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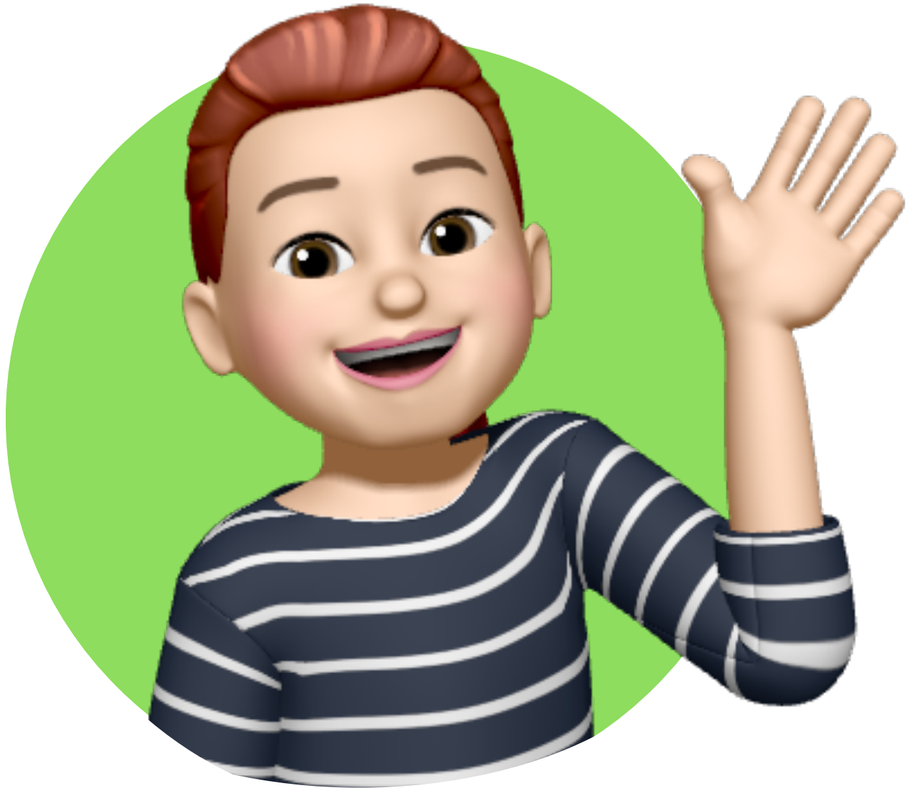
The AI in Education Conversation



Michelle Bunder

National Apple Education Specialist

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Compnow acknowledge the Aboriginal and Torres Strait Islander people as the Traditional Owners of the land & water on which we live and work. We pay our respects to Elders past and present and commit to working towards a future of reconciliation and partnership.

Office location

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Matthew Esterman (He/Him) • 1st
Director of Innovation & Partnerships @ OLMC | AI explorer | focused, Outward-looking | 2023 Teaching Fellow, Commba
4h •

No tap and one tap AI

As schools across Australia return for Term 2 of 2024 several c have made AI near omnipresent for any of the 90%+ of student smartphone or other device.

Meta has embedded their Llama 3 model into Facebook, Messe Instagram and other tools.

Google has placed Gemini at poll position in their Search functi (Considering I've had students tell me that a Google search is " school", this is probably a smart move.)

Microsoft Copilot continues to offer GPT-4 performance for fre with no sign in as of last week.

OpenAI quietly opened ChatGPT to all users without the need t (GPT 3.5 only).

Students and teachers now have one tap

www.bamradionetwor

Chris Goodall • 2nd
Head of Digital Education | AI in Education | EdTech |
6h •

+ Follow

AI in the Classroom – AI is NOT a school priority

Many talk about AI as though it is another initiative or an addition to existing school priorities, something to add to the school development plan (See Pic 2), but it shouldn't necessary be viewed like that.

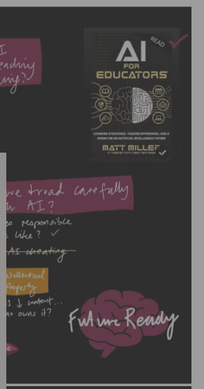
AI should be viewed more as a method to help achieve your school priorities rather than just another priority. (See Pic 3).

