

VICTORIAN STUDENTS' PARLIAMENTARY PROGRAM (VSPP) 2024: ONLINE SECONDARY SCHOOL CONVENTION

Topic

Should technological advancements such as AI be incorporated into the classroom?



TEACHER REFERENCE BOOKLET

INCLUDING SUGGESTED SOLUTIONS

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IMPORTANT INFORMATION

The pre-convention activities and resources provided to support the VSPP are suggestions only.

They have been developed to help students prepare for the Online Secondary School Convention to debate this topic in more detail.

The pre-convention activities and resources provided can be completed independently of each other at the teacher's discretion and choice. This means the teacher may choose to do **one, some**, or all of the activities to help build students' knowledge and help them prepare to be active participants in the Convention.

In using these suggested pre-convention activities and resources, teachers should make themselves aware of the content contained and the complexity of it to ensure it is appropriate for their student cohort and school context.

Teachers should plan for appropriate support to prepare their students for the Online Secondary School Convention by adapting, updating, extending, or removing activities (including task instructions) and any resources contained in this pack.

Students are *not* expected to complete all activities prior to participating in the Convention, nor are they expected to complete all post-convention activities.

CONTEXT OF THE TOPIC

In today's fast paced digital world incorporating technological advancements in the classroom maybe considered essential for preparing our students for the future. Technology provides endless opportunities for interactive and engaging learning experiences allowing students to access a wealth of information at their fingertips. By integrating tools such as computers, tablets and education apps, students can develop essential digital literacy skills that are crucial for their participation in the 21st century workforce. New artificial intelligence technology does have the capacity to support personalised learning, catering to the individual student's needs and learning styles. However, it does also raise issues of an overreliance on technology replacing the ability of students to handwrite or do mental maths. Technology can be unpredictable with internet glitches disrupting the learning process. There are also privacy and security concerns with the exposure of student data online. The incorporation of technology advancements has the potential to transform education and student learning, but it does also come with its challenges and other considerations.

LINKS TO THE CURRICULUM

This topic has strong links to Level 9 and 10 of the Civics and Citizenship, Digital Technologies and the Critical and Creative Thinking Strands of the F-10 Victorian Curriculum.

Links to the Civics and Citizenship Strand

- Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes.
- Students exam global connectedness and how it is shaping contemporary Australian society.
- The investigate the values and practices that enable a democratic society to be sustained.

Key questions that apply to this topic:

- What influences shape the operation of Australia's political system?
- What are the features of a resilient democracy?
- How do citizens participate in an interconnected world?

Level 9 and 10 Content Descriptions

Government and Democracy

Code: **VCCCG028**

Discuss the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed.

Elaboration:

- Discussing the development of government policy such as health, education, disability

The link to the topic:

When it comes to incorporating technological advances like AI in Victorian classrooms policy makers need to consider various factors such the ethical implications, privacy concerns, access to technology for all students regardless of their socio-economic background, training teachers effectively to use AI and other technological tools, while still making sure that human interaction remains central to education and contact with students. The integration of technological advances needs to be done thoughtfully and responsibly through well- developed policies and guidelines. It needs to be shaped by our political parties and independent representatives who should be working together towards the achievement of common educational goals. These goals should promote positive learning experiences for students while still preparing them for a future that will continue to be driven by technological advancements.

Citizenship, Diversity and identity

Code: **VCCC035**

Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society.

Elaboration:

- Creating an article, argumentative essay, panel discussion or debate about a contemporary issue

The link to the topic:

In today's rapidly evolving technological landscape the integration of technological advancements such as AI in educational settings has become a topic of significant debate. It is a multifaced issue that requires careful consideration by both teachers and students exploring the benefits and drawbacks or limitations. Technological advancements such as AI present many positive opportunities but at the same time many challenges for our modern education system that need careful debate. Tools like artificial intelligence can change traditional teaching practices, promote personalised learning experiences and improve student engagement. However, they can also raise concerns about ethics, privacy and security, teacher preparedness and the need to find the right balance between human interaction in the classroom and technology driven learning.

Code: **VCCC038**

Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events

Elaboration:

- Debating the concepts of 'global identity' and 'global citizenship' and their implications for Australian citizens

The link to the topic:

Global identity refers to the sense of belonging and connection to the global community. Global citizenship emphasizes the responsibility toward the global community promoting values such as respect for diversity, environmental sustainability and social justice. Technological advancements have the ability to enhance educational experiences for our students. They can help better prepare students for the digital age equipping them with essential 21st-century skills like problem solving and digital literacy. The use of technology tools promotes quality education resources regardless of geographical location or socio-economic status. Integrating tools like AI into education and the classroom may address some of the challenges we currently face like teacher shortages, a lack of resources and education inequalities. Technological advances are not without their challenges, but they can help our students to be more active participants in a rapidly changing world that is characterised by interconnectedness and digital transformation.

Level 9 and 10 Achievement Standard

Students can evaluate the key features and values of systems of government and analyse Australia's global roles and responsibilities. They can analyse a range of factors that influence identities and attitudes to diversity. Students can also analyse ways that they can become active and informed citizens in different contexts considering multiple perspectives and ambiguities.

Links to Digital Technologies Strand

In Levels 9 and 10, students will have had opportunities to analyse problems and design, develop and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

Digital Systems

Code: **VCTDSO45**

Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems.

Elaboration:

- Explaining how an operating system manages the relationship between hardware, applications and system software
- Explaining the role of hardware and software components in allowing people to interact with digital systems, for example using a mouse or touch pad or screen, speech or accelerometer

The link to the topic:

The incorporation of technological advances like artificial intelligence (AI) in classroom settings can revolutionize education by improving the learning experiences of students through personalized instruction, adaptive learning platforms, and efficient administrative processes. Teachers can create more engaging learning environments that cater to a diverse range of student needs while also improving operational efficiency within schools.

Data and Information

Code: **VCDTD1049**

Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities.

Elaboration:

- Investigating legal responsibilities of organisations regarding the storage, communication and disposal of personal and organisational data, for example the Australian Privacy Principles as they apply to intellectual property

- Applying techniques to make ethical decisions when faced with dilemmas about security and ownership of data
- Creating an interactive web-based project that complies with accessibility requirements, for example using fragments of a web language to create dynamic content that supports interactivity
- Creating online interactive solutions for working with others by combining or modifying online software tools to support project work

The link to the topic:

In today's digital world managing and collaboratively creating interactive solutions or sharing ideas and information online is essential for effective communication and the distribution of knowledge. Copyright laws, data privacy regulations and intellectual property rights must be considered when creating interactive solutions to ensure that all legal requirements are followed. Artificial intelligence can provide adaptive learning platforms that offer targeted support, customised resources and lesson plans based on immediate feedback. There are a range of interactive tools like virtual reality, augmented reality, simulations and gamification that students can access and use to promote immersive learning experiences. This means that technological advancements like AI in the classroom have huge potential in transforming education to be more personalised to create a dynamic learning environments for students as they prepare for an increasingly digital world.

Levels 9 and 10 Achievement Standard

Students can explain the control and management of networked digital systems and data security implication of interactions between hardware, software and users. Students develop the skills to evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation.

This Convention topic also has strong links to the **Levels 9 & 10 Critical and Creative Thinking Strand** of the Victorian Curriculum.

