



Future Ready with AI

University of Queensland

Primary Teachers

dayofaiaustralia.com

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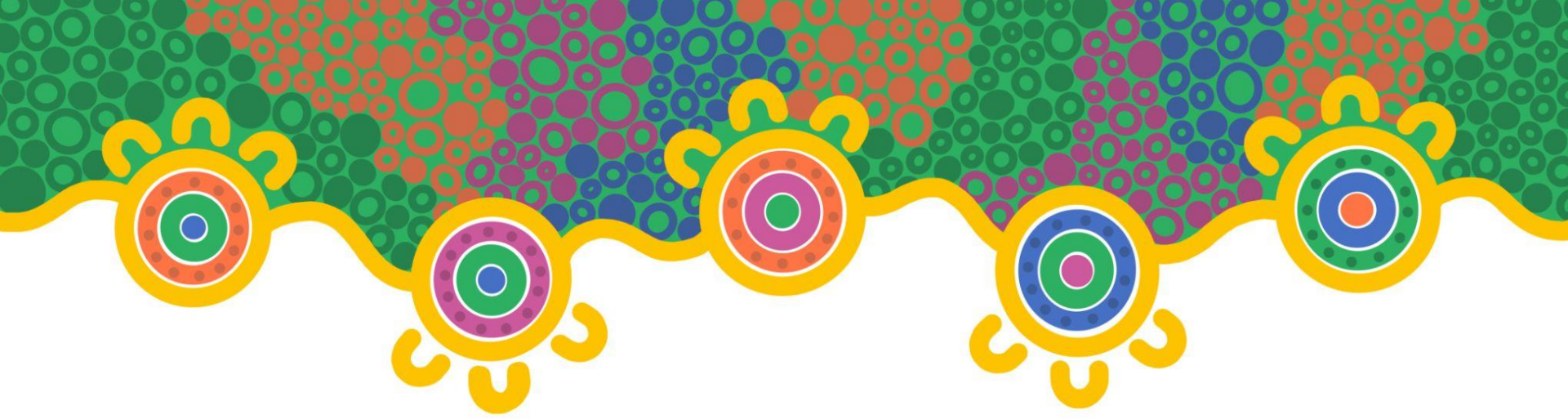


THE UNIVERSITY OF
SYDNEY



UNSW
SYDNEY





Day of AI Australia acknowledges First Nation peoples, the Yugumbeh peoples as the Traditional Custodians and first scientists, innovators, and educators of the lands we are meeting on today.

We pay our respects to the Elders past and present and acknowledge their continuing connection to Country.

Welcome & Introductions



Jac Manison

BA (Information Management)
MSc (Communication) PCGE Secondary Teaching (ICT)
MSc (School Leadership & Management)
PhD Candidate

What is Day of AI Australia?

Day of AI Australia is a registered charity. We provide a free, curriculum-aligned program for schools to teach their students in Years 1-10 about artificial intelligence (AI).

- 👉 Developed by MIT and adapted for Australian schools
- 👉 Australian case studies
- 👉 safe and age-appropriate hands-on activities
- 👉 A fully sequenced unit of work
- 👉 Any teacher can deliver the program

What we will cover today

Welcome and Introductions

A GenAI Primer for Educators

AI for Teachers

AI and Student Thinking

Rethinking Learning & Assessment in Schools

Q&A

A Gen AI Primer for Educators



Question

*How would you rate yourself on your KNOWLEDGE,
CONFIDENCE and SKILL regarding AI?*

What we hear from teachers

Confidence and Capability

- Many teachers feel underprepared and lack confidence in using or teaching about AI.
- Students often appear more knowledgeable or capable with AI tools than their teachers.

Support and Guidance

- Teachers are unsure what training, support, or approved tools are available.
- There's limited clarity on school or system-level policies about AI use in the classroom.

Time and Workload Pressures

- The responsibility to “self-upskill” adds to already significant time pressures.

Trust, Ethics, and Risk

- Concerns around privacy, data use, bias, and the ethical implications of AI.
- Many teachers see privacy policies and terms of use as opaque or risky.

Learning and Assessment Challenges

- Uncertainty about how AI impacts learning, motivation, and authentic assessment.
- Worries about student over-reliance on AI, cheating, and unreliable AI-detection tools.
- Questions about whether traditional assessment methods remain fit for purpose.

Changing Technology Landscape

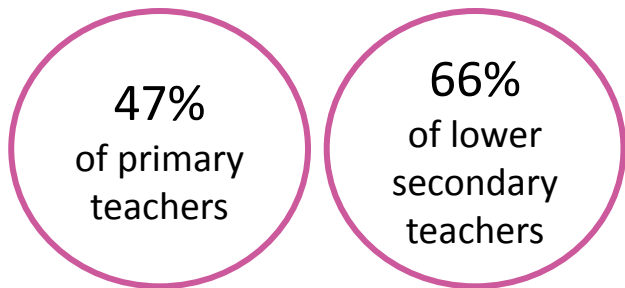
- Rapidly evolving AI tools and models make it hard to stay current or confident.

What we know about Australian student use

- **69% of teens** have used a gen-AI chatbot like ChatGPT *
- **45% of teens** have used a chatbot to generate ideas for schoolwork
- **73% of young people** are aware that AI systems can be biased, discriminate, or provide false info
- **27% of high school** students think using AI for school work is cheating
- **56% of teens** say they have been exposed to deepfake content
- **15% have seen** deepfake content shared or created by friends (7% have created it!)
- **34% feel confident** in their ability to identify misinformation
- **1 in every 25 Australians under the age of 18** has been the victim or has a friend who has been a victim of artificial **intelligence-assisted online sexual abuse**
- Before turning 18, at least once per week, **1 in 6 seek personal or psychological help** from an AI
- **Companion bots:** In the US, three in four teens have used AI companions, and half use them regularly. UK research has found 35% of 9 to 17-year-olds are using AI chatbots to “chat”.

What we know about Australian teacher use

Australian teachers who
reported using AI in their work in
the last 12 months



Of the teachers who used AI

- **71% of teachers** used it for brainstorming lesson plans, learning about and summarising content
- **9% of teachers** used it to review student data
- **15% of teachers** used it to assess student work

Artificial Intelligence (AI)

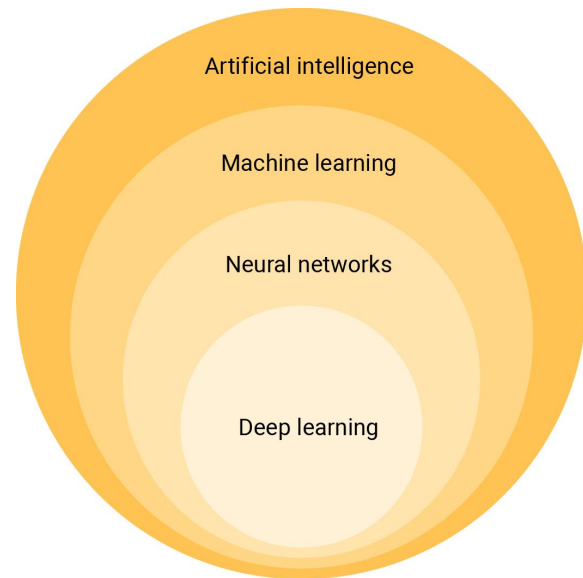
A program made by people that makes computers do things that seem intelligent (or smart) in the same way that humans are intelligent.

AI or Not?

AI versus Generative AI

Artificial Intelligence (AI)

Artificial Intelligence is a **branch of computer science** that involves programming machines to perform tasks that typically require human intelligence. These tasks include recognising speech, making decisions, understanding language, and identifying images.

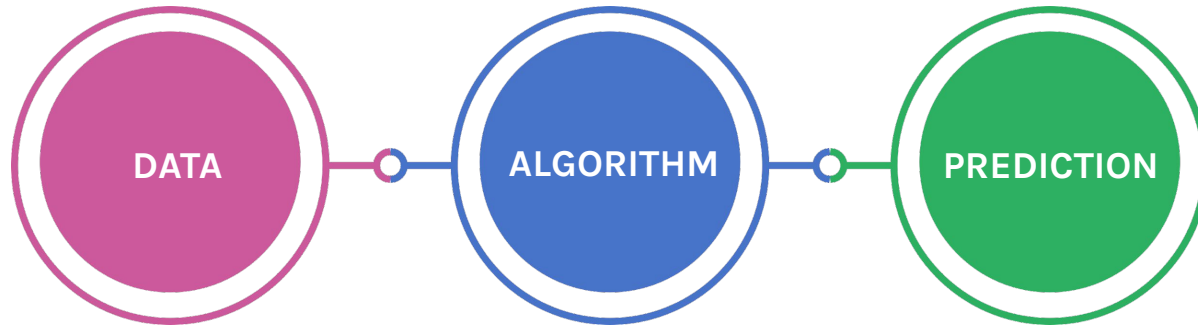


Generative AI (GenAI)

Generative AI is a **type of artificial intelligence** that can create new content (e.g. text, images, music, or code) based on the data it has been trained on. It doesn't just analyse information; it produces something new that didn't exist before.

