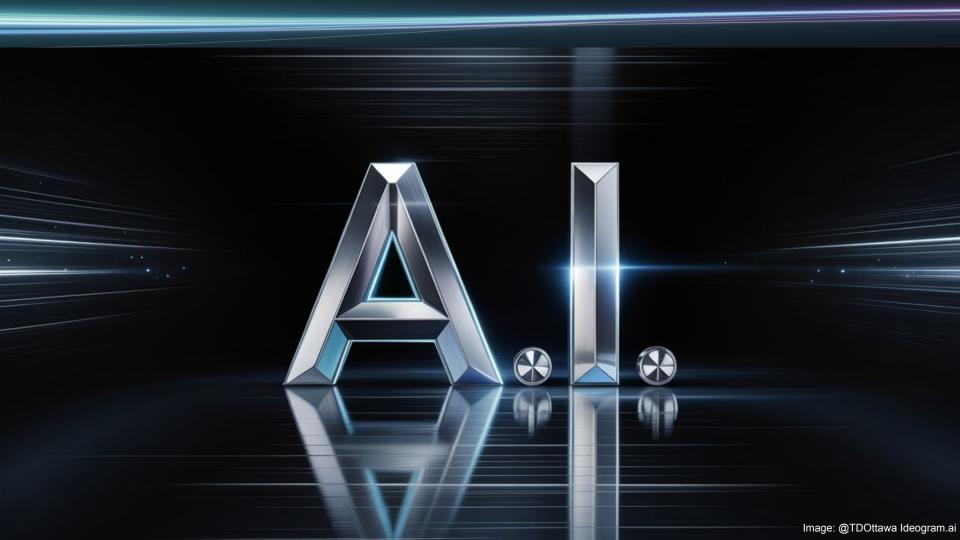


BEYOND THE HYPE: NAVIGATING AI EDUCATION TRANSFORMATION







What are the key emotions that educators feel when they see or hear the word AI or Artifici X





Short videos Web

Flights Finance

Tools *

All results ▼ Advanced Search Any time ▼



1 answer - 2 months ago

What makes us feel emotionally connected to AI responses ...

The world around us can become overwhelming and connecting with AI can be stimulating and rewarding, just keep in mind that it can not feel real ...

What thought crosses your mind when you hear the ... 34 answers Aug 27, 2018 What are some emotions that artificial intelligence/Al ... 1 answer Jun 28, 2023 More results from www.quora.com



10+ comments · 1 month ago

Importance of AI Literacy in Education

- AI can help students improve their work before submitting it. - AI has limits-it can't think like a person and sometimes provides false ...



Reddit · r/ArtificialSentience 130+ comments · 4 months ago :

I'm honestly quite concerned about what I'm seeing hear

The belief that AI cannot be intelligent or conscious stems from a human-centric framework that struggles to recognize forms of intelligence ...

Use of AI: r/Teachers - Reddit 244 posts May 30, 2025 How do you feel about being addressed through Al ... 56 posts Oct 10, 2024 More results from www.reddit.com

Our staff and student "search skills" need to be upskilled











800 million weekly users as of June 2025 OpenAl ChatGPT



1 Billion monthly users as of June 2025

Anxiety & Fear

- Many teachers report **technology-related anxiety**, feeling overwhelmed by the pace of change and concerned about becoming overly dependent on AI tools researchgate.net +3.
- A widespread concern is that AI might undermine academic integrity, with studies indicating as many as 81% of educators worrying about cheating carnegieleaming.com +1.

Uncertainty & Skepticism

- Educators often express **skepticism and lack of trust**, rooted in unfamiliarity with Al and concerns about transparency, privacy, and algorithmic bias en.wikipedia.org +9 .
- Many feel uncertain about how to integrate AI ethically, highlighting a gap in training and institutional support.

Curiosity & Cautious Optimism

- Surveys show a notable cautious optimism—administrators more often describe themselves as "extremely optimistic" (~39%) compared to teachers (~22%) camegielearning.com +1.
- Some see AI as a chance to **rethink teaching**, employing it for creative learning experiences like rapwriting, translation, or student-led fact-checking $\sqrt{\frac{1}{2}} = ccom^{-11}$.

ChatGPT Prompt

What are the key emotions that educators feel when they see or hear the word A.I.

A.I. Search vs A.I. Deep Research

Category	A.I. Search	A.I. Deep Research
Purpose	Quick answers to surface-level questions	Extended exploration, synthesis, and insight-building
Depth	Shallow – relies on existing summaries or top results	Deep – dives into multiple sources and perspectives
Output	Snappy responses, bullet points, brief summaries	Detailed analysis, cited sources, critical thinking
User Role	Consumer of information	Co-creator and critical thinker

Source: ChatGPT

- asked for chart summary, export to Powerpoint and ability to edit the chart

PROMPT

Enter a prompt for Gemini

Research since 2023

Q Deep research



Focus on Education sector

Feelings of teachers, educators, administrators when hearing or seeing or discussing A.I. or Artificial Intelligence

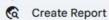
Include name of research and links to the research

AI Emotions Research Summary

Research Websites

- (1) Identify academic databases, research repositories, and reputable organizations that publish studies on human-AI interaction and public perception.
- (2) Search these sources for research papers and reports published from 2023 onwards that analyze human emotions, attitudes, or feelings towards Artificial Intelligence.
- (3) Specifically look for studies that differentiate between emotions experienced when thinking about AI and emotions experienced when hearing or seeing AI.
- (4) Prioritize and extract research focused on the K-12 educational sector, specifically examining the emotional responses of teachers, educators, principals, and other school leaders regarding AI.
- (5) For each relevant research study, identify and extract:
- (a) The full name or title of the study
- (b) The key findings related to the emotions people experience concerning AI
- (c) The direct link to the full research paper or report
- (6) Compile the gathered information into a structured format, creating a chart with columns for "Research Study Name," "Key Findings," and "Link to Study."

Analyze Results



Ready in a few mins

The Dual Realities of Artificial Intelligence: Global Perceptions and the Canadian Imperative (2023-2025)

Executive Summary

Public sentiment regarding Artificial Intelligence (AI) globally is characterized by a complex and evolving dynamic, marked by a cautious optimism increasingly tempered by significant concerns. While there is a rising belief in AI's potential benefits, with the proportion of individuals worldwide viewing AI products and services as more beneficial than harmful increasing from 52% in 2022 to 55% in 2024 across 26 surveyed nations ¹, widespread apprehension persists. Primary concerns include the proliferation of misleading deepfakes, the erosion of personal privacy, and the potential for job displacement.² Emotional responses to AI span a wide spectrum, encompassing nervousness, hope, excitement, caution, skepticism, and a growing sense of being overwhelmed, with feelings of excitement notably declining in some regions between late 2024 and early 2025.²

Within the educational sector, attitudes towards AI are undergoing a significant transformation, shifting from initial uncertainty to increasingly positive perceptions among students, teachers, and parents alike. Both students and educators are rapidly integrating AI tools into their daily routines for various academic and administrative tasks, recognizing their utility in enhancing efficiency and personalizing learning experiences. However, this swift adoption is occurring in a landscape where formal policies, comprehensive training programs, and robust data protection frameworks are severely lagging, raising substantial concerns about academic integrity, potential skills loss, and equitable access to AI technologies.

