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ARTIFICIAL INTELLIGENCE (AI)

Daniel Hand High School

BOE October 2023

01.

DHHS ENGLISH

Expectations & Preventative Measures

ON SYLLABI

All assignments (both formative and summative) should be completed <u>independently</u> by students and should not contain ideas/analysis gathered from outside sources without proper citations (other students' work, online, AI, etc.). Students should not share their work with any other student(s), unless the assignment requires collaboration.

Per the Code of Conduct, if either of these conditions are not met, students will receive a zero on the assignment without the option to re-do it, adults at home will be notified, and a referral for plagiarism will be sent to administration.

ON SYLLABI

The use of AI platforms to <u>generate</u> work is prohibited in this class. To ensure that students are participating in the educational process, the following notes and rules are in effect, and there are no exceptions to them:

1. A MPS Google account must be used for ALL typed work. This means that students may NOT type your work elsewhere and copy/paste it into a Google doc.
2. The Code of Conduct for plagiarism will be enforced if the editing history on Google is not visible.
3. The use of Grammarly is allowed, but work must be created on a Google Doc before it can be run through Grammarly.

There are some ways to use artificial intelligence appropriately, and we will explore those throughout the year. If a situation were to arise where an assignment may benefit from the use of AI, let's chat(GPT) about it.

ON STUDENT-FACING ASSIGNMENTS & RUBRICS

By submitting this assignment, I confirm that my work has been done independently by me, and will not contain ideas/analysis gathered from outside sources without proper citations (other students' work, online, AI, etc.).

I also confirm that I will not (and have not) shared this work with any other student(s).

If either of these conditions is not met, I understand I will receive a zero on the assignment without the option to re-do it, adults at home will be notified, and a referral for plagiarism will be sent to administration.

ON STUDENT-FACING ASSIGNMENTS & RUBRICS

The use of AI platforms to generate work is prohibited in this class. To ensure that you do your own work, the following notes and rules are in effect, and there are no exceptions to them:

1. Your MPS Google account must be used for ALL typed work. This means that you may NOT type your work elsewhere and copy/paste it into a Google doc.
2. The code of conduct for plagiarism will be enforced if the editing history on Google is not visible.
3. The use of Grammarly is allowed, but work must be created on your Google Doc before it can be run through Grammarly.

There are some ways to use artificial intelligence appropriately, and we will explore those throughout the year. If you feel like one of your assignments may benefit from the use of AI, let's chat(GPT) about it.

PREVENTATIVE MEASURES

01.
GOOGLE DOCS
Allows teachers to reference edit history and see "live" work-in-progress

02.
GOOGLE CLASSROOM
Provides easy access to student work

03.
ORIGINALITY REPORT
Compares student work to web pages and books found online

04.
GOOGLE EXTENSION - DRAFTBACK
Allows a teacher to see keystrokes on a Google Doc

05.
AI DETECTION SITES
Detects the likelihood of AI-generated material

06.
PREVIOUS WRITING & WORK
Provides a baseline for student work

ARTIFICIAL INTELLIGENCE (AI)

AI PLC

In addition, the DHHS English Department has created a small PLC group that will meet twice a trimester to analyze AI use (for both teachers and students), reflect on best practices, identify areas of concern, and research new applications.

TEACHER USE

➜ Refine and integrate current rubric language and POG rubric language for PBAs and other summative assessments
➜ Generate student groups
➜ Refine discussion or comprehension questions
➜ Provide opportunities for student analysis/reflection (ex., AI-generated personal narrative versus a student-generated narrative)
➜ Create "models" for analytical writing and reflect on depth and substance of the material
➜ Provide sample sentences for grammar and mechanics instruction

AI SITES AND RESOURCES FOR INSTRUCTION

Open AI	- Role playing challenging conversations - Building quizzes, tests, and lesson plans from curriculum materials - Reducing friction for non-English speakers - Teaching students about critical thinking
Eduaide.Ai	Includes over 100 resource types and learning objects to choose from (ex: Lexile decreaser/increaser, substitute planner, newsletter outlines, sentence stems, scenario-based questions.
Twee	- Create questions for any YouTube video in just a few seconds - Generate dialogues, stories, letters or articles on any topic and for any level - Quickly create multiple choice questions, open questions, and True/False statements - Find interesting discussion questions, facts, and quotes by famous people related to the topic - Brainstorm vocabulary related to the topic and create fill-in-the-gap and open-the-brackets exercises
MagicSchool.ai	- Create lesson plans and rubrics - Draft paperwork (IEP generator) - Create differentiated materials (text leveler and text scaffolder)

Lessonlab.ai	- Write reports and IEPs - Chat with historical figures - Create lesson plans and unit plans - Standards-aligned
Diffit.me	- Provides leveled resources for topics, questions, and terminology - Provides leveled resources for articles, texts, and excerpts (PDF or from the web)
Conker.ai	- Create multiple choice quizzes/assessments for any subject and/or grade level - Aligned to standards

02.

DHHS STUDENTS

Student Perspectives

AI SURVEY RESULTS

Have you used AI on past assignments?

➔ 59.5% reported that they had not use AI on assignments; 40.5% reported that they had used AI in the past

For those who reported that they had used AI in the past, 72% stated that they used AI once or twice, 24% stated that they used it often, and only 1% of students reported that they used it all the time.

