

AI, ACADEMIC INTEGRITY & STUDENT ASSESSMENT

DIRECTIONS: Click on the activities below to 'Level Up' your knowledge and application of AI. Use the resources provided to help you. The activities become increasingly more complex the higher the plant pot!



AI STUDENT FEEDBACK SUPPORTS

snorki

MAGIC SCHOOL

Edaspp

ELPAC

ChatGPT

Just some ideas- not an exhaustive list!

Try one of these AI tools supporting student feedback (start on slide 26)

Framework for Building a Classroom AI Policy

This framework is designed to guide teachers in co-creating an AI policy with their students. The goal is to develop shared commitments and expectations that reflect the classroom's values, align with school and district policies, and foster responsible use of AI. By co-creating AI policy with students, teachers can foster shared accountability and ensure the policy reflects the classroom's values while aligning with broader school policies—the process of developing this policy is as important as the product. This framework emphasizes clarity, fairness, and collaboration to help students use AI tools responsibly.

Policy Component	Elements to Consider	Sample (not exemplar)
Define your classroom's core values	<p>Reflection Questions for Teachers and Students:</p> <ul style="list-style-type: none"> What values guide our learning environment? Examples: critical thinking, curiosity, respect, kindness, collaboration. How do these values shape the way we use AI tools in the classroom? <p>Activity Idea: Work with students to create a list of core values and discuss their relevance to technology use. For example, "How does integrity apply to using AI ethically?"</p>	"In our classroom, we value honesty, respect, curiosity, and creativity. When using AI tools, we commit to ensuring these values guide our decisions. We use AI to enhance our learning, not to replace our effort, and always work with integrity."
Connect to School and District Policies	<p>Discussion Prompts for Teachers and Students:</p> <ul style="list-style-type: none"> What are the school or district policies on plagiarism and academic honesty, and how do they relate to AI use? How does our classroom policy align with these broader rules and expectations? <p>Teacher Preparation: Review your school or district's policies on academic integrity, technology use, and AI to ensure the classroom policy complements them.</p>	"Our AI policy aligns with school rules on academic honesty and technology use. This means we cannot use AI to complete assignments for us or to create work that isn't our own. Any AI use must also follow privacy laws, so we never share personal information with AI tools."

Draft a Responsible AI Use Classroom Policy with your students.

CLASSROOM A.I. USE

What's Cheating and What's OK?

LEARNING WITH AND FROM ONE ANOTHER

Is using a chatbot or generative AI to create content plagiarism?

CLASSROOM A.I. USE: WHAT'S CHEATING? WHAT'S OK?

DIRECTIONS:

Use these slides (linked HERE) or develop your own to have a conversation with your class about generative AI and plagiarism.

Use the second slide in particular to have students discuss when it's appropriate and when it might be inappropriate to use AI.

Together, look at examples of classwork your students do now and consider if a variation of one of these would promote student learning – and prepare your students for a future that AI is a part of.

Identify where you would draw a figurative line through the graphic on what's acceptable and unacceptable in certain contexts/circumstances for your class (or a type of work in your class).

Remember to use this conversation as an opportunity to:

Develop AI Literacy Skills:

- Thinking Critically and Using AI Wisely: Learning about AI helps students understand what it can and can't do, so they can use it responsibly and think carefully about its effects on people and society.
- Getting Ready for Future Jobs: AI is changing the world of work, and knowing how it works will help students succeed in jobs where they'll use AI tools.
- Making AI Fair for Everyone: When all students learn about AI, more people from different backgrounds can help create and improve AI, making it better for everyone.

Strengthen Trust:

- Provides students the opportunity to share their opinions and skills
- Use an asset based approach, giving students a sense of agency
- Be explicit that you are trying to set up your classroom to ensure that students are prepared for an AI future and you're able to assess what skills they can do on their own

Teach Students the Importance of Keeping Humans in the Loop:

- Consider for your assignments and assessments- what tasks do you want to remain exclusively human?
- Which ones are you able to assign in part to AI?
- Make sure that AI use is responsible, inspectable, explainable, eventable

Align Classroom Policies to Core Values:

- Use this process to articulate and promote the core values of your classroom
- What are the core values in your classroom?
- How can you use AI to help foster those values?
- Are there ways you need to limit AI to foster those values?

Align with local, state, and federal requirements:

- This is an opportunity to explore what guidelines or policies might already be in place with your students (always follow those guidelines)
- This is an opportunity to highlight the importance of digital citizenship: being responsible, being safe

Have a conversation with your students about cheating and plagiarism, when using AI.

Artificial Intelligence

EXAMPLES OF AI-RESISTANT ASSIGNMENTS

3) Create 'AI-resistant' ways for students demonstrate their learning.

- Require specific personal connections or reflections.
- Incorporate real-time or in-class components.
- Use sources not available digitally.
- Require an iterative, process-driven approach.
- Focus on real-world application or synthesis.
- Require students to evaluate an AI analysis or generated content.

1. Personal Connections or Reflections

These tasks require students to connect content to their own experiences, thoughts, or context, which AI cannot fully replicate.

- Write a Memoir Chapter:** Describe a personal experience that ties into a theme from a book or unit we're studying (e.g., resilience, courage, or conflict resolution).
- Cultural Artifact Reflection:** Bring in an artifact (photo, item) from your family or culture and write about its significance, tying it to concepts learned in class.
- Reflective STEM Journals:** After completing a STEM project, reflect on what was challenging and how you approached problem-solving in your unique way.
- "Where I'm From" Poems:** Write a poem about your identity and community, inspired by George Ella Lyon's "Where I'm From."
- Personalized Historical Letters:** Write a letter as if you were living during a historical event, explaining how it would have impacted you and your family.

EXAMPLES:

Original: Write a letter to your future self about your goals.

AI-Resistant: "Write a letter to your future self that reflects on a challenge you overcame this year and how it shaped your goals. Reference specific moments from our class activities."

Original: Interview a family member about how technology has changed their life.

AI-Resistant: "After conducting your interview, reflect on what surprised you about their responses and compare it to how technology impacts your own daily life."

Develop AI-Resistant assignments, or tweak your current assignments to be AI-resistant.