Thinking like this moves us away from tr standalone flashy, showcase tool, towar as a subtle yet powerful support assista

Amanda Bickerstaff • Following
Educator | AI for Education Founder | Keynote | Researcher | LinkedIn Top Voice in Education
1d • Edited •

Lisa Plenty • 1st
Director of Digital Learning and Innovation at Radford College
17h •

Exciting opportunities to hear from amazing experts today and deepen my thinking about AI, pedagogy, creativity and critical thinking. #LatB68. Sharing my sketches.



Laura Bain (She/Her) • 1st
Head of Future Learning and Academic Operations, Apple Distinguished Educa...
14h •

Yesterday afternoon I had the opportunity to share some of the ways we have engaged with #AI on the Primary Campus with the whole College Staff. Over the last year we have had students:

🤖 working with AI enabled Robots, learning about face and voice recognition technology

⚙️ creating their own AI models through machine learning

👋 interacting with AI enabled chatbots as an assessment tool

onments and AI artworks

ialed using AI for feedback and r Year 4 teachers facilitated the udents as part of their learning g process, which is a sketch- tool turns your sketches into your prompt. While this is skill on other platforms, this is t could be very useful in education.

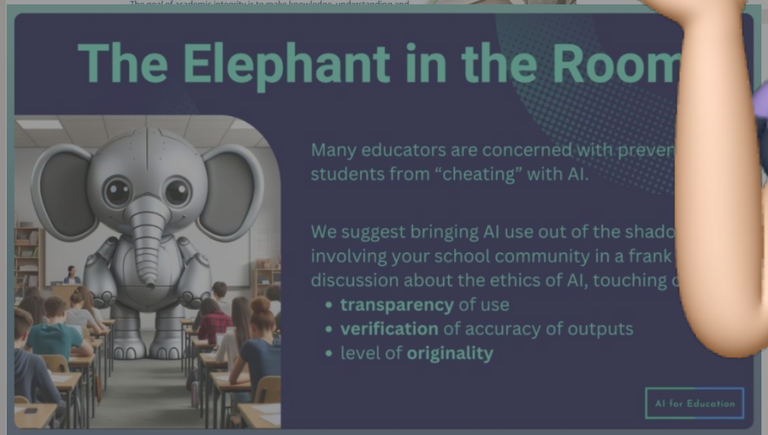
see examples of student work,

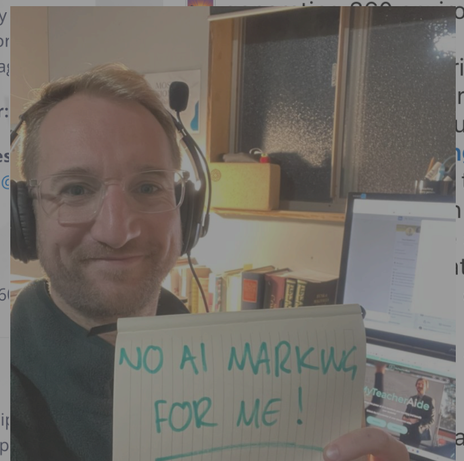
ar 4 teachers - Katie Dawson,

Imad Nassoura • 3rd+
Chairperson at Qatar International Baccalaureate Association
15h •

+ Follow

As a leader at an International Baccalaureate (IB) school, I am thrilled to witness the integration of cutting-edge technology into our ...see more





Using SAMR in the Model's Creator O Examples

Mark Sparvell with Ruben R. Puente

How applicable is the SAMR model for education? Are any creator of SAMR for framework in the a

Follow on Twitter:

Related Resources
| Blindsided by AI

AI | ChatGPT: 36

under and President of Hi s to education. He has imp

#Healthcare #Entrepreneurship

Matthew Esterman (He/Him) • 1st
Director of Innovation & Partnerships @ OLMC | AI explorer | Future-focused, Outward-looking | 2023 Teaching Fellow, Commbank Teach...
2d •

As part of our ongoing awareness raising of the possibilities and limitations of AI, we gave students and end of term challenge to create Funk Pop dolls of a character they know put into a completely different context.