Reasons for Use:

➔ To aid in comprehension and to help refine writing or research (10%)
➔ To generate/capture new ideas (9%)
➔ To explore the capabilities of AI (8%)
➔ To solve problems (6%)
➔ To assess and reflect on your work (4%)
➔ To create study materials (2%)

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OTHER WAYS TO USE AI

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Some students reported that they have used AI in the following ways:
➔ For personal use (baking, writing cards)
➔ To explore image-creation AI platforms, like Dall.E
➔ To translate when other assistive technologies are not helpful
➔ To correct grammar and sentence structure (Grammarly)
➔ To explain a point in a project (with teacher permission)
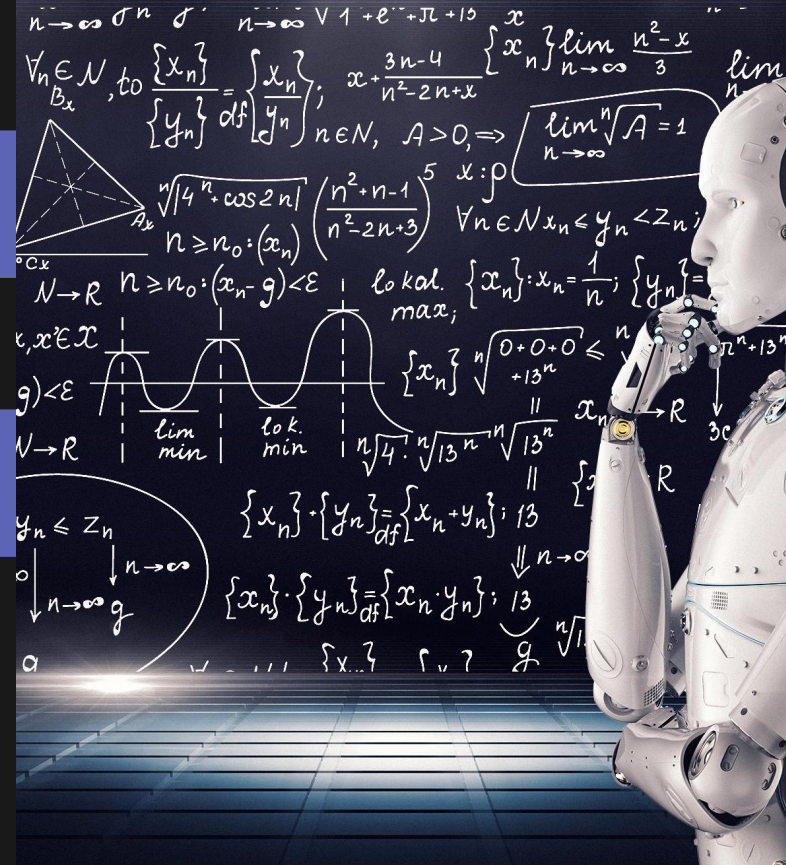
ACADEMIC INTEGRITY

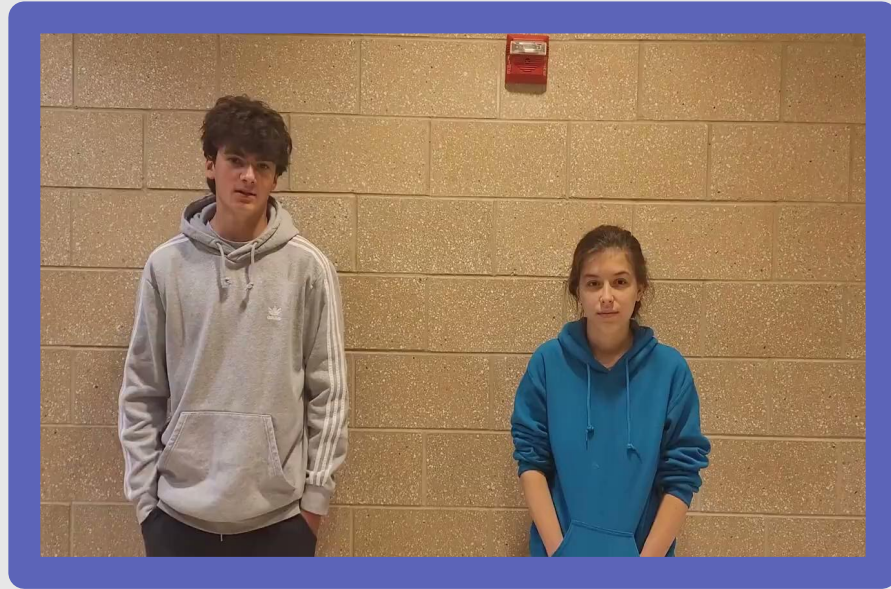Over 97% of students reported that they had never presented AI-generated work as their own.

Many students are able to see the complexity of AI use (97%) and 3% of students think that AI has an exclusively positive impact on education.

ARTIFICIAL INTELLIGENCE (AI)

03.

PROFILE OF A GRADUATE

Connections to Our Vision

PROFILE OF A GRADUATE

Critical Thinking	Creative Thinking	Collaboration/ Communication	Self-Direction	Global Thinking
Inquiry	Idea Generation	Collective Intelligence	Self-Awareness	Citizenship
Analyzing	Design	Product Creation	Decision Making	Alternate Perspectives

MOVING FORWARD

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➔ Continue to investigate AI programs and resources to enhance the teaching and learning process
➔ Provide foundational and supplementary guidelines for use and misuse
➔ Maintain open and honest dialogue with students about AI and its usage

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