



CONNECTS UNCONFERENCE 2024

What elements of the educator need to be unlearned, repositioned, supported, and amplified in the age of AI?
How might this alter school practices and programs?

Wifi: IFLWireless Password: BMOIFL2024

Session Format (120 min)

Welcome	5 min	Facilitator & Expert introductions & Session overview
Learn	25 min	Session EXPERTS to share their experience / learning
Reflect & Share	35 min	Facilitated table sharing of expertise and prior knowledge
Deep Dive	20 min	Facilitated deep dive into a session sub questions.
Consolidate & Record	30 min	Participants consolidate with the infographic exit ticket
Gallery Walk	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

Nice to Meet you!



Garth Nichols

VP, Experiential Education & Innovation

Havergal College

Co-founder, Cohort 21



Myke Healy

Assistant Head - Teaching & Learning

Trinity College School

EdD student, University of Calgary

Teacher Positionality and Professional Learning in the Age of AI

“What elements of the educator need to be unlearned, repositioned, supported, and amplified in the age of AI? How might this alter school practices and programs?”

”

Teacher Positionality in the Age of AI

- *How has GAI changed the landscape of the role of the Educator in Teaching and Learning?*
- *What are the feelings in this room of any interruption / disruption / reimagining of the role of the educator from WHY you got into this profession / vocation / calling in the first place?*

Teacher Professional Learning in the Age of AI

- *Explore AI-powered tools and resources for professional learning*
- *Discuss strategies for upskilling teachers to integrate AI into their pedagogy effectively*
- *Share insights on the future of teacher training and professional learning in an AI-driven world*



This is a very insightful strand that focuses on the impact of AI on educators. Here are some potential subtopics and discussion points for Strand 3:

1. "AI-Powered Tools for Professional Learning": Discuss various AI-powered tools and resources that can support teachers' professional development and lifelong learning.
2. "Upskilling Teachers for AI Integration": Explore strategies for training teachers to effectively integrate AI into their pedagogy, including both technical skills and a deeper understanding of how AI can support learning.
3. "The Future of Teacher Training in an AI-Driven World": Discuss how AI might shape the future of teacher training and professional development, including potential changes to curriculum, teaching methods, and assessment.
4. "Teacher Positionality in the Age of AI": Discuss how the role of the teacher might need to evolve in response to AI, including potential shifts in responsibilities, teaching strategies, and professional identities.
5. "Impacts on School Practices and Programs": Discuss how the integration of AI into education might alter school practices and programs, including potential benefits and challenges.

Chat GPT: Prompt "What are areas to cover when consider teacher positionality in the age of GAI?"

Remember to include both educators who have experience with AI in their professional learning, and AI experts who can provide a deeper understanding of the technology. This will ensure a balanced and comprehensive

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 Learning Partnership" below it. 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 labeled "Prepare & Inquire" and is empty. The right section is labeled "Learn" and contains the text "Use this section to take notes during your session expert presentation" at the bottom.


Prepare & Learn

Prepare

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

Learn

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

	Name: _____	Session Strand: _____
Who is at my table? (Record Names - Schools - Email)		
Session Guiding Questions:		
<p>Prepare & Inquire</p>	<p>Learn</p> <p><i>Use this section to take notes during your session expert presentation</i></p>	

