EDUCATING ON AI



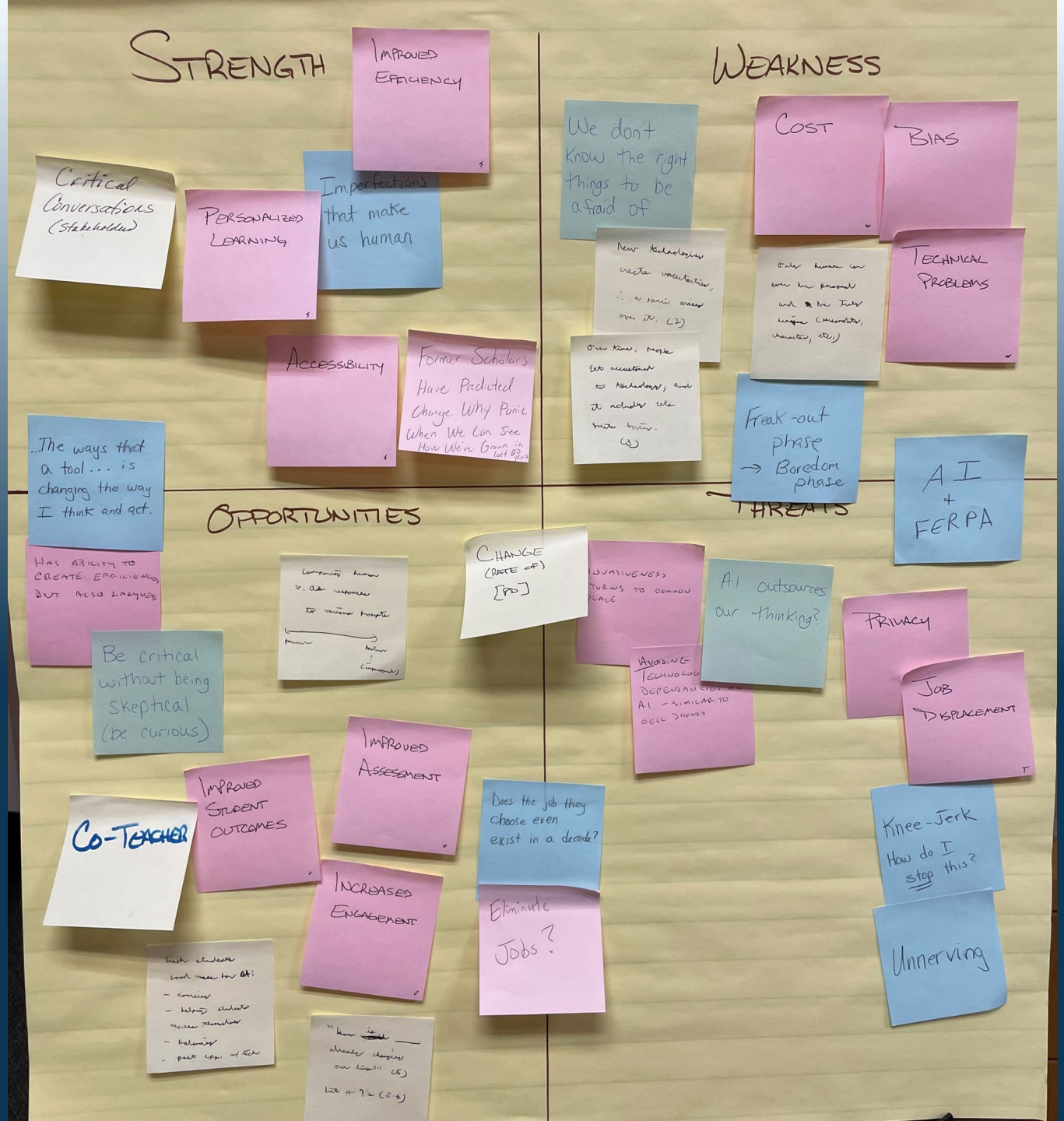

PROCESS
GROCERY LIST
milk
Eggs
Bananas
Bread
cereal

Our Phases

AWARENESS

ADAPTATION

INTEGRATION


STRENGTH
Improved Efficiency
Critical Conversations (Stakeholder)
Personalized Learning
Imperfections that make us human
Accessibility
Former Scholars Have Predicted Change. Why Panic When We Can See How We're Going in Last 20 Years
WEAKNESS
We don't Know the right things to be afraid of
Cost
Bias
Technical Problems
Freak-out phase → Boredom phase
...The ways that a tool... is changing the way I think and act.
OPPORTUNITIES
Has ability to create efficiency, but need safeguards
Be critical without being skeptical (be curious)
Co-Teacher
Improved Student Outcomes
Improved Assessment
Increased Engagement
Change (rate of) [PD]
Does the job they choose even exist in a decade?
Eliminate Jobs?
THREATS
AI outsources our thinking?
AI & FERPA
Privacy
Job Displacement
Knee-Jerk How do I stop this?
Unnerving

