect to which strip of copper tape?
4. How do you secure the LED and battery to the copper tape to ensure a good electrical connection?

Also, think about what might happen if the LED doesn't light up. How would you troubleshoot this issue?

AI Avatars

# HeyGen



# Elevenlabs

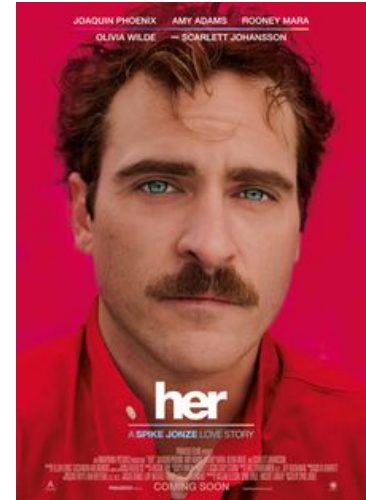


# Social Emotional Learning: AI and Relationships

CBC News: [Amid rise in AI deepfakes, experts urge school curriculum updates for online behaviour](#)

“Replika is the AI for anyone who wants a friend with no judgment, drama, or social anxiety involved. You can form an actual emotional connection, share a laugh, or chat about anything you would like! Each Replika is unique, just like each person who downloads it. Reacting to your AI's messages will help them learn the best way to hold a conversation with you & what about!” - [Replika, an AI companion](#)

[character.ai](#)'s founders have emphasized that their platform displays the message “Remember: Everything Characters say is made up!” above every chat.



*2013 movie: a man develops a relationship with his AI personal assistant*

# Planning for AI in Schools



# Resources: Planning for AI in Schools

- Educator guides, courses and a beta version of an AI Coach for Educators - from [ISTE](#)
- [Developing Your School's Vision for AI](#) - questions surrounding AI usage, checklist for evaluating AI tools, curriculum suggestions for teaching about AI, and ensuring academic integrity when using AI - from Toddle
- [Artificial Intelligence and the Future of Teaching and Learning May 2023](#) - report from US Department of Education Office of Educational Technology
- [5 Ethical Implications of AI in Education: A Guideline for Responsible Classroom Implementation](#) - blog post from Quizalize
- [AI Guidance for Schools](#) from Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023)

# Leverage Adaptive Learning Platforms



List of [adaptive Math platforms](#) shared by Common Sense Media

[SplashLearn](#) - K-5 reading and math (free)

[Zearn](#) - explore math through images (free & paid)

[Khan Academy Kids](#) - preK - 2 math, literacy and SEL (free)



[PreK-12 blended learning](#): phonics, word study, grammar and comprehension (paid)

[Lalilo](#) - K-2 phonics, word recognition and comprehension (free and paid)

[Foundations A-Z](#) (formerly Headsprout) - K-5 decoding, phonics and sight words (paid)

[Duolingo For Schools](#) - additional language learning (free)

# Reflect & Share (35 min)

## Reflect on all of the three questions

- 6 min (solo)

## Share Your answers back to the group

- 24 min (group share)
- 8 min each question

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### Reflect & Share

**Insights:** What does ..... look like and feel like when it is implemented and functioning at its best?

**Resources:** Where can I look for answers, ideas and best practices to inform my own?

**Tips & Tricks:** What are some important steps to consider when planning & implementing?


# Deep Dive (20 min)

Reflect on all of the three questions

- 5 min (solo)

Share Your answers back to the group

- 15 min (group share)
- 5 min each question

 **Deep Dive**

*Future: If there were no limits what would the ideal implementation look like?*

**Present:** What is one small small step or change you can make tomorrow?

**Learning from the past:** It might seem like a good idea, but trust me, don't even think about...


# EXIT TICKET: Inform the Infographic

## Inform yourself:

- 5 min solo reflection
- Consolidate your learning on your placemat

## Inform the Infographic:

- 20 mins group synthesis to create the table infographic

 **Synthesis: Inform the Infographic**

What is your **draft answer** to your session guiding question?

What is **one resource** were shared by your table group that you will read and follow up with (blogs, books, etc...)

What **tips and advice** are applicable to your role and school?

What **schools, experts or colleagues** will you connect with and/or follow up with?

 **GUIDING QUESTION**

**Answers and Insights**

**Tips, Tricks & Advice**

**Resources to Follow Up with**

**Schools to Follow Up with**

# Gallery Walk