AI For Education
Morning Session

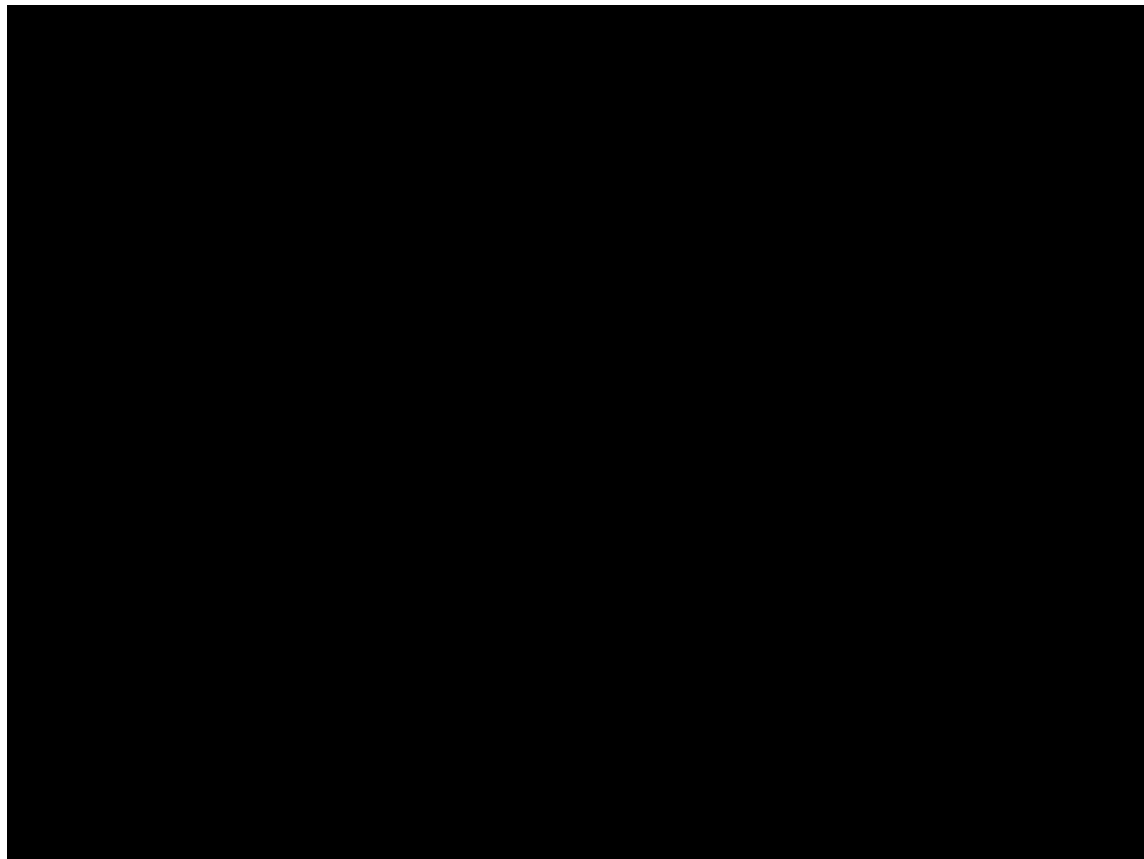
AI For Education

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?



Future Design School
Afternoon Session

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?



Generative AI applications (such as large language models) present both opportunities, unknowns and risks. They can support teachers in generating draft lesson plans and providing opportunities to develop their students' critical thinking in the classroom. These applications can support a shift in pedagogical models from having students learn answers towards supporting them in asking the right questions, navigating ambiguity and competing claims, and distinguishing fact from opinion.

~ [Opportunities, Guidelines and Guardrails for Effective & Equitable Use of AI in Education \(OECD\)](#)

The effective use of AI tools in education depends on having trained and qualified teachers, who have the confidence and the autonomy to choose both the digital tools and how they are applied in the classroom.

~ [Opportunities, Guidelines and Guardrails for Effective & Equitable Use of AI in Education \(OECD\)](#)

The pandemic has highlighted the importance of the teacher/pupil relationships and the social dimension of schooling. Too much time spent on technology can lead to the social isolation of students (and adults), which can have a negative impact on mental health as well as learning outcomes, especially for younger learners. In some cases, AI-enabled tools could add to the workload of teachers rather than an aide, especially when tools are not designed for and in collaboration with the teaching profession. There are also new risks for teachers in terms of access to technology, wellbeing, professional development opportunities, as well as regarding the use of teacher data. One of the risks lies in an unethical use of the data collected about teachers' performance in the classroom.

~ [Opportunities, Guidelines and Guardrails for Effective & Equitable Use of AI in Education \(OECD\)](#)

