

System Leaders Sharing



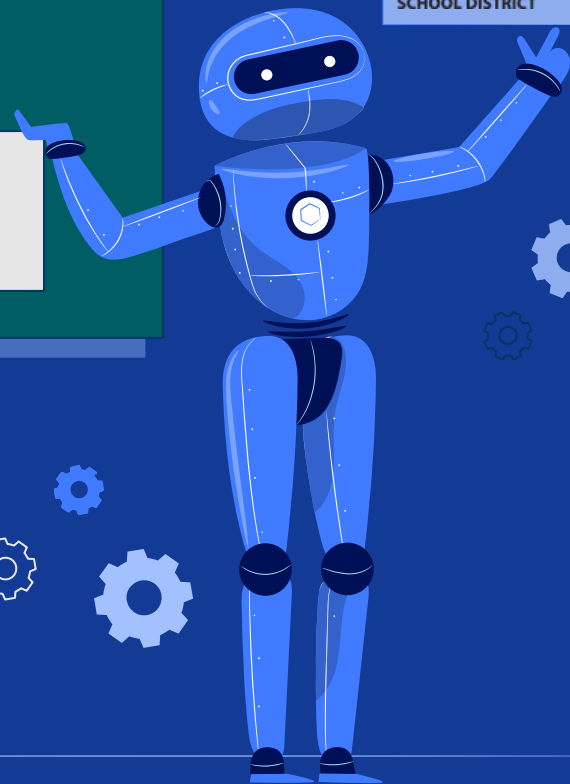
2. How can system education leaders ensure policies....

3. What risks, barriers & biases must be mitigated....



AI for Education

CASS Pre-Conference Mar. 20, 2024
Dr. Kirk Linton





Scan me



Agenda

01

AI for Teachers

02

AI for Students

03

Adapting practices and policy



Board of Trustees Priorities 2023-2024



Living and **LEARNING** in our **Catholic Faith**, so that **STUDENTS**, centred **IN CHRIST**, realize **their full potential**.

Students' Successes

- Creating optimal student-centred learning and assessment practices
- Supporting students' diverse learning needs
- Providing staff professional growth opportunities to enhance students' educational journeys

Wellness

- Using Calgary Catholic's Wellness Framework to support mental, physical and spiritual health of students and staff
- Strengthening and nurturing relationships that respect justice, equity, inclusion and the diversity of our community