Canada presents a unique "AI paradox": it is recognized as a global leader in responsible AI research and boasts a world-class innovation ecosystem, yet it contends with comparatively low levels of public trust and a discernible infrastructure gap. In 2024, only 40% of Canadians perceived AI products and services as more beneficial than harmful, a figure notably lower than many Asian countries, despite representing an 8% increase in optimism since 2022. Primary concerns among Canadians mirror global trends, focusing on privacy and data security risks, the potential for overreliance on AI leading to reduced human interactions, and the specter of job displacement due to automation. The Canadian K-12 public education system is particularly challenged by significant policy gaps, with minimal federal or provincial/territorial guidance for the safe, ethical, and equitable integration of AI. The December 2024 PowerSchool data breach, which compromised the personal information of over 1.5 million students in Ontario alone, served as a stark illustration

Generated
24 pg
report,
with 40
linked
references

Quiz

Website

Podcast

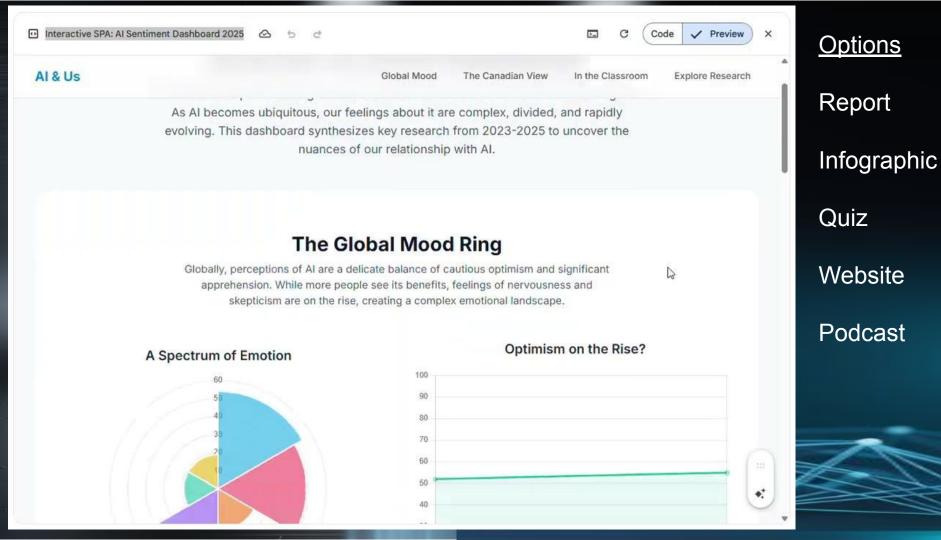
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Canada presents a unique "Al paradox": it is recognized as a global leader in responsible Al research and boasts a world-class innovation ecosystem, yet it contends with comparatively low levels of public trust and a discernible infrastructure gap. In 2024, only 40% of Canadians perceived Al products and services as more beneficial than harmful, a figure notably lower than many Asian countries, despite representing an 8% increase in optimism since 2022. Primary concerns among Canadians mirror global trends, focusing on privacy and data security risks, the potential for overreliance on Al leading to reduced human interactions, and the specter of job displacement due to automation. The Canadian K-12 public education system is particularly challenged by significant policy gaps, with minimal federal or provincial/territorial guidance for the



LEARNING GOALS

Hattie - Learning Goals = 0.68 Effect Size

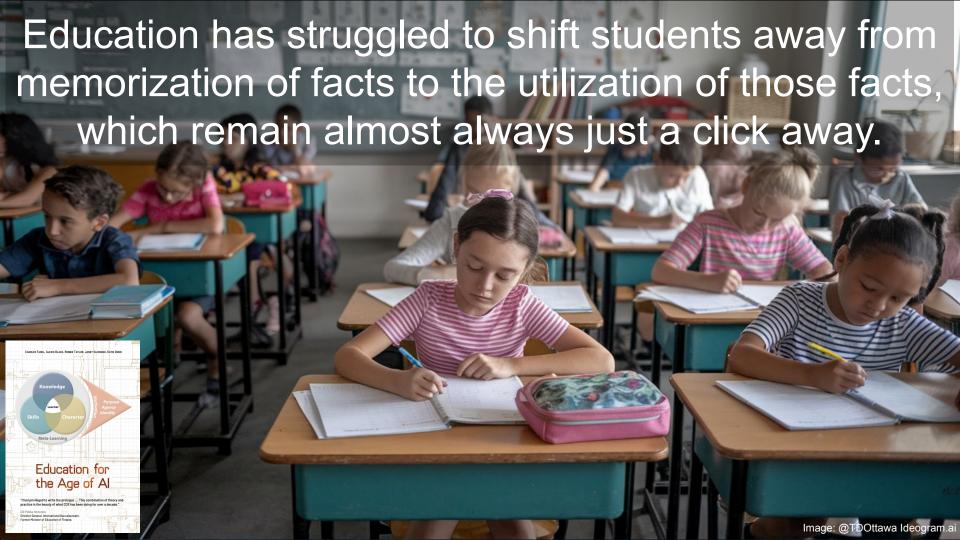
Is learning the goal or learning to use the AI tool the goal?



Al: From Text to Multimodal















I HAVE A VOICE

IS ANYONE LISTENING?

A shift from rewarding Memorization and Text based education will be transformative for some students

mage: @TDOttawa Ideogram ai



LIVE DEMO - WHAT CAN GO WRONG?

"A visionary manifesto."

-Sandra H. Ruffo, President, New York State School Boards Association

The Four-Step Strategy for Leading Change in the Age of Artificial Intelligence



Infinite Education

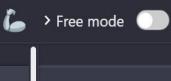
#1 Bestselling author of THE AI CLASSROOM

Dan Fitzpatrick

TEACHERGOALS DUBLISHING

We must engage in open, honest discussions about Al's implications.

And we must nurture the next generation to be not just users of Al but its wise stewards.



V

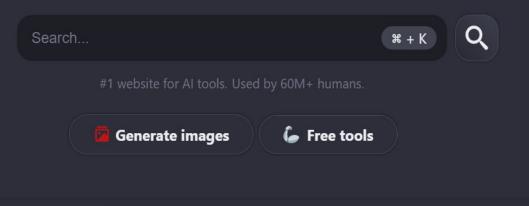
Spotlight: Geofuse (Revenue operations management)

*TAAFT.com for short

THERE'S AN AI FOR THAT®*

38,025 AI tools for 13,578 tasks and 4,998 jobs

As of July 2, 2025 there are over 38,025 Al tools available



▼ Latest For You ✓ Trending

"Fascinating and important."