Technologies that Impacted Teaching & Learning

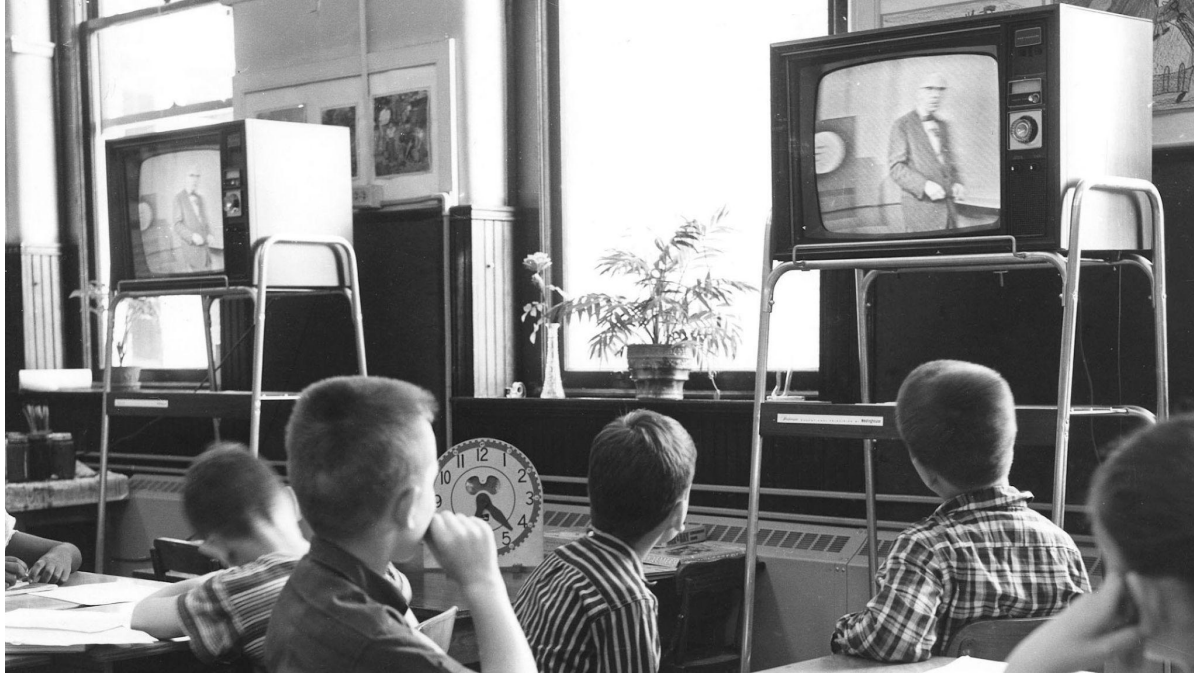


Blackboards & Chalk

Introduced: 1841

Widespread adoption: late 1800s

Technologies that Impacted Teaching & Learning



TV

Introduced: 1930

Widespread adoption: 1950-1960s

Technologies that Impacted Teaching & Learning



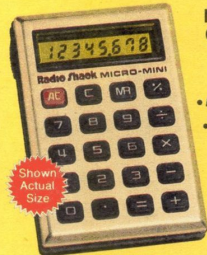
Photocopiers

Introduced: 1959

Widespread adoption: 1970-1980s

Technologies that Impacted Teaching & Learning

All-New Radio Shack® Calculators for Every Need



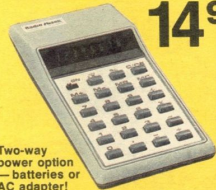
Micro-Mini LCD Calculator with "Automatic Memory"

- It's Tiny — Only 2 3/4" x 1 3/4" x 1/2"
- Percent Key Figures Discounts and Markups
- 50-Hour Battery

29⁹⁵

Radio Shack EC-222. The elegant LCD Micro-Mini is ideal for everything from shopping trips to balancing your checkbook. Enter problems just as you'd say them. Press "equals" key to add displayed result to memory for push-button recall. 50-hour battery lasts months under average use. Eight-digit capacity with overflow indicator. Four functions plus percent key. With slip-on case. 65-612 29.95

Bright Green Digitron Display and Four-Key Memory



Two-way power option — batteries or AC adapter!

14⁹⁵

- "Live" Percents
- Square Roots
- Auto-Constant

Radio Shack EC-243. A lot of calculator-power for a low price! Live-percent-age function figures additions and discounts directly. Eight-digit capacity with floating decimal, error and memory indicators. "Soft-click" keyboard includes 2 "AA" batteries, pouch. 5 1/2" x 3 1/4" H. 65-618 14.95
AC Adapter, U.L. listed. 65-735 4.95

Low-Priced Memory Calculator



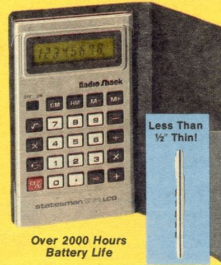
Two-way power option — batteries or AC adapter!

