

AI in Education: Shaping the Future of Educational Facilities



Kelsea Watson

- Director of marketing and events at ATLIS
- Association and nonprofit professional background
- Dog mom

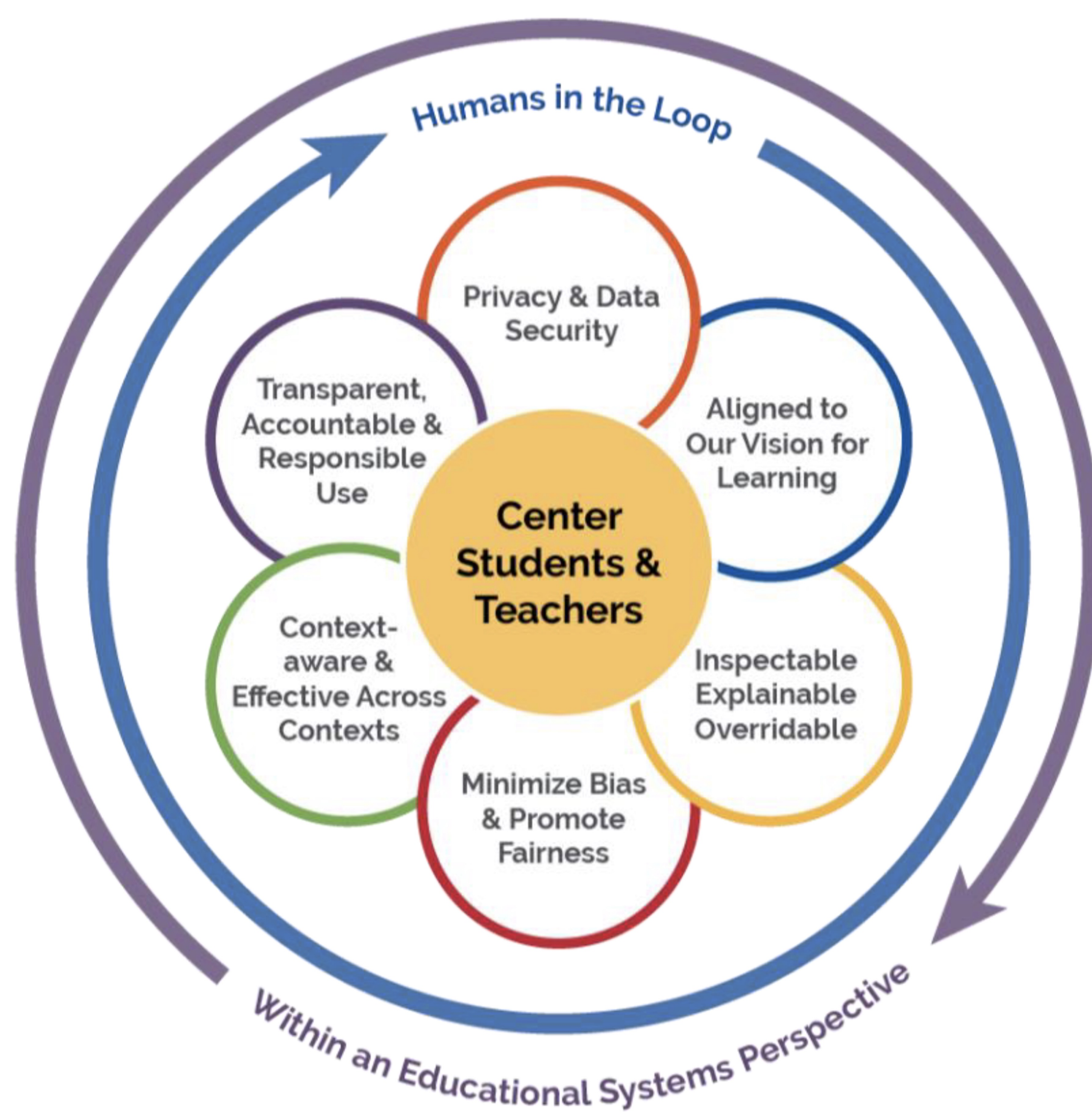


Why are we here?

Description: Incorporating artificial intelligence (AI) in education is becoming increasingly common. This session will explore the latest AI developments and their implications for educational facilities, including opportunities and challenges. Attendees will learn practical strategies for independent schools to leverage AI, drawing on lessons learned from the ATLIS and NAIS Summit on Educational Leadership in the Age of AI. Tips will be shared for administrators and faculty to increase productivity with AI, as well as how students can use AI in their learning journey. Important considerations for schools will also be discussed.