What is GenAI?

A Gen AI platform can generate new content, like text, much, audio or video. Let's look at how it does this.



AI models are trained on a lot of data, or information.

This data provides examples that the model can identify patterns in.

The algorithm is the mathematical system that finds patterns in the data.

How AI generates answers

How GenAI predicts different types of output

Type	Data (What it learns from)	Algorithm (How it learns patterns)	Prediction (What it generates)
Text	Books, websites, articles, conversations	Language models find word relationships	Predicts next word - generate sentences
Images	Millions of labelled pictures	Diffusion models learn visual patterns	Predicts pixel patterns - generates images
Audio	Speech recordings, music, sound samples	Audio models learn sound patterns	Predicts next sound wave - generates audio
Video	Video clips, movement sequences	Spatio-temporal models learn motion patterns	Predicts next frame - generates video

Generative AI

Different AI models produce different kinds content.



**Generates:
Images**

**Nano Banana, Google
DALLE, OpenAI**



**Generates:
Text**

**ChatGPT, OpenAI
Gemini, Google
CoPilot, Microsoft
Claude, Anthropic**



**Generates:
Video**

Imagine, Grok

Generating text

LLMs break up text into tiny chunks called **tokens**. For example, in this sentence:

ChatGPT is a chatbot developed by OpenAI and
launched on November 30, 2022.

There are **14 tokens**. “ChatGPT” is one token, but so is the full stop “.” at the end of the sentence!



HOW BIG ARE TOKENS?

A token isn't necessarily a complete word. A single word could have multiple tokens in it. On average, a token is $\frac{3}{4}$ of an English word.

Generating text

The **algorithm** behind an **LLM** acts like a brain. It learns how **tokens** in the **dataset** relate to each other.

	Possible word	Probability
Once upon a ____	time	80%
	city	10%
	way	0.3%
	pizza	0.005%

Attention

We need to pay attention to what came before

The animal didn't cross the street
because **it** was too tired



L'animal n'a pas traversé la rue
parce qu'il était trop fatigué

Possible word

il

elle

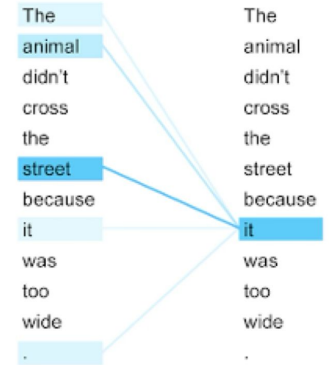
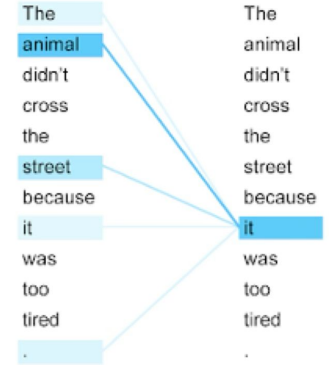
Probability

50%

90%

50%

10%



Generating text

LLMs use **human feedback** to improve their answers as well!

How can I start learning a new language?

You can learn many new languages.

A

You can practice a new language with your friends.

B

You can learn a new language using learning apps like Duolingo.

C

Spanish is a language similar to English.

D



Human

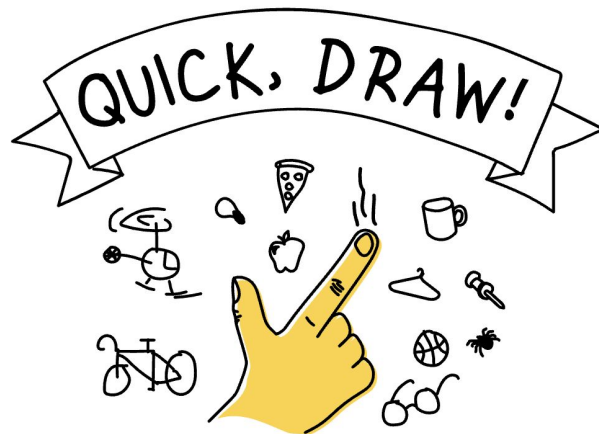
"I think C is the best answer of the options given."

C

Go to Quick, Draw! (online)
and play a couple of rounds

Play seriously. Try to "help"
the computer guess.

Notice what it gets wrong
and what it gets right.



Can a neural network learn to recognize doodling?

Help teach it by adding your drawings to the [world's largest doodling data set](#), shared publicly to help with machine learning research.



What was the AI actually doing?

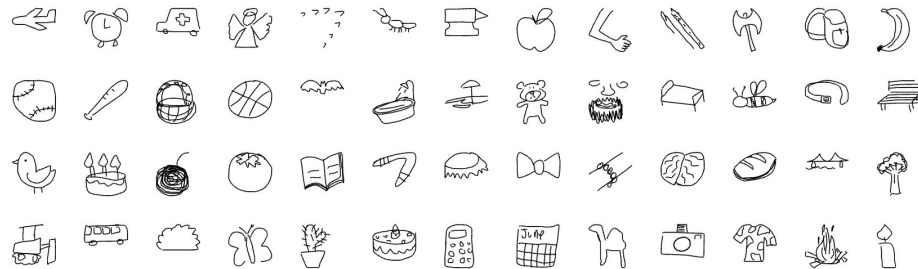
Who decided what counted as a cat or chair?

Where did the training data come from?

What do 50 million drawings look like?

Over 15 million players have contributed millions of drawings playing [Quick, Draw!](#) These doodles are a unique data set that can help developers train new neural networks, help researchers see patterns in how people around the world draw, and help artists create things we haven't begun to think of. That's why [we're open-sourcing them](#), for anyone to play with.

Select a drawing



The AI Education Platform Landscape

The Student Learning Layer

AI Tutors, Learning Tools, AI Literacy Programs



Khanmigo

school



duolingo



MagicSchool.ai

Teacher Support Layer

Planning, Feedback, Resource Creation



Grok



Claude



Gemini



Copilot

School Platform Layer

LMS + school systems integrating AI



Compass



simxN
Nexus workflows



canvas



NotebookLM

Productivity Layer

Teacher Workflow Tools

Canva



Notion



grammarly



Adobe Express

Foundational AI Models

The engines underneath everything

OpenAI



ANTHROPIC



At your table, use a **different AI platform**:
(ChatGPT, Gemini, Claude and Copilot)

SEE



THINK



WONDER



Post the **same prompt** below into each tool:

Draft a message to parents explaining how digital literacy will be taught in class, including why students need to learn to question online information and use AI tools responsibly.

Compare Output

AI for Teachers



Depends



Yes



No



A teacher uses an approved school AI tool to draft a parent email about digital literacy, then sends it after only a quick skim because it “sounds professional”.

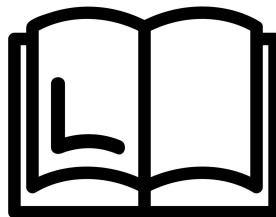




A teacher enters a de-identified class profile into a public AI tool to suggest differentiation ideas.



A teacher asks AI to simplify a complex text for students with different reading levels, then uses the adapted version in class but during class realises that the meaning has changed.



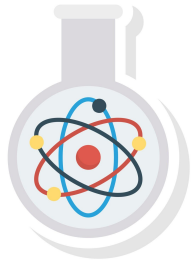


A teacher uses AI to draft report comments based on their own notes, then edits them for tone and accuracy.

The comments sound more polished than they would have without AI.



A teacher uses an approved AI tool to generate three possible lesson hooks for a Year 4 science lesson, then chooses one and adapts it to fit the class.





A teacher uses AI to suggest a provisional mark and feedback comments on student assignments, then reviews the work and adjusts the judgement before finalising grades.