In **Levels 9 and 10**, the curriculum focuses on developing the knowledge, skills and understanding to recognise and manage what is often implicit in thinking. Students learn and apply techniques to progress, analyse and evaluate thinking. Students develop an understanding that it is often necessary to take a range of perspectives and to challenge assumptions.

Levels 9 and 10 Content Descriptors

Questions and Possibilities

Code: **VCCCTQ043I**

Investigate the characteristics of effective questions in different contexts to examine information and test possibilities.

Elaboration:

- Identifying the distinctive characteristics of questions as part of an inquiry that draws on different learning areas
- Discussing how a question might change to suit different contexts, for example how questions about human wellbeing might change depending on scale of investigation, and evaluating proposed questions
- Examining a list of questions and identifying which are the most effective and why

The link to the topic:

Effective questions play an important role to promote critical thinking and testing possibilities. Effective questions are open ended like the question for the Convention topic to encourage a deeper exploration of the topic promoting discussion and challenging students to think about the subject matter. Effective questions allow for multiple possibilities and the opportunity for feedback and reflection. The integration of technological advancements such as artificial intelligence in the classroom has been a topic of increasing debate as there are numerous benefits but also some specific challenges for students to consider.

Reasoning

Code: **VCCCTRO48**

Investigate the nature and use of counter examples structured as arguments.

Elaboration:

- Using 'if...then' reasoning to construct a counterexample, for example 'But if this (other industry) tried this innovation strategy, it would be much more expensive and so not all industries could do it so easily'

Link to the topic:

Counterexamples are an essential tool in logic and debate. Counterexamples can be used to challenge or support the incorporation of technological advancements such as artificial intelligence in the classroom. They offer an important perspective on this issue. An argument in favour of incorporating technology in the classroom could be the ability of AI to offer personalised learning experiences tailored to individual student needs and learning styles. A counterexample would be that AI uses algorithms to identify areas where students struggle to provide targeted intervention to improve academic outcomes.

An argument against the incorporate of technology advances like AI relates to data privacy and security as AI collects vast amounts of student data and there are concerns about how this information is used and protected. A counterexample would be despite advances in data encryption and protection measure there have still been examples of data breaches and misuse of personal information raising concerns about privacy in an AI driven classroom.

Counterexamples play an important role when examining the multifaceted implications of incorporating technological advances like AI in education settings and the classroom. By presenting contrasting scenarios and outcomes students can evaluate the risks and benefits associated with this integration of more technology in the classroom.

Level 9 and 10 Achievement Standards

Students can construct and evaluation questions, include their own for effectiveness. They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions. Students are able to structure complex valid arguments when considering this Convention topic and can evaluate the quality of ideas, proposals and thinking processes.

Activity 1: THE CLASSROOM – PAST AND PRESENT – CREATIVE COLLABORATION

Learning Intentions

We will list the similarities and differences between the traditional and the 21st-century classroom which has been influenced by rapid technological advancements.

Success Criteria

I can provide a list of both similarities and differences looking at the images of the traditional and 21st century classrooms.

Task Instructions:

1. Individual Idea Generation – Each student will complete the mind map provided after examining the two images and listing what is similar and what is different about them.

2. Class discussion – Students will share the information on their mind map and generate a group list of similarities and differences between the two classroom images.

Extension activity – Students can further share which is their preferred learning environment and offer reasons for their choice.

TRADITIONAL CLASSROOM:



CONTEMPORARY CLASSROOM – 21ST CENTURY



SAMPLE RESPONSES:

**Student answers will vary*

Similarities:

- The main purpose of both classrooms is to facilitate learning and the gaining of knowledge
- The basic principles of teaching and learning still include student engagement, critical thinking and problem solving
- The teacher has an essential role in both classrooms is to provide instructions, guide students and create an encouraging and inspiring learning environment
- Both past and present classrooms provide the opportunity for the social interaction and collaboration of students through group projects, class discussions and the sharing of information and knowledge
- Both types of classrooms are designed with specific learning goals to guide the development of content and lessons delivered to students
- Both classrooms use various assessment methods to assess student performance including exams, tests, quizzes, projects and presentations
- Both settings aim to engage the student learner to help them develop their skills, knowledge and competencies

Differences:

- The contemporary classroom relies more heavily on technology with the use of interactive whiteboards, tablets, laptops and online learning platforms that allow students to learn research and communicate more compared to the traditional classroom which relied on textbooks, blackboards and physical resources (e.g. chalk, pens, pencils etc)
- The contemporary classroom promotes personalised learning, tailoring instructions to meet the student's individual needs and learning styles with differentiated teaching whereas traditional classrooms offer a more standardized or uniform approach of one size fits all curriculum
- Traditional classrooms were more structured with rows of desks facing the teacher while the contemporary classing has more flexible seating arrangements, collaborative spaces and access to natural lighting to promote more student-centred learning
- In the contemporary classrooms students have more access to information through the internet and online resources whereas in the traditional classroom student relied primarily on textbooks and limited library resources
- The contemporary classroom provides a wider range of assessment methods including performance-based assessments, project-based assessment and formative assessment rather than the traditional uniform test and written exam

Overall, traditional and contemporary classrooms differ in the teaching methods and technological tools used. However they both focus on developing the knowledge skills of students and their ability to participate in the community and the workforce in a meaningful way.

Activity 2: PROFILE OF A STUDENT IN THE 21ST CENTURY - IDENTIFYING THE SKILLS AND COMPETENCIES NEEDED IN THIS TECHNOLOGICALLY ADVANCED WORLD

Learning Intentions

We will gain a clear understanding of the skills a student needs today to adapt to technological advancements.

Success Criteria

I can show an understanding of the skills I will need to be able to participate in the community and the workforce with the fast pace technological advancements especially in relation to AI.

Task Instructions:

1. In groups of 3-4 students complete the first two questions.
2. Your teacher will assign you to read an article or watch a video clip about the skills a student needs in the 21st Century. Use this information to list the key skills around the silhouette of two people – you can include others that the group comes up with.
3. Share your answers with the other groups through a class discussion and identify the most common skills.

Group questions to consider:

SAMPLE RESPONSES (*student examples may vary*)

1. Define the term 'skills' and give some examples.

Skills refers to the ability or an individual to complete a specific task or solve a problem. Skills are developed through education, training, and experience. Examples include communication, teamwork, ability to drive or swim or play a sport etc.

2. List **two** skills you need at school and **two** skills you need at home when interacting with your family.

Skills that a student needs at school include:

- Critical thinking
- Problem solving
- Teamwork
- Communication – both oral and written
- Imagination
- Creativity

Skills are student needs at home:

- Decision making
- Empathy – understanding the feeling of others
- Active listening
- Open communication
- Self-care

3. Suggest **two** skills that are now obsolete or no longer required for students or employees in the workforce.

- Manual typewriting
- Cursive handwriting
- Traditional research through encyclopedias
- Map reading through street directories
- Manual switchboard operations
- Photos through a camera

Silhouette activity:

Article 1:

[The Must-Have 21st Century Skills For Kids \(robowunderkind.com\)](http://robowunderkind.com)

- communication – includes both listening and being empathetic
- collaboration – working cooperatively
- critical thinking
- creativity and imagination
- problem solving
- analytical thinking
- accountability
- leadership
- global and cultural awareness

Article 2:

[What Is a 21st-Century Skills-Based Education? | The Hun School](#)

- collaborative problem solving
- creativity
- hands on learning
- cultural competencies/capabilities
- effective written and oral communication
- ethical/fair decision making
- information and media literacy
- leadership
- critical thinking
- personal responsibility and initiative

Article 3:

[21st Century Skills - preparing students for a changing world](#)

- innovators
- entrepreneurs
- responsible global citizens
- personal and social skills
- critical thinking
- creative thinking
- communication
- lifelong learners
- digital literacy

Article 4:

[A Comprehensive Guide to 21st Century Skills \(panoramaed.com\)](https://panoramaed.com)

- critical thinking
- communication
- creativity
- collaboration
- growth mindset
- citizenship

YouTube clip:

[21st century skills - YouTube](#) (2.07 minutes)

- critical thinking
- media literacy
- communication
- collaboration
- information literacy
- creativity

KEY SKILLS NEEDED IN THE 21st CENTURY



Activity 3: ADVANCES IN TECHNOLOGY – TIMELINE OF KEY EVENTS - INVESTIGATION

Learning Intentions

We will study the long-term timeline of technology to understand the technological advances that have been made worldwide since the Iron Age. (between 1200BC to 600BC)

Success Criteria

I can identify key technological advances that have occurred in the past two centuries.