Participants will leave with:

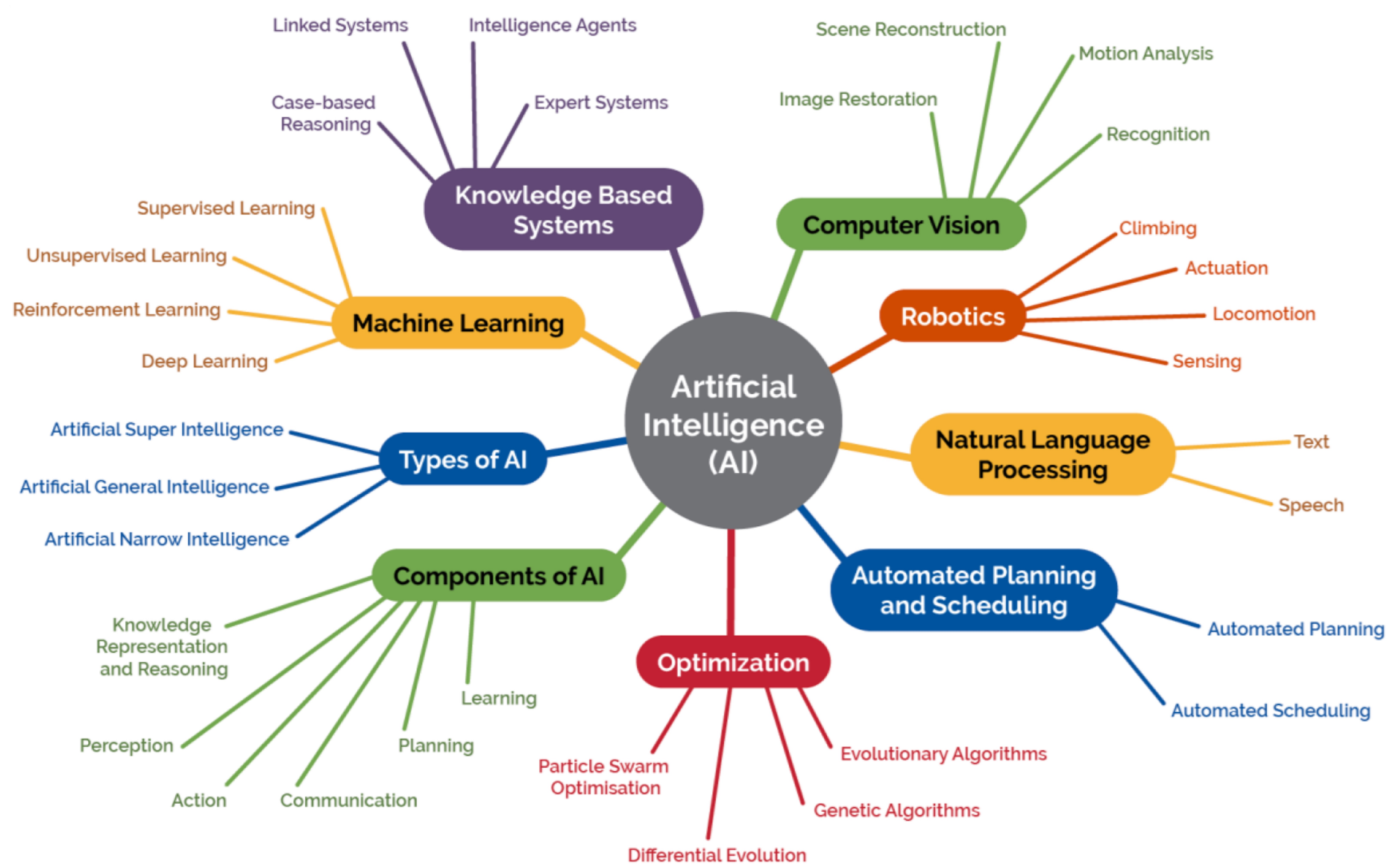
1. An understanding of the latest developments in AI and their potential implications for educational facilities.
2. Practical strategies for incorporating AI into different aspects of educational facilities, such as classroom instruction and student support.
3. A roadmap for how to effectively plan for and implement AI initiatives in their own educational facilities.



Source: Department of Education AI Report



Source: Image created with Canva



Source: Department of Education AI Report

Our World
in Data

Transistor count

10,000,000,000

5,000,000,000

1,000,000,000

500,000,000

100,000,000

50,000,000

10,000,000

5.000.000

1.000.000

500.000

100.000

50 000

10 000

5,000

5,000

1,000

Data source: Wikipedia
OurWorldinData.org

CarWorldInData.org

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Year in which the microchip was first introduced

Licensed under [CC-BY](#) by the authors Hannah Ritchie and Max Roser.

Paradigm Shift:

Existing in the age of the “Information Renaissance” or “Intellectual Revolution”