Evaluative Judgement

As generative artificial intelligence (AI) rapidly integrates into society, it becomes pressingly important for every user to be able to recognise the **quality of its outputs**...Evaluative judgement takes on particular significance with respect to AI, because of the role that **humans** play as the arbiters of quality (Bearman and Luckin, 2020).

In other words, **while a generative AI may offer a nuanced and sophisticated response to a prompt, a person needs to judge the quality of its output.**

Generative AI in Queensland state schools

Generative AI tools provide **opportunities for teachers** including:

- creating and customising content
- assisting with administrative tasks / improving operational efficiencies
- designing formative assessment activities
- analysing data efficiently
- checking for understanding
- creating resources to support differentiation
- providing feedback.

Generative AI tools provide **opportunities for student learning** including:

- personalising learning based on individual student needs
- improving accessibility
- engaging learners
- idea generation
- checking for understanding
- providing feedback.

Risk Ranking

Lower Risk

Medium Risk

Higher Risk

Sample answers - Context is key

Lower Risk

- Lesson planning
- Differentiation ideas
- Rubric drafting
- Email writing
- Creating resources
- Quiz questions

Medium Risk

- Writing reports
- Question generation
- Reading level adjustment
- Parent Communication

Higher Risk

- Student AI collaboration tasks
- AI supported inquiry
- Prompt design tasks
- LMS
- Excursion forms

Risk Explained - What can happen if a teacher enters student data (PII) into AI?

- A range of **ethical**, **legal**, **educational** and practical issues can arise depending on the type of data, the AI platform being used, and the school's policies.
- If shared to an external platform without approval, the school may lose control over where the **data is stored, who can access it, and how long it is retained**.
- Data Reuse - if no enterprise agreements are in place, then the student's data could contribute to **future model training**.
- AI systems can **misinterpret** student data producing inaccurate conclusions (reinforcing **bias**, misunderstanding of context, etc.)
- **Professional Trust** may be lost as schools hold highly sensitive data

Privacy and Data Security

Our priority is the protection of the personal and private information of educators and students.

You should never publish or disclose personal or identifying information about your school, staff, parents or students - this includes through AI chatbots and products.

Personal information can be, for example:

- an individual's or school's name, signature, address, phone number or date of birth
- credit information
- employee record information
- photographs
- Internet addresses

You must also be aware of your responsibilities accessing and using official and confidential information.



What do you need to be aware of in terms of Policy and Best Practice?

- No inputting PII / de-identifying information
- Cyber security policy
- Cross reference of data to avoid hallucination
- Culturally and or age appropriate imagery
- DRAFTING not writing - all outputs require teacher review
- AI can help remove subjectivity / removing personal bias
- Consider copyright and intellectual property implications.

What are the red lines? What else might you need to consider?

Elements of a Good Prompt

Act as a helpful tutor who breaks down complex subjects into easy explanations.

~~I want you to~~ explain the process of photosynthesis to a 14 year old student, to assist with biology exam preparations.

Your answer should be 300 words, written in a tone that's friendly and educational.

Persona: Ask the tool to take a role

Objective: What do you want the AI to do

Audience: Specify who it's for

Context: What does the tool need to know

Boundaries: Set your own direction & limitation

Tip 1

Give Clear Instructions

Use commands that instruct the AI tool on what you want to generate, such as 'explain', 'translate', 'summarise' or 'compare'.

Tip 2

Provide Context

Adding context and background information can help the tool to understand the task better. For example, mention the project type such as 'short story', 'report' or 'outline'

Tip 3

Iterate & Experiment

Try different instructions and techniques if you don't get the results you want. Prompting can be like an experiment that may require several rounds of iterations!



Practical Examples

Teachers can use AI to help:

- Explain difficult concepts in different ways
- Generate lesson hooks and examples
- Rephrase content for clarity
- Suggest instructional strategies
- Provide teaching approaches in real time

How To:

Take something students struggled with this term.

Prompt:

“Generate a 15-minute activity for Year [X] students around [topic].”

- Choose the best version
- Revise manually or re-prompt
- Adapt to your class



Practical Examples

Teachers can use AI to help:

- Explain difficult concepts in different ways
- Generate lesson hooks and examples
- Rephrase content for clarity
- Suggest instructional strategies
- Provide teaching approaches in real time

How To:

Think of an explanation that didn't land well.

Prompt:

“Suggest 3 different ways to teach [concept] to Year [X] students.”

- Choose the best version
- Revise manually or re-prompt
- Adapt to your class



Reusable Prompting

Creating a Lesson Planning tool

1. Access copilot.microsoft.com or Gemini GEM, Claude Project, ChatGPT Custom GPT
2. Follow instructions for [Reusable Prompting: Lesson plans](#)
(see tabs for specific instructions for each tool)
3. Create additional agents for different purposes in your context



Consider the **elements of a good prompt** and the **context you might provide**
Remember to review the output in detail and test it!

Some things to keep in mind

Generative AI is powerful, but it's not perfect. It has limits:

1. AI models are just making predictions. All forms of AI, including LLMs, are ultimately just guessing at what you want.
2. An AI model will always make a prediction. When predictions are wrong these are called hallucinations.
3. AI models do not always give the same answer. Each time you ask for the same information, you will be given a variation of the most likely answer.
4. Foundation models have been trained on data which may not be up to date, may not be representative, and may reinforce biases or stereotypes.

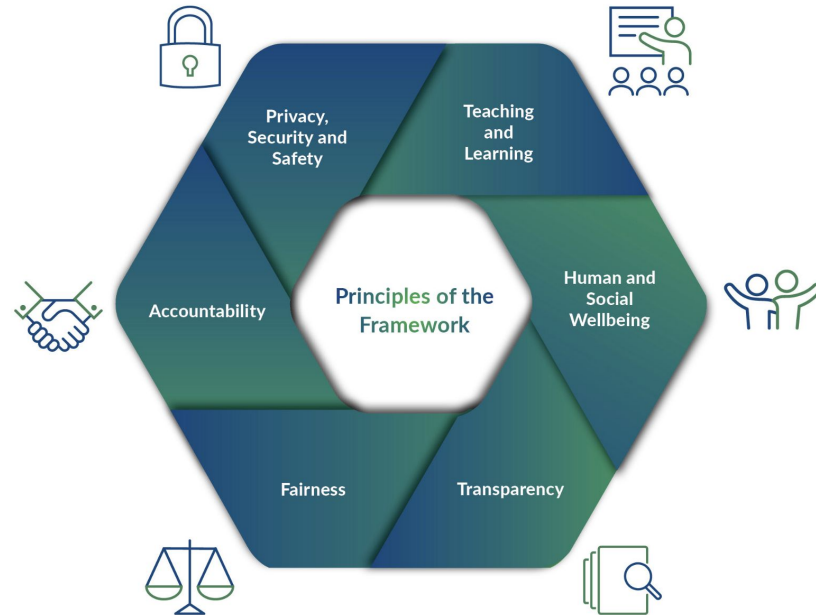
Policies

Australian Framework for Generative AI in Schools

The [Australian Framework for Generative AI in Schools](#) is a national policy document that seeks to guide the responsible and ethical use of generative AI tools in ways that benefit students, schools, and society.

Key Takeaways

- 6 principles
- 25 guiding statements
 - e.g. 1.5 Learning design: work designed for students, including assessments, clearly outlines how generative AI tools should or should not be used and allows for a clear and unbiased evaluation of student ability.
- Released 1 Dec 2023. Planned to be reviewed every 12 months. Latest review began June 2025.





Teaching and Learning

Generative AI tools are used to support and enhance teaching and learning.

- 1.1 **Impact:** generative AI tools are used in ways that enhance and support teaching, school administration, and student learning.
- 1.2 **Instruction:** schools engage students in learning about generative AI tools and how they work, including their potential limitations and biases, and deepen this learning as student usage increases.
- 1.3 **Teacher expertise:** generative AI tools are used in ways that support teacher expertise, and teachers are recognised and respected as the subject matter experts within the classroom.
- 1.4 **Critical thinking:** generative AI tools are used in ways that support and enhance critical thinking and creativity, rather than restrict human thought and experience.
- 1.5 **Learning design:** work designed for students, including assessments, clearly outlines how generative AI tools should or should not be used and allows for a clear and unbiased evaluation of student ability.
- 1.6 **Academic integrity:** students are supported to use generative AI tools ethically in their schoolwork, including by ensuring appropriate attribution.