8⁸⁸

- "Live" Percents
- Auto-Constant
- 8-Digit Capacity

Radio Shack EC-242. A real budget-master! Figures percent markups, discounts directly, without multiplication step. Fully addressable memory. Overflow, memory indicators. Display automatically shuts off after one minute of disuse — saves batteries! 5 1/2" x 2 1/4" x 1 1/4" H. With pouch, 2 "AA" batteries. 65-617 8.88
AC Adapter, U.L. listed. 65-731 4.95

statesman thin™ LCD Calculator with 4-Key Memory



29⁹⁵

Radio Shack EC-256. A handsome checkbook-size calculator that handles lengthy financial and arithmetic problems with ease. Performs square roots, percents, sign change, plus 4 arithmetic functions. Under normal use, batteries will last years before replacement is necessary. Large 8-digit LCD display is easy to read, even in direct sunlight. Overflow and memory indicators. Includes 3 silver oxide batteries, billfold case. Just 4 1/2" x 2 1/4" x 7/8". 65-625 29.95

Over 2000 Hours Battery Life

Less Than 1/2" Thin!

Slide-Rule Calculator with Four-Key Memory

19⁹⁵

- Blue Digitron Display
- Does Percents, Squares, Square Roots, Sign Change, Reciprocals
- Two-Key Parenthesis for Complex Sequences
- "PI" Constant
- Auto-Constant



Radio Shack EC-421. Palm-sized, handles everything from household budgets to math and science homework! Add to or subtract from memory directly. 8-digit capacity with floating decimal. Memory and error indicators. Extra-large keys. Just 5 1/2" x 2 1/4" x 1 1/4". With soft pouch. Two "AA" batteries included, or use optional AC adapter. 65-642 19.95
AC Adapter, U.L. listed. 65-735 4.95



Calculator Stand
149

Adjustable Angle
Adapt's pocket calculators for convenient desk-top use. Non-slip feet. 65-705 1.49

Deluxe Hard Case
29⁹⁵

Fits and Protects Most Calculators
High-impact plastic case with snap-lock closure. Automatically adjusts to fit EC-242, 243, 421, 281, 495, 4000, others. 65-707 2.95