Using Microsoft Copilot within our instance means students can try AI in a safe and protected environment.

Students had to submit their prompts as well as their preferred image.

Paire minder about our SMART AI guidelines and lunchtime wo pe students feel more confident when they engage wi when).

to thank for this idea!

below:
a warm fire
judice) with smartphone and Starbucks

ostco

on #exploring

mery (née Lee) Ally

Send

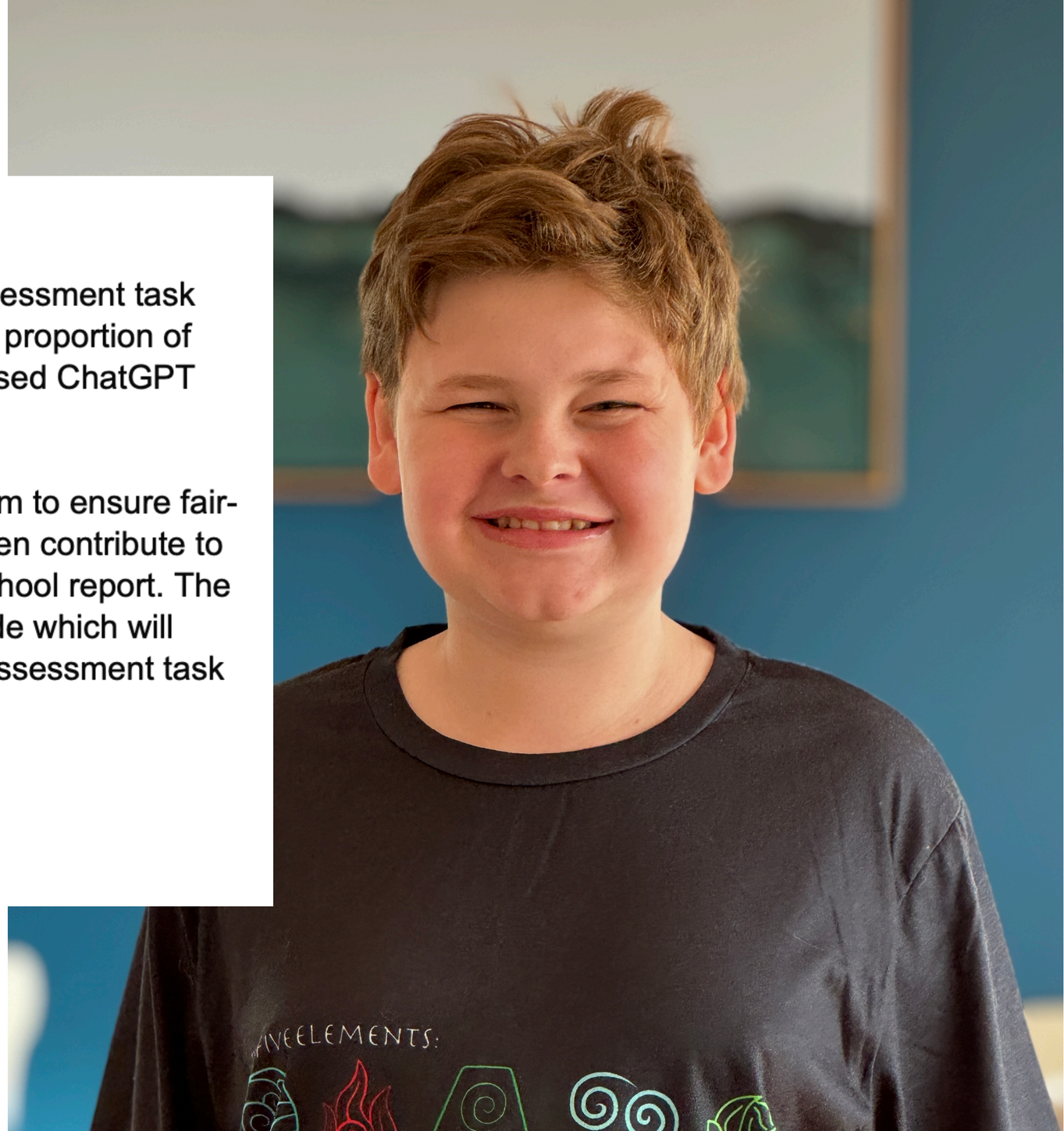
Dear ,

Recently Years 7 and 8 students completed a Visual Arts assessment task based on research completed in class. Unfortunately, a large proportion of students did not use the research to complete the task and used ChatGPT instead, rendering the task invalid.