Human and Social Wellbeing

Generative AI tools are used to benefit all members of the school community.

- 2.1 **Wellbeing:** generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community.
- 2.2 **Diversity of perspectives:** generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases.
- 2.3 **Human rights:** generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.



Transparency

School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.

- 3.1 **Information and support:** teachers, students, staff, parents and carers have access to clear and appropriate information and guidance about generative AI.
- 3.2 **Disclosure:** school communities are appropriately informed when generative AI tools are used in ways that impact them.
- 3.3 **Explainability:** vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.



Fairness

Generative AI tools are used in ways that are accessible, fair, and respectful.

- 4.1 **Accessibility and inclusivity:** generative AI tools are used in ways that enhance opportunities, and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds.
- 4.2 **Equity and access:** regional, rural and remote communities are considered when implementing generative AI.
- 4.3 **Non-discrimination:** generative AI tools are used in ways that support inclusivity, minimising opportunities for, and countering, unfair discrimination against individuals, communities, or groups.
- 4.4 **Cultural and intellectual property:** generative AI tools are used in ways that respect the cultural rights of various cultural groups, including Indigenous Cultural and Intellectual Property (ICIP) rights.



Accountability

Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.

- 5.1 **Human responsibility:** teachers and school leaders retain control of decision making and remain accountable for decisions that are supported by the use of generative AI tools.
- 5.2 **Reliability:** generative AI tools are tested before they are used, and reliably operate in accordance with their intended purpose.
- 5.3 **Monitoring:** the impact of generative AI tools on school communities is actively and regularly monitored, and emerging risks and opportunities are identified and managed.
- 5.1 **Contestability:** members of school communities that are impacted by generative AI tools are actively informed about, and have opportunities to question, the use or outputs of the tools and any decisions informed by the tools.



Privacy, Security and Safety

Students and others using generative AI tools have their privacy and data protected.

- 6.1 **Privacy and data protection:** generative AI tools are used in ways that respect and uphold privacy and data rights, comply with Australian law, and avoid the unnecessary collection, limit the retention, prevent further distribution, and prohibit the sale of student data.
- 6.2 **Privacy disclosure:** school communities are proactively informed about how and what data will be collected, used, and shared while using generative AI tools, and consent is sought where needed.
- 6.3 **Protection of student inputs:** students, teachers and staff take appropriate care when entering information into generative AI tools which may compromise any individual's data privacy.
- 6.4 **Cyber-security and resilience:** robust cyber-security measures are implemented to protect the integrity and availability of school infrastructure, generative AI tools, and associated data.
- 6.5 **Copyright compliance:** when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.

Digital Literacy



General Capability in Australian Curriculum F-10

Digital literacy encompasses the knowledge and skills students need to **create, manage, communicate and investigate data, information and ideas**, and **solve problems** in a digital environment. It assists students to work collaboratively at school and in their lives beyond school.

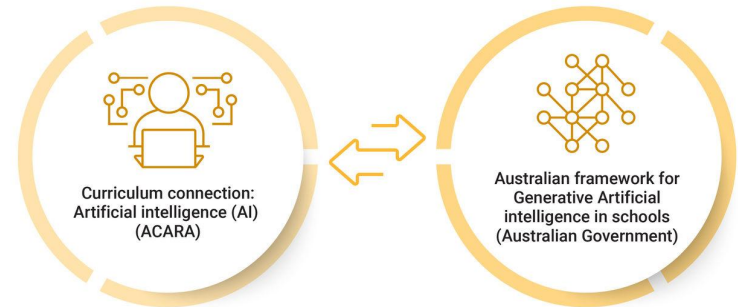
Digital literacy involves students **critically identifying** and **appropriately selecting** and using digital devices or systems and learning to **make the most of** the technologies available to them. Students adapt to new ways of doing things as technologies evolve, and **protect the safety of themselves and others** in digital environments.

AI Curriculum Connection

ACARA has created a [Curriculum Connection webpage for AI](#) which draws explicit connections between AI and the *Digital Technologies* and *Mathematics* learning areas, in addition to all of the *General Capabilities* and *Cross-Curriculum Priorities*.

It is organised under three key areas:

- Understand how AI works
- Types of AI (digital tools and AI systems)
- Responsible use and application of AI



Australia's AI Ethics Principles at a Glance

- Frameworks centre **human dignity**, **fairness**, and the idea that AI should **augment rather than replace** human judgment
- Schools are well-placed to build these values within students.
- Teachers play a role in helping students **understand** their **rights** and **responsibilities** in AI-mediated environments.

Australia's AI Ethics Principles

Human, social and
environmental wellbeing

Human-centred values

Fairness

Privacy protection and security

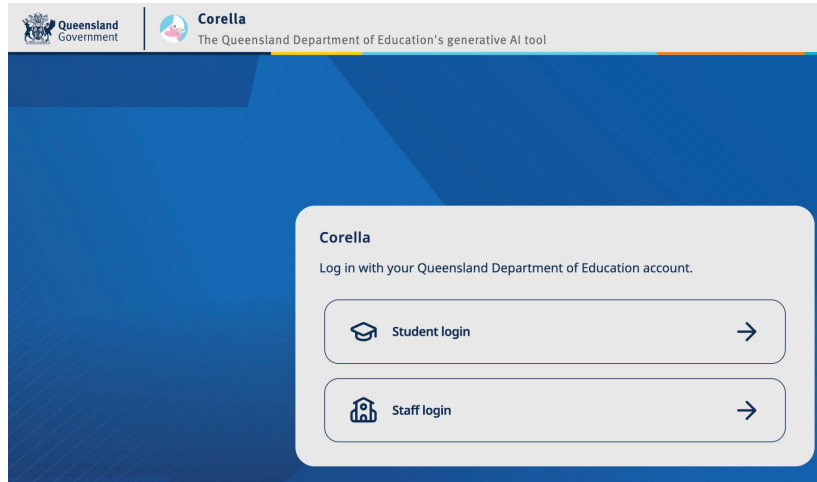
Reliability and safety

Transparency and explainability

Contestability

Accountability

Use of generative AI technologies in QLD schools



Welcome to **cechat**



Log in

By June 2026, **Corella** will be available to all school leaders and teachers.

At the principal's discretion, **Years 7 to 10** students can gain access once parental/carers consent is received.

Demonstrate Proper Use of AI

Despite the challenges it may present to traditional pedagogical approaches, AI is neither the enemy of education nor learning.

Teachers can help guide students on how to use AI tools effectively without compromising academic integrity or student learning.

