



Resources

Generative AI in Education

Version	Date	Description	Author
1.0	April 19, 2024	Draft version	Lana Storto, TCDSB; Rob Long, OCSB
1.2	January 23, 2025	Draft version	Lana Storto, TCDSB; Rob Long, OCSB
1.3	March 27, 2025	PDF Snapshot for Publication	John McCormick, Bryan Shannon

History and Context


The OASBO Joint Collaborative Committee held an initial discussion about Generative AI tools in June 2023 and formed a working group to examine the issues related to the use of Generative AI tools. Subsequently, two work streams were formed: one to address “Guidelines for Responsible Use of Generative AI” and a second to review “Generative AI Resources”.

Generative AI continues to develop rapidly, and thus these documents must be read in the context of our collective understanding at the point in time of (pdf) publication. The ‘live’ versions of these documents are stored in Google and are available to school boards for comments. Here are the links to the live versions.

<p>English Generative AI Resources</p> <p>Francais - Ressources: IA Générative en Éducation</p>	<p>English - Generative Artificial Intelligence Guidelines</p> <p>Francais- Lignes directrices de l'Ontario pour une utilisation responsable de l'intelligence artificielle générative</p>
<p>Aimed at:</p> <ul style="list-style-type: none"> ● boards ● educators ● admin staff 	<p>Aimed at:</p> <ul style="list-style-type: none"> ● boards ● educators ● admin staff

Introduction

There are many resources available within school boards and districts to support all stakeholders involved in boards moving to the use of AI. Most boards have adopted a



customized approach to integrating AI so that it best fits with their culture and readiness state. In reviewing many of these resources this sub-committee decided that providing support for this path would be the most useful. Also, many resources have been created by education communities like AI for Education, TeachAI, ISTE, etc. that have been made freely available to all stakeholder groups. These are well-funded organizations that will continue to support their resources in this rapidly changing environment. Many of the frameworks that were reviewed also refer to these organizations and their toolkits.

The resources reviewed and categorized have been presented in three ways. The first is a table with links and descriptions with the target stakeholder groups shown. The second is broken down into the steps a board would normally undergo to create an AI plan for a board and then resources to help support each area of the possible plan. The third are several useful graphic organizers that help support the introduction and support of AI.

The Resources presented are adaptable and licensed under Creative Commons.

Table of linked resources

The resources listed below may apply to multiple stakeholders. This is indicated by the columns to the right.

B – School Board **A** – Administrators **E** – Educators **S** – Students **P** – Parents

Site	Description	URL	B	A	E	S	P
AI4ALL	Lesson plans and materials for classroom use. Topics include Dance, Deepfakes, Drawing, Environment, Ethics, Facial Recognition.	https://ai-4-all.org/			X		
Code.org AI 101 for Teachers	A free, foundational online learning series for any teacher and educator interested in the groundbreaking world of artificial intelligence (AI) and its transformative potential in education.	https://code.org/ai/pl/101			X		
Common Sense Media: 5 Tips for Talking to Your Kids About Generative AI	A short, clear, to-the-point video guide for parents. Can be downloaded to use. 1:52	https://d1pmarobgdhgjx.cloudfront.net/parenttip/5_Generative_AI.mp4					X

Site	Description	URL	B	A	E	S	P
Common Sense Media: AI Literacy Lessons for Grades 6–12	<p>This collection of quick lessons introduces AI and its social and ethical impacts. Through these lessons, students will:</p> <ul style="list-style-type: none"> · Understand what AI is and how it works · Consider some of its potential benefits and risks · Think critically about responsible and ethical use of AI 	https://www.common sense.org/education/collections/ai-literacy-lessons-for-grades-6-12				X	
Considerations for Using AI Tools in K-12 Schools	This document is intended to support school boards, district leaders, school leaders, teachers, and support staff in developing local procedures and/or policies for the selection of artificial intelligence tools for use in British Columbia’s K-12 schools.	https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/ai-in-education/considerations-for-using-ai-tools-in-k-12-schools.pdf	X	X	X		
Digital literacy and the use of AI in education: supports for British Columbia schools	Materials for use with all stakeholder groups prepared by the British Columbia Ministry of Education and Childcare	https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/ai-in-education	X	X	X	X	X
Experience AI	Educational resources including lessons and activities on artificial intelligence and machine learning for teachers and students aged 11–14 developed in collaboration by the Raspberry Pi Foundation and Google DeepMind.	Experience AI (experience-ai.org)			X		