Electronic Calculators

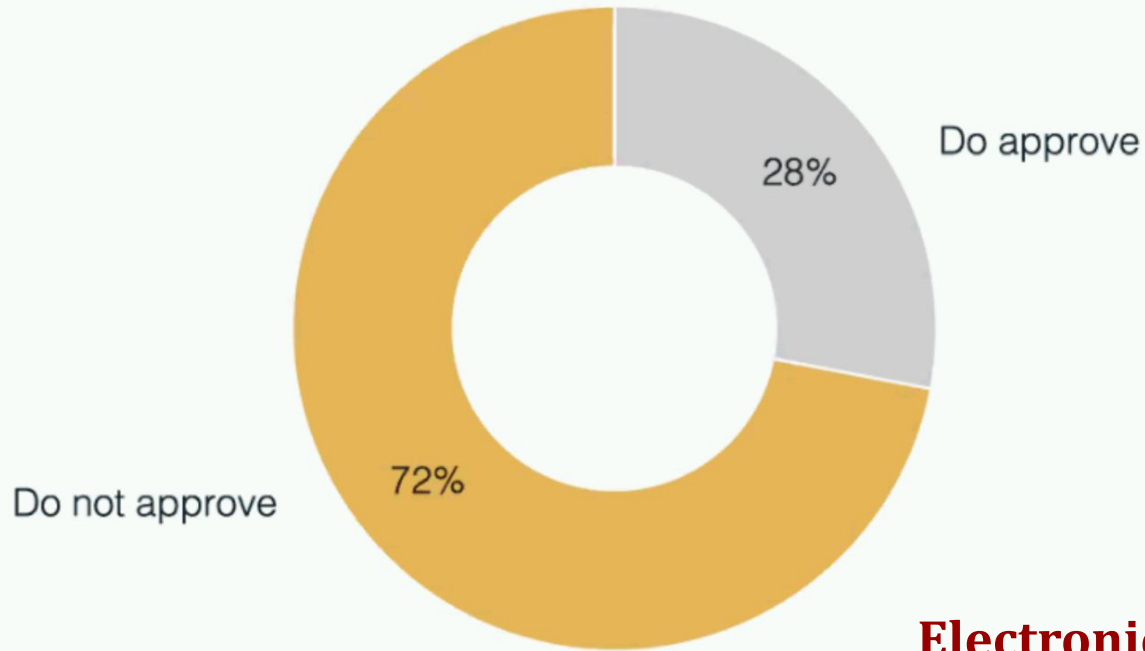
Introduced: 1960s

Widespread adoption: Late 1970s

Mini LCD calculator \$29.95 in 1978 at Radio Shack
Adjusted for inflation: \$140

Technologies that Impacted Teaching & Learning

Teachers, Mathematicians, and Laymen Who Approved of 7th Graders Using Calculators
1975



Electronic Calculators

Technologies that Impacted Teaching & Learning

The IBM Personal Computer XT
Our lowest price ever.



For only
\$1,995

- 256K
- 20 MB Hard Disk
- 360K Disk Drive

Or For Only
\$1,395

- 250K
- Two 360K Disk Drive

IBM
Authorized Dealer

CBM Computer Center
1265 N. Madison Ave., (Across from the Greenwood Mall)
Greenwood, Indiana 46142

887-0797
Open Sunday 12-5



Personal Computers

IBM PC/XT Introduced: 1983

Widespread adoption: Early 1990s

256K and 20 MB hard drive PC for 'only' \$1,995 in 1986
Adjusted for inflation: \$5,500+