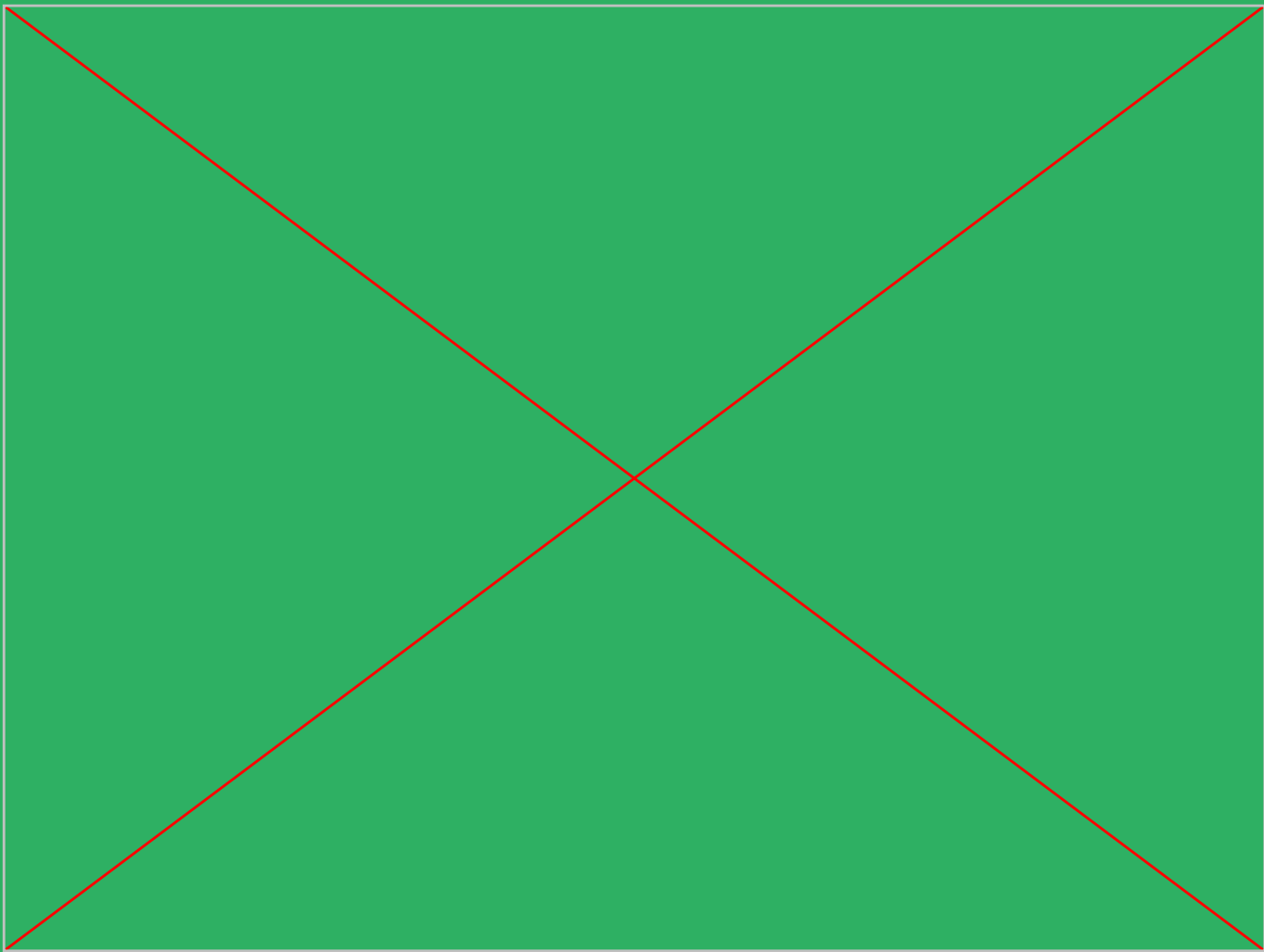
Demonstrate digital citizenship in your teaching practice:

- As a teacher, how do you use AI? E.g. in your lesson planning and development? Or in your personal life?
- What are some key considerations you think of before you use AI for a task? E.g. personal data you provide, effectiveness for the task, integrity
- What does responsible AI use look like? E.g. as an ideation tool, a study/thinking partner, a jumping off point
- Responsible prompting and pre-prompting matters



Break

AI and Student thinking



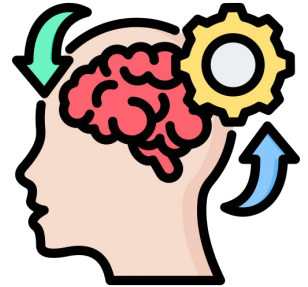
Thinking & Learning

The foundations of human cognition - How learning actually happens

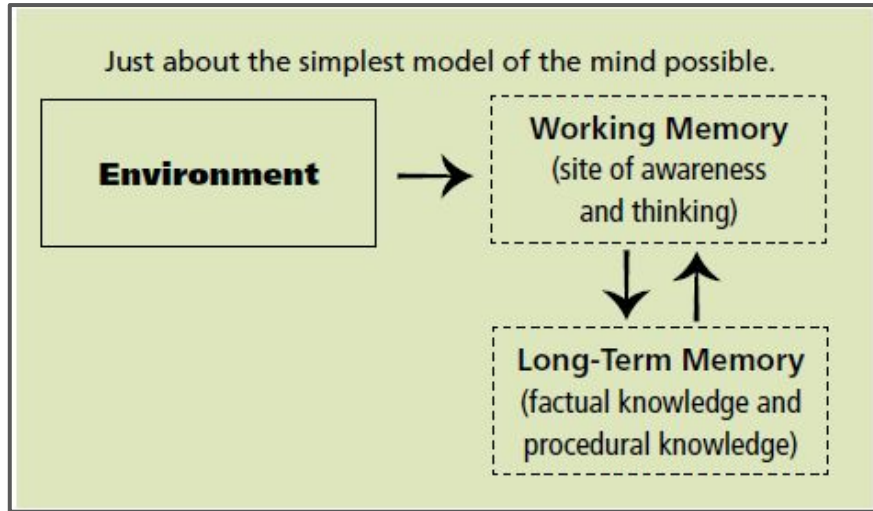
“Learning is a consequence of thinking” – David Perkins

Students learn when they:

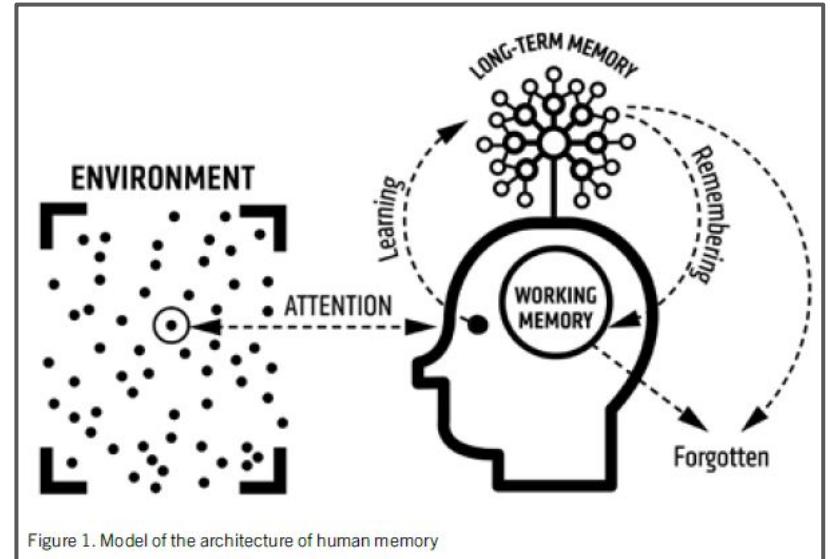
- Pay attention - focus on what matters
- Connect to prior knowledge
- Think and reason
- Store and retrieve knowledge
- Reflect on their thinking
- Apply learning in new contexts



Working & Long Term Memory



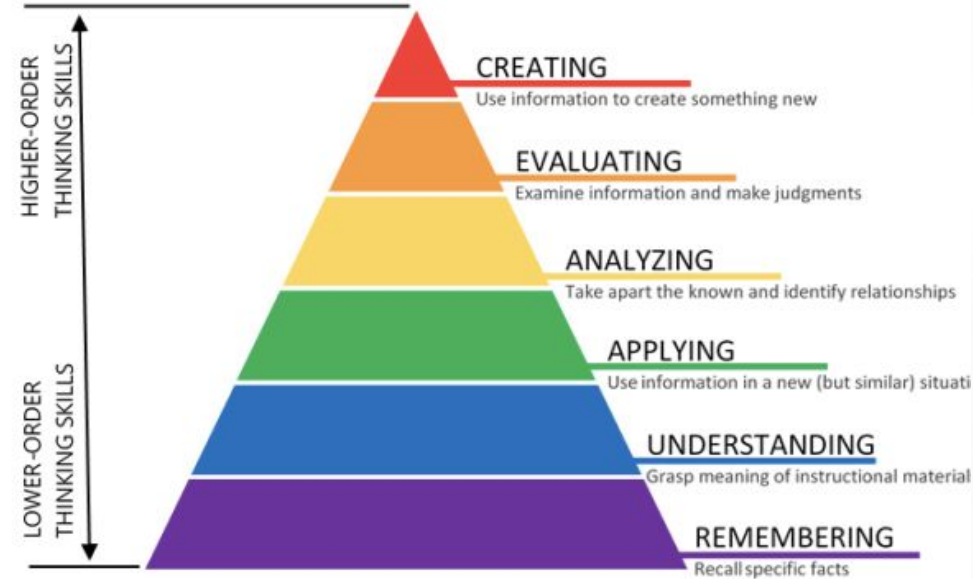
[Willingham \(2009\)](#)