Understanding how ChatGPT works



Quick activity

Get out your phones

Open up a new text message

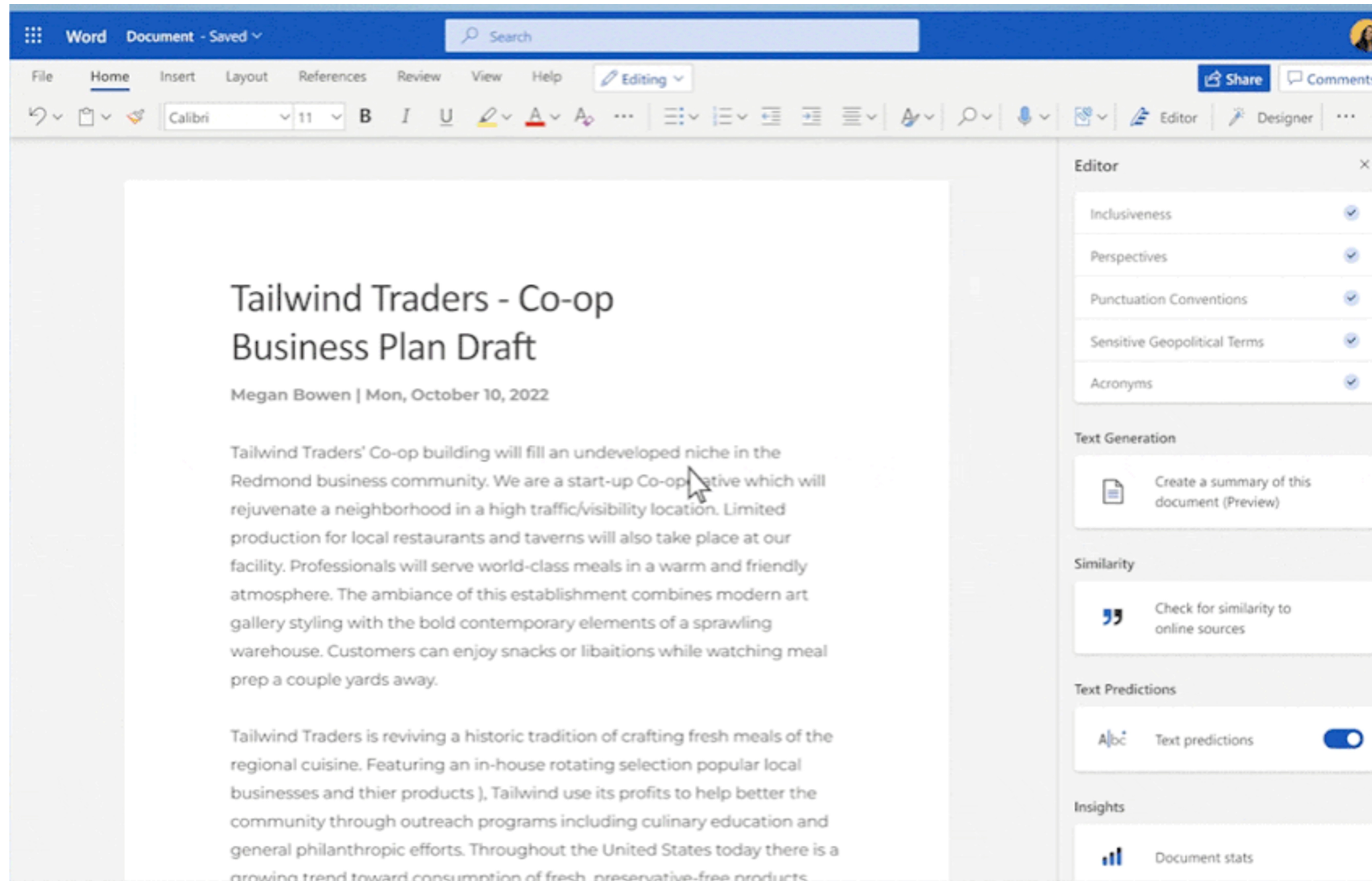
Type in this sentence in the message body:

I like to...

Use autocomplete to finish the sentence

(select from the next word it give you). Add it to the chat if you wish.

Coming soon to a word processor near you...