Technologies that Impacted Teaching & Learning



The Internet

Introduced: 1983

Widespread adoption: 1994

Technologies that Impacted Teaching & Learning



1:1 Laptops in Schools

Introduced: Late 1990s

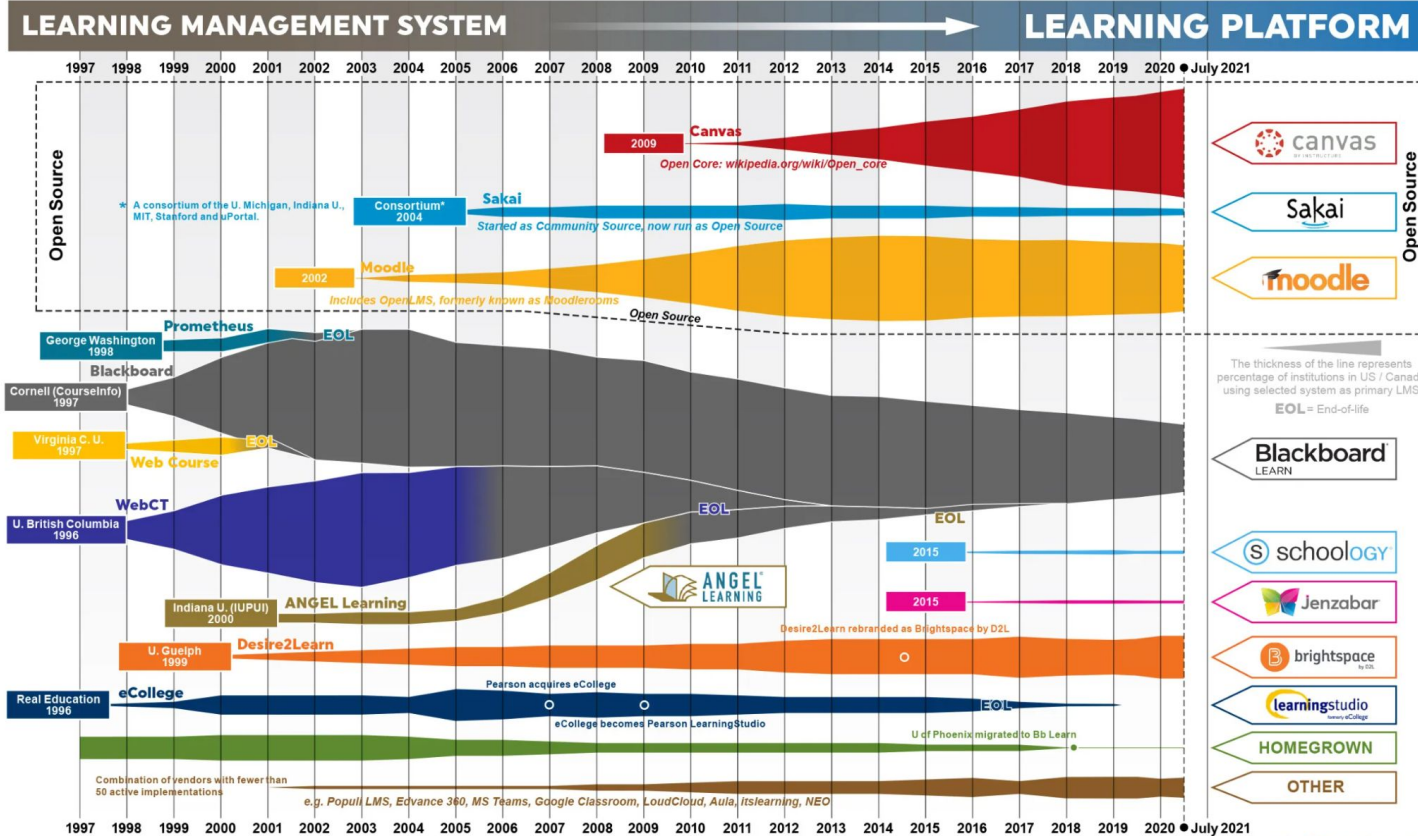
Widespread adoption: 2000-2010

Laptop revenue surpassed desktops in 2003

Technologies that Impacted Teaching & Learning

LMS Market Share For US & Canadian Higher Ed Institutions

MID-YEAR 2021 EDITION

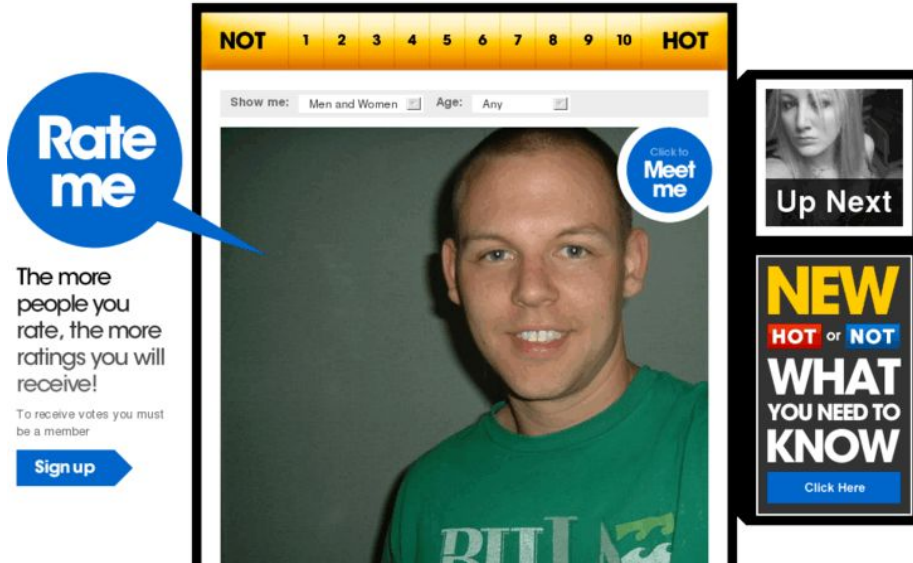
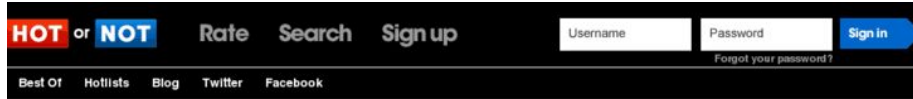