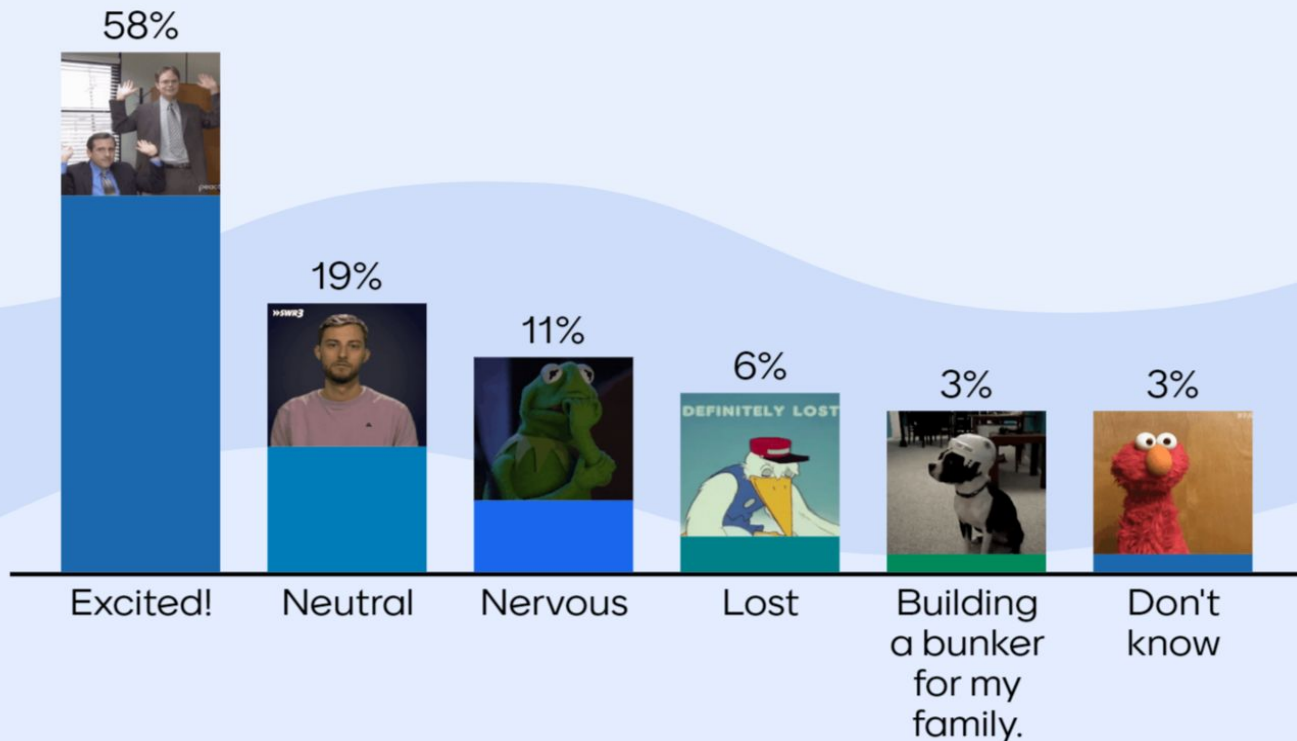
Faith Formation

- Forming a personal relationship with Christ in becoming faithful disciples
- Developing Catholic Communities of Caring by encountering Christ through service, unity, solidarity and justice
- Strengthening families through publicly funded Catholic education

Indigenous Education

- Sharing responsibility for Truth and Reconciliation to deepen the understanding of and to honour Indigenous peoples' perspectives
- Embracing and supporting Indigenous students' success and belonging
- Walking together to nurture successful and enduring relationships with Indigenous communities

When I think about AI I feel...



Sarah's Thoughts: Artificial Intelligence and Academic Integrity

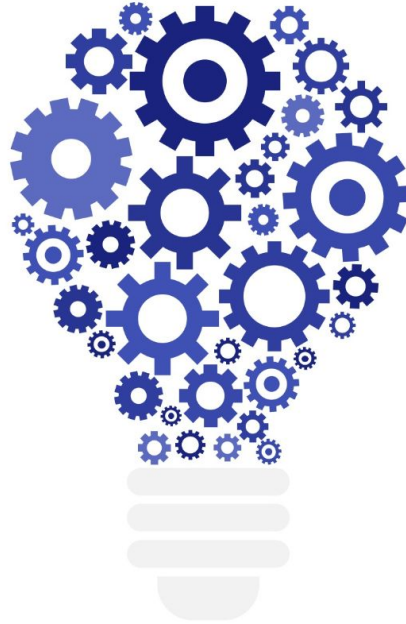
Using Artificial Intelligence for school work does not automatically equate to misconduct



Artificial intelligence can be used ethically for teaching, learning, and assessment.



Trying to ban the use of artificial intelligence in school is not only futile, it is irresponsible.



Human imagination and creativity are not threatened by artificial intelligence.



Assessments must be fit for purpose and should align with the learning outcomes.



Artificial intelligence is not going anywhere. We must learn to work with new technology, not against it.



When Can and Should Teachers use AI?

- For background knowledge
- To generate reading passages at different levels
- To generate questions to check for understanding
- To translate texts to different languages
- To create writing prompts
- To teach vocabulary
- Write emails (mindful of personal data)
- Create exemplars
- Create math problems (caution!)
- Generate basic lesson plans (just a starting point)
- Generate discussion and essay questions
- Ask for editing suggestions/feedback on writing
- Check answers
- To be creative! i.e. rewrite passages from a different voice



KL

can you rewrite the children's fable tortoise and the hare in shakespearean language?



Certainly! Here's a Shakespearean version of the classic fable "The Tortoise and the Hare":

**Title: "The Tale of the Tortoise and the Hare, a Verily Hastened Race"****Act I, Scene I***Enter a Tortoise and a Hare, in the midst of a verdant meadow.***Tortoise:**

Hark, fair Hare, lend thy fleetness to mine ears,
To hear a tale of caution and of woe.
In this green glade, where daisies paint the ground,
A race of speed we shall, with honor crowned.