Site	Description	URL	B	A	E	S	P
GenAI Chatbot Prompt Library for Educators	A variety of prompts to help lesson plan and do administrative tasks with Generative AI.	https://www.aiforeducation.io/prompt-library?utm_source=aiforeducation.io&utm_medium=PDFdownload&utm_campaign=PromptFramework5S&utm_content=PromptLibraryCTA			X		
Government of Canada Guide on the use of Generative AI	The Government of Canada's guide to AI (for use in federal civil service). Their FAQs provide good guidelines in specific-use cases which can inform Board guidelines.	https://www.canada.ca/en/government/system/digital-government/digital-government-innovations/responsible-use-ai/guide-use-generative-ai.html#toc-20	X				
Hands-On AI Projects for the Classroom - A Guide on Ethics and AI	This guide provides student-driven projects that can directly teach subject area standards in tandem with foundational understandings of what AI is, how it works, and how it impacts society.	https://cdn.iste.org/www-root/2021-10/AI%20Ethics%20Guide%20EN.pdf			X		
Hands-On AI Projects for the Classroom: A Guide for Computer Science Teachers	This guide is for educators who teach computer science . It gives educators a foundational understanding of AI, its potential role in education and the lives of students. It includes detailed projects and lesson plans that can be adapted and used in the classroom.	https://cdn.iste.org/www-root/Libraries/Documents%20%26%20Files/Artificial%20Intelligence/AIGDCS_0820-red.pdf?_ga=2.56931882.181038175.1634055206-1268049923.1597085541			X		

Site	Description	URL	B	A	E	S	P
Hands-On AI Projects for the Classroom: A Guide for Electives Teachers	This guide is for educators who teach the arts, physical education, moderns, and other electives or specialty courses . It gives educators a foundational understanding of AI, its potential role in education and the lives of students. It includes detailed projects and lesson plans that can be adapted and used in the classroom.	https://cdn.iste.org/www-root/Libraries/Documents%20%26%20Files/Artificial%20Intelligence/AIGDEL_0820-red.pdf?_ga=2.56931882.181038175.1634055206-1268049923.1597085541			X		
Hands-On AI Projects for the Classroom: A Guide for Elementary Teachers	This guide is for educators who teach grades K–5 . This guide helps educators consider not only how AI makes life easier at a superficial level, but also what students need to know and understand about AI to ensure they become thoughtful users and creators of these tools. This guide includes detailed projects and lesson plans that can be adapted and used in the classroom.	https://cdn.iste.org/www-root/Libraries/Documents%20%26%20Files/Artificial%20Intelligence/AIGDK5_1120.pdf?_ga=2.47471911.181038175.1634055206-1268049923.1597085541			X		
Hands-On AI Projects for the Classroom: A Guide for Secondary Teachers	This guide is for educators who teach core academic subjects in grades 6–12 . It gives educators a foundational understanding of AI, its potential role in education and the lives of students. It includes detailed projects and lesson plans that can be adapted and used in the classroom.	https://cdn.iste.org/www-root/Libraries/Documents%20%26%20Files/Artificial%20Intelligence/AIGDSE_1120.pdf?_ga=2.47471911.181038175.1634055206-1268049923.1597085541			X		

Site	Description	URL	B	A	E	S	P
ISTE Tips for School Leaders	This guide provides: <ul style="list-style-type: none"> - An overview of what AI is and is not - An explanation of Generative AI - Strategies for Success - FAQs 	https://cms-live-media.iste.org/Bringing_AI_to_School-2023_07.pdf?_ga=2.79960852.2035168756.1697411755-37027946.1695256672	X	X	X		
Learn Prompting	A comprehensive guide, tailored to beginners and non-technical users on how to use generative AI effectively through learning the skill of prompt engineering.	https://learnprompting.org/docs/intro			X	X	
Media Smarts: Addressing AI in the Classroom Bilingual	Suggestions for how to incorporate generative ai into the classroom and strategies on how to adapt current teaching practice accordingly.	English https://mediasmarts.ca/teacher-resources/addressing-ai-classroom-tips-teachers French https://habilomedias.ca/ressources-pedagogiques/aborder-lintelligence-artificielle-en-classe-conseils-pour-les-enseignants			X		
Media Smarts: Talking to Kids About AI Bilingual	Tips for parents on how to discuss the opportunities and potential dangers related to generative ai with their children.	English https://mediasmarts.ca/teacher-resources/talking-kids-about-ai-tips-parents French					X

Site	Description	URL	B	A	E	S	P
		https://habilomedias.ca/ressources-pedagogiques/aborder-lintelligence-artificielle-avec-ses-enfants-conseils-pour-les-parents					
Media Smarts: Understanding AI and helping youth make the most of it Bilingual	Explanation of Generative AI for students and guidance on how to use it effectively and responsibly.	English https://mediasmarts.ca/blog/understanding-ai-and-helping-youth-make-most-of-it French https://habilomedias.ca/blogue/comprendre-lia-et-aider-les-jeunes-en-tirer-le-meilleur-parti				X	
Ontario's Trustworthy Artificial Intelligence (AI) Framework Bilingual	Learn how Ontario is implementing its Trustworthy Artificial Intelligence (AI) Framework by establishing the rules and groundwork for how to leverage the benefits of AI, while ensuring it is used safely and responsibly across the public sector.	English https://www.ontario.ca/page/ontarios-trustworthy-artificial-intelligence-ai-framework French https://www.ontario.ca/fr/page/cadre-ontarien-pour-la-fiabilite-de-lintelligence-artificielle	X				
Principles for AI in Education (TeachAI)	Each principle includes questions to discuss and consider, a description, and real-world examples.	https://www.teachai.org/toolkit-principles	X	X	X		