Task Instructions:

Click on the link and read the information provided and list the 10 most important technological advances in the last decade.

Then referring to the long-term timeline provided complete the three tasks.

SAMPLE RESPONSES (student answers will vary)

[10 major technological advances in the last 10 years \(ignitec.com\)](https://ignitec.com)

- smartphones
- electric vehicles and self-driving cars
- wearable technology
- artificial intelligence
- augmented reality
- voice recognition technology
- internet of things
- Cloud computing digitised space
- 3-D printing
- blockchain technology

The graph from Our World in Data shows the remarkable progress of technology over the past two centuries. From the invention of the steam engine to the rise of the internet the timeline illustrates the rapid advancements that have changed our world. Understanding this historical context is important as we continue to navigate the technological world, we live in the 21st Century.

1. Fill in the blank with the correct word.

1. The **STEAM** engine was a major breakthrough in the early 19th century.
2. The **TELEGRAPH** was invented in the 1830's revolutionising/changing long distance communication.
3. The first **PROGRAMMABLE** computer was created in the 1940's.
4. The first internet website was released in **1991**.
5. One recent invention in our lifetime has been the **SMARTPHONE**. (answers may vary)

2. Multiple Choice Questions – Choose and circle the correct answer from the given choices for each question.

1. Which of the following was a key factor in the Industrial Revolution?
 - a. the internal combustion engine
 - b. the steam engine**
 - c. the electric motor
 - d. the telephone

2. Which technology promoted the rapid spread of information and ideas in the 19th century?
 - a. the radio
 - b. the television
 - c. the telegraph**
 - d. the internet

3. Which of the following is a significant milestone in the history of computing?
 - a. the invention of the abacas
 - b. the development of the first electronic calculator
 - c. the creation of the first programmable computer**
 - d. all of the above

4. Which technology revolutionised personal computing in the 1980's?
 - a. the mainframe computer
 - b. the supercomputer
 - c. the minicomputer
 - d. the personal computer**

5. How has the development of smartphones impacted society in the 21st century?
 - a. decreased communication abilities
 - b. improved access to information and communication**
 - c. increased reliance on landline phones
 - d. reduced screen time among individuals

3. In pairs decide which has been the most important technological development and which has been the least important and give reasons for your choice. Share your answers with the rest of the class and take a vote.

**Student answers will vary*

Most important:

Smartphones because they allow people to connect with others in a variety of ways including text, email or voice. These devices enable the user to access vast amounts of information, offers various tools on the one gadget e.g. navigation, video recording photography, manage the user's schedule and provide a range of entertainment options.

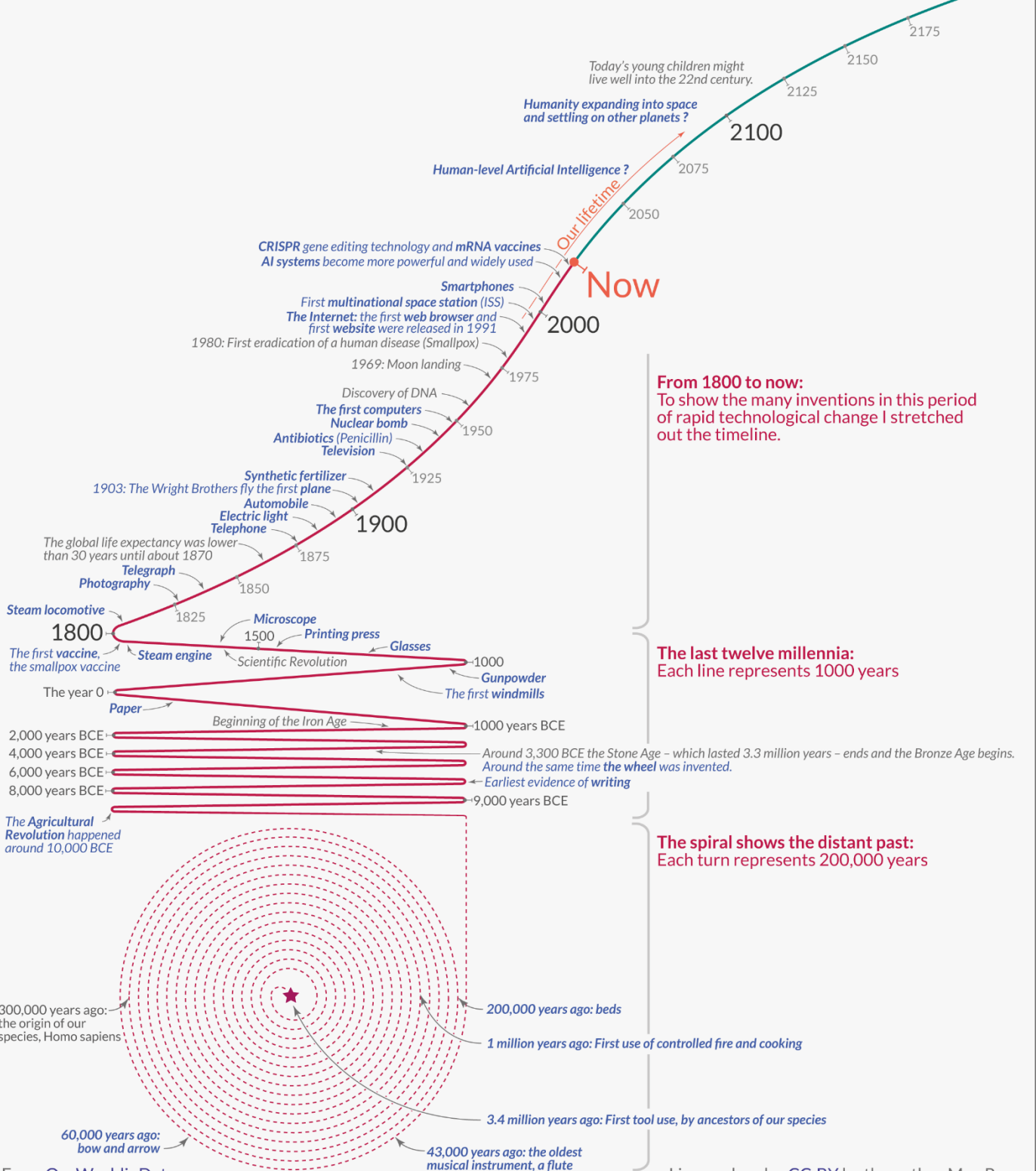
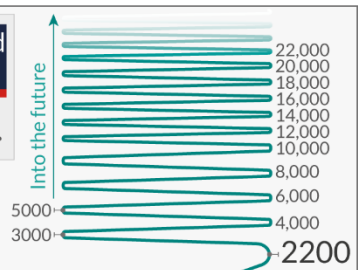
Least important:

Smart home appliances like lighting controls, thermostats and security cameras that can be operated from a distance by a smartphone have become more common. However, they provide more of a convenience to the homeowner rather than having a major impact on society.