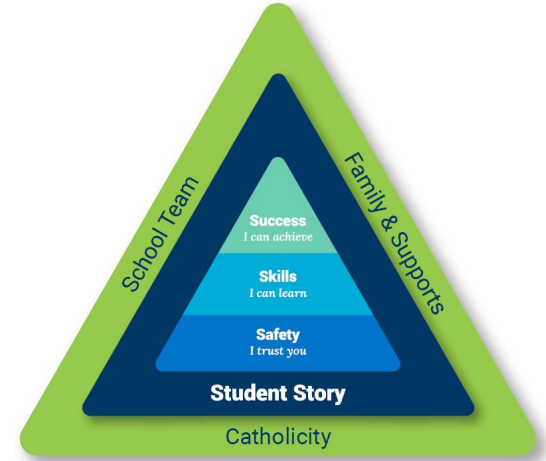
Hare:

Why, gentle Tortoise, dost thou jest with me?
Thy limbs are slow, thy movement dull and weak.
A race, thou sayest? 'Tis folly, mere pretense.
Thy victory, a falsehood, a false defense.



District Guidelines for Teachers

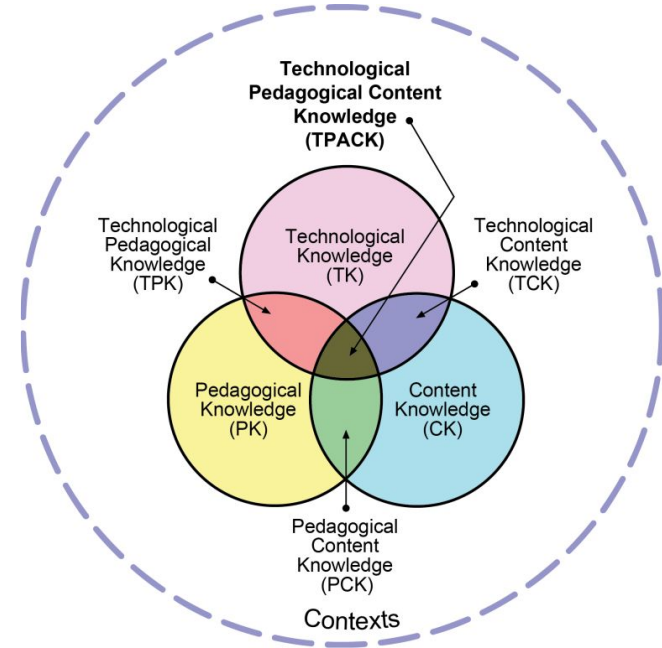
1. We use AI towards our district priority of Student Success.
2. We reaffirm current policy as applied to AI (i.e. Student Code of Conduct).
3. We educate our staff about AI.
4. We explore the opportunities and address the risks of AI.
5. We use AI to advance academic integrity.
6. We maintain student and teacher agency of AI tools as critical consumers.
7. We commit to monitor and evaluate AI tools.