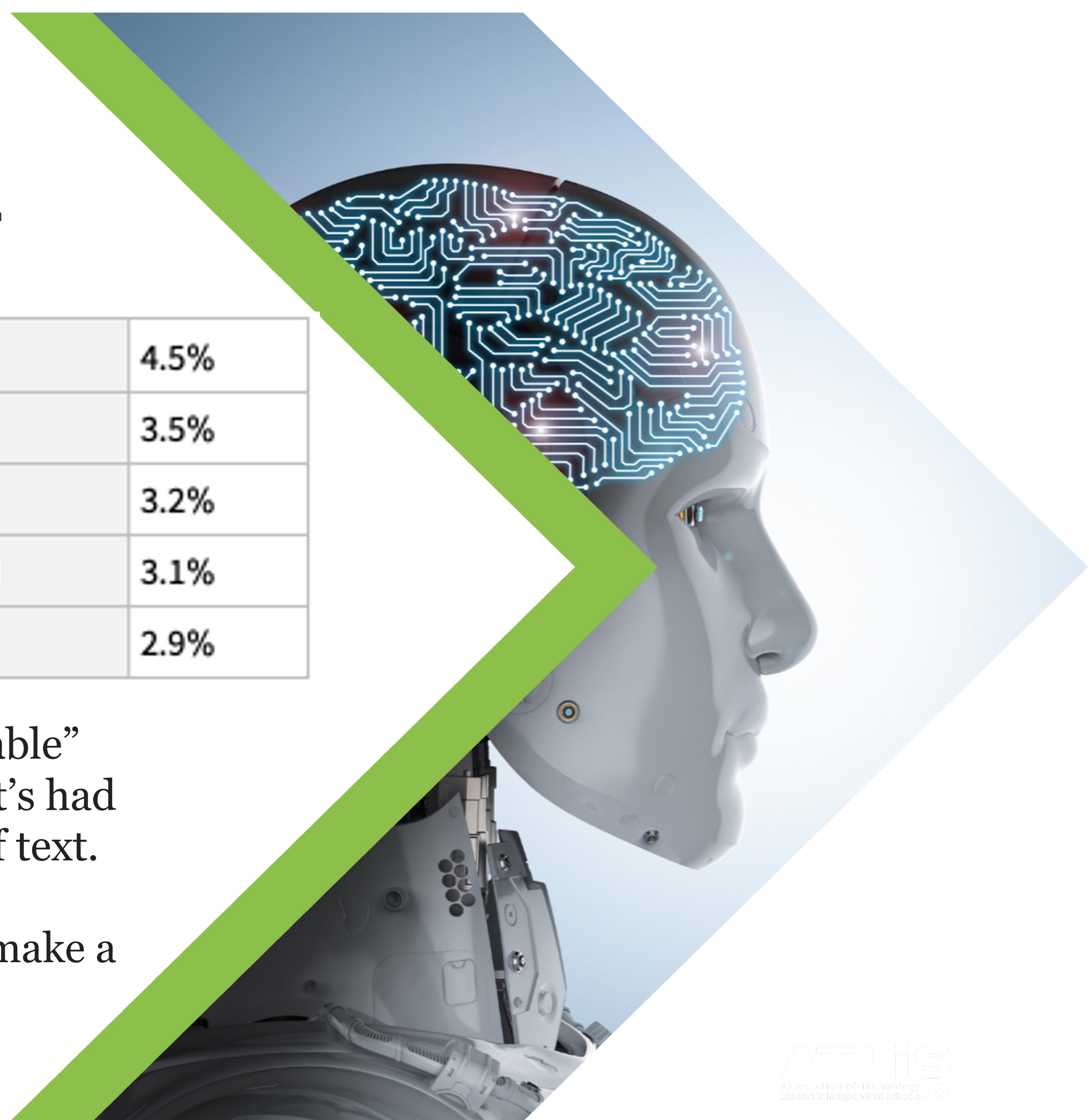
It's just adding one word at a time

The best thing about AI is its ability to

learn	4.5%
predict	3.5%
make	3.2%
understand	3.1%
do	2.9%

“Its overall goal is to continue text in a “reasonable” way, based on what it’s seen from the training it’s had (which consists in looking at billions of pages of text.

A neural net with “just” 175 billion weights can make a “reasonable model” of text humans write”
-Stephen Wolfram



Ethics



Shorts



Why is it
important to talk
about AI ethics
and bias?



Data privacy considerations

A	B	C	D	E
dirty email	clean email		dirty full name	clean full name
yundt.gabriella <yundt.gabriella@von	yundt.gabriella@vonrueden.biz		Dr. Yuri ZHIVAGO	Yuri Zhivago
donnell.hegmann@nikolaus.com	donnell.hegmann@nikolaus.com		Dwight Schrute Jr 🦫	Dwight Schrute
haylie45@rau.com	haylie45@rau.com		😄 Pam beesly PhD	Pam Beesly
holden17 <holden17@hotmail.com>	=GPT_FILL(A2:B4,A5:A12)		DON Draper	Don Draper
lfeil@yahoo.com	lfeil@yahoo.com		JAMES BOND	James Bond
hillard82@stokes.com	hillard82@stokes.com		Dr. gregory House	Gregory House
joanny.windler <joanny.windler@gma	joanny.windler@gmail.com			
bartoletti.bertram@kemmer.com	bartoletti.bertram@kemmer.com			
gladys.funk@will.com	gladys.funk@will.com			
joelle56@hotmail.com	joelle56@hotmail.com			
karli.zemlak <karli.zemlak@douglas.c	karli.zemlak@douglas.com			

Questions for school leaders

What should and shouldn't be acceptable to use as administrators, faculty, staff, and students at the:

- Institutional level
- Divisional level
- Department level
- Course level
- Assignment level

What is the process around (writing) assessments? Can they be redesigned to minimize the risk around the use of these tools? (drafts, personal reflection)





Academic integrity



Three principles of AI:

1. An AI cannot pass a course.
2. AI contributions must be attributed and true.
3. AI use should be open and documented.

Source: Sentient Syllabus



Sample policy language:

AI tools may be used to aid in research, analysis, and comprehension of course materials. However, the use of AI tools must be disclosed and properly cited in all academic work.

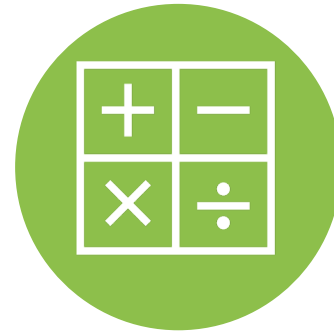


Schools should provide guidance and support for students who wish to use AI tools in their coursework. This may include training on responsible use, as well as resources for evaluating the reliability and validity of AI-generated results.