A long-term timeline of technology



From the distant past, to our lifetime, and into the distant future.



From 1800 to now:
To show the many inventions in this period of rapid technological change I stretched out the timeline.

The last twelve millennia:
Each line represents 1000 years

The spiral shows the distant past:
Each turn represents 200,000 years

From OurWorldinData.org

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Activity 4: DECODING THE WORLD OF TECHNOLOGICAL DEVELOPMENTS – VOCABULARY and KNOWLEDGE BUILDER

Learning Intentions

We will familiarise ourselves with the complex terms and concepts used in technology including artificial intelligence today.

Success Criteria

I can understand and explain the specific language used in technology today.

Task Instructions:

1. Match the term with the correct definition for the first task. (*first one has been done for you*)
2. With another student complete the second task and then share your answers with the class.
3. For the third task read the passage, answer the questions, and then contribute to a class discussion about artificial intelligence.

SAMPLE RESPONSES

1. Match the term with the correct definition

Term	Definition	Correct Match
1. Algorithm	A. The process of converting information or data into a code to stop unauthorised access	1 + I – set of rules or instructions using a series of steps to solve a problem or specific task
2. Automation	B. An interactive experience that can be similar or different to the real world	2 + H -the use of technology to control and monitor tasks without human intervention
3. Cloud Computing	C. The process of designing and building a workable computer program	3 + J - practice of using a network of remote servers hosted on the internet to store, manage and process data
4. Cybersecurity	D. A type of artificial intelligence that allows software applications to become more accurate in predicting outcomes	4 + G – the practice of protecting systems, networks and programs from digital attacks
5. Machine Learning	E. Large volume of data that cannot be processed using traditional software	5 + D - a type of artificial intelligence that allows software applications to become more accurate in predicting outcomes
6. Virtual Reality	F. An enhanced version of reality created by the use of technology to overlay/cover digital information on an image of something viewed through a device	6 + B – an interactive experience that can be similar or different to the real world

7. Augmented Reality	G. The practice of protecting systems, networks, and programs from digital attacks	7+F – an enhanced version of reality created by the use of technology to overlay digital information on an image, or something viewed through a device
8. Coding	H. The use of technology to control and monitor tasks without human intervention	8+C - the process of designing and building a workable computer program
9. Encryption	I. A set of rules or instructions using a series of steps to solve a problem or a specific task	9+A - The process of converting information or data into a code to stop unauthorised access
10. Big Data	J. Practice of using a network of remote servers hosted on the internet to store, manage and process data	10+E – Large volume of data that cannot be processed using traditional software

* Student answers will vary

2. Pair and Share:

1. What do you think artificial intelligence means?

Artificial Intelligence is a branch of computer science that focuses on creating machines that are capable of intelligent behaviour. With AI computers can perform tasks usually done by people. These machines are designed to perform tasks that typically require human intelligence, such as learning, problem-solving, and decision-making. Artificial intelligence can analyse data, recognize patterns, and adapt to new information without explicit programming using algorithms.

2. How do you think artificial intelligence could be useful in the classroom?

It could make the learning more personalized and provide instant feedback on writing or answers. It can help me as a student understand difficult concepts or ideas. Artificial intelligence can help grade my answers and provide me with instant information about where I can improve.

3. List 3-5 ways you already use artificial intelligence in the classroom.

- Using search engines like Google for information to help with an assignment or project
- The spell check and auto correct for documents that I write
- Email spam filtering
- Using AI programs like ChatGPT or CoPilot to help me gather information about a topic I am studying in class
- Duolingo to learn another language or help me with a language I am currently studying at school
- Chatbots that websites run which can help answer questions
- Movie recommendation if I stream on Netflix as it will make recommendations for other movies based on what I have watched

3. Reading comprehension task - individual work

Artificial intelligence is a branch of computer science that focuses on creating machines that are capable of intelligent behaviour. It refers to the ability of a computer to think and learn. AI can be used to perform tasks that are usually done by people such as processing language, problem solving and learning. AI is a tool that is used in many ways in the world around use today. Examples of AI include Alexa or Siri, self-driving cars and

facial recognition technology on your smart phone. AI is used to diagnose patients based on medical scans and astronauts use AI models to detect exoplanets. (planets outside the solar system).

AI can improve the learning experiences of students in the classroom by personalizing their learning. AI tools can adapt to individual student needs providing more tailored instructions and support.

However there are still some issues about the use of AI in the classroom including privacy concerns especially as AI systems collect and analyze or study large amounts of student data. There is also a concern about the lack of human interaction with a growing dependence on students doing their learning through computer devices.

Although there are challenges, AI still does have the potential to support the learning of students in various ways. Adaptive learning platforms (an educational method) use AI algorithms to adjust the pace and content of instructions based on individual student performance. Students receive immediate feedback on their work allowing them to track their own progress and make improvements. AI tools like chatbots and virtual tutors provide additional support outside of the traditional classroom setting for students based on their very own needs.

1. In your own words explain 3 things that AI can do.

Artificial intelligence can be used for facial recognition on my Smartphone. It can also be used when I see a doctor who can make a diagnosis based on medical scans. Astronauts use AI to find new planets outside the solar system.

2. Provide **one** argument for and **one** against the inclusion of AI as a learning tool in the classroom.

One argument for the inclusion of AI is that it can personalize the learning of a student providing more tailored instructions and support.

One argument against AI is the issue of privacy as AI has access and collects a large amount of personal data.

3. Explain an AI tool you are familiar with – What did you like about it? What did you not like about it?

I have used Duolingo to improve my Greek.

I liked the program because:

- It is a free platform to access a wide range of languages
- It includes gamification/ or the use of games as a learning technique which makes it more engaging
- It is popular and widely known
- The algorithm allows for personalised learning

What I did not like:

- Push for subscription
- Caters mainly for beginners and intermedial level learners

Activity 5: CONSOLIDATING WHAT THE CLASSROOM OF THE 21 CENTURY LOOKS LIKE FOR BOTH TEACHERS AND STUDENTS

Learning Intentions

We will strengthen our understanding of the key features of a classroom in the 21st century.

Success Criteria

I can interpret the data in relation to technological advances in the 21st century classroom and explain the technology tools that teachers currently use to help students learn.

Task Instructions:

Complete both tasks which involve:

- Studying the infographic or a visual representation of information data to identify the positives, the negatives and interesting features of the data.
- Reading the article on Education 2.0 Blueprint for the 21st Century classroom and summarising the key points of each new age teaching method.