Site	Description	URL	B	A	E	S	P
TeachAI	Empowering educators to teach with and about AI	https://www.teachai.org/	X	X	X		
TeachAI Customizable Presentation	Download the slides to customize your own presentation. Includes resources for all stakeholders. <i>*Can be customized for each stakeholder group</i>	https://docs.google.com/presentation/d/1XA323doJLbzOVjlufXiP4gpai2rUTO3o-nJuNnlRtkg/edit#slide=id.g28fe726c2a6_0_0	X	X*	X*		
TeachAI Toolkit	This toolkit is designed to help education authorities, school leaders, and teachers create thoughtful guidance to help their communities realize the potential benefits of incorporating artificial intelligence (AI) in primary and secondary education while understanding and mitigating the potential risks.	https://docs.google.com/document/d/1OmT-6Nf_B9f8yA6r54QQ-DMSB85njo5JZ6qyR17jFgA/edit#heading=h.3tqx8ctoevq3	X	X	X		
	Sample Considerations for Existing Policies	https://www.teachai.org/toolkit-addendums	X				
	Sample Guidance on the use of AI in schools	https://www.teachai.org/toolkit-guidance					
	Sample Letter to Parents and Guardians on the Use of AI	https://www.teachai.org/toolkit-parent		X	X		X

Site	Description	URL	B	A	E	S	P
	Sample Letter to Staff on the Use of AI	https://www.teachai.org/toolkit-staff		X	X		
	Sample Student Agreement on the Use of AI	https://www.teachai.org/toolkit-student		X	X	X	X
UNESCO Recommendation on Artificial Intelligence in Education	Recommendations and resources from UNESCO on the use of Artificial Intelligence in Education	https://www.unesco.org/en/digital-education/artificial-intelligence?hub=32618	X	X	X	X	
	AI Competency Framework for Students	https://unesdoc.unesco.org/ark:/48223/pf0000391105				X	
	AI Competency Framework for Teachers	https://unesdoc.unesco.org/ark:/48223/pf0000391104			X		
	Guidance for Policy Makers	https://unesdoc.unesco.org/ark:/48223/pf0000376709	X				

The Plan for AI ([Ottawa Catholic School Board plan](#), [OCSB overview](#), [toolkit from TeachAI](#)) ([OHIO toolkit](#) – [Michigan](#) - [Australian](#))

The introduction of AI into a school board requires a lot of planning. Each school board will be on their own journey and must align a plan to meet the needs of all stakeholders. Across North America, many school boards and districts have plans have been created and although they may not all be the same there tends to be some common aspects that repeat. The following are some areas to consider when creating a plan.

AI Guiding Committee - the first step a board should consider is to form an AI Guiding Committee. This is a cross panel/functioning committee that will drive and guide the creation of an AI plan and the implementation of the plan.

The proposed sections of a plan listed below are a sampling from plans and although suggested may not all be required.

1. Introduction

- **Purpose:** Clearly state the purpose of integrating AI across all functions and addressing the role it plays with all key stakeholder groups (e.g. [OCSB](#), [World Economic Forum](#), [Lower Merion School District](#))

2. Guiding Principles / Framework

- **Vision Statement:** Define the desired outcomes of AI integration.
- **Principles (e.g.: [OCSB](#), [Australia](#), [TeachAI](#), [Virginia](#))**
 - **Ethical and Responsible Use:**
 - **Transparency and Explainability:**
 - **Equity and Inclusivity:**
 - **Privacy, Data Protection, and Security:**
 - **Human-Centered Design:**
 - **Pedagogical Effectiveness:**

3. Assessment and Readiness

- **Current State of Assessment:** ([OCSB](#))
 - Evaluate existing technology infrastructure.
 - Assess stakeholders' familiarity with AI.
- **Readiness Checklist:** ([CoSN](#))
 - Use the K-12 Gen AI Readiness Checklist¹ to gauge preparedness.

4. AI Framework Development

- **AI Framework:** ([MichiganVirtual](#), [Brisbane Schools](#), [Can GovernmentFAQ](#))
 - Address ethical considerations, privacy, data security, and bias.
 - Specify acceptable AI use. ([Student Code of Conduct](#), [TeachAI](#))
 - Clarify roles and responsibilities.
- **Legal Review:**
 - Ensure compliance with state laws and regulations.
- **Forms:** ([TeachAI student](#))(positive language example – [Thames HS](#))
 - Update any forms such as student and/or staff acceptable use. Consider the use of positive statements vs deficit language defining what students should do instead of what not to do, but what to do.