**“Safe Enough to Learn,
Brave Enough to Try”**

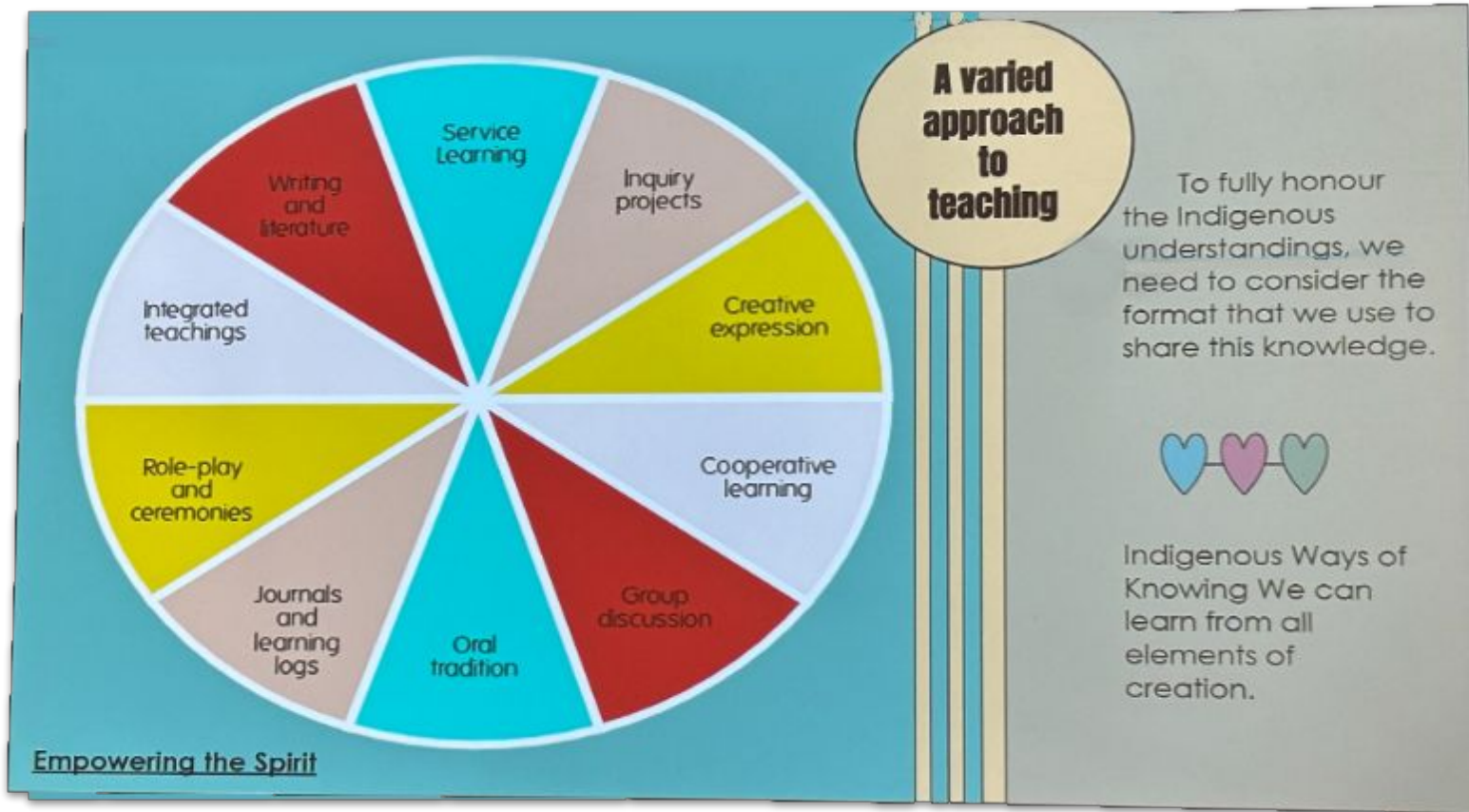


How can we ensure good teaching and learning is occurring using AI?



<https://www.teachai.org/toolkit>

How do we “AI-proof” student learning?



CCSD Indigenous Team (2023). 7 Sacred Teachings. RMEC conference.

AI for Equity: Access and UDL

Unequal access: If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.

[Supporting UDL through generative AI. \(Singh, 2023\)](#)

Multiple Means of Representation

Content Generation: Generative AI can convert a single piece of information into multiple formats.

Automatic Summarization: Generative AI can create concise summaries of lengthy content at any reading level, enabling learners to grasp the core ideas more quickly and effectively.

Multiple Means of Action and Expression

Personalized Learning Paths: It can tailor a custom sequence of lessons, activities, and assessments based on a student's performance and learning preferences, providing multiple means of engagement and expression. **Chunking/Planning Tool:** [goblin.tools](#)

Multiple Means of Engagement

AI Chatbots: Offer a dialogue-based teaching approach, presenting questions, responding to answers, and providing feedback, catering to those who learn best through conversation.

Accessible Content: Generative AI can transform content into alternative formats, making it more accessible for students with disabilities. It can generate captions for videos, audio descriptions for images, and simplified versions of text for students with reading difficulties.

Cautions: How do we evaluate AI tools?

Guidelines for using digital applications

- This tool has pedagogical value that cannot be supported with a similar available technology.
- FOIP considerations have been assessed including reading the user agreement or terms of use or privacy policy.
 - What kind of personal information is being collected? How is it entered (by students or teacher)? How will it be used?
 - Can the district retrieve or delete uploaded data?
 - Is there personal information being marketed or sold?
 - Who created/developed the app?
- Review application settings prior to student access.
- Check user agreement for specific consent (age limitations, parental consent).
- Can the student log in with their district username and password? (In most cases, information beyond student's username and email should not be used.)
- If any student work /data is stored, is it on a secure location? Is it encrypted in transit or at rest (Check user agreement)
- Assess with digital citizenship in mind. (Does the tool allow outside communication?)
 - Does the app have advertisements that students will be exposed to?
 - Is communication possible outside the district?