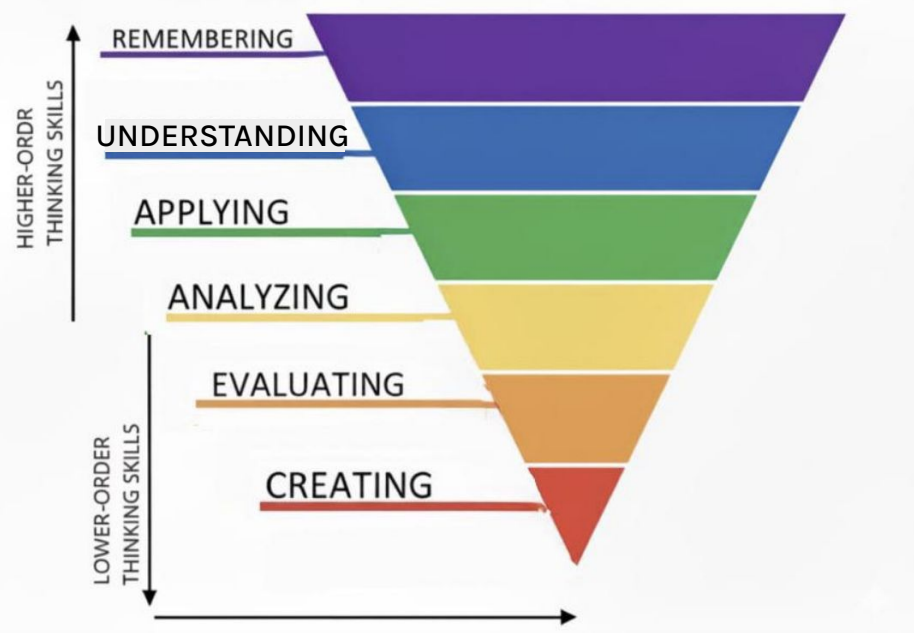
[Lovell \(2020\)](#)

Teaching Pre- AI:

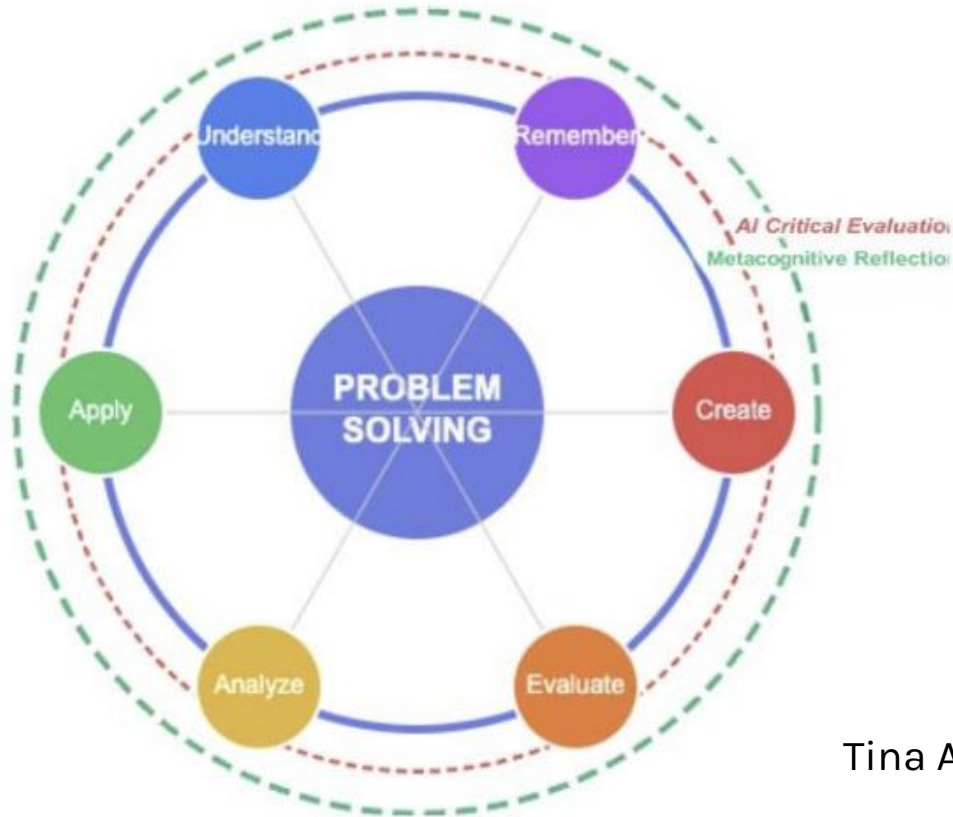
BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



(FLIPPED) BLOOM'S TAXONOMY



Teaching Post- AI: **Unbloom it!**



Tina Austin, 2025

	AI helps when...	AI hinders when...
Cognitive Load (John Sweller)	it reduces unnecessary load (scaffolds, examples, chunking)	it removes productive struggle - no schema building
Working Memory (Alan Baddeley)	it structures and sequences information effectively	students outsource thinking - shallow processing
Prior Knowledge (David Ausubel)	it connects new learning to what students already know	it gives answers without activating prior knowledge
Learning Design (National Research Council)	it supports feedback, personalisation, and interaction	it over-prioritises efficiency over deep learning
Metacognition (John H. Flavell)	it prompts reflection and thinking about thinking	students accept outputs without questioning
Retrieval Practice (Henry L. Roediger III & Jeffrey D. Karpicke)	it quizzes, prompts recall, and spaces learning	it replaces recall with instant answers
Thinking & Memory (Daniel T. Willingham)	it increases the amount of thinking students do	it does the thinking for them

AI's Impact on Learners

Impacted recall, less ownership & brain activity

Your brain on ChatGPT: arxiv.org/pdf/2506.08872

Marks negatively impacted

Without guardrails paper:

pnas.org/doi/10.1073/pnas.2422633122

Privacy & data sovereignty concerns

Cognitive Offloading

<https://doi.org/10.71741/4pyxmbnjq.31302475>

AI can short-circuit the cognitive effort required for sustainable, deep learning.

Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task^Δ

Nataliya Kosmyna¹
MIT Media Lab
Cambridge, MA

Eugene Hauptmann
MIT
Cambridge, MA

Ye Tong Yuan
Wellesley College
Wellesley, MA

Jessica Situ
MIT
Cambridge, MA

Xian-Hao Liao
Mass. College of Art
and Design (MassArt)
Boston, MA

Ashly Vivian Beresnitzky
MIT
Cambridge, MA

Iris Braunstein
MIT
Cambridge, MA

Pattie Maes
MIT Media Lab
Cambridge, MA

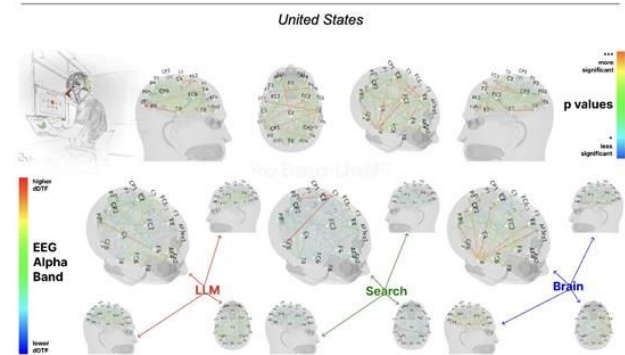


Figure 1. The dynamic Direct Transfer Function (ddTF) EEG analysis of Alpha Band for groups: LLM, Search Engine, Brain-only, including p-values to show significance from moderately significant (*) to highly significant (***).

¹ Nataliya Kosmyna is the corresponding author, please contact her at nkosmyna@mit.edu
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Sunny's Day

Can you help Sunny make the right choices through her daily life?

[▶ START]

Help Sunny decide whether they should use AI or not.