5. Capacity Building

- **Training and Professional Development:** ([OCSB](#), [CommonSense](#), [Khan Academy](#))
 - Provide workshops for teachers, administrators, and support staff.
 - Educate stakeholders on AI's benefits and limitations.
 - Develop an **Assessment and Evaluation** framework that includes AI ([UNESCO](#), [UCL](#), [Tufts](#), [EdCan](#))
- **Student AI Literacy:** ([OCSB](#), [ISTE](#), [Code.org](#), [CommonSense](#))
 - Integrate AI education into the curriculum.
 - Teach responsible AI use.

6. Implementation Strategies - ([OCSB use cases](#))

- **Curriculum Enhancement and Alignment:** ([DigitalPromise](#), [ISTE](#), [Chile](#))
 - Embed AI-related topics in subjects.
 - Encourage project-based learning with AI components.
- **Administrative Functions:**
 - Automate routine tasks (attendance, scheduling, newsletters, email responses, letters, etc.).
 - Use AI for data analysis and decision-making.
- **Parent Engagement:** ([OCSB](#) parent page)
 - Regularly communicate AI initiatives.
 - Address concerns and provide resources.

7. Monitoring and Evaluation

- **Metrics and Key Performance Indicators (KPIs):**
 - Measure student engagement, learning outcomes, and administrative efficiency.

- **Feedback Mechanisms:**
 - Gather input from stakeholders.
 - Adjust strategies based on feedback.

8. Communication and Transparency Plan

- **Regular Updates:** ([OCSB](#) parent page)
 - Share progress with the board and school community.
 - Celebrate successes and address challenges.
 - Letter to Staff ([TeachAI](#))
 - Letter to Parents ([TeachAI](#))
- **Transparency:**
 - Be open about AI use and its impact.

9. Resources Allocation

- **Resource Selection**
 - Identify tools that will be supported. Ensure that stakeholders are aware of the tools and why they were selected. AI tools are changing rapidly so there may be shifts. Some tools may be paid while other supported tools may be free. Tools should be selected that align with guiding principles. (ChatGPT, Claude, CoPilot, MagicSchool, Brisk, SchoolAI etc...)
 - Other support tools - ([TeachAI](#))
- **Budget Allocation:**
 - Allocate funds for AI tools, training, and infrastructure.
 - Decide which tools can be used and supported at a free level vs a paid level.
- **Human Resources:**
 - Appoint an AI coordinator or continue with a committee/planning team that evolves into an oversight team.

10. Timeline and Phases

- **Phased Implementation:**
 - Start with pilot projects.
 - Gradually expand AI integration.

Exemplars

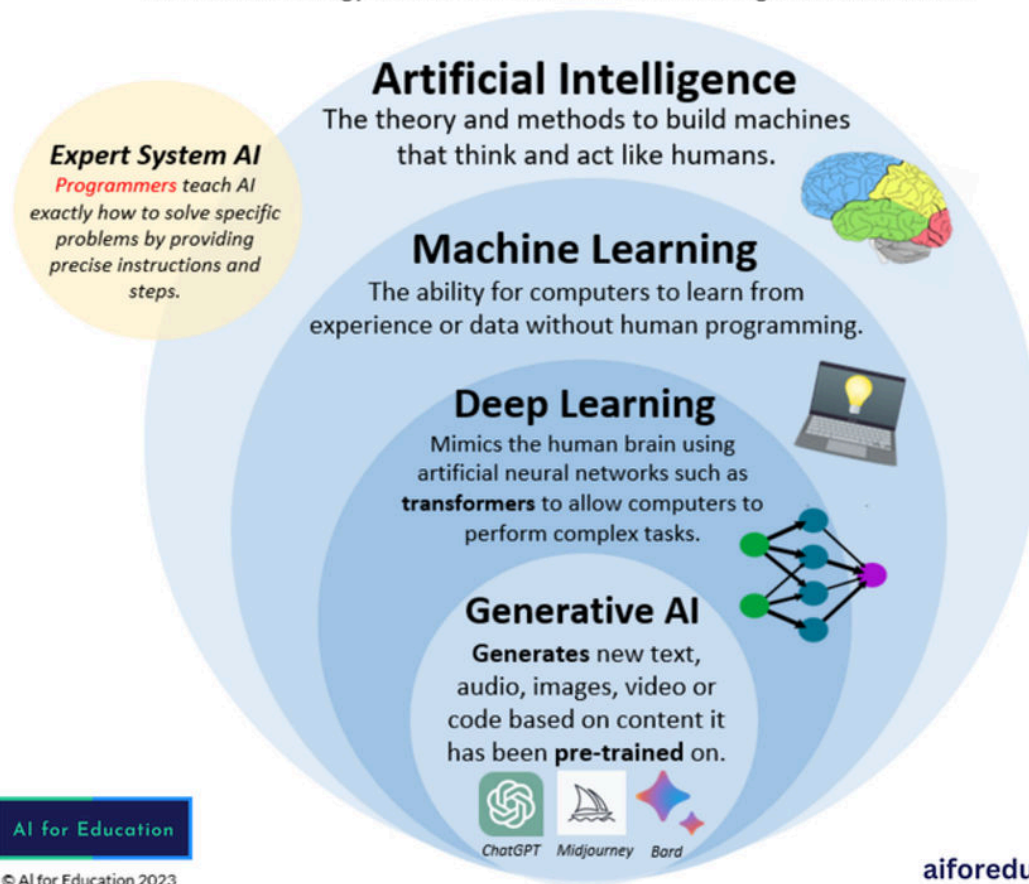
[AI – Innovate \(wcdsb.ca\)](https://www.wcdsb.ca)