SAMPLE RESPONSES (Student answers will vary)

a. Infographic Link:

[The 21st Century Classroom \(pressidium.com\)](http://pressidium.com)

PMI CHART

PLUS	MINUS	INTERESTING
<ul style="list-style-type: none"> 91% of teachers have computers in the classroom 86% of students believe they study more effectively with the use of tablets in the classroom 59% of students have expressed a preference to use their own mobile devices to improve their learning 	<ul style="list-style-type: none"> Just 1 in 5 teachers believe that their classroom has the right level of technology Only 43% of teachers have used games and gamification in the classroom 	<ul style="list-style-type: none"> Project based learning teachers valuable skills to students like collaboration and organisation The 3 key reasons for teachers to use technology in the classroom include: adaptability to diverse student learning styles; they can boost student motivation; and they can improve the material being taught to students

b. Link to the article:

[Education 2.0: Blueprint for the 21st-century classroom - The Sunday Guardian Live](#)

Provide the key points the article makes for each of the following:

1. FLIPPED CLASSROOM

- Innovative way to set up the classroom which focuses on questions, debates and activities
- The teacher provides the course work to students to read before the class, so they are prepared
- The flipped classroom gives students an understanding of the topic, so the classes are more interactive and class discussions build on the knowledge the students have already gained

2. SKILLED BASED LEARNING

- 21st century classroom focuses on skill training where students are introduced to topics like IoT (Internet of Things), robotics and machine learning to prepare them for the competitive job market
- Students need to have both technological skills and learning skills like communication, independent research, problem solving, time management and critical thinking to be able to deal with the challenges of contemporary workplaces
- Skill based training promotes active learners with quick thinking skills which is what the corporate world seeks today

3. GAMIFICATION

- Incorporation or inclusion of game elements into classroom learning
- Highly entertaining methods of learning that allow students to earn rewards or points for completing tasks, education video games or quiz competitions
- Make learning more exciting for the student of the 21st century who has grown up with mobile devices and gaming
- Motivates student to be more focused and participate in the classroom activities

4. VIRTUAL WHITEBOARDS

- Interactive technology tool for learning
- Allows the teacher to share videos, images and audio clips to help students understand a topic better
- Audio visual aids help students retain information at a higher rate
- The teacher can use virtual guest lecturers, to allow students to interact with industry experts to gain insight and knowledge into a specific area of learning
- Replaces the traditions chalk and talk blackboard in the classroom

5. LEARNING MANAGEMENT SYSTEMS

- Teachers through the use of technology can customize lessons for students according to their learning abilities
- Students are able to learn at their own pace through the use of online assessments and learning platforms

6. PROJECT BASED LEARNING

- Students complete practical hands-on projects to gain a better understanding of the topic
- Usually done with two or more partners, this type of learning promotes collaboration and teamwork which are important skills for the 21st century workplace
- Such learning opportunities improve student confidence and help them to prepare for the workplace

Activity 6: UNPACKING THE ARGUMENTS FOR AND AGAINST THE TOPIC OF WHETHER TECHNOLOGICAL ADVANCEMENTS SUCH AS AI SHOULD BE INCORPORATED INTO THE CLASSROOM

Learning Intentions

We will examine a range of arguments **for** and **against** the topic of whether technological advancements such as AI should be incorporated into the classroom.

Success Criteria

I can outline the arguments **to support** or **to oppose** technological advancements such as AI being incorporated into the classroom.

Task Instructions:

1. Pair and Share Activity – cut out the jigsaw pieces and place them in the correct column to either support or oppose the use of technological advancements including AI in the classroom.
2. You will be allocated an article to read. Look for the arguments that support or oppose this topic and add them to your list.
3. Share in the information with the rest of the class.
4. Complete the exit ticket to summarise your point of view on this topic.

SAMPLE RESPONSES

1. JIGSAW PUZZLE

Arguments to support topic:

- Technology like AI can provide personalised learning to meet individual student needs
- Greater skill development as integrating technology like AI will help with students' critical thinking, problem solving and digital knowledge
- Interactive technology tools can create engaging learning experiences for the student through simulations, games and virtual reality
- Tools like ai help students to be better prepared for the workforce

Arguments that oppose the topic:

- Privacy and security issues as tools like AI can store large amounts of student data
- Overreliance on technology can deter traditional teaching methods and human interaction
- Not all students have equal access to technology and implementation tools like AI can be expensive for some schools
- Tools like AI do not have the empathy which is essential in the teacher- student relationship and cannot be replaced

ARGUMENTS - that support technological advancements such as AI being incorporated into the classroom	ARGUMENTS - that oppose technological advancements such as AI being incorporated into the classroom

Articles relevant to the topic:

ARTICLE 1:

[5 Pros and Cons of AI in the Education Sector | Walden University](#)

BENEFITS OF AI IN EDUCATION:

- Helps the teacher to create more interesting lessons from project-based ideas to quizzes in less time so that they can spend more time helping students
- Students can access help with their schoolwork using AI if the teacher is not available
- AI programs can be individualised to meet the specific needs of students and their learning styles
- AI can analyse student performance data to determine the areas of support the student needs to improve their results

LIMITATIONS OF AI IN EDUCATION:

- There can be biases in the information provided to the student
- May provide misinformation as the data it uses could have errors or is outdated
- Students could use ChatGPT to cheat and write essays, answer quiz questions or do their homework rather than submitting their own original work for assessment
- Relying on the software programs more than teachers may promote feelings of isolation and disconnection for students from school

ARTICLE 2:

[The Pros and Cons of AI In Education and How It Will Impact Teachers In 2024 | ClassPoint](#)

BENEFITS OF AI IN EDUCATION:

- Improves student engagement and motivation through personalised learning exercises due to instant feedback or gamification of learning
- Improves student performance with targeted feedback that identifies areas of improvement; AI has the capacity to monitor student behaviour patterns and assess student attention levels
- Can reduce the cost of education as it automates a number of tasks that teachers, administrator or IT do that can reduce budget costs and allowing schools to spend in other areas of need
- Provides continuous evaluation and improvement as AI collects, analyses and provides reports on data for teacher about student learning outcomes

LIMITATIONS OF AI IN EDUCATION:

- Concerns about teacher's job security as AI can automate/program some aspects of education
- Dehumanising the learning experience of students and not considering factors like inclusive and diverse curriculum
- Costly for teachers to implement and some schools may not have the time or money to invest in technology
- Students and teachers can become too reliant on technology moving away from important traditional teaching methods and the development of critical thinking and problem-solving skills

ARTICLE 3:

[The Risks and Benefits of AI in Schools \(safeonsocial.com\)](#)

BENEFITS OF AI IN EDUCATION:

- Improved learning outcomes through personalised feedback and adaptive learning pathways
- Enhances creativity as text generators can help students brainstorm ideas for essays, develop stories for creative writing, use digital art etc to become more innovative
- Can make education more accessible to students with special learning needs
- Has the capacity to save time and resources for both teachers and students; for teachers repetitive tasks like grading essays can be automated; for students AI can help with research, writing and problems solving methods
- Helps prepare students to be more job ready in this technology driven world

LIMITATIONS OF AI IN EDUCATION

- Privacy and data security concerns as the collection storage and use of data can put students personal information at risk
- The misuse of AI enables students to plagiarise content and create inappropriate messages linked to explicit images or for the harassment of teachers and students
- Students may become too dependent on AI to complete assignments or solve problems reducing their own critical thinking, problem solving and writing skills
- Students from low-income families may not have the capacity to access advanced AI technology due to financial limitations
- AI text and information can contain biased information

ARTICLE 4:

[AI In the Classroom: Pros, Cons and The Role of EdTech Companies \(forbes.com\)](#)

BENEFITS OF AI IN EDUCATION:

- Main advantage is that it personalises learning through AI tools that are able to analyse data and student performance
- Can provide instant feedback to help students identify and correct mistakes
- Has the ability to automate repetitive tasks like grading of assignments and quizzes to free teacher time for other tasks like lesson planning or one on one attention for students

LIMITATIONS OF AI IN EDUCATION:

- The cost factor can be a barrier for schools and teachers to access AI tools and technology
- The lack of human interaction as a result of using technology tools
- Privacy concerns about sensitive personal data collected and stored by AI tools

EXIT TICKET: *(student answers will vary)*

SAMPLE RESPONSES:

I agree that technological advancements such as AI should be incorporated into the classroom because such tools will allow me to have more access to information and learning tools to improve my own knowledge and experiences. The opportunity for more personalized learning will help me to prepare for the digital world we live in today. The learning can become more interactive with virtual simulations and gamification that will make me more engaged and keener to be at school.