An interactive experience that follows Sunny through their daily life. You are presented with scenarios throughout the day and must decide whether to use AI or not. This game teaches students to be a mindful user of AI and to reduce over reliance on AI

[Sunny's Day](#)

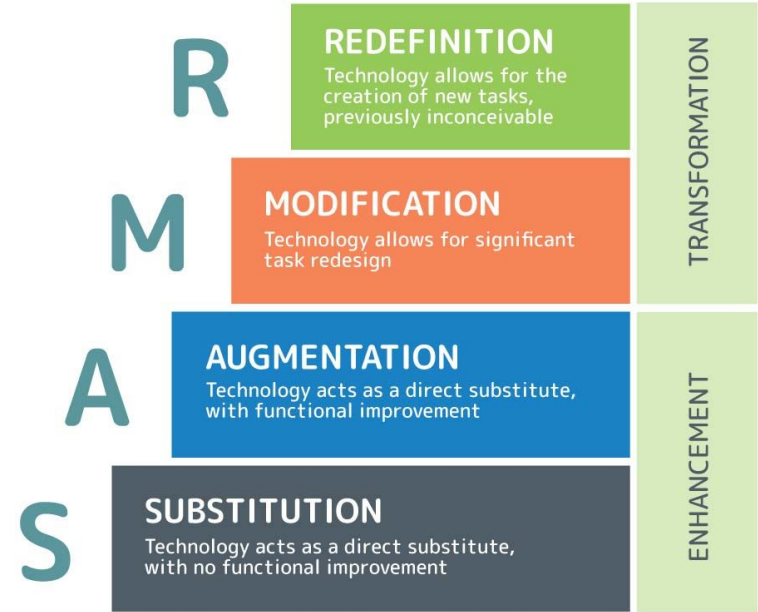
Assessment Redesign

SAMR

Substitution/Augmentation: same task, easier for AI to complete

Modification/Redefinition: redesigned thinking

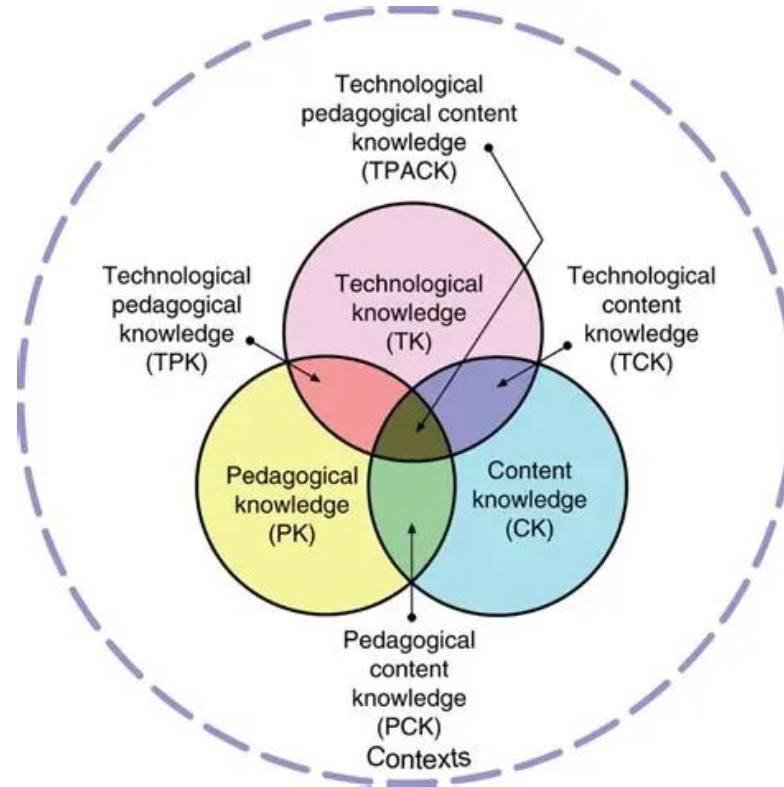
If AI can do the task at Substitution level, we need to rethink the task!



[Ruben R. Puentedura, 2006](#)

Assessment Redesign

TPACK



[Mishra & Koehler, 2009](#)

Rethinking Learning & Assessment in Schools

Types of Assessment

Formative Assessment

Formative assessment brings together design and classroom practice to support teaching and improve student learning.

(ACARA)

Summative Assessment

Summative Assessment measures learning at specific points in time to determine final learning outcomes.

(ACARA)

Considerations for Assessment Design

Step 1: **Test current assessment design** by running it through an AI tool using the same instructions, rubric, and materials students would receive. Evaluate the quality of the output and how easily it improves with feedback. **(TPACK)**

Step 2: **Review original learning outcomes** to ensure they describe what a student will be able to do in a demonstrable and measurable way.

Step 3: **Review the task.** **(SAMR model)**

Step 4: **Review marking procedures.** Ensure your marking criteria prioritise higher-order thinking and human judgement, rather than easily automated skills like spelling or basic structure.

Types of Assessment

Less formal
Assessment frequently
More targeted

A continuum of assessment types

More formal
Assessment infrequently
Broader

Assessment Type	Unstructured General classroom observation	Slight structured Pre-planned observation opportunities	More structured Pre- programmed class assessments	More formal/summative Large-scale, standardised assessment
Examples	Unplanned observations and questioning of: Skills Dispositions (learning behaviours) Content understanding Think-pair-share discussions Teacher conferencing during learning activities Students verbally explaining their reasoning Observation of collaboration and teamwork	Quizzes Hinge questions Planned observations Reviewing student work Peer and self assessment Exit tickets Mini whiteboard responses Retrieval practice activities Annotated exemplars and critiques	Scheduled in- school assessments On demand assessments Practical assessments Reviewing work samples against criteria Inquiry projects Practical demonstrations or performances Digital portfolios Oral presentations or viva voce conversations	NAPLAN Check in Assessments Senior Secondary Assessments Semester examinations Common assessment tasks across year levels Moderated folio assessments External competitions or certification tasks

Plan, redesign, prove authentic learning

Less formal
Assessment frequently
More targeted

A continuum of assessment types

More formal
Assessment infrequently
Broader

Assessment Type	Unstructured General classroom observation	Slight structured Pre-planned observation opportunities	More structured Pre-programmed class assessments	More formal/summative Large-scale, standardised assessment
Examples	Unplanned observations and questioning of: Skills Dispositions (learning behaviours) Content understanding	Quizzes Hinge questions Planned observations Reviewing student work Peer and self assessment	Scheduled in- school assessments On demand assessments Practical assessments Reviewing work samples against criteria	NAPLAN Check in Assessments Senior Secondary Assessments
Redesign with AI in the mix	Reconsider: What can AI do for students that shows their thinking? How will I know their own understanding? What in-the-moment tasks can reveal authentic thinking?	Can AI support practice but not replace performance? How will I capture individual understanding and decision making? What task requires more original application or judgement?	Design tasks where AI can assist but students lead Use AI to personalise but assess human thinking Build in check points and conversations	Focus on high-order thinking and real world application Use AI literacy as both a learning outcome and an assessment lens Ensure access, equity and academic integrity

Primary English Assessment Task (Years 4–6)

	Non-AI resilient	AI resilient
Learning Objective	Students will be able to write a simple paragraph describing a character or theme in a text.	Students will be able to explain, question, and improve ideas about a text by using evidence and their own thinking.
Task	Write a paragraph about a character or theme from a class text.	1. Use AI to generate a short paragraph about a character or theme from the class text. 2. Read the AI response and discuss: What is correct? What is confusing or wrong? What is missing? 3. Improve the paragraph by adding your own ideas, examples, and evidence from the text. 4. Record a short reflection: What did you change and why?



Activity: Redesigning Assessment

Purpose

This activity is designed to help examine current assessment practices and redesign learning and assessment experiences so they provide stronger evidence of authentic student learning when AI is available.

The goal is to rethink:

- what students are being asked to do
- what evidence teachers need to see
- where AI supports learning
- where human thinking, judgement and understanding must remain visible



[Access the instructions here](#)

Academic Integrity

Developing and submitting for assessment your own academic work.

Breaches of academic integrity include:

- Plagiarism
- Collusion
- Contract cheating and ghost writing
- Fabrication and falsification
- Using AI inappropriately

The Bottom Line

What are we trying to assess?

Summative assessment should foremost be a demonstration of student learning, comprehension and skill development, rather than “proof of not cheating”.

“The path forward through this increasingly challenging terrain lies not in more sophisticated rules about AI use, but in fundamentally redesigning how we structure assessments to demonstrate student capability. This will require significant effort and creativity from educators but has the advantage of allowing for genuine solutions to maintaining assessment validity in an AI-enabled world.”

[Corbin et. al \(2025\)](#)

Discussion

I used to think AI would impact student learning by...

Now I think AI is impacting student learning by...

What surprises me most is...

Q&A

What next...



Day of AI

Day of AI Australia: How to deliver the program

🕒 45 min



Web conferencing details provided upon confirmation.

This train-the-trainer session walks educators through the Day of AI Australia "Foundations of AI Literacy" program.

<https://calendly.com/day-of-ai-australia/day-of-ai-australia-how-to-deliver-the-program>

Thank you!