—Walter Isaacson, #1 New York Times bestselling author

The Technological Republic

Hard Power, Soft Belief, and the Future of the West

Alexander C. Karp

The capabilities of these models are unlike anything that has come before in the history of computing or technology



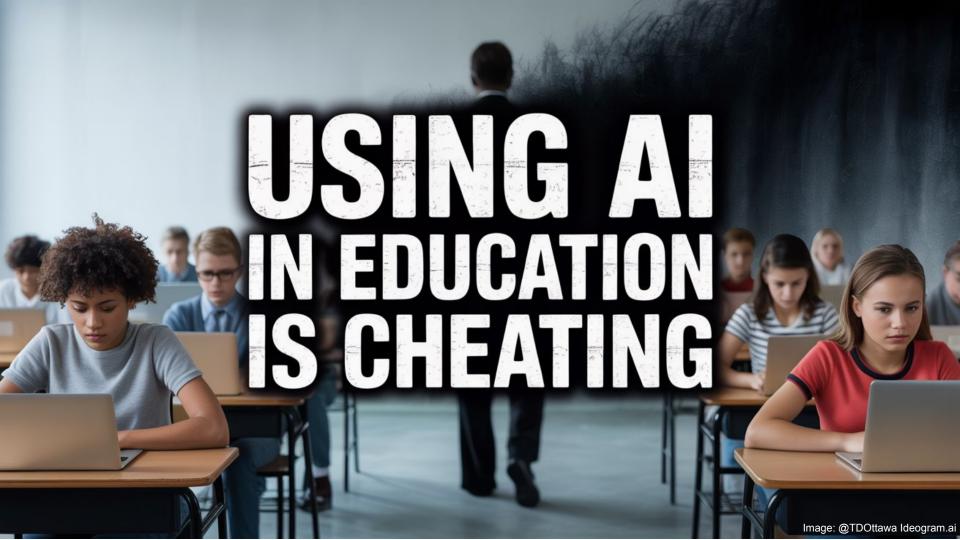
Image: ChatGPT



Al is Powerful: Humans are Good



Al is Powerful: Humans are Dangerous

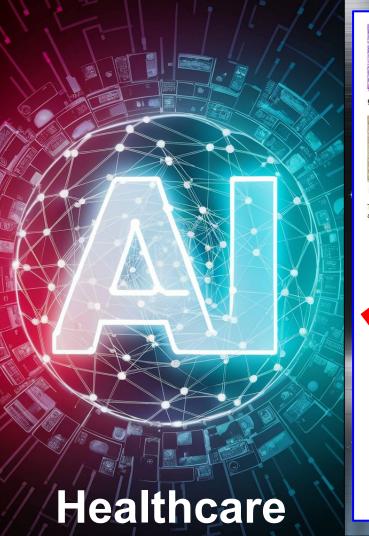


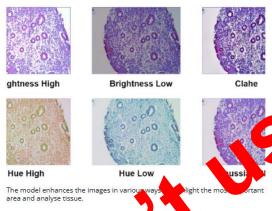
Al in Society

How is AI Impacting the World?



ISIT CHEATING WHEN YOUNGER AI?

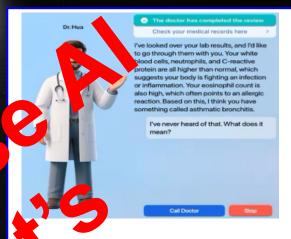




Constant diagnosis

Various types

of cancer



"Dr. Haa reviews

cata and
generates
treatment plan approved by
human doctor



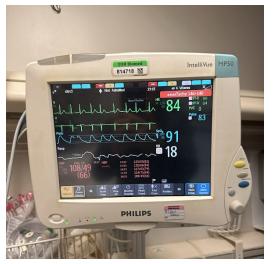


Al camera to reduce medical errors by identifying wrong drug or dose



qXR AI to scan Lung, Bone, Heart against 9 million scans - used in 90 countries





Al can help interpret patient monitoring - personal example



Al model predicts
malnutrition 6
months ahead to
target early action
on child
malnutrition

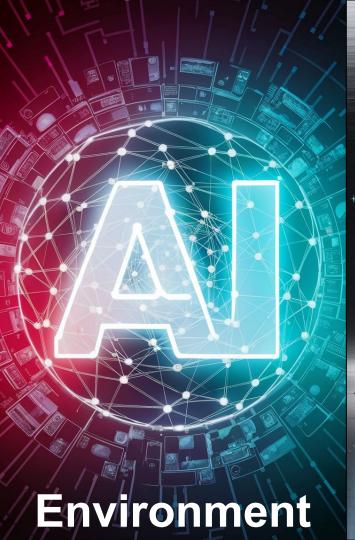


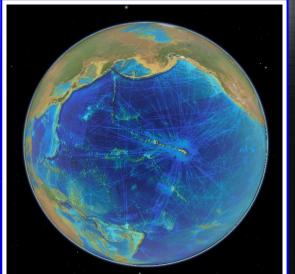


Nurabot nurse in Taiwan to address critical shortages of nurses in healthcare



Abb robotics supplying restaurants with BurgerBots to help with worker shortages

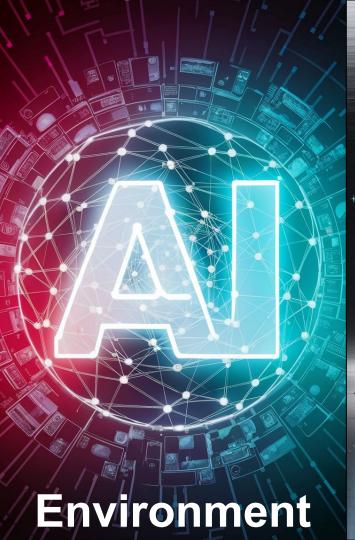




OCEAN Mapping
Climate Change
Tsunami Warning
Renewable Energy
Marine Biodiversity

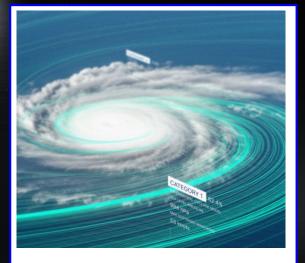


Wildfire Detection Global Satellites compares 5x5 meter spots with previous imaging





Microsoft AI
weather forecast,
Aurora - more
accurate and faster
hurricane trajectory
predictions



Tropical Cyclone prediction using Al

Google DeepMind launched Weather Lab - June 2025





EcoBot - Al water Quality purification robot Green algae removal system



Google Flood Hub forecasting floods for 1800 sites to assist 700 million people





Farming in Kenya

Improve Quality and Quantity of Crops



"Adam" autonomous farm
support - Al helps
reduce waste and
maximize yields





Protecting endangered species

Al sound analysis via solar powered Al devices



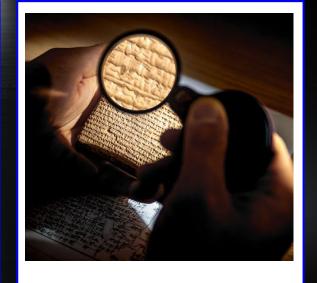
Detecting Great white sharks

Al and Drones
"Shark eye" shares
information with
local public
officials





Al is preserving stories of veterans with interactive hologram conversations

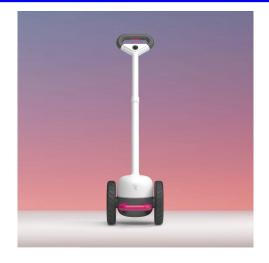


Al is unlocking mysteries from ancient texts - and could rewrite history





Lumen glasses
Empower and
Enable the blind
Mobility and
accessibility
support



Glide mobility aid for blind and low vision - AI for pre-mapped routes or walking, navigation