As a result, we will administer an alternate task early next term to ensure fairness and validity of the task for all students. This mark will then contribute to your son's final assessment mark which will appear on his school report. The lead up research will still contribute to your son's overall Grade which will also appear on his school report. He will receive the official assessment task notification early next term.

Kind regards,

Head of Creative Arts



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AI in Schools

Banning AI

- It’s cheating
- Not appropriate
- Cloud based and not secure

Informed AI

- Teaching the students HOW to use AI
- Hands on and creative component plus a written/AI component
- Informed Policy in place
- Security and privacy is considered
- Sharing the why

AI, AI, AI

- Follows the trends
- You said it, I’ll do it
- Bandwagon
- Buzz word

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It can be wrong…

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AI Disruptors

Those educators who are doing great things and help keep you up to date in the evolving space of AI.

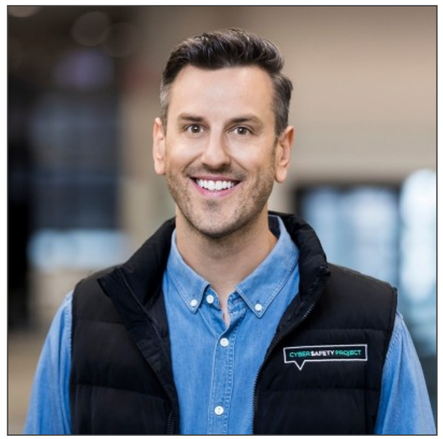
Matthew Esterman
Director of Innovation and Partnerships
Our Lady of Mercy College, Parramatta

Laura Bain
Head of Future Learning and Academic Operations
Matthew Flinders Anglican College

Leon Furze
Consultant, Author and PHD Candidate
Furze Smith Consulting

Summer Howarth
Director
The Eventful Learning Co.

Paul Matthews
AI in Ed Consultant
Co-Founder of MyTeacherAide



Trent Ray
Educator, Speaker and Founder
Cyber Safety Project

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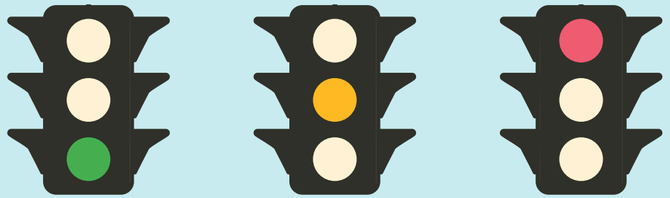
Matthew Esterman

Director of Innovation and Partnerships
Our Lady of Mercy College, Parramatta

SMART AI at OLMC

OLMC recognises the immense potential of AI for learning and teaching. The power of AI can be harnessed in various domains, providing an array of opportunities for the scholars and learners who work within its realm. At OLMC, we balance the benefits of AI with the ethical usage of AI. AI is regarded as a valuable asset and an ally in the pursuit of wisdom, intended to support and enhance the learning experience.

Generally speaking, we need to stop and think about the use of AI tools to support learning and teaching. So, your teacher might indicate it in this way:



GO
AI can be used for ANY parts of the task / activity

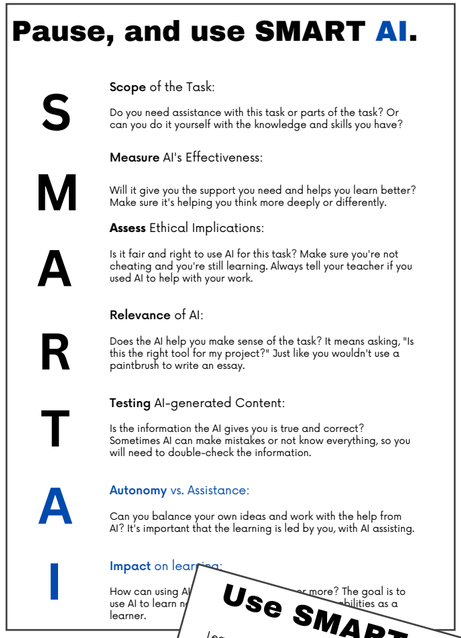
ASK
AI can be used with approval

STOP
AI should not knowingly be used at all.