Legal and risk management



Terms of Service



Privacy and Data
Security



Academic Integrity



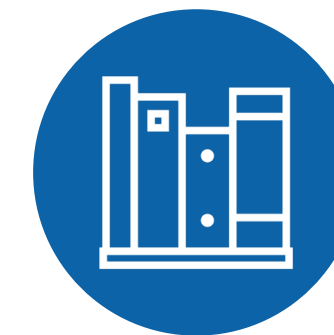
Information
Accuracy



Mental Health



Using AI for HR



Intellectual
Property (IP)

Terms of service

- Students under 13 years old are NOT allowed (LEGALLY) on many AI platforms
- Model use and focus on digital literacy and citizenship

Framework for AI in schools

Parent and student section is included in the e-book

Research01	Review02	Educate03
<p>Create divisional research groups to test and share experiences, both positive and negative, to learn the potential and the issues with these tools.</p> <p>Begin reviewing curricular and assessment practices toward a goal of developing opportunities to develop new assessment strategies and “AI-proofing” the learning.</p>	<p>Review applicable terms of service and privacy policies to ensure compliance of potential tools with federal and state laws, as well as school policy.</p> <p>Review and update handbook policies to explicitly define the school’s policies about the use and application of these tools.</p>	<p>Provide PD opportunities, either within divisional or departmental meetings or via an asynchronous course to learn about AI and AI tools.</p> <p>Introduce faculty to what AI is, how it works, and give them an overview of ethics and bias.</p>

Create a cross-divisional team



Executive Committee ("Decision Makers")

Senior management

Meets 2-3 times per year (as needed) to set policy for cybersecurity



Cyber Working Group ("Strategizers")

Includes ISM, EdTech, OpTech, Senior Dr of Tech

Meets weekly

Reviews cyber action items, frames potential policies for the Task Force, finalizes policy recommendations for approval by the executive committee



Cyber Task Force ("Sounding Board")

Representative of every division and office in the school

Includes faculty and deans

Meets a few times a year to discuss ramifications of potential policies under consideration

LHPS AI Statement

As agreed upon by the deans and honor court, for a matter to be brought to them regarding AI, the policy must have been stated in the instructions.

Green Light Statement

Teacher Instructions: Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on this assignment if that use is properly documented and credited. Failure to acknowledge the AI-generated contributions will be treated as a violation of the LHP Honor Code.

Student: I acknowledge and embrace the responsible use of Artificial Intelligence (AI) as a tool for assistance in this assignment. I commit to utilizing AI in a manner that upholds academic integrity and originality, ensuring that my work reflects my own understanding and efforts. I understand that any undocumented use of AI in my assignment may lead to academic consequences in accordance with the LHP Honor Code.

Yellow Light Statement

Teacher Instructions: Students may use AI tools to help prepare for this assignment (e.g. XXX). Students must explain how AI tools informed their process and are responsible for the accuracy of the ideas that are used. Failure to acknowledge the AI-generated contributions will be treated as a violation of the LHP Honor Code.

Student: I understand and commit to using AI tools responsibly for XXX in this assignment. I will maintain academic integrity by ensuring that the content I produce reflects my own originality, while appropriately crediting and citing any AI-generated contributions. I recognize that any violation of these principles may result in academic consequences in accordance with the LHP Honor Code.

XXX = EXAMPLES MUST BE PROVIDED

Red Light Statement

Teacher Instructions: Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on this assignment. Each student is expected to complete each assignment without assistance from others, including automated tools. Any violation will be addressed in accordance with the LHP Honor Code.

Student: I affirm that I will not utilize Artificial Intelligence (AI) tools or applications for any aspect of this assignment. I understand that the use of AI in my assignment is strictly prohibited and that any violation of this policy may result in academic consequences as outlined by the LHP Honor Code. I commit to completing my assignments through my own efforts, ensuring academic integrity and the authenticity of my work.

This also includes the College Board AP Policy

Let's pause

A shift in mindset

“

AI should be where
thinking **starts**, not
where it ends.

”

-Conrad Hughes



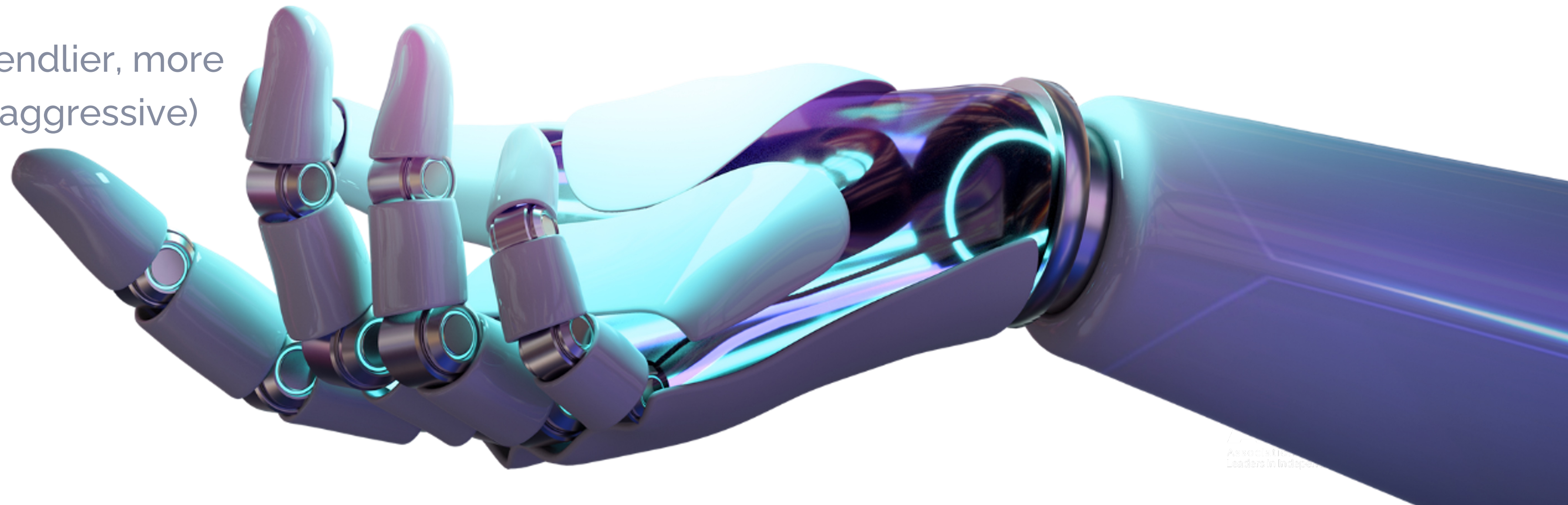
Using AI for copyediting

Revise your content with ease

80-20 rule

Examples prompts:

- Rewrite for clarity
- Rewrite to be more concise
- State this a different way
- Write in third person
- Change the tone to be (friendlier, more professional, less passive aggressive)
- Make suggestions
- Give feedback
- Edit



AI to run a better “business”

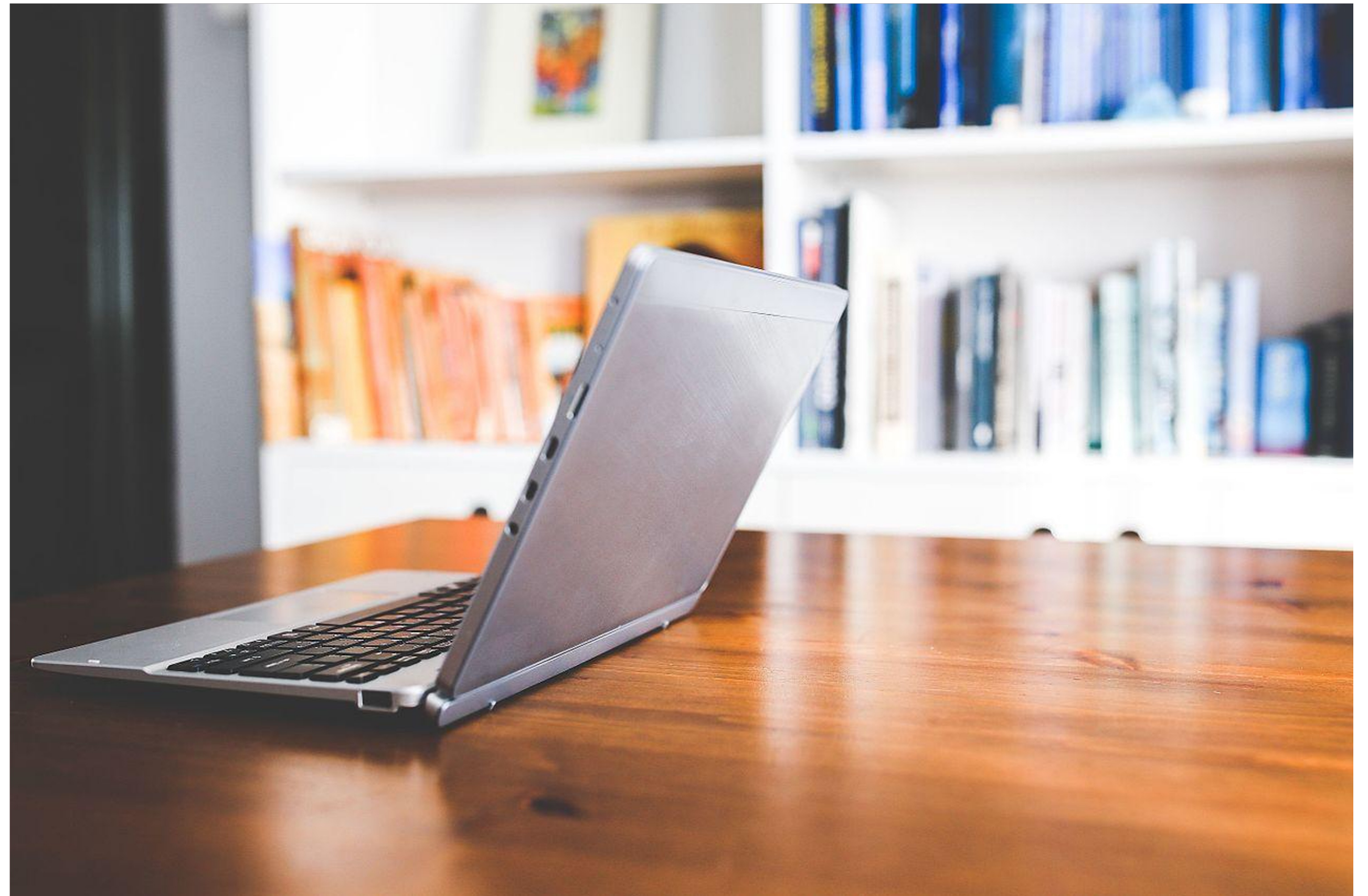
Mission statement initiative at one school...finalist option was generated by AI

Leverage the technology to create:

- Strategy documents
- Employment offer letters
- Inclusive job descriptions

Explore what it can do:

- Scheduling productivity hacks
- Market research and analysis
- Write scripts and speeches



AI as a copilot or 'thinking partner' for students

Chatbots can be a valuable thinking partner for students because it can engage them in dialogue, provide feedback, challenge their thinking, and offer resources and support to help them succeed.