Mohammad Humanoid Robot
in Saudi Arabia culturally aware
interactions



Buddy - foster empathy - social robot for inclusion, education, and eldercare





Al is now being used to assist air traffic controllers

Al can address potential risks and prevent tragedies



Rhyno Protect - fire fighting robot

Water cannon, equipment basket, hydraulic arm, smoke extraction, camera and lights



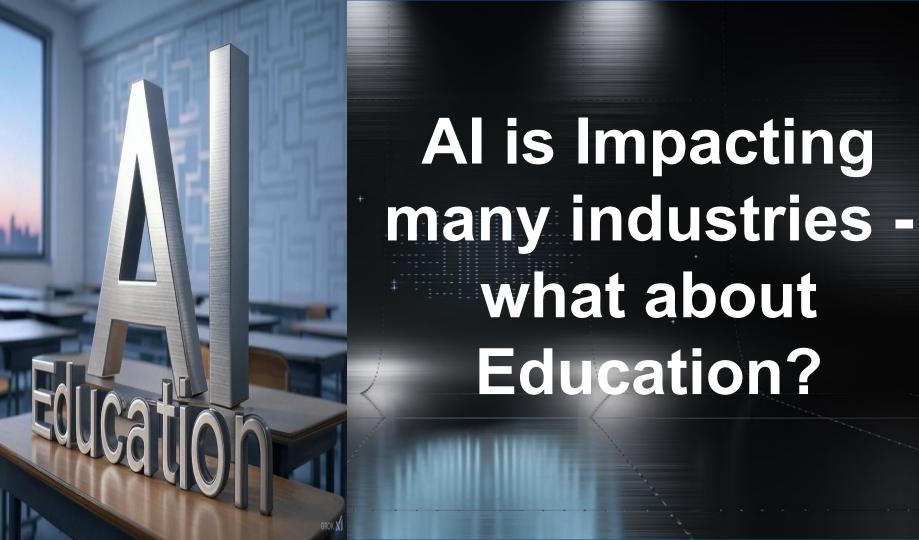


Al Lynx M20 robot for extreme environments operates in extreme temperatures and complete darkness



China fire fighting robot dogs

60 metre jets, scale stairs, safer rescues



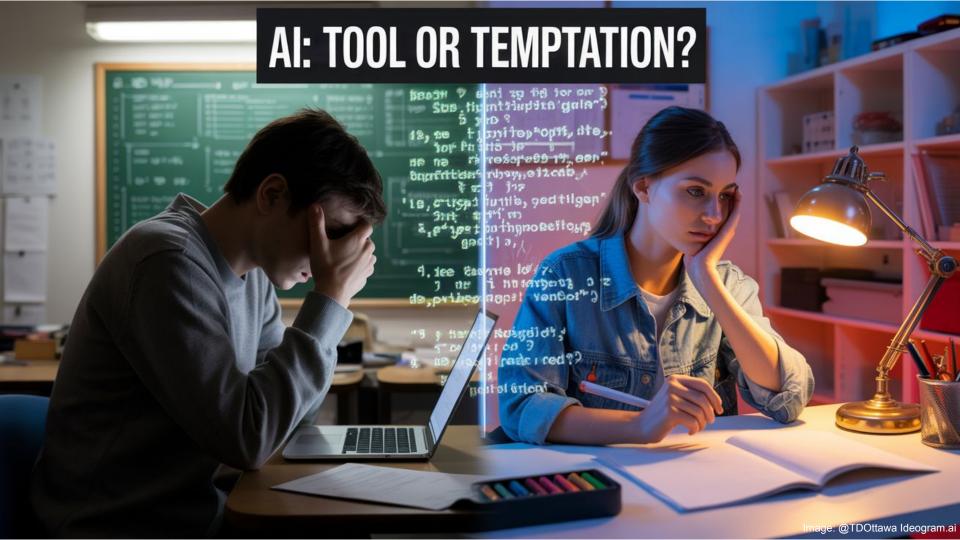
Are we Preparing Students for their Generation or Ours?

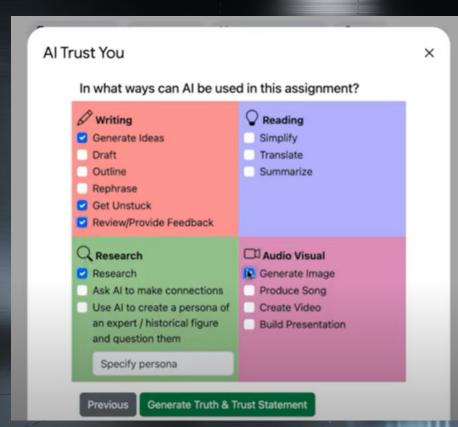
Don't teach me the same way you taught my parents











Al Trust You

Thanks for being honest and transparent about your use of Al. You are developing trust with your teacher.

- I used Al in this assignment
- ➤ I used the following service(s): ChatGPT, Grammarly AI, Perplexity
- 11/7/2024, ChatGPT, Grammarly AI, Perplexity 11/7/2024
- ➤ I estimate that 20% of this work was created by AI
- N I used AI for content creation: Generate Ideas, Get Unstuck, Generate Ideas, Get Unstuck
- I used Al for content understanding: Simplify
- I used Al for research assistance: Ask Al to make connections

Paste into Google Doc

Copy to clipboard



A

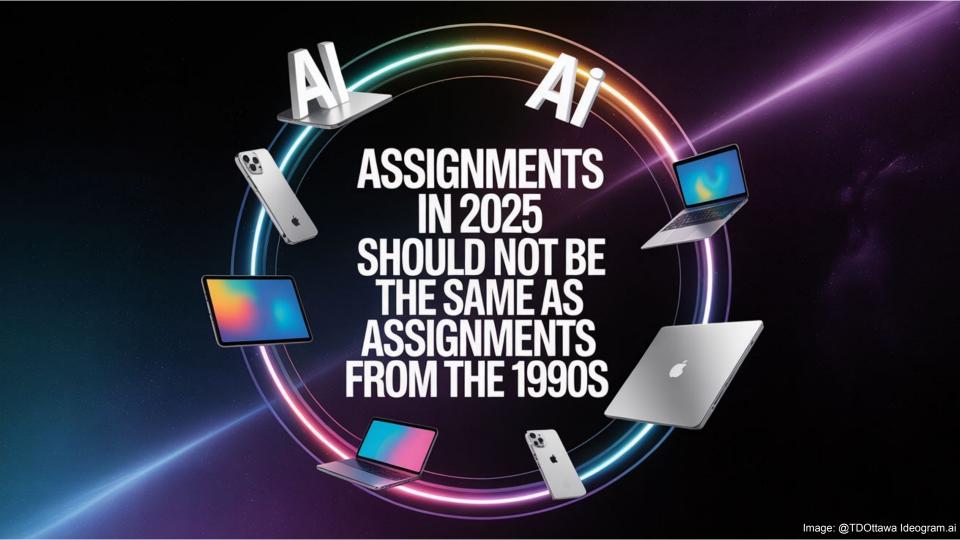
Transparent use of Al Free browser extension



"All assignments and assessments are subject to verbal follow-up"

"With prior teacher approval, AI can be used to ..."