I disagree that technological advancements such as AI should be incorporated in the classroom because I have privacy concerns about the information that AI data can provide about me. I worry about the physical

impact of being on computers or tablets in and out of class increasing my eye strain and making me more inactive. I am also concerned about an excessive reliance on technology in the classroom and I could be distracted from learning through social media and the opportunity to browse unrelated websites while in class.

EXIT TICKET:



My A-HA MOMENTS

(Share your opinion of this topic after the pre-convention activity/activities)

I AGREE/DISAGREE THAT TECHNOLOGICAL ADVANCEMENTS SUCH AS AI SHOULD BE INCORPORATED INTO THE CLASSROOM BECAUSE:

Activity 7: WHAT CAN STUDENTS DO IN THE CLASSROOM WITH AI – THREE MINI TASKS

Learning Intentions

We will understand some of the AI classroom tools we can use to help us with our learning.

Success Criteria

I can explain what ChatGPT is and how it can be used in the classroom.

Task Instructions:

Complete each of the three tasks which involve watching two YouTube Clips and reading student comments about the use of AI tools to be able to write your own opinion on the use of these tools as part of your learning.

1. Behind the News

Open the following link, watch the clip, and complete the table:

[ChatGPT - Behind the News \(abc.net.au\)](#) (4m 28s)

SAMPLE RESPONSES

List the opinions of each of the following people in relation to the use of ChatGPT in the classroom:

Person	Opinion
Dr Feras Dayoub – University of Adelaide	Dr Dayoub believes that AI tools like ChatGPT will make sense, be clear and helpful as it is fed heaps of data from books, conversations, and websites. She believes that a lot of companies see the benefits in using AI technology and will replace humans in the workforce. But while AI tools can produce information it has limitations as it does not have the ability to know what is true and what is not.
Lisa Rodgers – Western Australian Education Department	Lisa believes it is more important to know what the students know, what they have mastered and if there are gaps in their knowledge so the university has blocked AI tools from their education network to prevent copying and complacency.
Professor George Siemen - University of South Australia	Professor George Siemen recognises that it a tool that students have access to, and we need to integrate it into the curriculum as more AI tools will be developed.

2. PILOT PROGRAM IN USA

Open the following link, watch the news report, and answer the questions that follow:

[AI education tools are helping students learn, grow and gain confidence \(youtube.com\)](#) (3.31 minutes)

a. What AI tool is being used by the students in the First Elementary School in New York?

The AI tool being used by students is Khanmigo provided by the Khan Institute, and it delivers a tutor assistance service.

b. Has it been a successful pilot program? Why/Why not?

The pilot program at First Avenue Elementary School in New York has been highly successful allowing students to ask questions and be motivated to pursue different learning options.

c. What feedback did the 7th Grader provide about the AI tool the class was using?

The student was excited to use the AI tool as it made it easier for her to understand maths problems.

d. How has Anna Serans, the teacher adapted to using the AI tool in her classroom?

Anna Serans had initial reservations about using the AI tool with her students in the classroom, worried that it would not help them. But over time she has become more comfortable with this tool as it provides additional guidance to students rather than just giving them the answers.

e. What do the safety protocols built into the AI tool do?

Send immediate alerts to teachers of any student inappropriate chats so that it can be dealt with.

f. Would you be keen to use this AI tool? Give reasons for your answer

** Student answers will vary – one sample answer is provided*

Yes, as the new AI tools are here to stay, so it is time to embrace what is available. Khanmigo seems to be very student friendly helping students with their learning and skills in a variety of subjects.

3. STUDENT FEEDBACK ON THE USE OF ChatGPT in the classroom

The following comments have been sourced from the article in the New York Times about the use of AI in the classroom:

Link:

[What Students Are Saying About Learning to Write in the Age of A.I. - The New York Times \(nytimes.com\)](https://www.nytimes.com/2023/03/09/technology/ai-writing.html)

Read the comments and then answer the questions that follow:

In order to write, we must first be able to think on our own which allows us to be self-sufficient. With the frequent use of A.I., our minds become reliant on given information rather than us thinking for ourselves. I absolutely believe that learning to be a good writer still matters even in the age of Artificial Intelligence.

— [Jordyne](#)

I have never personally used ChatGPT as I believe no robot can recreate the creativity or authenticity humans achieve in writing ... Even with growing advances in technology, AI can only create with the information it already knows, which takes away the greatest quality writers have: creativity.

— [Stella](#)

When you write any sort of persuasive essay or analysis essay, you learn to communicate your ideas to your audience. This skill can then be applied to your daily life. Whether it's talking to your teachers, writing an email to your boss, or sending a text message to your friends, writing and communication is a fundamental ability that is needed to clearly and concisely express yourself. This is something that A.I. cannot help you with.

— [Mara F.R.](#)

Sometimes I use A.I. programs such as ChatGPT to help with typing and communication. The results vary, but overall, I find it helpful in generating creative ideas, cleaning up language, and speeding up the writing. However, I believe it is important to be careful and filter the results to ensure accuracy and precision. AI tools are valuable aids, but human input and insight are still needed to achieve the desired quality of written communication.

— [Zach](#)

In my opinion, learning to be a good writer absolutely still matters in the age of AI. While artificial intelligence can assist with certain aspects of writing, such as grammar and syntax checking, it cannot replace the creativity, critical thinking, and emotional intelligence that we human writers bring to the table. Another reason is that storytelling, persuasion, and the art of crafting a compelling narrative are skills deeply rooted in human intuition and empathy. A good writer can connect with readers on a personal level, inspiring thoughts, feelings, and actions. AI may enhance efficiency, but it cannot replicate the authentic voice and unique perspective that a human writer brings to their work.

— [McKenzie](#)

I firmly believe that learning good writing skills develops communication, creativity, and problem-solving skills. A.I. can also be used as a tool; I have used it to ask practice questions, compare my answers, and find different/better ways to express myself. Sure, having my essay written for me in seconds is great, but come time for an interview or presentation later on in my life I'll lack the confidence and ability to articulate my thoughts if I never learn how.

— [CC](#)

Question:

How comfortable are you using an AI tool like ChatGPT to help you with your schoolwork and homework. Give reasons for your answer.

*Write your opinion and then share it with another student in the class.

*Students answers will vary

Example of a Positive Response:

I am excited at the prospect of using AI tools to help me with my schoolwork and learning. It is easy to use and will allow me to improve my skills in a variety of subjects. It will reduce the time I spend on study and allow me to balance my studies with leisure and family activities.