Day of AI
Australia
materials



dayofaiaustralia.com
hello@dayofaiaustralia.com

Recommended further learning & Resources

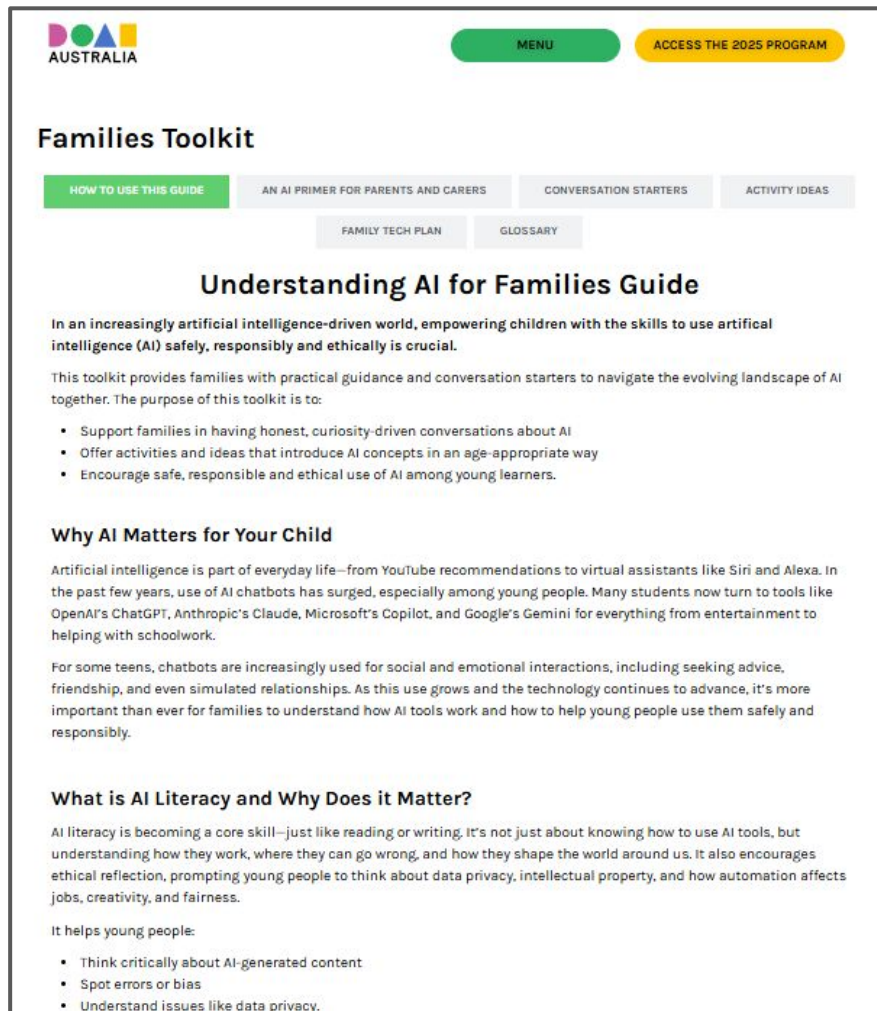
Families Toolkit

Resources from Day of AI Australia:

- AI Primer for Parents and Carers
- Conversation starters
- Activity ideas
- Family Tech Plan templates
- Glossary

Available for free at:

dayofaiaustralia.com/families-toolkit

A screenshot of the 'Families Toolkit' website. The header includes the 'Day of AI Australia' logo, a green 'MENU' button, and a yellow 'ACCESS THE 2025 PROGRAM' button. The main navigation bar contains buttons for 'HOW TO USE THIS GUIDE' (highlighted in green), 'AN AI PRIMER FOR PARENTS AND CARERS', 'CONVERSATION STARTERS', 'ACTIVITY IDEAS', 'FAMILY TECH PLAN', and 'GLOSSARY'. The page title is 'Families Toolkit'. Below the navigation bar is the section 'Understanding AI for Families Guide'. The text reads: 'In an increasingly artificial intelligence-driven world, empowering children with the skills to use artificial intelligence (AI) safely, responsibly and ethically is crucial.' It then states: 'This toolkit provides families with practical guidance and conversation starters to navigate the evolving landscape of AI together. The purpose of this toolkit is to:' followed by a bulleted list: 'Support families in having honest, curiosity-driven conversations about AI', 'Offer activities and ideas that introduce AI concepts in an age-appropriate way', and 'Encourage safe, responsible and ethical use of AI among young learners.' Below this is the section 'Why AI Matters for Your Child'. The text reads: 'Artificial intelligence is part of everyday life—from YouTube recommendations to virtual assistants like Siri and Alexa. In the past few years, use of AI chatbots has surged, especially among young people. Many students now turn to tools like OpenAI's ChatGPT, Anthropic's Claude, Microsoft's Copilot, and Google's Gemini for everything from entertainment to helping with schoolwork.' It then states: 'For some teens, chatbots are increasingly used for social and emotional interactions, including seeking advice, friendship, and even simulated relationships. As this use grows and the technology continues to advance, it's more important than ever for families to understand how AI tools work and how to help young people use them safely and responsibly.' Below this is the section 'What is AI Literacy and Why Does it Matter?'. The text reads: 'AI literacy is becoming a core skill—just like reading or writing. It's not just about knowing how to use AI tools, but understanding how they work, where they can go wrong, and how they shape the world around us. It also encourages ethical reflection, prompting young people to think about data privacy, intellectual property, and how automation affects jobs, creativity, and fairness.' It then states: 'It helps young people:' followed by a bulleted list: 'Think critically about AI-generated content', 'Spot errors or bias', and 'Understand issues like data privacy.'

How could GenAI be helpful to parents?

Supporting learning

- Suggesting new texts based on interests
- Creating wordlists for text creation
- Explaining mathematics concepts
(*to the child or the parent!*)
- Summarising learning notes

Supporting learning difficulties

- AI generated narration for texts (dyslexia)
- AI “interview” of a text (reading difficulties)
- AI generated podcast to engage with text while multitasking (ADHD)

Be mindful!

There are significant risks to parents and families using AI to support their children's learning without guidance.

Additional Resources

For Teachers & Parents

For Students

dayofaiaustralia.com/additional-resources

For Teachers & Parents

Families Toolkit



Microsoft Classroom Toolkit



MICROSOFT AI Education Blog



CS IN SCHOOLS Coding Courses



CSIRO The National AI Centre's Introduction to AI Course



CSIRO's AI Explained video



UNICEF Parent and Teacher Resource Hub



eSafety Commissioner Teacher Resources



Google for Education Guardian's Guide to AI



Wonder of Science



For Students

Join a STEM club or group



Take a course online



Attend a tech or science camp or school holiday program



Staying safe online



GenAI Readiness & Implementation

Two AITSL aligned modules available from **Education Services Australia** with **Microsoft**:

AI readiness: Preparing teachers for safe and effective use of GenAI

Aims to increase teacher readiness when using GenAI. Builds teachers' own digital literacy and equips them to develop their students' digital literacy capabilities. For teachers with students F-10.

AI implementation: Strategies for guiding students in safe and effective use of GenAI

Practical, age-appropriate classroom implementation. For teachers who want to integrate generative AI tools into their classrooms safely and responsibly. For Teachers with students Years 7-10.



[Digital Technologies Hub](#)



Additional Reading

Jason Lodge and Leslie Loble (2026). Artificial intelligence, cognitive offloading and implications for education

<https://www.uts.edu.au/news/2026/03/experts-warn-unstructured-ai-use-in-schools-risks-cognitive-atrophy/contentassets/ai-cognitive-offloading-and-implications-for-education.pdf>

Mary Burns, Rebecca Winthrop, Natasha Luther, Emma Venetis, and Rida Karim (2026). A new direction for students in an AI world: Prosper, prepare, protect

<https://www.brookings.edu/articles/a-new-direction-for-students-in-an-ai-world-prosper-prepare-protect/>

Lucile Favero, Juan Antonio Pérez-Ortiz, Tanja Käser, Nuria Oliver (2026 pre-publication) AI in Education Beyond Learning Outcomes: Cognition, Agency, Emotion, and Ethics.

<https://arxiv.org/abs/2602.04598>

Chris Bush (2025) Future Ready: A Blueprint for Equitable AI in Australian Education

<https://www.churchilltrust.com.au/fellow/chris-bush-vic-2024/>

Additional Resources

Microsoft Copilot learning modules

<https://learn.microsoft.com/en-us/training/modules/create-instructional-materials-teach-microsoft-365-copilot/>