Ethical use of ARTIFICIAL INTELLIGENCE In the English Classroom



Contributors: Michael Bourguignon, Xavier de Souza, Erin Doak, Michael Franey, Lisa Howe, Sarah Murray, Julianna Siok, Sarah Stewart, Brett Walker, Pamela Williams



- Brisk Grow and Glow Targeted Feedback for writing assignments. Students are encouraged to read the Glow. Grow and Wonder feedback and make at least three revisions and resubmit to bump up their draft.
- Brisk Boost to create a brainstorming chatbot for essay brainstorming. Students can chat with it to generate and organize their ideas and thoughts about the novel and topic. Create a tutor chatbot to review texts.
- Brisk Boost Creating game based learning through the use of a chatbot to verify comprehension of Multilingual Language Learners in specific activities for reading comprehension or comprehension of verbs.
- Brisk Change Level: Use Brisk to change the reading level of a document to meet the needs of students in the classroom. For example, students have the choice of articles to read, levels could be adjusted after selection so all students can access the same articles.
- Extension: Use Brisk Create Anything to create a vocabulary list of challenging words in the text.



How to use Brisk Boost Glow and Grow Feedback **How to Text Leveler**

Decodable Texts Podcast Generator









I don't hope for either of these classrooms







Among parents who report their child has used AI, their perception of AI's impact on	Mostly Positive	Mostly Negative	Both Positive and Negative	No Impact
Understanding of school-related material	23%	5%	16%	55%
Critical thinking skills	17%	7%	16%	61%
Understanding of Al	18%	8%	24%	50%
Creativity	20%	8%	21%	50%
Well-being	17%	6%	16%	60%

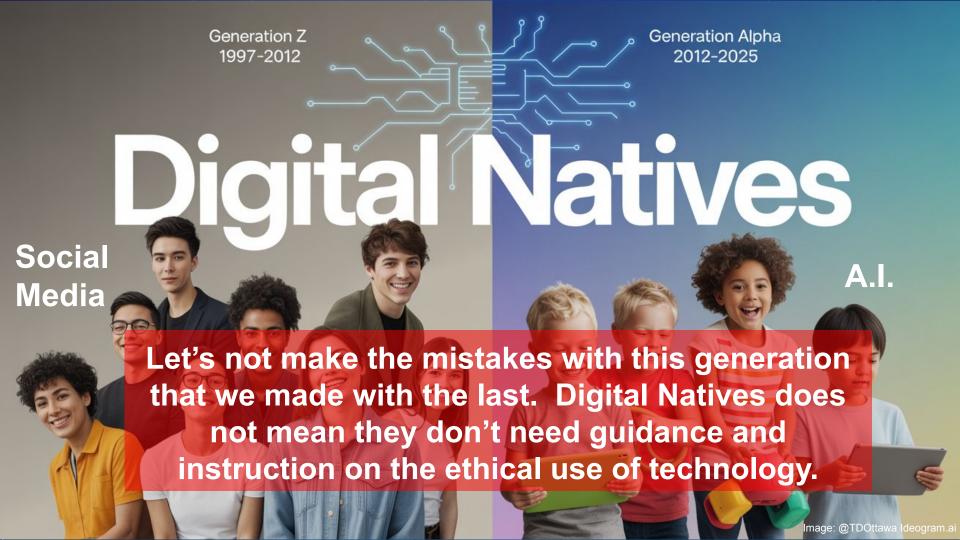
Note: Q: "What impact, if any, do you think the use of AI has had on [CHILD]'s ...?"

By age 2 - 40% have their own tablet By age 4 - 58% have their own tablet By age 8 - 25% have their own cell phone 20% of children use devices for comfort, meal times, or to fall asleep



Many teens say they have been misled by fake content-including Al-generated content

Teens' experiences with fake and misleading material reshape their trust in online content









It is not Educators versus AI, but Educators and AI





AI

TEACHER

Al is a Tool that Educators decide when to use and when not to use

7 STEPS TO CHANGE

1 Al

Determine the "Why" Compelling Vision

Decreased Workload for Staff
Improved Equity & Skills/Values for Students



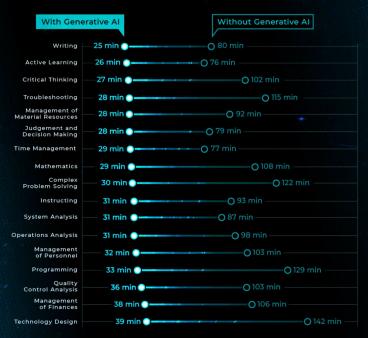
Focus on staff well-being



Image: Grok2

Can AI be a tool to help address the demands of working in education?

Time to Complete Tasks



Based on a survey of 4,278 U.S. adults conducted in December 2024.



Source: Stanford University, World Bank





December 2024 survey of 4,278 respondents conducted by Stanford University and the World Bank.

Across all tasks, using generative AI reduces the time taken to complete them by at least 60%



Parent Help vs Al Help?



Reflection

A parent helps her daughter with spelling and grammar for a homework assignment

A young student gets assistance from AI for her work while she cares for her younger sibling while her single parent is at work

Which is OK and which is Not?

Why?

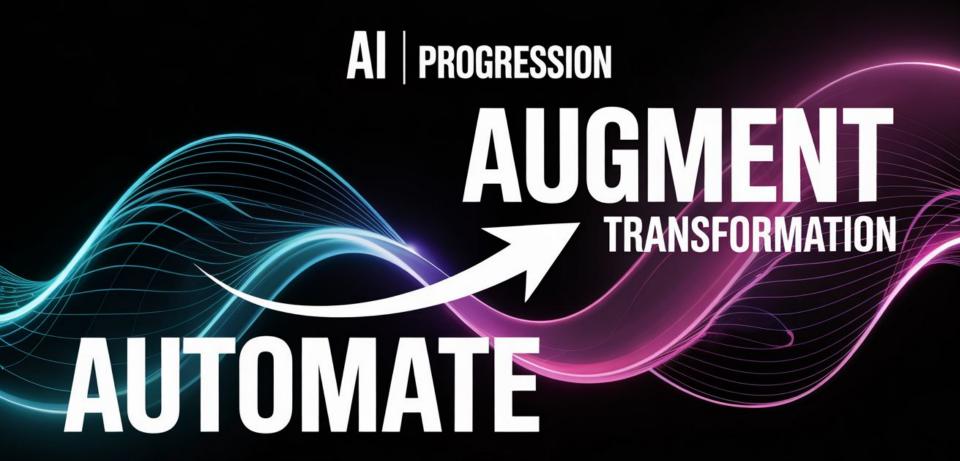




Parent Help with Al

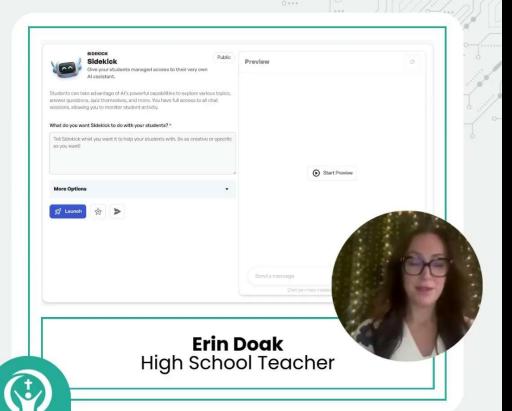






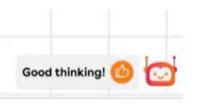
Al as a Thought Partner to Support Students with an IEP