[Australian framework](#)

[Michigan Virtual sample plan for AI](#)

Defining Generative AI

To understand generative artificial intelligence (GenAI), we first need to understand how the technology builds from each of the AI subcategories listed below.



Effective Prompting for Educators

AI for Education

OK

"A lesson plan about multiplying fractions for 5th graders"

BETTER

"Act as an expert mathematician and a teacher skilled in designing engaging learning experiences for upper elementary students. Design a lesson plan about multiplying fractions for 5th grade students."

BEST

"You are an expert mathematician and teacher skilled in Universal Design for Learning. Design an accessible lesson plan about multiplying fractions for 5th grade students interested in soccer. The lesson should include a hands-on activity and frequent opportunities for collaboration. Format your response in a table."



Less Effective

More Effective

PROMPT FRAMEWORK for EDUCATORS: **The FIVE "S" Model**

AI for Education

S  **ET THE SCENE**

Provide the AI Chatbot context on what role, expertise and/or environment it should use to guide its output.

Ex: "You are an expert STEM instructional designer and teacher..."

BE S  **PECIFIC**

Be specific in the instructions. Clearly define the task and provide details on what you would like included.

Ex: "Use the 5E model to create a 60-minute hands-on lesson..."

S  **IMPLIFY YOUR LANGUAGE**

Use a conversational approach with simplified language that avoids unnecessary jargon.

Ex: "Create an engaging lesson plan that aligns with CCSS..."

S  **TRUCTURE THE OUTPUT**

Tell the Chatbot how to structure the output with specifics on format, audience and/or sections.

Ex: "Create a rubric for my students formatted as a table with directions..."

S  **HARE FEEDBACK**

Provide feedback at all points in the conversation. Share specifics on what needs to be revised to meet your needs.

Ex: "Change the format from a table to a checklist..."

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<https://www.aiforeducation.io/s/Prompt-Framework-PDF-85-13-in.pdf>

PROMPT FRAMEWORK for AI for Education STUDENTS: The FIVE "S" Model

S  **ET THE SCENE**

Tell the chatbot what role you would like it to take, so it can provide you a better, more targeted answer.

Ex: "You are a Shakespeare expert and are great at helping HS students study..."

S  **PECIFIC**

Be specific in your instructions. Clearly define what you want the Chatbot to do and provide important details.

Ex: "Create a list of five debate topics on recycling for a 9th grader..."

S  **IMPLIFY YOUR LANGUAGE**

Chatbots work best when you use simple language, so don't go crazy building out complex prompts.

Ex: "Explain the Pythagorean Theorem to me like I'm a 5th grader..."

S  **TRUCTURE THE OUTPUT**

Tell the Chatbot how to structure it's answers. Chatbots can use bullets, format a chart, and even use emojis.

Ex: "Create a quiz with multiple choice and open-ended questions for me..."

S  **HARE FEEDBACK**

Chatbots don't get it right the first time and can make mistakes. So provide feedback throughout your chat.