Example of a Negative Response:

I am concerned that AI tools will make me more reliant on technology rather than allow me to think for myself. I may be tempted to copy some of the information I access through AI tools like ChatGPT and then I may get into trouble at school for plagiarism.

Activity 8: ARTIFICIAL INTELLIGENCE IN EDUCATION AND WHAT THE MEDIA IS SAYING -INVESTIGATION TASK

Learning Intentions

We will understand the arguments and evidence that is available through the media on the use of AI tools by students in the classroom.

We will draw some conclusions on whether students should be taught to use AI tools in the classroom.

Success Criteria

I will understand the arguments for and against the use of AI tools by students in the classroom.

Task Instructions:

Read the article/articles (1- 3) you have been given and answer the questions that follow. Alternatively, complete the mind map that has been provided by listing 4 key points in each box that the/each article makes about the use of artificial intelligence as a classroom tool for students.

Differentiated Task:

Task Instructions:

Read Article 4 and demonstrate your understanding of the key points by completing the Multiple-Choice Quiz under the link to the article.

SAMPLE RESPONSES

Article 1:

[Artificial intelligence in schools shouldn't be feared. It can be a force for positive change \(theage.com.au\)](https://theage.com.au)

Questions:

1. What does the heading of the article suggest to you?

The heading suggests that artificial intelligence in education has the potential to bring about beneficial outcomes rather than promote fear or anxiety. The use of AI tools by students in the classroom can lead to improved learning experiences and positive academic progress.

2. List some of the arguments the journalist makes in favour of the use of AI tools by students.

- AI provides tools to modernise an outdated education system.
- AI tools provide parents with the ability to help their children with their studies.
- AI tools make creative writing more engaging for students using an interactive process.
- AI can help students with their language studies as an accessible language tutor.
- AI can be a secondary tutor for homework assistance.

- AI can help with unpacking technology by providing coding tutorials that are accessible to students.

3. What should parents do in relation to the use of these AI tools?

Parents should speak to their children about plagiarism and cheating, helping them to understand that AI is a tool for learning. Students are still required to put effort into their studies and improve their understanding of content. AI tools do offer help to students to help them with their learning and growth.

Article 2:

[Artificial intelligence such as ChatGPT to be allowed in Australian schools from 2024 | The Guardian](#)

Questions:

1. What decision did the Education Ministers in Australia make regarding artificial intelligence and education?

The Education Ministers made the decision to allow artificial intelligence including ChatGPT to be used in all Australian schools from January of this year. This will enable all students to be on the same playing field having access to these AI tools regardless of whether they attend a private or public school.

2. Why does each Australian state have different laws in relation to education?

The Australian Constitution divides law-making powers between the Commonwealth and the states. Education comes under the authority of the states and territories with each having the power to make decisions regarding education policy, curriculum, funding, and administration. This means that each state will create its own rules and policies regarding the use of AI tools by students in the classroom. Some effort is made at the Commonwealth level to promote consistency through initiatives like the Australian Curriculum and this Framework for AI in Schools, however differences still exist due to decisions on education being made at the state level.

3. List two findings of research into the use of AI tools by students in the classroom.

- AI tools can provide intelligent tutoring systems for students.
- AI tools can provide more personalized and targeted learning materials that can help educate at risk students.

4. What do schools need to do to support the use of more AI tools in the classroom?

Schools need to upskill teachers to be able to support the introduction and use of AI tools in the classroom. Some professional development or additional training should be done nationally across Australia so that it is available to all teachers in their schools.

Article 3:

[AI can help – and hurt – student creativity \(theconversation.com\)](https://theconversation.com)

1. Provide one argument for and one argument against the use of AI tools like ChatGPT in the classroom by students.

One argument in favour of the use of AI tools like ChatGPT by students is that they can be useful brainstorming tools that can help generate student ideas and inspire creative exploration.

One argument against the use of AI tools is that these tools can hold back student's creative thinking skills and self-confidence in their schoolwork.

2. How do students view the use of AI to help them with their schoolwork?

Students found the AI tools helpful, almost like having another brain. But they also thought that using these tools provided them with an easy option and did not let them think on their own. Students are using AI more and more for help with schoolwork whether for drafting essays, learning new languages, or studying history or science. Essentially there are mixed feelings with some happy to use AI tools to support their learning and others concerned about over reliance and in some way holding them back in their learning.

3. What are the current challenges or issues that schools face with AI?

Working out problems and being able to critically evaluate ideas is still reliant on the efforts of humans. Current ownership of material, issues of plagiarism and misleading information are challenges that schools face with AI. There are also ethical considerations and finding a balance between the use of AI technology while still enabling student creativity.

Article 4:

[AI is getting very popular among students and teachers, very quickly \(cnbc.com\)](https://cnbc.com)

Multiple Choice Quiz - Solutions

1. What percentage of teachers are familiar with ChatGPT according to the poll mentioned?

- a. 65%
- b. 79%**
- c. 92%
- d. 54%

2. How much did the percentage of K-12 students familiar with ChatGPT rise to?

- a. 37%
- b. 48%
- c. 75%**
- d. 62%

3. What percentage of teachers use ChatGPT at least weekly?

- a. 20%
- b. 46%**
- c. 68%
- d. 55%

4. Which group had the most favourable view of AI chatbots according to the poll?

- a. Teachers
- b. Students**
- c. Undergraduates
- d. Parents

5. Who has been working with Newark, New Jersey's school district to test ChatGPT for education?

- a. Sam Altman
- b. Greg Brockman
- c. Sal Khan**
- d. Ethan Mollick

6. What is the estimated range of cost per user for school districts using AI according to Khan?

- a. \$5-\$15
- b. \$35-\$45**
- c. \$20-\$30
- d. \$50-\$60

7. How many hours per week did Khan's research save teachers?

- a. 2-5 hours
- b. 10-15 hours
- c. 5-10 hours**
- d. 15-20 hours

8. What is one major reason teachers provided for not using AI?

- a. Lack of interest
- b. Lack of resources
- c. Lack of training**
- d. Lack of time

9. What is the focus when considering technology in education according to Khan?

- a. Cost
- b. Use case**
- c. Brand
- d. Availability

10. Which group showed a decline/drop in favourability towards AI chatbots?

- a. Students
- b. Parents
- c. Undergraduates
- d. Teachers**

11. What percentage of teachers received training on AI chatbots according to the poll?

- a. 10%
- b. 50%

c. 25%

d. 75%

12. How do teachers mainly use AI according to the poll?

a. Create ideas for classes

b. For personal use only

c. Create promotional content

d. None of the above

13. What is Mollick's overall sentiment towards AI in education in the long term?

a. Neutral

b. Positive

c. Negative

d. Indifferent

14. What did Khan say about the use of AI tools for teachers?

a. It adds more burden

b. It saves time

c. It complicates teaching

d. It has no impact

15. What is the main concern regarding AI and cheating in education?

a. Increased workload

b. Decreased accuracy

c. Potential cheating

d. Lack of monitoring

SAMPLE RESPONSES if students complete the mind map activity instead of the comprehension questions.