Where We've Been

- SWOT Analysis – Technology Think Tank
- Drop-in Sessions at RHS
- Student Focus Groups
- RHS Intro to AI PD
- Administrator PD
- Summer AI Cohort
  - Position Statement
  - AI Action Research
- Regional Consortia
- Policies Through the Lens of AI
- Back to School PD – RMS and RHS
- Released Copilot to adults
- Canva Challenge
- RHS/RMS Book Study
- Teacher Course (Awareness > Adaptation > Integration)
- Optional Diffit PD
- Optional AI for Elementary PD
- Discrete Skills Identification
- RHS Student Intro Lesson/Conversation
- Handbook Language for Elementary, RMS, RHS
- Digital Frontiers Course
- Parent Info Session


POSITION

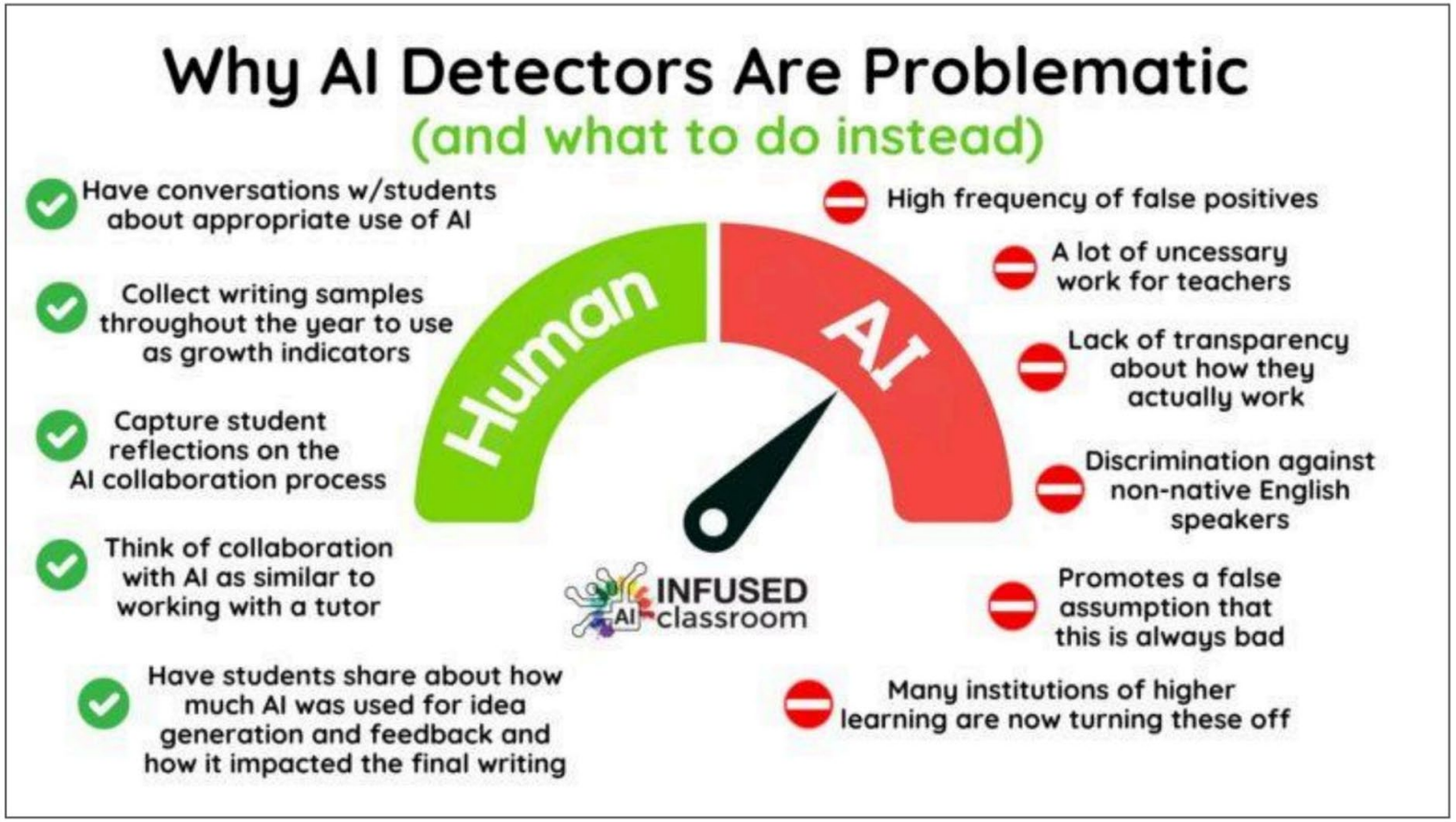
AI Position Statement

At Radnor Township School District, in support of our mission and vision, we believe in harnessing the power of Artificial Intelligence alongside Human Intelligence to prepare our students for an evolving and unpredictable future.



Analogies & Adaptations

Google



POLICY



On Policy

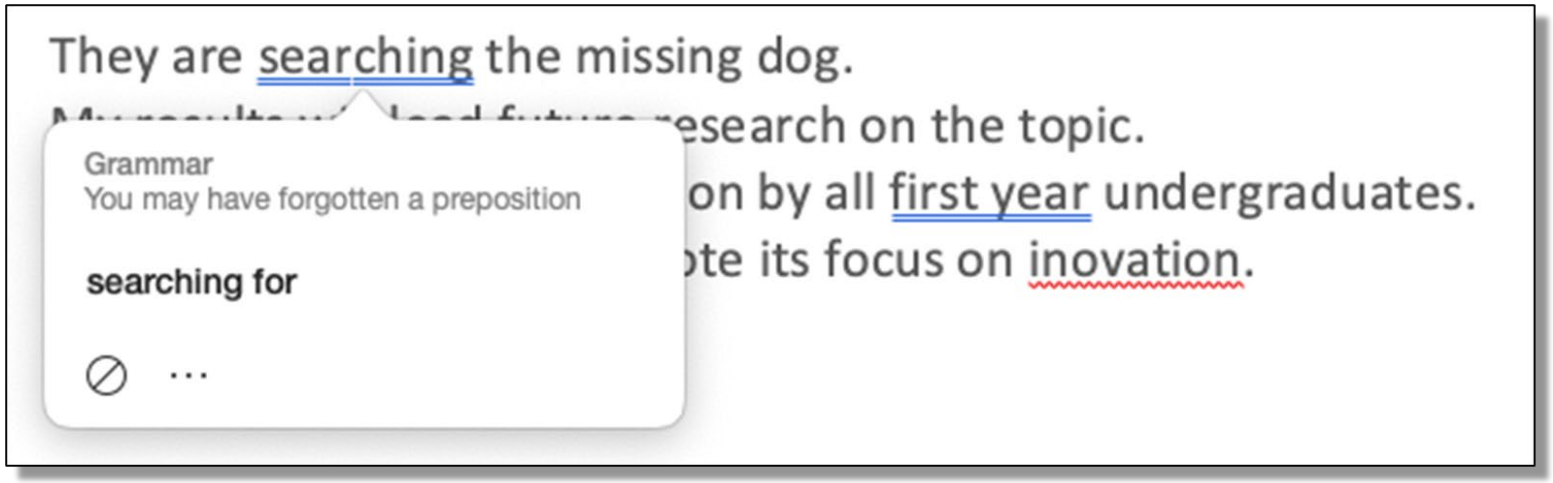
As AI is ever-evolving, we believe that policies should be *adapted*, as needed, through the lens of AI rather than policies be *developed* specifically *for* AI.

- District Policies
- Privacy Policies

Language

- Plagiarism
- Cheating

grammarly



RHS Honor Code - not an excuse

"The teacher didn't say I ***couldn't*** use it,"
is not an excuse.

If it's not specified, either:

- ASK.
- Do not use it.