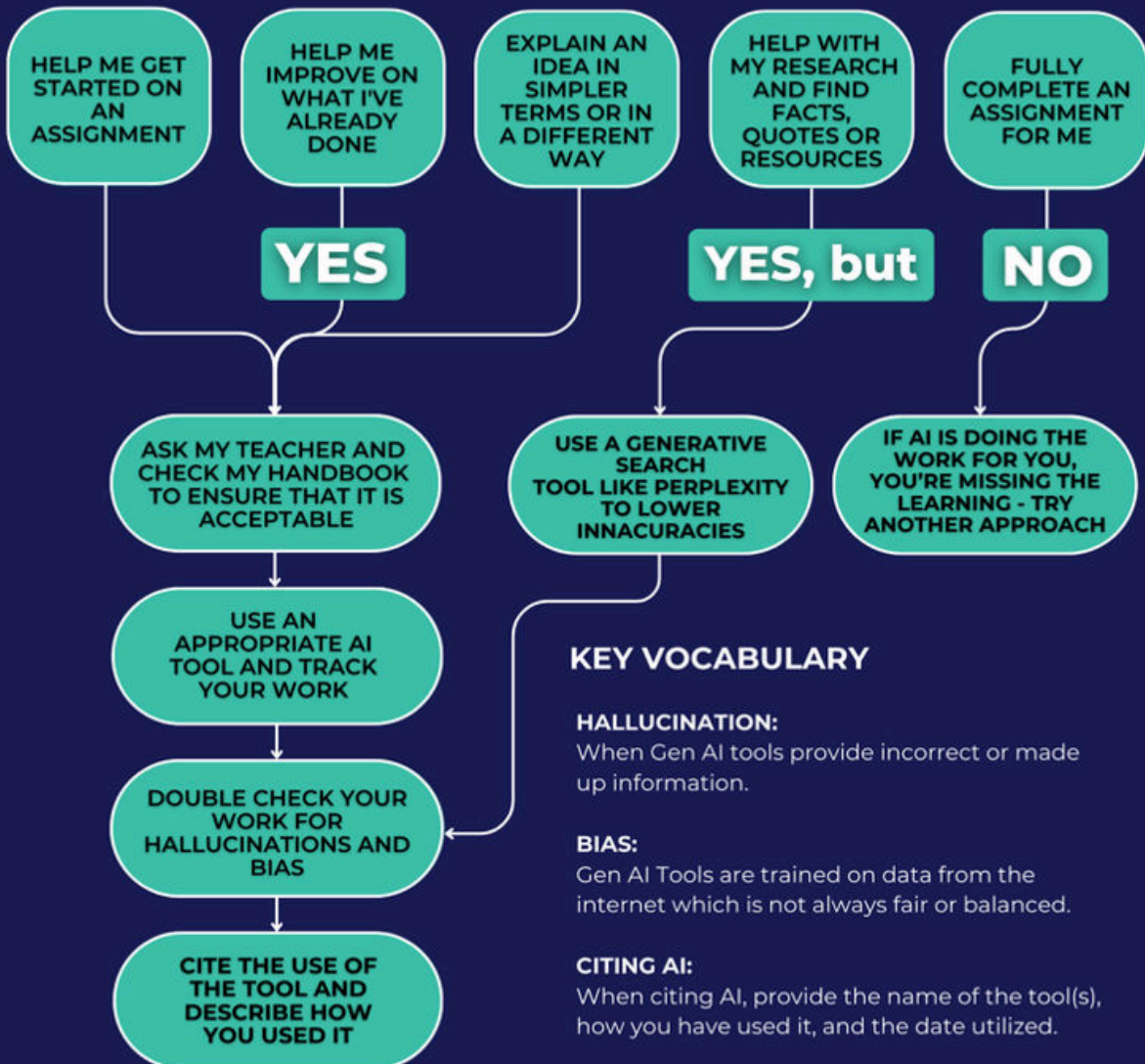
Ex: "Change the format of the quiz to a study guide and flashcards... "

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<https://www.aiforeducation.io/s/Prompt-Framework-for-Students-PDF.pdf>

A GUIDE FOR STUDENTS: SHOULD I USE AI?

Why do you want to use an AI Chatbot? I want it to...



TOP 5 MISTAKES EDUCATORS MAKE WITH AI

Using GenAI like a search engine



GenAI tools work best when answering open-ended questions and completing more complex tasks like creating a lesson plan. Many GenAI tools are not directly connected to the internet and have knowledge cut-offs.

Stopping after one prompt



We call it prompting for a reason! Even with a great first prompt, GenAI outputs can be too general, not fit for your context, or missing elements. Sharing feedback and continuing to prompt is the key to good outputs.

Not checking for hallucinations and bias



GenAI tools are not thinking, they are computing/predicting and will often make mistakes. It's imperative to check for inaccuracies (hallucinations) and biases when prompting.

Thinking AI detectors work



There is no foolproof way to identify AI created content. Detectors incorrectly categorize AI use and research has shown that they penalize non-native English Speakers.

Not being open to experimentation with AI



When you are using a GenAI chatbot, you are able to create with technology like never before (e.g. text, images, and even code). The more open you are to experimenting and trying new things, the better your experience will be. Plus these tools are evolving quickly.