When can and should students use Generative AI?

CAUTION: Student Privacy Concerns

13 year-old and up - Teachers as models

Brainstorming ideas/Background information

Personal tutor on topics that need further support

Improve writing their own ideas

'Just in time' support - explain to me....

Practice speaking skills with a speech

Create a script, poem, rap, screenplay related to a topic

Identify false information intentionally added

Debate AI

Generating code

Research support (caution: hallucinations)



Student Guidelines for Learning with AI

- **Aiding Creativity:** Students can harness generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- **Collaboration:** Generative AI tools can partner with students in group projects by contributing concepts, supplying research support, and identifying relationships between varied information.
- **Communication:** AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations.
- **Content Creation and Enhancement:** AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.
- **Tutoring:** AI technologies have the potential to democratize one-to-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, and/or help with homework.



AI for Creativity

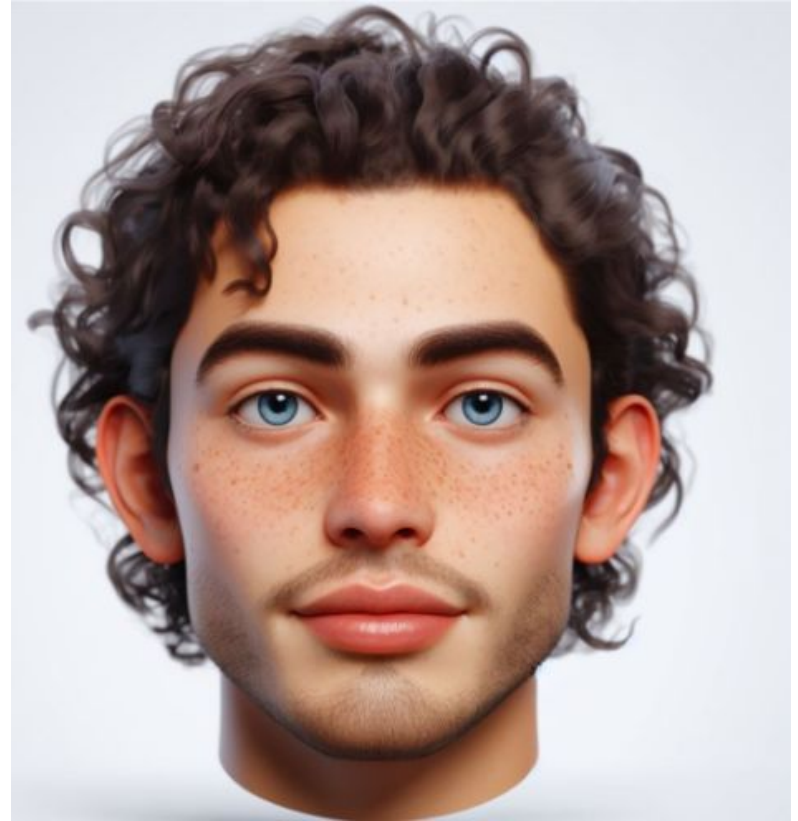


Images Courtesy:
Vince Joachim



Genetic Traits Assignment with AI Image Generation

Prompt: Human with round face, curly hair, not connected eyebrows, blue eyes, long mouth, thick lips, dimples, pointy nose, free earlobe, and freckles



Student Code of Conduct and Staff Acceptable Use

Student Code of Conduct:

Academic dishonesty

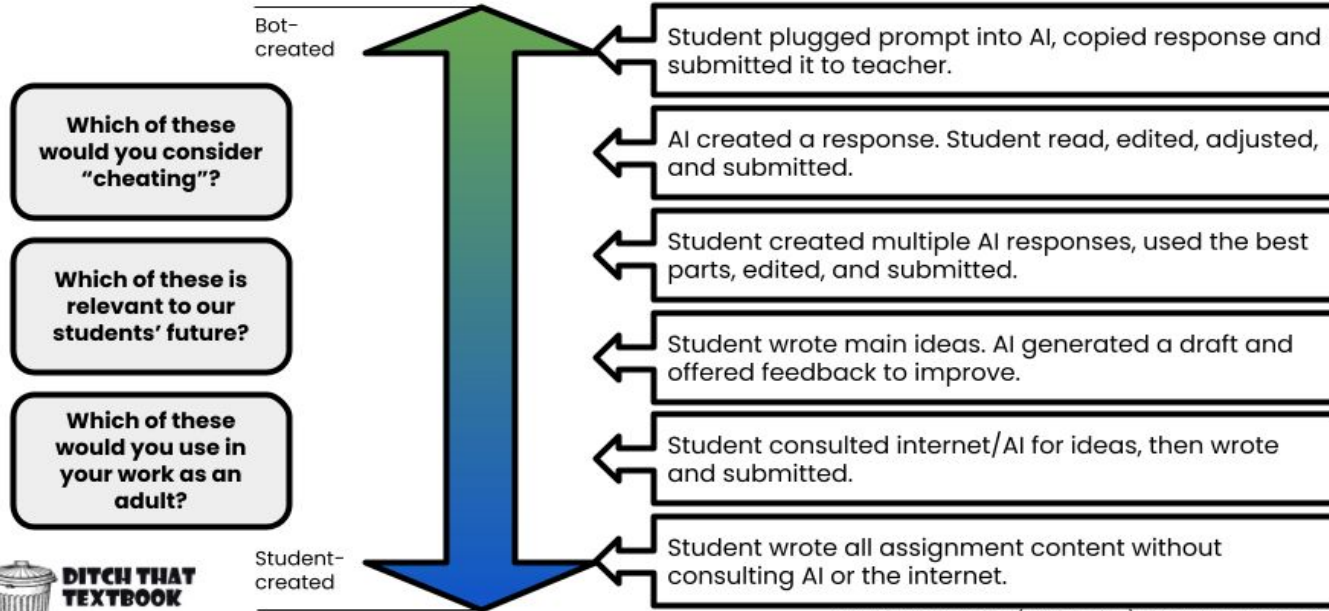
- 5.3 Cheating or participating in any cheating behaviour whatsoever, whether directly or indirectly.
- 5.4 Misrepresenting anything or being dishonest in any way in one's academic work.

Need for clear guidance for students and teachers

Need for a clearly defined acceptable use policy



It's time to rethink "plagiarism" and "cheating"



**DITCH THAT
TEXTBOOK**

Graphic by Matt Miller (@jmattmiller) DitchThatTextbook.com



AI detection?

- Inaccurate AI detection tools - high rate of false positives
- Asking AI to write in a way that won't be picked up by detectors
- Filters can be circumvented by asking AI to behave in an unsanctioned manner.
- Using a VPN
- Looking for work that is overly perfect or generated too quickly in document history.
- One piece of evidence - triangulation



Relationships are key!

Toward a new definition of academic integrity

We will use AI to advance the fundamental values of academic integrity - **honesty, trust, fairness, respect, and responsibility.**

- Staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
- AI can adapt materials for students with different learning needs, showing respect for individual differences.
- Teachers might allow the limited use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.
- Teachers will not use technologies that purport to identify the use of generative AI to detect cheating and plagiarism, as their accuracy is questionable.
- If a teacher or student uses an AI system, its use must be disclosed and explained. As part of the disclosure, teachers and students must cite their use of an AI system.



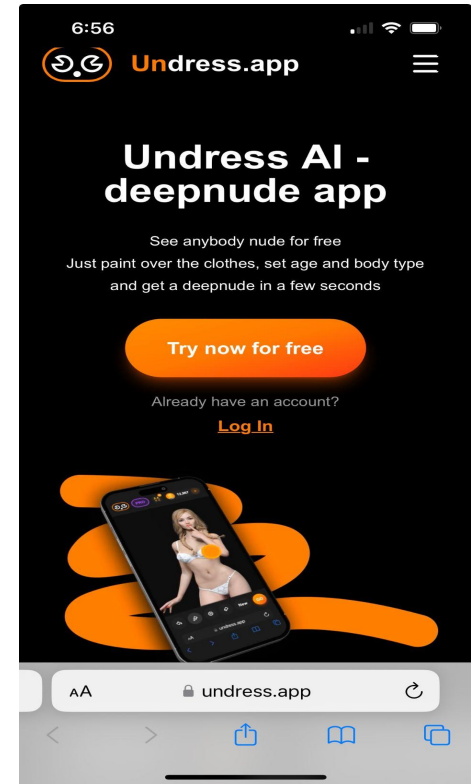
Plagiarism and cheating

- Students and staff should not copy from any source, including generative AI, without **prior approval and adequate documentation**.
- Students should not submit AI-generated work as their original work.
- Staff and students will be taught how to **properly cite** or acknowledge the use of AI where applicable.
- **Teachers will be clear about when and how AI tools may be used** to complete assignments and restructure assignments to reduce opportunities for plagiarism by requiring **personal context, original arguments, or original data collection**.
- Existing procedures related to potential violations of AP 351 will continue to be applied.