Learning Management Systems

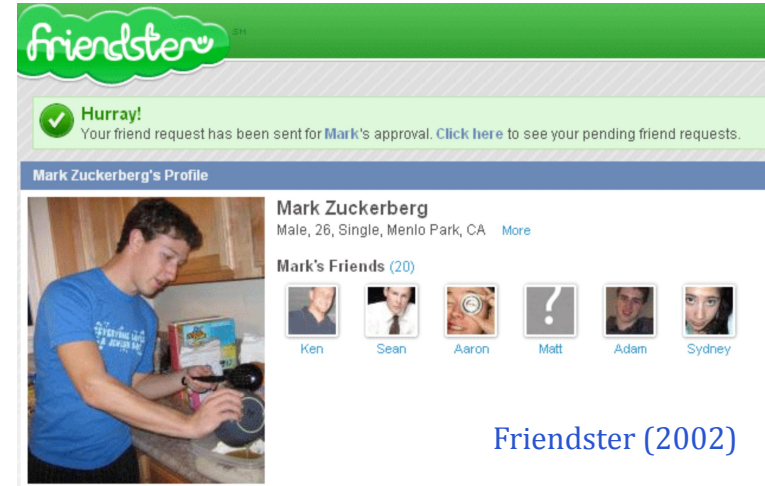
Introduced: 1998
Widespread adoption: 2000s



Technologies that Impacted Teaching & Learning



AmIHotOrNot.com (2000)



Friendster (2002)

Social Media

Introduced: 1997

Widespread adoption: 2000s

(Facebook hit 1B users on September 14, 2010)

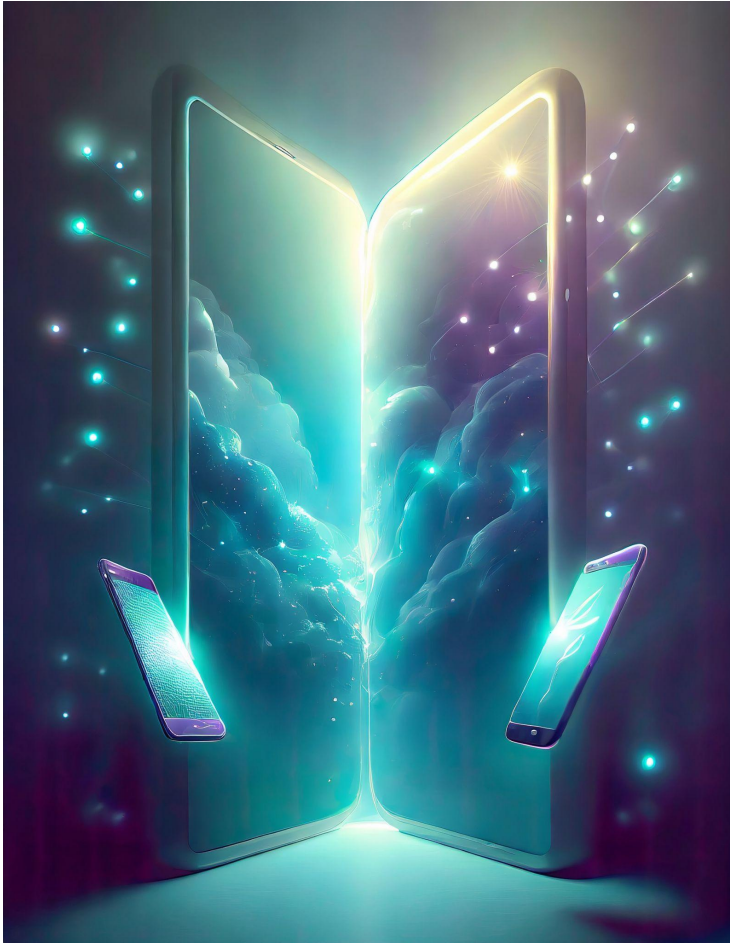
Technologies that Impacted Teaching & Learning



Smartphones

iPhone Introduced: 2007
Widespread adoption: 2011

Technologies that Impacted Teaching & Learning



The Potent Mix:
Internet, Smartphones, Social Media

Adobe Firefly prompt: Create an image for me showing the potent mix of smartphones, the internet, and social media

Guidelines for faculty use of generative AI in report card writing:

Generative artificial intelligence (AI) is transforming teaching and learning. Trinity College School recognizes our responsibility to learn and lead regarding the appropriate, effective, and ethical use of this evolving technology.

At Trinity College School, our report cards

- reflect the teacher's voice
- are personalized to the student
- show an understanding of the student
- are professionally written and grammatically correct (using Grammarly Premium)
- follow our [report card guidelines](#) to ensure consistency across the Senior School

Generative AI can be a powerful **writing aid** to edit and refine original work. Report cards must retain the teacher's voice, intention, style, professionalism, and personalized understanding of our students.

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

CIS Ontario
Connects Unconference

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