RHS Honor Code - Cheating

- Unpermitted collaboration on assigned work, or work submitted by any student, including but not limited to papers, projects, products, lab reports, other reports, and homework
  Unauthorized use of a cheat sheet, marks/writing on body, teacher textbook, formula, note-card or notes, calculator/computer, cell phone, language-translation website or device, or any other technological device that would inappropriately enhance one's work
- Creating a disadvantage for another student by hoarding or by sabotaging materials or resources
- Unauthorized prior knowledge and/or use of tests, quizzes, midterms, finals, or other assignments
- Having another individual or software (such as AI) take a test or prepare an assignment, or assist in the test or assignment without approval
- Sending or receiving unauthorized information through: hand signals or other gestures, talking, text messaging, looking at someone else's test, showing your own test, or (during an in-class essay) other electronic/digital resources
- Using unauthorized software or applications when not expressly permitted by the instructor for the assignment or exam

RHS Honor Code - plagiarism

To steal: To get, take, or give another's property or ideas without permission or acknowledgement. [The resource used in the development of this definition was Webster's New World Dictionary, 3rd ed.] With regard to academic performance, conduct that constitutes **stealing** includes, but is not limited to, cases illustrated by the following examples:

- Plagiarism: The copying and/or use of language, ideas, thoughts, images, programming, or computer code without proper acknowledgement/citation or permission of the instructor/assignment guidelines
- The purchasing and/or using of content, work, or thoughts as your own