Student answers will vary

Article 1:

- AI can provide tools that revolutionize an outdated education system
- AI tools have a variety of valuable uses in the classroom from animating artwork, to teaching another language to even being a tutor to students
- There are ethical issues with using AI in the classroom like students using the tools to cheat
- Still need to consider the value of these AI tools in improving student learning and outcomes

Article 2:

- Artificial intelligence including ChatGPT will be allowed to be used by students in all schools from 2024
- Students are already using these tools so it's better for them to learn to use them properly
- Australia needed to implement a national policy on the use of AI tools in schools so that all students were able to have the same access
- Early research has shown that AI tutoring can help students especially those students who are at risk

Article 3:

- Artificial intelligence tools like ChatGPT can be both a friend for students, or a foe (enemy)

- AI can be a useful tool in the classroom to help with brainstorming ideas for example
- Students think that AI tools can give them an easy option to do schoolwork as they do not have to think
- Students are using AI tools more and more to help them with their classroom learning but they need guidance to avoid cheating, or using incorrect information when doing schoolwork

Article 4: (summary or article can be provided if teacher chooses this activity)

- More and more teachers in America are using AI tools in the classroom
- Students have provided positive reviews about the use of AI chatbots
- Interestingly older teachers and parents were less likely to have confidence in using AI tools effectively
- Article provides a range of dates about teacher, student and parent feedback

Activity 9: THE EDUCATION MINISTERS AI FRAMEWORK FOR SCHOOLS- Reading Comprehension Activity

Learning Intentions

We will understand the Minister for Education's AI framework which is being released across Australia schools this year.

Success Criteria

I can explain the key point of this media release.

I understand the importance of this document in relation to my own learning and school.

Task Instructions:

Read the media release and answer the questions that follow.

Link:

[AI framework for schools released | Ministers' Media Centre \(education.gov.au\)](#)

SAMPLE RESPONSES

1. Who made up the task force that produced this Framework?

The Framework was considered and agreed on by all the Education Ministers. The Taskforce was made up of members from the Australian Government, States and Territories, The Australian Education Research Organisation, the Australian Institute for Teaching and School Leadership and Education Services Australia.

2. Explain the purpose behind this Framework.

The purpose is to help guide school communities so that they can enjoy the potential benefits to the teaching and learning that AI offers and at the same time reduce the risks. Schools are discouraged from using AI products that sell student data.

3. Identify **two** key issues that are important in this framework? Why do you think they are important?

AI tools can personalize education and make learning more exciting and effective. It can help teachers and school communities gain more from new technology. This can only benefit the students as we live in a highly sophisticated technological society that is dynamic.

4. List **three** arguments in favour of using more AI in the classroom.

- AI will be part of the work and lives of students, so they need to be educated about its appropriate use.
- AI can change education, change marking, assessment, and lesson planning.
- AI can take the educational experience to a whole new level to engage students and be more relevant to them.

5. Do you support this decision to increase the use of AI in the classroom? Why/Why not

**Students responses will vary – two possible options have been provided.*

The purpose behind the Framework is to help schools use AI in a safe and effective way. It is about making sure that students and schools are safe and secure when they use these tools. The Federal and state governments understand the opportunities that AI provides students and teachers and want to ensure that schools have strict guidelines and policies to get the balance rights. So yes, I support this decision.

Or

No, I do not support this decision as more research needs to be conducted before the rollout of AI tools occurs in schools for students and teachers to use. There are privacy, security and safety issues that need to be considered. Schools and students cannot rely on AI to promote social skills, critical thinking skills, creativity, and social interactions. More pilot programs need to be run in schools to identify where the issues are before it becomes a nationwide Framework.

POST CONVENTION ACTIVITIES

Activity 1: Where do you stand?

Write a 250–300-word argumentative piece about whether you think technological advancements such as AI should be incorporated into the classroom. Be clear about your arguments and point of view referring to the debate or pre-convention material to support your opinion.

Activity 2: Sell it

Create a video or do a live presentation related to the topic. Select one or two arguments that represent your opinion and create an advertisement around these to present to the rest of the class to gain their support on your point of view.

Activity 3: One- Question Interview

Think of a question on this topic that you can ask your teachers about the use of technology in the classroom. Conduct a quick interview with at least 3 of your teachers. What did you discover? Write a paragraph to summarise your findings and then share with another student in the classroom.

Examples of questions could include:

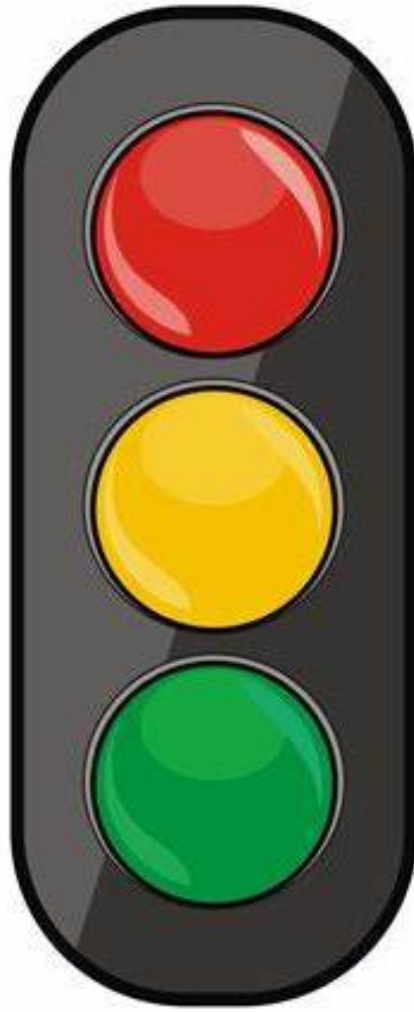
- What technology do you currently use in the classroom as part of your teaching?
- What do you see as the role of AI in your teaching of students at the school?
- Should technological advancements be incorporated in the classroom more?

Activity 4: Traffic Lights

You will be issued with three sticky notes and a picture of traffic lights.

Write down one thing you have learned about this topic (green light), one thing you are still thinking about on this topic (yellow light) and one thing that you are struggling with (red light) on the sticky notes.

Share with the rest of the class to identify common opinions and where you all differ. Take a class vote to see if students are in favour of or against technological advancements such as AI being incorporated in the classroom.



ADDITIONAL TEACHER REFERENCES:

You may find these resources helpful to unpack the topic as you prepare for the Convention with your students.

<p>How AI Could Save (Not Destroy) Education Sal Khan TED (youtube.com)</p>	<p>Excellent presentation that should be watched by Sal Khan the founder and CEO of Khan Academy who provides a range of arguments about why AI tools can be positive for both students and teachers</p>
<p>ChatGPT could be an effective and affordable tutor (theconversation.com)</p>	<p>The article is about the use of ChatGPT as a tutor to personalise the learning of students in the classroom</p>
<p>Innovation in Education: Embracing Technological Advancements for Enhanced Learning - Education360</p>	<p>Blog on arguments in favour of the use of technology in the classroom</p>
<p>AI Ethics (safeonsocial.com)</p>	<p>Article provides information about the importance of rules when using artificial intelligence in the classroom and invaluable tips for teachers and students</p>
<p>ChatGPT and Cyber Safety (safeonsocial.com)</p>	<p>Another good article on the use of ChatGPT and safety concerns focusing on how to be cyber secure</p>
<p>The Benefits of Technology in Education Uyen Nguyen Thuc TEDxYouth@PennSchool (youtube.com)</p>	<p>Ted Youth talk giving a student's perspective on the benefits of technology in the classroom and in education</p>
<p>'Embarrassing': The huge downfall to artificial intelligence news.com.au — Australia's leading news site</p>	<p>AI "assistants" are taking the world by storm, with employers and employees reaping the benefits. However, the pitfalls can be unexpected and damaging.</p>