Here are some examples of questions to ask when using AI tools:

- **Have I read the task instructions?**
- Have I developed my own ideas or perspective on this topic?
- Am I checking in with my teacher as I complete each step?
- Have I checked my sources?
- Can I show my working or process if asked?
- Could I explain my ideas (do I know what I've submitted?)

Remember: We want to see what <u>you</u> know and can do.



Pause, and use SMART AI.

S **Scope** of the Task:
Do you need assistance with this task or parts of the task? Or can you do it yourself with the knowledge and skills you have?

M **Measure** AI's Effectiveness:
Will it give you the support you need and helps you learn better? Make sure it's helping you think more deeply or differently.

A **Assess** Ethical Implications:
Is it fair and right to use AI for this task? Make sure you're not cheating and you're still learning. Always tell your teacher if you used AI to help with your work.

R **Relevance** of AI:
Does the AI help you make sense of the task? It means asking, "Is this the right tool for my project?" Just like you wouldn't use a paintbrush to write an essay.

T **Testing** AI-generated Content:
Is the information the AI gives you is true and correct? Sometimes AI can make mistakes or not know everything, so you will need to double-check the information.

A **Autonomy** vs. Assistance:
Can you balance your own ideas and work with the help from AI? It's important that the learning is led by you, with AI assisting.

I **Impact** on learning:
How can using AI [illegible] more? The goal is to use AI to learn [illegible] abilities as a learner.

Use SMART AI at each step

Learning doesn't always happen in a straight line. Use the diagram below to consider when and where you might use AI and when you might choose not to.

Remember to always check in with your teacher if you are unsure and try a range of strategies to help support your learning.

Below is an illustration of some steps where you might have to use SMART AI.

Deconstruct the Question
Brainstorming ideas
Draft a plan of action
Conduct basic research
Seeking feedback on ideas
Consolidate notes
Drafting
Final draft

What do I do when I am not sure when to use AI?
Talk to my teacher
Talk to the Library staff
Talk to my Homeroom Mentor

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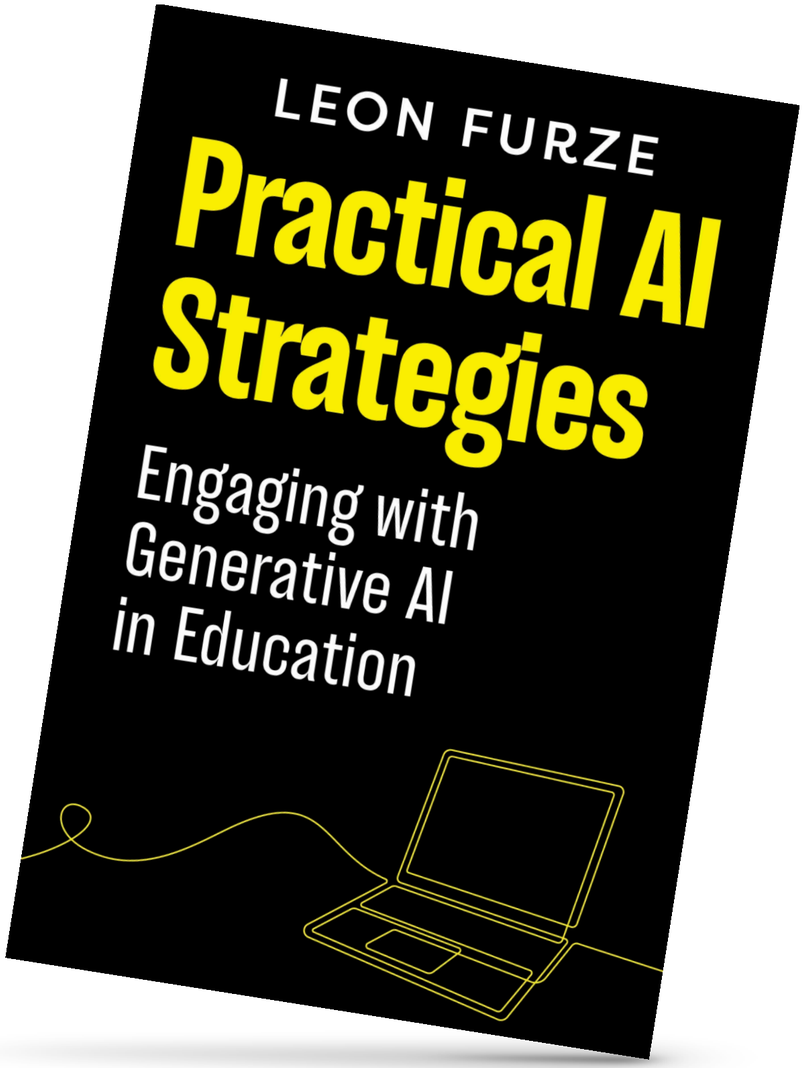