- Brainstorm
- Give feedback
- Encourage reflection
- Give alternate perspectives
- Provide resources

Key step that we need to teach: adding student voice back in and verify all sources



AI tools

Scribe



MagicSchool.ai



YouTube Video Summarizer

Get a summary of a YouTube video in whatever length you choose. **Videos will not load if the author did not enable closed captions.

NEW!



YouTube Video Question Generator

Generate guiding questions aligned to a YouTube video. **Videos will not load if the author did not enable closed captions.

NEW!



Conceptual Understanding Generator

Generate ideas about how to help your students build conceptual understanding of a topic or standard you're teaching in class.

NEW!



Science Lab Generator

Generate an engaging science lab based on topics and standards of your choice. (Review closely for factual content and potential bias before usage.)

NEW!



Student Work Feedback Tool

Based on a custom criteria, have AI give areas of strength & areas for growth on student work.

NEW!



Teacher Joke Generator

Generate teacher jokes for your class to be the coolest teacher out there!

NEW!



Lesson Plan Generator

Generate a lesson plan for a topic or objective you're teaching.



Academic Content Generator

Generate original academic content for your classes customized to the topic and criteria of your choice.



Rubric Generator

Have AI write a rubric for an assignment you are creating for your class in a table format.



Math Spiral Review Generator

Generate a brief spiral review activity to provide students with an opportunity to practice skills



AI-Resistant Assignment Suggestions

Enter your assignment description to receive



Unit Plan Generator

Generate a draft of a unit plan based on topic, standards and objectives, and length of unit.

Get leveled resources for...

 **Literally Anything**

 An Article or Video (URL)

 Any Text or Excerpt

1. Search for a topic, term, or question here. Be as specific as possible!

Enter topic here (e.g. "Mitosis", "Why didn't the U.S. participate in Treaty of Versailles?")

2. Choose an approximate reading level for the output:

5th Grade



Generate Resources →

declaration of independence

Adapted Reading Passage

[Show Sources](#)[Edit](#)[Copy](#)

The Declaration of Independence is a very important document in the history of the United States. It was written in 1776 by Thomas Jefferson and a committee of five other people. The declaration was adopted by the Second Continental Congress on July 4, 1776. It explains how the people are created equal and how their power comes from the people. The Founding Fathers wrote the Declaration of Independence to declare the new country's independence from Great Britain.

The Declaration of Independence was written in 1776 to explain why the colonies wanted to be independent from Great Britain. It states that all people are equal and have certain rights. The declaration helped start the American Revolution and is still important today.

Summary

[Edit](#)[Copy](#)

- The Declaration of Independence was written in 1776 to explain why the colonies wanted to be independent from Great Britain.
- It states that all people are equal and have certain rights.
- The declaration helped start the American Revolution and is still important today.

Key Vocabulary Words

[Add Vocab Words](#)[Edit](#)[Copy](#)

independent (adjective)

Definition: not influenced or controlled by others; self-governing.

Example: The United States became an independent country in 1776.

delegate (noun)

Definition: a person sent or authorized to represent others, in particular an elected representative sent to a conference.

Example: The delegates from the colonies signed the Declaration of Independence.

fairly (adverb)

Multiple Choice Questions

[+ Add Questions](#)[👁 Show Answers](#)[✎ Edit](#)[📄 Copy](#)

1. According to the text, why was the Declaration of Independence an important document?

- A) It explained why the colonies wanted to be independent from Great Britain.
- B) It listed the names of all the Founding Fathers.
- C) It described the American Revolution in detail.
- D) It outlined the rules for the new country.

2. What is one right that the Declaration of Independence says all people have?

- A) The right to vote
- B) The right to own property
- C) The right to free speech
- D) The right to a fair trial

Short Answer Questions

[+ Add Questions](#)[👁 Show Answers](#)[✎ Edit](#)[📄 Copy](#)

1. Who wrote the Declaration of Independence and when was it adopted?

2. What did the Declaration of Independence say about people's rights and government power?

3. Why was the Declaration of Independence important for the American Revolution?

Open-ended Prompts

[+ Add Prompts](#)[✎ Edit](#)[📄 Copy](#)