AI Adoption Roadmap for Education Institutions: The 4 Phases

AI for Education

1 Establish a Foundation

- Host an **introductory meeting and AI training** for district and school leadership, board, and other key stakeholders
- Create a **cross-functional team** to workshop and develop a **district and/or school-wide AI academic guidelines** including school leaders, teachers, students, and community members
- **Review current EdTech providers** deploying GenAI and set time to vet the **safety, privacy, reliability and efficacy** of their new GenAI applications to determine if they are fit-for-purpose for your school

2 Develop Your Staff

- Provide a **professional development session** on GenAI that covers how AI has already impacted our lives, how it works, its capabilities and limitations, and how it can support their practice and students when **responsibly adopted**
- **Share the guidelines draft for feedback** and work with teachers on what this means for them and their students
- Support teachers in **updating their syllabi** to include the AI academic integrity guidelines and **shift traditional assessments** to AI-assisted and AI-resistant versions where necessary

Educate Students & the Community

- Share the AI academic guidelines at a school-wide assembly with combined outreach to parents to ensure a **common understanding** across the school community
- Encourage teachers to review the **guidelines in each of their classrooms** along with their new syllabi and examples of **appropriate/inappropriate use**
- Launch an AI Literacy Day + AI Digital Literacy training to **upskill students** so they are **future-ready**
- Provide **ongoing opportunities for training** and learning to teachers and the larger school community

Assess and Progress

- Create a cadence to **review and reevaluate your academic guidelines** in light of new advancements
- **Evaluate new AI tools for appropriateness** for teachers and the classroom to **launch pilot programs**
- Continuously update and provide training across the school community including opportunities to **share exemplars and/or voice concerns**
- **Elevate voices and best practices** for GenAI adoption from across the community including industry partners

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<https://www.aiforeducation.io/s/AI-Adoption-Roadmap-1080-1920-px-nsyt.pdf>

GUIDE TO DEVELOPING AN AI POLICY AT YOUR SCHOOL

AI for Education

Guiding Questions

- How are students using Generative AI (GenAI)? How are teachers?
- What was the impact of the release of ChatGPT and other GenAI tools on your school?
- What are your biggest concerns about GenAI this year?
- What are the major ethical concerns your school has about GenAI?
- How can you adopt your current academic integrity policy to include GenAI?

KEY STEPS

- Create a common understanding of GenAI through AI literacy.
- Design a clear set of guidelines that work for both students and teachers.
- Partner with stakeholders to develop and socialize the policy.
- Identify that the policy is a work in progress.
- Provide examples of the policy in stakeholder specific language.

WHAT TO INCLUDE

Appropriate Use of GenAI Tools

Identify what types of assignments and assessments can be AI-assisted with teacher approval and which must be completed without GenAI support.

Tracking and Citing GenAI

Provide guidelines on how students and teachers should track and cite their use of GenAI for their schoolwork/practice.

Data Privacy and Security

Define what student, teacher, and school personally identifiable information (PII) is off-limits to GenAI tools.

Common issues to consider



AI grading can be unreliable due to hallucinations and bias implicit in GenAI tools.



GenAI detectors often fail by creating false positives or negatives and can penalize non-native English Speakers.



GenAI tools often hallucinate, making up incorrect information instead of saying I don't know.



AI tools can be overused or manipulated by students to do their work, impacting learning.

STRATEGIES FOR INTRODUCING THE POLICY AT THE...

Faculty Level

- **Faculty Meeting Presentation:** Introduce the policy, and why it's important. Use relatable examples and case studies to drive discussion.
- **Policy Exploration Workshop:** Organize a workshop where teachers can explore the AI policy in detail. Break the policy into smaller sections and facilitate discussions around each.
- **AI Policy Cafe:** Set up different stations (like a cafe), each representing a part of the policy. Teachers rotate through the stations, discussing and brainstorming on each aspect of the policy.

School Level

- **Kick-off Assembly:** Start the academic year with an engaging assembly. Use skits, videos, or interactive presentations to make it appealing for students and parents.
- **Peer Educators:** Train a group of students to understand the policy thoroughly and let them become 'Digital Safety Ambassadors.'
- **AI Literacy Week:** Designate a week for AI literacy and include the AI policy as a focal point. Plan various activities, such as poster making, debates, and essay contests.

Class Level

- **Case Studies:** Use real or fictional case studies to explore the implications of following or not following the AI Policy.
- **Debate:** Organize a debate on a relevant topic, such as 'Does the AI policy limit creativity?' to encourage critical thinking about the policy.
- **Create an Infographic:** Encourage students to create an infographic about the AI policy.
- **Personal Scenarios:** Have students discuss or write about how they might apply aspects of the policy in their own lives, using personal examples.

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<https://www.aiforeducation.io/s/AI-Policy-Infographic-1080-1920-px.pdf>

Drafting a GenAI Academic Policy at your School

Key Steps

- Create a cross-functional team to draft and review the policy
- Share the policy across the community and in every classroom
- Continuously review the policy across the year

Example of a GenAI Amendment to Your Student Academic Integrity Policy

Generative Artificial Intelligence (GenAI) tools like ChatGPT are a significant technological advancement that has the potential to support your learning. But with any new technology, there are significant limitations and risks associated with its use, misuse, and overuse.