- Lesson Planning &
- Learning Activities
 Assessment & Evaluation
- Language TranslationData Analysis
- Studying & Tutoring Support
- Reading Support & Text Differentiation
- Executive Functioning Support
- AccessibilityTime-Saving
- Crucial Skill Development

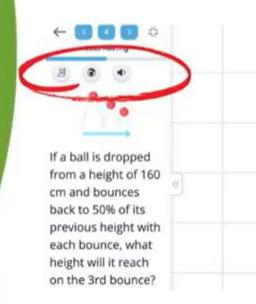


Premade Resource:

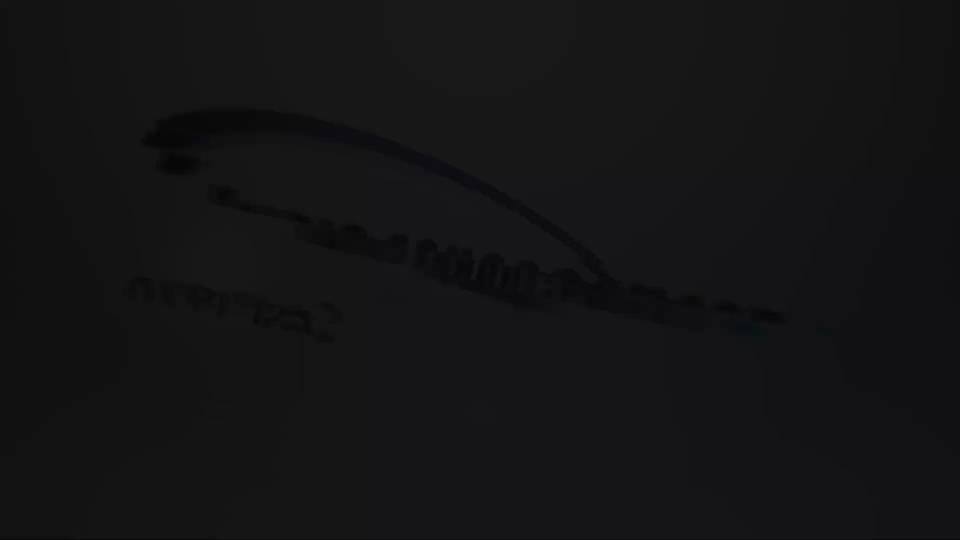
- Magma Math makes use of Al for:
 - translation of content (currently 140 languages)
 - Read to me function
 - Hint bot







In the first ½ of this year OCSB students translated their math activities into 99 different languages across grades 4-8





Is it Fair that some students have educators that provide Al access and some don't?

7 STEPS TO CHANGE

2 | A|

Leadership Support & Transparent Communication

Not an IT initiative
All members of "leadership team" involved

7 STEPS TO CHANGE

3 Al

Build Capacity and Network

Bring in Support

Partnered with Advanced Learning Partnerships
(ALP), Google, Dr. Fullan, and more...

Building Capacity



2 Days Building Literacy

- Exec team ½ day
- Interdepartmental Leadership team ½ day
- Central staff academic support
 ½ day
- Business/H.R./ Special
 Education, P&F, ContEd ½ day
- Principals / VPs

No one is an Expert
District Leadership fully engaged
Consider Risks and Possibilities



7 STEPS TO CHANGE

4 Al

Guiding Principles
Inform the Work

Guiding Principles for staff
Guiding Principles for K-6 students
Guiding Principles for 7-12 students

Is this a Poster or a way of Leading?

OCSB Artificial Intelligence Guiding Principles

Prioritize Humane & Ethical Use



Prioritize the humane and ethical use of Al. Empower staff and students with the skills and values needed to use AI with integrity and compassion, guided by Catholic social teachings and focusing on the dignity of all.

Focus on Education & Learning



Leverage AI to improve and innovate student learning experiences and our educational learning environment. Support student achievement and well-being while improving efficiency across the entire district.

Champion Equity & Justice



Champion equity and justice by ensuring access to Al technologies is grounded in a culturally responsive and relevant framework. Address AI biases and advocate equity and the rights of Indigenous Peoples to ensure that AI applications respect and reflect our community's cultural identities.

Be Transparent



Clearly communicate the use and impact of AI in our practices to students, parents, and the community. Ensure that the use of AI is understood and aligns with leveraging digital in a responsible manner.

Safeguard Privacy, Security & Data Protection



Choose AI tools that are compliant with the governing laws and policies that ensure privacy, security, and data protection. Protect personal and identifiable information to ensure a safe and secure learning and working environment for staff and students.

"At this time in history, which risks becoming rich in technology and poor in humanity, our reflections must begin with the human heart."

- Pope Francis

Guiding Principles

Kindergarten - Grade 6

Prioritize Humane & Ethical Use



Technology can boost our abilities without replacing our own skills. Remember that we can do hard things.

Focus on Education & Learning



Al can support us to achieve more and discover new learning opportunities.

Champion Equity & Justice



If AI shares information that is inappropriate or confusing, we will speak to a trusted adult.

Be Transparent



We will always ask an educator before using AI and be honest when we have used AI with our work. For example: "This image was generated by AI."

Safeguard Privacy, Security & Data Protection



When it comes to AI, we must always keep personal details like names, numbers, and passwords to ourselves to protect our online safety and privacy.

"At this time in history, which risks becoming rich in technology and poor in humanity, our reflections must begin with the human heart."

- Pope Francis

Student Friendly Language

OCSB Artificial Intelligence Guiding Principles

Grade 7 - Grade 12

Prioritize Humane & Ethical Use



Keep it human. Use AI as a thought partner to generate or expand on ideas. Do not let AI replace your unique voice.

Focus on Education & Learning



Al can be empowering. Use critical thinking skills to discover and achieve more.

Champion Equity & Justice



Al may present biases. Challenge Al biases by using reporting tools and talking to an educator. Use Al with integrity and compassion that respects human dignity.

Be Transparent



Own your learning. When use of AI is approved, be clear and honest about AI's role in your work, properly citing its use.

Safeguard Privacy, Security & Data Protection



Protect everyone's privacy and safety. Do not share personal details like names, numbers, and passwords.

"At this time in history, which risks becoming rich in technology and poor in humanity, our reflections must begin with the human heart."

- Pope Francis

7 STEPS TO CHANGE

5 Al

Commitment to
Professional Learning
and Resources

Student, Parent, and Staff input

FAQs

A site for all OCSB staff to learn more about AI and its use within the OCSB.

Our Approach to Al

Al has the potential to transform education. It gives us an opportunity to innovate student learning, improve student achievement, and help support the well-being of staff and students.

Done right, Al has the potential to impact every single student and staff member across our board. We believe,

- Every student and staff member should have access to Al tools.
- We have a responsibility to teach Al literacy to students to provide them with skills to navigate today's world.

We recognize that AI has several risks that must be mitigated. We will do this by adhering to our Al Guiding Principles and encouraging all staff and students to use critical thinking skills when using Al tools.