AI ASSESSMENT SCALE (AIAS)

NO AI
AI must not be used

The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.

AI AS A STUDY TOOL
Use AI to Prepare, Review and Study

Use AI to learn skills and knowledge related to the course content and to prepare for course assessments.

IDEA GENERATION
No AI content in submission

AI can be used to enhance brainstorming, structure creation, and idea generation to improve work.

AI-ASSISTED EDITING
Include original work in appendix

AI can enhance student work for clarity and quality of final output, but cannot create new content

AI OUTPUT EVALUATED
Use AI as instructed; cite AI-content

AI completes task parts; students must discuss and critically evaluate AI output.

FULL AI
Use AI fully in the assessment

Use AI as a 'co-pilot' to enhance creativity and meet assessment requirements.

ADAPTED FROM FURZE ET AL., "AI ASSESSMENT SCALE IN ACTION (MARCH 2024).

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"Chat GPT could write an episode of Paw Patrol; it **couldn't** write an episode of Bluey...

It can get you a C, not an A……

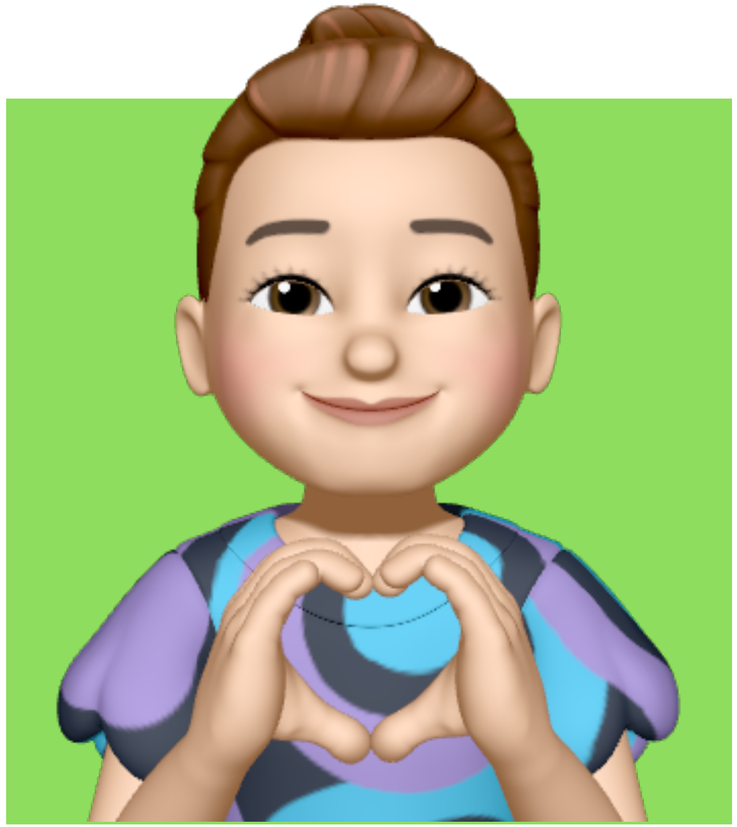
Gen AI understands formulas. It **doesn't** understand families."