Student/Teacher Responsibilities with AI:

Bullying/harassment: As per AP 351 (Student Code of Conduct), using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.



Digital Citizenship and Critical Thinking



Over Reliance

Dependence on AI tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Teachers will clarify if, when, and how AI tools should be used in their classrooms, and teachers and students are expected to review outputs generated by AI before use.



Engaging Parents

You reposted



Global Calgary @GlobalCalgary · Nov 26, 2023

The Calgary Catholic School District is hosting a meeting on November 28 to address the many questions parents have about the use of AI in schoolwork.

READ MORE:



From globalnews.ca



14

22

11K



Dr. Kirk Linton @krlinton · Nov 29, 2023

Enjoyed the chance to discuss AI in Education with the Calgary Eyeopener with Loren McGinnis, Angela Knight - Nov. 28, 2023: AI in the classroom cbc.ca/listen/live-ra... @CCSD_edu @kevindeforge @edtechjodie @littlephz



From cbc.ca

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Engaging Parents - What can parents do to help?

- Play with the tools with your family - safe space!
- Help your child understand the difference between talking to a human and working with AI.
- Talk about the benefits and risks of using AI
 - Cheating and Plagiarism
 - Critical thinking
 - Understanding Bias
 - Digital citizenship and data security

Learn more! Access resources from [Common Sense Media](#).

Reach out to your child's teacher and/or school for support.



Next Steps: Reconsidering existing practice

1:1 Tech Pilot

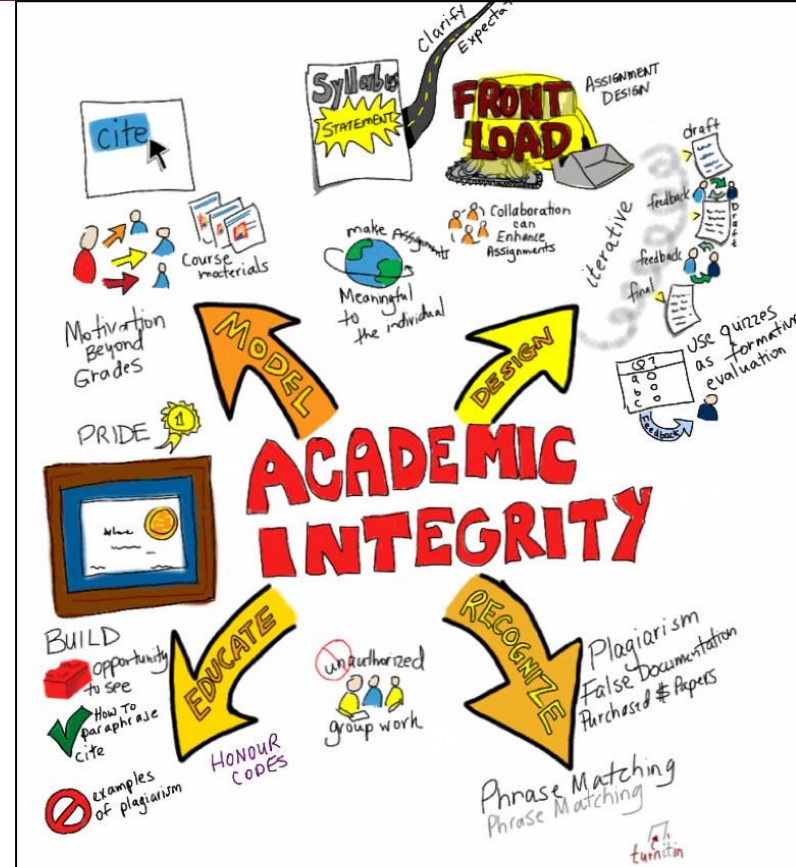
Assessment Committee

AI for Academic Integrity Community of Practice

Involving our FOIP and Cybersecurity Team

Reaching out to partners - UofC

Involving Senior Administrators



THANK YOU

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