

Critical & Responsible Use of AI

When and how should we be using AI in classrooms?

Ms Sanjana Bhatnagar, Dr Marie Bodén, Dr Aneesha Bakharia, Dr Peter Worthy

The problem

- Effectively making use of AI depends on the learning goal.
- It's not enough to say whether AI is “banned” or “allowed”.
- Students need clear boundaries.

What already exists

National AI Framework

QCAA Guidance

Individual school policies

- They tell us what responsible use achieves but in broad strokes.
- What does that mean for individual assignments or learning outcomes?

What's happening in your classroom?

- Think of an assessment item you ran last year
- What was problematic use of AI that you saw?

What do students need?

Activity: What must remain visible?

Choose an assessment task & the name in the centre of your butchers paper.

- With sticky notes, write what students must understand/decide or produce themselves (learning outcomes)
- Map the possible stages (these depend on the task and might need some granular breakdown). Possible examples include:
 - Understanding the task
 - Planning
 - Producing
 - Revising
 - Submitting

Activity 2: Where could AI be used?

- Discuss ways students could use AI through the assessment (whether desirable or not).
- Write on sticky note next to each stage

What's appropriate?

Sort each use into:

- Allowed
- Allowed with conditions
- Not allowed
- Required

Avoid debating whether AI is generally good or bad when deciding.
Try to consider the learning outcomes

What shaped your decisions?

- One reason per sticky note, explain why you sorted each AI use into each group.

Building your own framework

- Thematic analysis – cluster similar decision questions together and name them, e.g.
 - Skill or logic building
 - Communication
 - Overall learning outcome
 - Responsibility
 - Transparency
- Turn each theme into a decision question
- Make a chart?

What's happening in industry?

What's happening at university?