Bridget Pearce

Pedagogy Coach and Senior English Teacher

Brisbane Grammar School

Thank you



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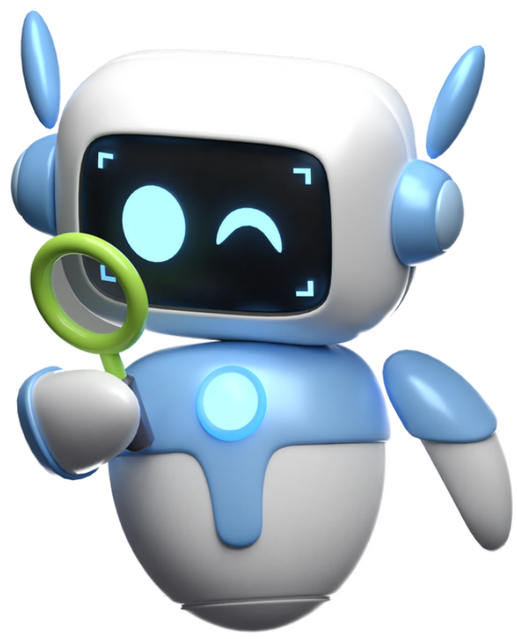

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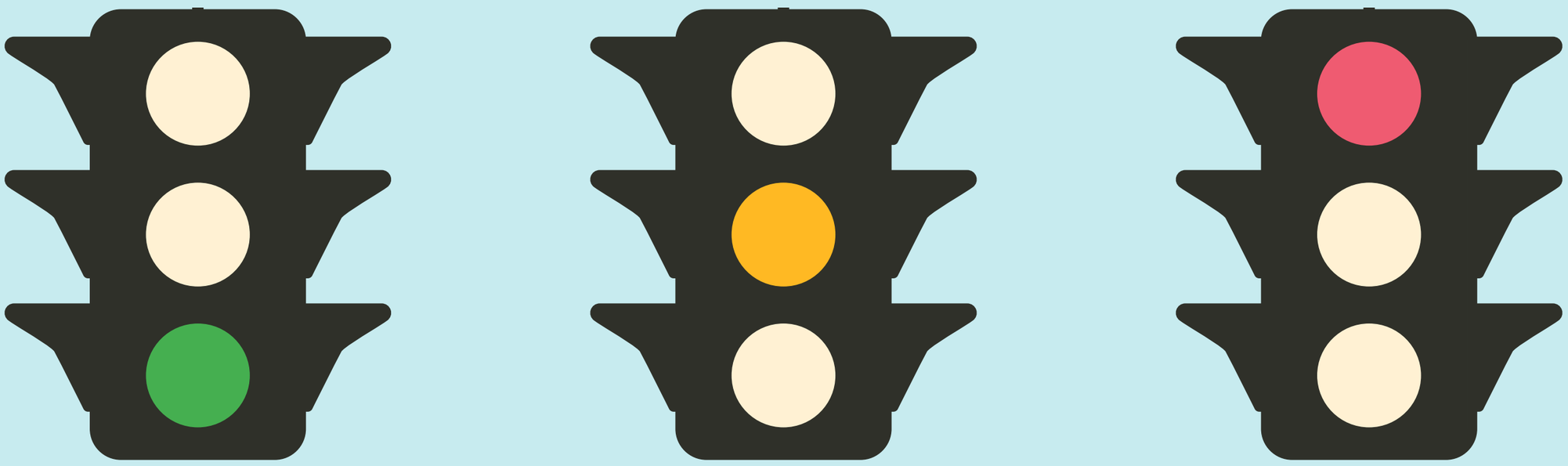