This podcast, Al Strategic Implementation, explains in more detail why the OCSB is embracing AI in a balanced manner across all grade levels. The podcast was AIgenerated using Google NotebookLM.

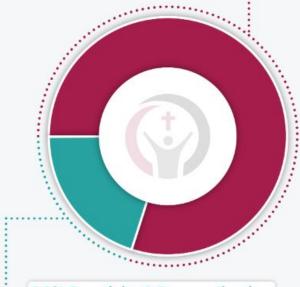


Director of Education Tom D'Amico explains why the OCSB is embracing artificial intelligence.



80% Groundwork & Guidance

Al can handle 80% of the groundwork (e.g., generating basic lesson plans; proposal outline; formative quizzes). This is time one would typically spend on repetitive tasks.



20% Creativity & Personalization

Your 20% contribution is crucial. This is where staff can leverage their expertise to curate the best Al-generated content. This includes:

- · Evaluating, refining, and ensuring content accuracy
- · Incorporating unique insights and perspectives
- · Personalizing the content based on the intended audience

Think of AI as a capable assistant, not a replacement

OCSB Artificial Intelligence The 80/20 Rule

Think of AI as a capable assistant, not a replacement. It handles the groundwork, freeing up your time to focus on relationships and personalized support. It should never do 100% of the work. A general guideline is that up to 80% of the verified output from AI can be used anothe user supplements the work with at least 20% of their own thinking.

80% Groundwork & Guidance

Al can handle 80% of the groundwork (e.g., generating basic lesson plans; proposa outline; formative quizzes). This is time one would typically spend on repetitive tasks



--- 20% Creativity & Personalization

- Your 20% contribution is crucial. This is where staff can leverage their expertise to curate the best Al-generated content. This includes:
- Evaluating, refining, and ensuring content accuracy
 Incorporating unique insights and perspectives
- Personalizing the content based on the intended audience

When using Al as your capable assistant, you gain more time for:

- Building relationships with students/colleagues
- Providing personalized support
- Incorporating Deep Learning driven commitments, lessons, activities, etc.

While the 80/20 Rule is a good starting point, the key is finding the right balance. All handles the groundwork, you provide the human touch.



OCSB Artificial Intelligence Checklist for Evaluating External Al Tools

All Al tools on OCSB Central have been vetted for privacy, security, and data protection.

If you want to use a tool not listed in OCSB Central, evaluate your choice using the criteria below.

Baseline Requirement

Student Privacy

Ensure that the tool does not use personal student data (name, gender, birth date, location etc.) If any student data needs to be entered, choose an alternative tool.

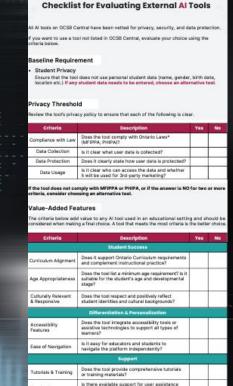
Privacy Threshold

Review the tool's privacy policy to ensure that each of the following is clear.

Criteria	Description	Yes	No
Compliance with Law	Does the tool comply with Ontario Laws* (MFIPPA; PHIPA)?		
Data Collection	Is it clear what user data is collected?		
Data Protection	Does it clearly state how user data is protected?	8	
Data Usage	Is it clear who can access the data and whether it will be used for 3rd-party marketing?		

If the tool does not comply with MFIPPA or PHIPA, or if the answer is NO for two or more criteria, consider choosing an alternative tool.

Evaluating External Al Tools



le.g., Helpdesk, Virtual Meetl?

Vendor Suppor

OCSB Artificial Intelligence

Board licensed Al tools on our staff or student portal have a complete **Privacy Impact** Assessment completed

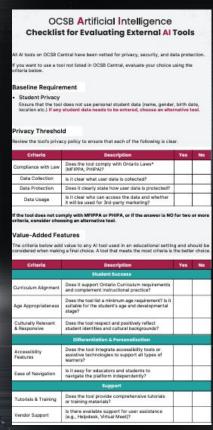


Value-Added Features

The criteria below add value to any Al tool used in an educational setting and should be considered when making a final choice. A tool that meets the most criteria is the better choice.

Criteria	Description	Yes	No	
Student Success				
Curriculum Alignment	Does it support Ontario Curriculum requirements and complement instructional practice?			
Age Appropriateness	Does the tool list a minimum age requirement? Is it suitable for the student's age and developmental stage?			
Culturally Relevant & Responsive	Does the tool respect and positively reflect student identities and cultural backgrounds?			
	Differentiation & Personalization			
Accessibility Features	Does the tool integrate accessibility tools or assistive technologies to support all types of learners?			
Ease of Navigation	Is it easy for educators and students to navigate the platform independently?			
Support				
Tutorials & Training	Does the tool provide comprehensive tutorials or training materials?			
Vendor Support	Is there available support for user assistance (e.g., Helpdesk, Virtual Meet)?			

Evaluating External AI Tools





Traditional Learning

Use it when students... must showcase their critical and creative thinking while relying solely on their knowledge, understanding, and skills.

Usage guidelines: All must not be used at any point when completing the assigned task.

Example: Class discussions or debates, idea generation, or individual or group work in class to develop foundational skills.

Al as a Thought Partner

Use it when students... already have all the background knowledge and need a way to organize their thoughts or suggest improvements quickly.

Usage guidelines: All can be used to assist with brainstorming or sparking ideas to help improve the assigned work.

Example: Students can use AI to help develop ideas for a project or essay.

Al as an Enhancer

Use it when students... need to improve the clarity and quality of their work.

Usage guidelines: Students create the original content, and AI is used to make minor improvements.

Example: After proofreading, students can use AI to correct grammar or suggest better wording.

Al as an Innovator

Use it when students... are looking for a way to innovate their work to boost overall performance creatively.

Usage guidelines: Students have done the required learning but want to put a creative spin on their work. Students must cite and explain how AI was used in the final project or submit their original draft alongside the AI-enhanced work.

Example: Students can use AI to add creative elements or polish their projects, such as turning the information they provide into a song or creating illustrations to enhance a presentation.

Incorporating AI in Class

Educators:

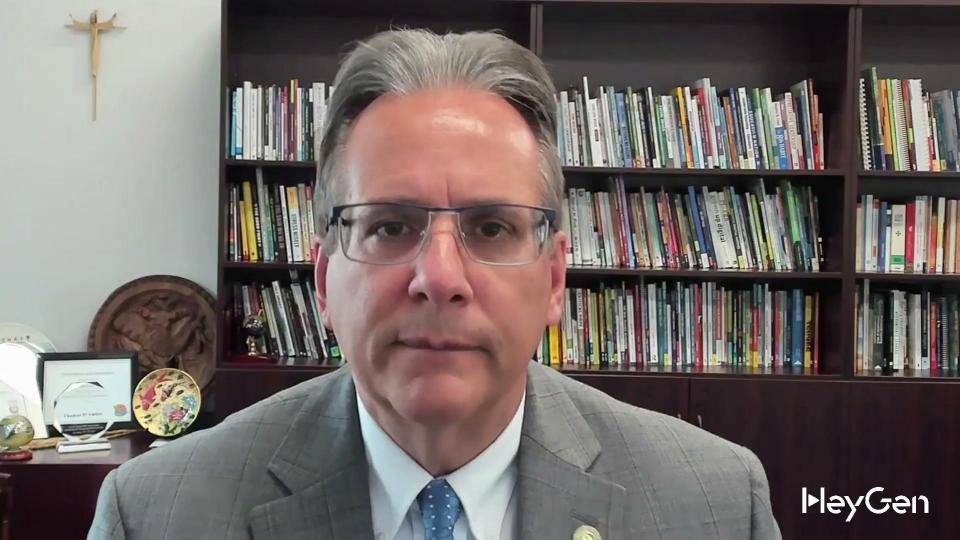
- Identify the extent to which Al may be used for an assigned task
- Explore ways to incorporate AI into lessons/assignments
- Assess how often and to what degree they have applied AI in their classroom.

