



AI AS AN ETHICAL TOOL IN THE CREATION OF TEACHING MATERIALS FOR UNIVERSITY CLASSES AND FOR K-12 CLASSROOMS

DR. LINDA GRAY SMITH

DR. TRAVIS DIMMITT

DR. CYNTHIA SCHAIRER-KESSLER



SESSION OVERVIEW & OBJECTIVES



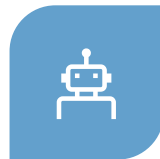
LEARN THE
IMPORTANCE OF
ACADEMIC
INTEGRITY



EXAMINE
INFORMATION
FROM K-12
TEACHERS



CONSIDER
FEEDBACK FROM
UNIVERSITY
STUDENTS



VIEW WAYS
PRESENTERS ARE
USING AI AS
TEACHING TOOL



PARTICIPANTS WILL
IDENTIFY WAYS
THEY CAN USE AI IN
COURSE AND
LESSON
DEVELOPMENT

Artificial Intelligence Academic Integrity Statement: posted in canvas sites and syllabi

- Artificial Intelligence Academic Integrity
 1. Artificial Intelligence, when used in coursework, must be appropriately cited. Note the AI platform used, the date, and what it was used for i.e. examples of discussions, creation of study guide by leaving out every 5th word, APA citations, etc.
 2. AI chatbots store content that may be used for training the technology or for advertising purposes. Do not put in student information. Be aware that what one creates is essentially open access to anyone use uses that AI.
 3. AI might plagiarize other authors or be used to complete tasks that correspond to a learning objective. Be sure the use is appropriate for the assignment and credit it as such.
 4. Be discerning. Evaluate content produced by AI for accuracy, bias, and quality.
- Hartung, F., & Hicks, R. E. (2024). Cultivating transferable skills in AI-enhanced teaching. *Agora*, 59(2), 21–22.



CURRENT AI LANDSCAPE REVEALED THROUGH OUR SURVEYS

Common uses for practicing teachers:

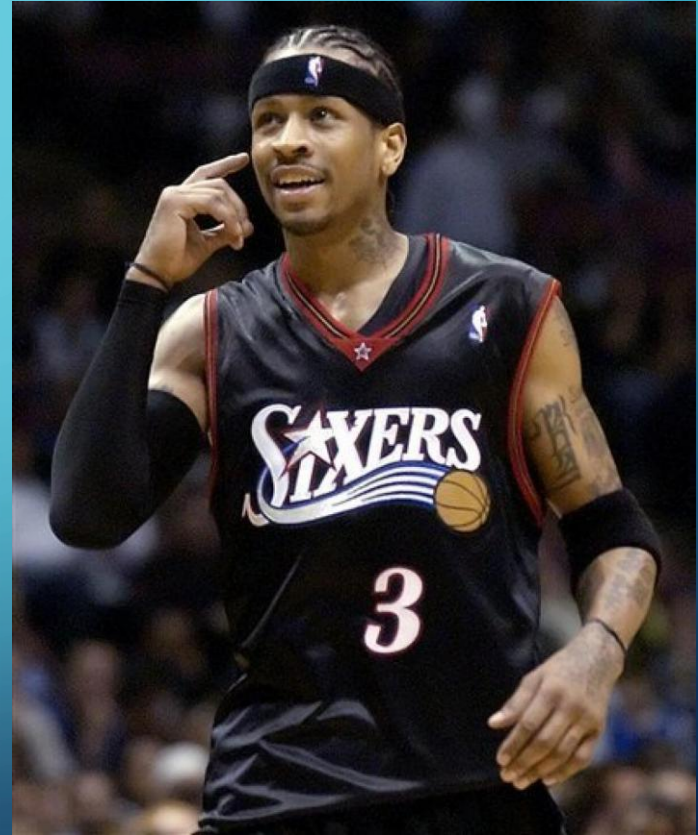
- Creating lesson plans
- Generating rubrics
- Creating activities and examples
- Leveling text
- Saving time (big one!)

PLC II ACTIVITY

- A way to acclimate our teacher candidates to the use of generative AI in lesson planning and overall assessment design
- Many had used AI, but never in “teacher mode”
- Overall, education majors tend to be extremely compliant
- Ironically, this compliance sometimes leads to resistance in AI use
- As students, they have been conditioned to see AI as “bad”
- “Attitudinal adjustments” once they realized the usefulness of AI in lesson and/or assessment design

PLAY WITH AI

- Use ChatGPT or another AI platform
- Make queries about designing assessment questions in your content area
- Selected response, extended response, performance assessment



WEEKLY CHECK-IN

1. As you used ChatGPT (or another AI platform) today, what were your top three takeaways about the experience?
2. When you queried the ChatGPT (or another AI platform) about assessment questions in your content area, how accurate and adequate do you think the questions were on a scale from 1 to 10? Why did you choose your number?
3. On a scale from 1 to 10, how likely are you to use AI in some way in your career as a teacher? What excites you the most about AI in education? What worries you?

FRESHMEN REACTIONS TO GENERATIVE AI USE

“Truthfully it scares me a little bit, because you can very possibly get incorrect information that would mess up a whole lot of things but if you don't double check it, but on the flipside if you DO double check your work, it can make things very easy that would otherwise take a lot of time.”

“I wouldn't use it for everything but I do think it would be helpful when making assessments because it will give you questions or examples to use. What excites me most is how fast and easy it'll make things if I don't always have time to do it myself. What worry's me is it taking over and giving wrong information so children aren't learning what they need to.”

FRESHMEN REACTIONS TO GENERATIVE AI USE

"I wouldn't use it for everything but I do think it would be helpful when making assessments because it will give you questions or examples to use. What excites me most is how fast and easy it'll make things if I don't always have time to do it myself. What worry's me is it taking over and giving wrong information so children aren't learning what they need to."

STUDENT DATA TRENDS

The main trend is that AI is viewed as a tool that streamlines lesson planning, allowing teachers to focus on teaching and student interaction rather than spending hours on preparation.

Common drawbacks are the lack of personalization. A concern about becoming overly reliant on AI for creating content, therefore reducing a person's own creativity.

Teacher candidates in Math and English appear to have more involvement in AI usage.



STUDENT STATEMENTS

“ I'm using AI to create/help create lesson plans, I will have more time to thoroughly grade my students work and take the time to give them helpful feedback. I would also have time to look over all of my lesson plans for the week to ensure everything is thought of for the lesson.”

“It often gives me ideas of where to start which is always the hardest part for me.”



USING AI AS A TEACHING TOOL

Backward design approach

Learning objective alignment

Assessment integration

Tool selection criteria

Quality control measures

You Talk

- Thoughts
- Successes
- Struggles
- Trepidations
- Hell no's