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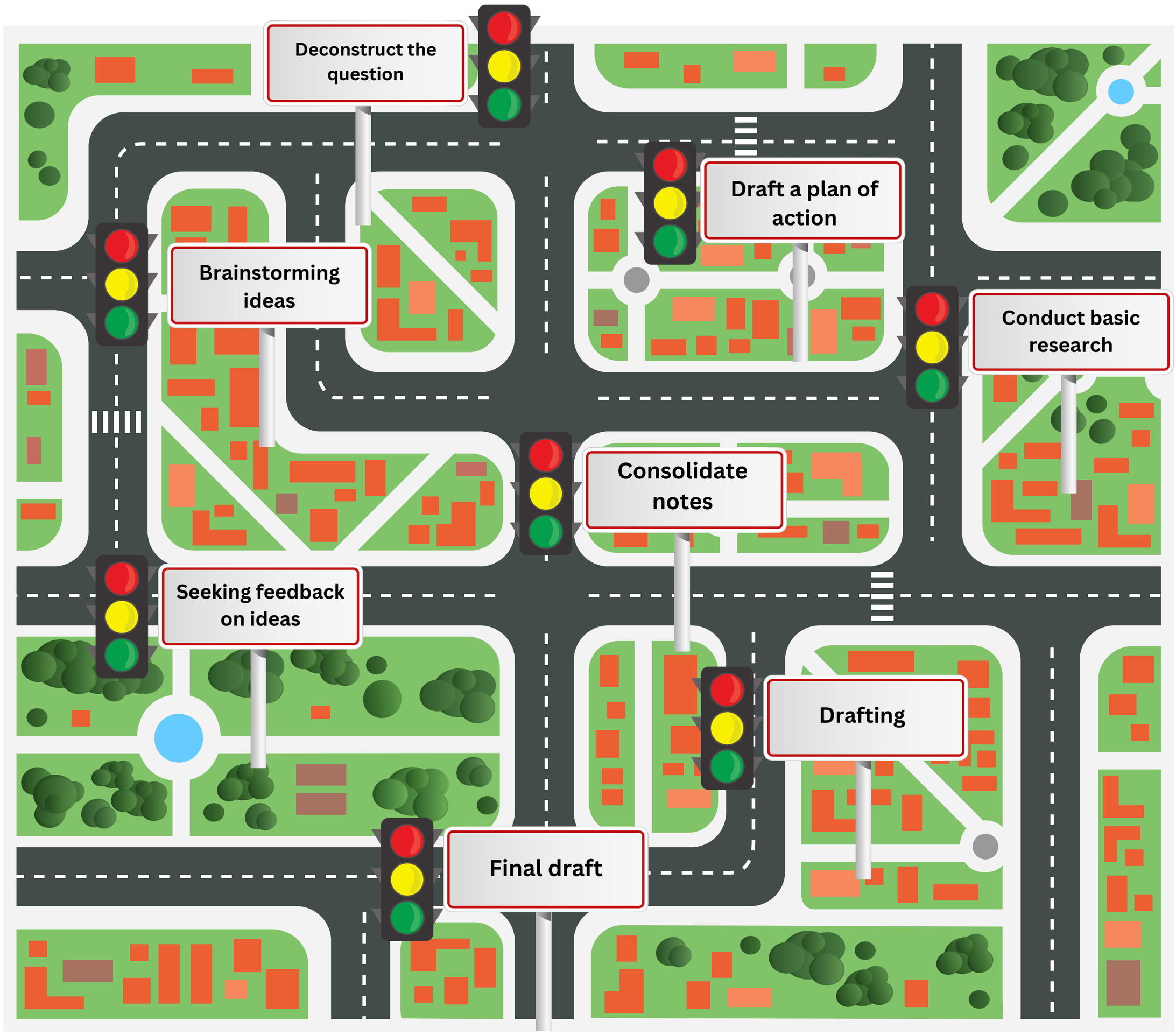

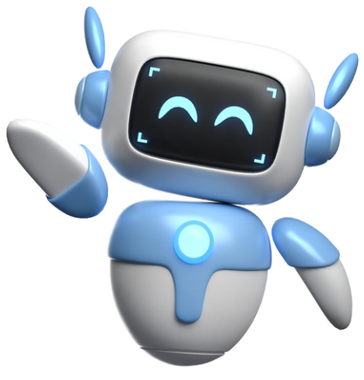

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OLMC PARRAMATTA

SUB TUUM PRAESIDIUM