1. How do you think the ideas in the Declaration of Independence relate to your own life?

2. What do you think it means to be independent? How can you apply this idea to your own life?

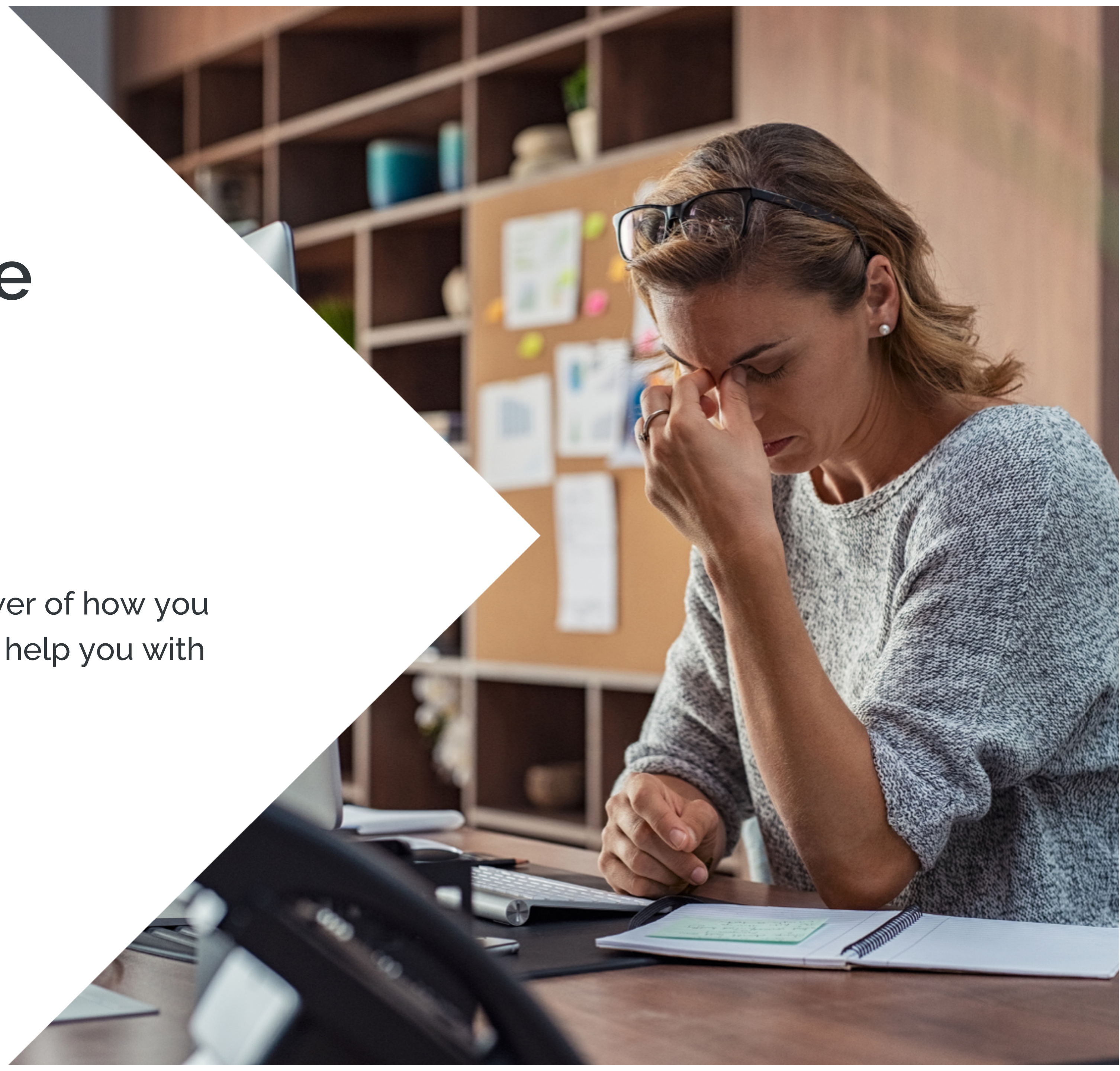
3. Why do you think it is important for people to have certain rights? How do these rights affect your own life?


3. Why was the Declaration of Independence important for the American Revolution?

All of you may have a wide range of emotions in response to AI.

Your emotions are valid!

Take small steps to start to see the power of how you might use this in your classroom and to help you with your workload.



A large, diagonal, semi-transparent image on the left side of the slide. It shows a hand holding a pen, writing on a document. The document contains a line graph and a table. The graph has a y-axis labeled 'y' and an x-axis labeled 'x'. The table has columns labeled 'x' and 'y'. The text on the document is partially legible, showing 'M is a function of x' and 'y = f(x)'.

How will AI impact the future of pedagogy, curriculum and assessment?

Where do I start?

Disruptions will continue.

How will our school proactively and intentionally stay ahead of the curve and live out our mission?

Have open communication

Faculty

- Show them what it can do.
- Give them time to play with it.
- Be open to listening to their fears
- Discuss school policy and expectations
- Teachers can model the use of AI and lead conversations around it in class

Students

- How do students feel about these new AI tools? What, if any, issues do they perceive with the use of these new tools?
- Get with students to find out what tools they are using now, both for two-way education and to find out what tools they want to know.
- Safe space question - If they have used these tools prior to now, how and why did they use them? Did they learn anything from that experience?
- Discussions about ethics, bias, and reliability of AI

Parents

- Provide background on algorithmic literacy (what you learned today).
- Introduce families to what AI is, how it works, and give them an overview of ethics and bias.
- Provide a framework for engaging in family conversations about the use and expectations for responsible use of generative AI.

Any questions before we
move to the interactive
portion?

Discuss in groups:

- How are you using AI to make your life easier? How are you using it to make your students' lives easier?
- What are your favorite tools and resources?
- What are some best practices for designing assignments?
- Has your school done any training?
- How are you handling 'academic misconduct' with AI?

Academic Misconduct & AI policies

Locate your...

- responsible/acceptable use policy (AUP/RUP)
- honor code
- academic honesty policy

Community resources

theATLIS.org/ai

Artificial Intelligence (AI) in Independent Schools

A RESOURCE FOR SCHOOL LEADERS





theATLIS.org/subscribe

Questions?

Let's stay in touch!

membership@theATLIS.org

theATLIS.org/subscribe

LinkedIn: Association of Technology Leaders in Independent Schools