PRIVACY

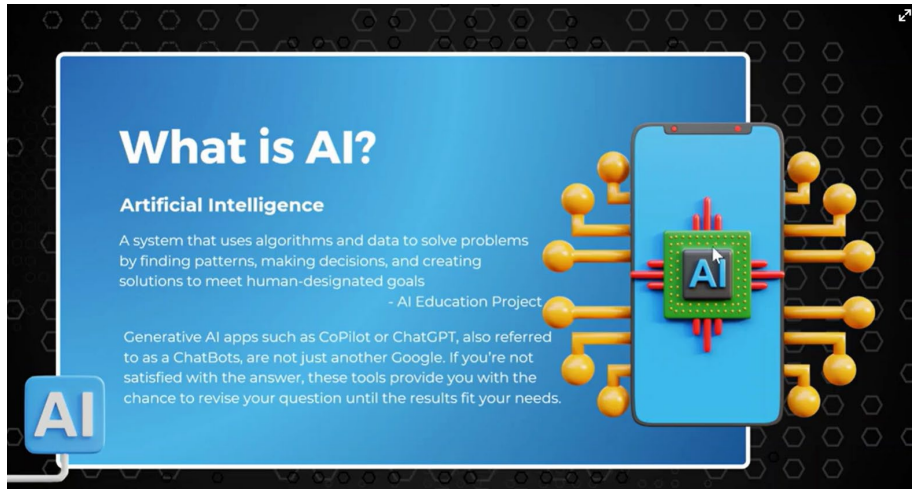
The Fine Print

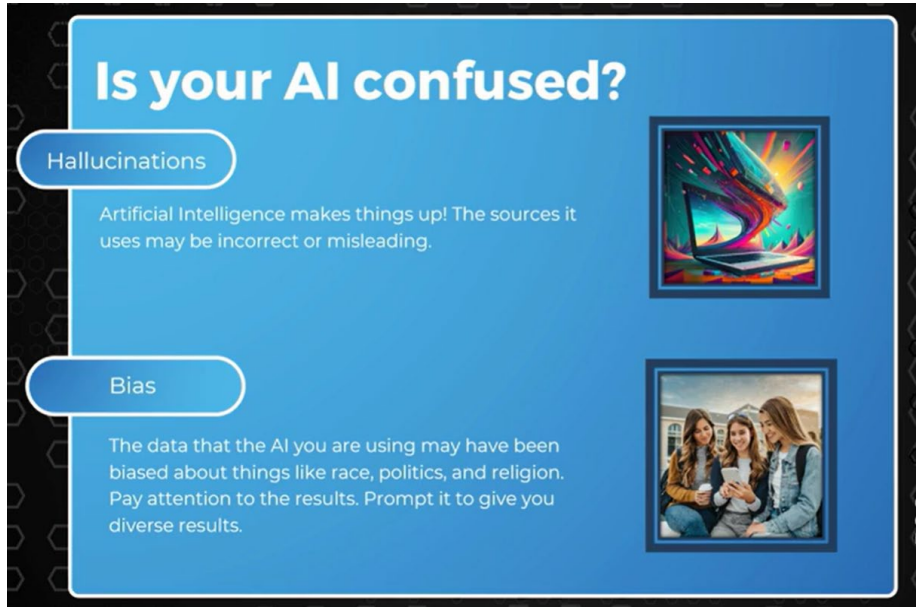


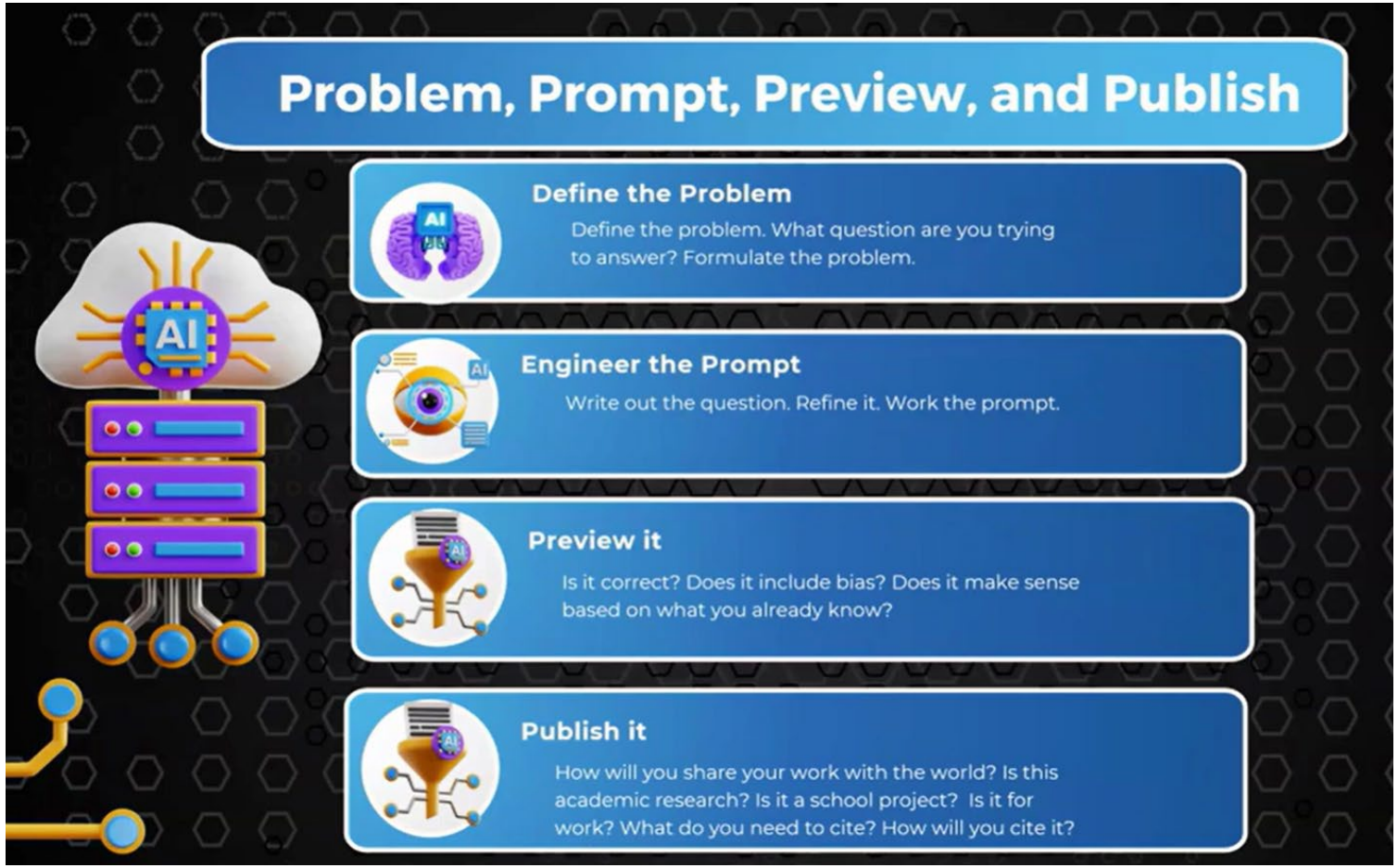
PRACTICE



RHS AI Intro Lesson







What's Next?

- Handbook Language
- Secondary Teacher Integration
- Syllabi & 3A Template Language
- Digital Frontiers Course (RHS)
- Middle School & Elementary Lessons
- Media/AI Literacy Education

Your students may see change….

Can I Use AI on this Assignment?

Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code,etc)
This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Bard,etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for Specified Task Completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI Use with Human Oversight	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI)
from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
Link to Original Work

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AI Ethics

- Authenticity
- Bias
- Environmental
- Anthropomorphization

AI Literacy

The knowledge, skills, and attitudes associated with how artificial intelligence works, including its principles, concepts, and applications, as well as how to use artificial intelligence, such as its limitations, implications, and ethical considerations.



New Literacies

- AI Literacy
- Lateral Reading
- Bias Detection
- [Deep] Fake Identification
- Prompt Engineering
- Data Privacy

More Information

www.rtsd.org/AI