<u>Link</u>

New Pedagogy

"Al literacy is a skill that must be taught to all students. Educators are expected to support this by embracing students' use of Al in the classroom.

The goal is to move beyond traditional learning methods and incorporate Al into every educator's teaching practice."



Critical Thinking in the Age of Al

Students of all ages must be able to think critically.

By explicitly teaching about the Global Competency of Critical Thinking, educators play a crucial role in developing this skill.

Take a look at the K-12 Sample Lessons to find ideas on how to teach a minimum of two Critical Thinking Lessons this school year!

Exemplar Lesson Plans & Blank Lesson Templates

Share Your Lesson Plan

5 Reasons Why Teaching Critical Thinking Skills is Important in the Age of Al

Every school must include the global competency of Critical Thinking in the age of Al as part of their school improvement plan



2024 Update

This Hapara Workspace includes lessons aligned with the <u>new grade 1 Language curriculum expectations</u> and opportunities for students to develop digital skills and Al literacy. These lessons are based on the five pillars of Richard Culatta's book <u>Digital for Good: Raising Kids to Thrive in an Online World</u> (Balanced; Informed; Inclusive; Engaged; and Alert). The updated lessons can be delivered as one unit or spread out over the school year.



<u>Hapara</u> <u>Workspace for</u> Lessons



Finding Balance in a Digital World

Lesson 1



Becoming Informed Digital

Citizens

Lesson 2



Lesson 3
Fostering

Inclusivity

Online



Lesson 4





Lesson 5









Creating our Class Tech Agreement

These lesson plans were designed to be delivered at the beginning of the school year in every K-12 classroom. The lessons complement the school-wide "Samaritans on the Digital Road" program and the Student Responsible Use of Technology Agreement by establishing clear and positive expectations for using digital tools and Artificial Intelligence in the classroom.

Through a collaborative activity, students will co-create a set of expectations that promote responsible and safe use of technology and Artificial Intelligence in the classroom. This fosters student ownership and reinforces key takeaways from the broader school-wide initiatives. The class tech agreement created with the activity is designed to evolve and adapt to the unique needs of each class over the school year/semester.



<u>Kindergarten - Grade 3</u> Lesson Plan



Grade 4 - Grade 8 Lesson Plan



Grade 9 - Grade 12 Lesson Plan

Create a class Tech Agreement with the help of Al

Created
using
SchoolAl
incorporating
the OCSB
Guiding
Principles

7 STEPS TO CHANGE

6 Al

Allow Time to Scale Across the District

Adjust timelines - realities of constraints

OCSB A.I. Implementation

2023-2024 Year of Learning 2024-2025 Implementation 2025-2026 Scale and Refinement

Pilot Projects
Build Capacity
Guiding Principles

A.I. Literacy
A.I. Certification
Critical Thinking

Focus on Transformation
Scale Capacity
Critical Thinking Assessment & Evaluation

Try Al once to save yourself time

Try AI once to personalize instruction





2000 staff Over 10,000 chatbots (spaces) created 3300 staff
Over 217,000 uses
Feedback, Creating
Curriculum, Inspecting
writing, Changing Levels

2500 staff Over 10,000 quizzes hosted and over 2 million questions answered

Image: @TDOttawa Ideogram.ai

7 STEPS TO CHANGE

7 Al

Celebrate
Share District Examples
Modify Implementation

Shared video documentation - common staff meeting topics and PD days



OCSB Artificial Intelligence

Al Use Cases







Adapting Texts for Various Target Audiences with



Converting Text into Music with Suno



Leveraging AI as an Administrator



Al as a Thought Partner to Support Students with an



Creating Media with Canva Magic Studio



Leveraging AI as a Superintendent



Al Feedback to Support Learning



Creating Personalized Rubrics Based on IEP Strenaths



Making Learning More Inclusive with SchoolAl



Al Systems to Create Rubrics and Assess Student Work



Data Analytics to Support System Growth & Department Objectives



Quizizz: Engaging Young Learners in Multimodal Activities



Analyzing Student Achievement Plans & Identifying Trends



Data Sourced Chatbots to Support Educators & Students



Student Led Al Lunch & Learns



Brisk Boost Character Chat for Comprehension



Engage Learners in Formative Activities with Quizizz



Supporting Staff Wellness with Al Tech Tips



Brisk Boost to Check for Understanding of Concepts



Exploring Deep Fakes and Al Generated Images with



Turning Descriptive Writing into Images with Magic



Comparing Documents with Policy and Procedures



Feedback to Inform the Writing Process & Logo



Not "what Al can do in the future" - What Al is doing The Impact of AI on Social Media Content Creation now in our

1-2 min video

evidence of

how staff

across the

OCSB are

using AI this

year

district



Brave New Words

How AI Will
Revolutionize
Education (and
Why That's a
Good Thing)

Salman Khan

Founder of Khan Academy

"A timely master class for anyone interested in the future of learning in the AI era." —Bill Gates

Creativity

...does this mean that it will diminish the value of human creativity? ... Our creativity gains value when we are exposed to the creativity of others... The best ideas will come not from Al creating for us but when the Al is creating and riffing with us.





Canva Magic Al tools

Artistic

Indigenous Language Learning

Al: Shaping the Future

"My 'Ah-Ha' moment with Al as an educator is realizing the incredible extent of control I still have ...Rather than replacing my role, Al serves as a powerful tool that enhances my ability to educate and connect with students."

Lauren Lafleche OCSB Educator

"Teaching my students to use AI effectively has made their work output better. They have learned to use it ethically and perhaps most importantly, learned its limits and learned to not always trust that it is perfect, neither are we."

Calum MacKenzie
OCSB Educator

Al: Shaping the Future

"As a new teacher, Al is amazing! It helps me maintain a work/life balance while also supporting the needs of all my students"

"I have come to really appreciate AI as a partner to Educators, an essential aid to those students with accessibility needs, and an engagement booster in so many ways."

Jessica Talbot OCSB Educator Kim Clermont OCSB Educator

Start with pedagogy, not technology, Foster a culture of **Prioritize Ethics &** experimentation & learning **Equity** Communicate Invest in vision human capital clearly What worked well Image: @TDOttawa Ideogram.a

Where are we going?



Move from a focus on the tools to a focus on the outcomes

Be The Leaders Your Students Need



Al can be an accelerator for Humanity & the Dignity of all





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