To support appropriate use of GenAI tools in your learning, these three steps should be taken when determining if and when to use GenAI tools. If these steps are not followed, your use of GenAI tools will be considered an academic integrity violation.

Step 1

Check with your teacher if the assignment, homework, or assessment can be completed with the support of a GenAI tool.

Step 2

If the tool is allowed, track your conversation with the tool by cutting and pasting the interaction in a document that you can share with your teacher.

Step 3

Cite the use of the tool when submitting your work. Here is an example with APA style formatting:

OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

Examples of Appropriate Use

- Explain topics in a way that works for me
- Help me brainstorm and explore ideas
- Help me study for an upcoming assessment
- Provide feedback on my work for areas of improvement

Examples of Inappropriate Use

- Not asking for permission to use GenAI tools
- Completing an entire assignment, homework, or assessment
- Not reviewing my work for hallucinations or inaccuracies
- Not tracking or citing my work with GenAI

How does AI know stuff?

Generative AI models (like the ones that power ChatGPT) get their knowledge from **training** and then from any **context** that you provide them.

Pretraining



Generative AI (GenAI) models start their learning from hundreds of terabytes of data from the internet. For example, ChatGPT 3.5 was trained on 175 billion parameters. This initial step is called "**pretraining**."

- Companies like OpenAI spent months and millions of dollars on this stage. For instance, the GenAI model behind ChatGPT cost OpenAI over \$100 million just in this phase!
- During pretraining, models learn from websites such as Wikipedia, books, and online articles.
- As a result, they can communicate in various languages, analyze data, and even write computer code.

Further tuning



After pretraining, models undergo "**instruction tuning**" and sometimes "**Reinforcement Learning from Human Feedback (RLHF)**." These steps make the AI's responses more useful to users.

- Although these steps don't add new facts, they teach the model how to better answer questions and prompts. Most modern models have at least one of these additional steps.
- Both of these tuning phases use data labeled by humans to refine the AI's behavior.

Limitations and Safeguarding



GenAI models have knowledge limits. For instance, ChatGPT 3.5 is unaware of events after September 2021.

- Since GenAI models learn from internet data, they might echo its biases.
- There's a risk of these models creating or "hallucinating" information.
- However, the following **safeguarding techniques** are integrated during training, ensuring the AI chooses its responses more cautiously:

Safeguarding Techniques

Filtered Training Data

Before training, the data used is filtered to remove harmful or inappropriate content. This process helps in reducing the chances of the model generating unsafe outputs.

Human Feedback

During the tuning phases, human reviewers assess and rate potential model outputs for a range of example inputs. Feedback from these reviewers is crucial in refining the model's behavior.

Regular Updates

The model is regularly updated based on user feedback and observed behavior to ensure it aligns with safety and ethical guidelines.

External Audits

Some organizations conduct third-party audits on their models and training processes to ensure that best practices for safety are being followed.

Context Windows



When you talk to ChatGPT, it's like it has a "cheat sheet" in front of it. This note contains the recent things you've said and its own replies. ChatGPT looks at this note to reply to you. However, it can only see a limited amount of words at once, so if the conversation gets too long, it might forget the earlier parts. It doesn't "remember" like humans do; it just refers back to its cheat sheet.

- The term "**context**" refers to this note – it's the combined list of recent things both you and the AI have said.
- Each GenAI model has a different amount of information it can remember in a context window:
 - For example, ChatGPT can remember the last ~3,000 words in a conversation.
 - New AI models like Claude can remember up to 75,000 words, or about the length of "Harry Potter and the Sorcerer's Stone" at a time. That said, AI models with larger context windows tend to have lower quality responses.

Sources



["GPT-4 Is a Giant Black Box and Its Training Data Remains a Mystery"](#)

["Introducing ChatGPT"](#)

["Improving Language Understanding by Generative Pre-Training"](#)

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Flint is an AI platform built for schools that doesn't use student chat data to train AI models. It also enables admins to control access, view usage trends, and request student chat history. Learn more at flintk12.com

aiforeducation.io

<https://www.aiforeducation.io/s/Copy-of-AI-for-Education-How-does-AI-know-stuff-85x11.pdf>

How to Use AI Responsibly **EVERY** Time

E **VALUATE** the initial output to see if it meets the intended purpose and your needs.

V **ERIFY** facts, figures, quotes, and data using reliable sources to ensure there are no hallucinations or bias.

E **DIT** your prompt and ask follow up questions to have the AI improve its output.

R **EVISE** the results to reflect your unique needs, style, and/or tone. AI output is a great starting point, but shouldn't be a final product.

Y **OU** are responsible for everything you create with AI. Always be transparent about how you've used these tools.

