



Anglophone East School District

A Better Future... Through Quality Education

Anglophone East School District

Artificial Intelligence

Teacher Guide

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Best Practices for Artificial Intelligence Use in Education

Age Restrictions:

- Ensure that AI tools are appropriate for the age group of the students. Follow any age restrictions set by the AI platform. [See age restrictions here](#)
- Obtain parental consent for students under the age of 13. [See permission slip here](#)

Data Privacy:

- Do not enter any personally identifiable information (PII) of students into AI platforms. This includes student names, addresses, school names, teacher names, phone numbers, and other sensitive information.
- Use anonymized data to protect student privacy.

Approved Platforms:

- Only use AI tools and platforms that have been approved by Anglophone East School District. [See approved list here](#)

Transparency and Consent:

- Inform students and parents about the use of AI tools in the classroom.

Training and Support:

- Watch the Anglophone East School District videos for teachers on how to effectively use the approved AI tools.
- Connect with your Education Support Teacher for Technology for ongoing support and resources to help integrate AI into your teaching practices. [See Education Support Teacher School list here](#)

Ethical Use:

- Ensure that AI tools are used to enhance learning and not to replace human interaction. AI should support teachers, not replace them.
- Be mindful of potential biases in AI algorithms and strive to use tools that promote fairness and equity.

Monitoring and Evaluation:

- Regularly monitor the use of AI tools to ensure they are being used appropriately and effectively.
- Evaluate the impact of AI tools on student learning outcomes and make adjustments as needed.

Digital Citizenship:

- Teach students about digital citizenship and the responsible use of AI. This includes understanding the ethical implications of AI and how to use technology safely and responsibly.
- Encourage critical thinking about AI-generated content and its reliability.

Feedback and Improvement:

- Gather feedback from students and teachers on the use of AI tools. Use this feedback to make improvements and address any concerns.



Teachers and Artificial Intelligence

Artificial intelligence is acknowledged as a valuable resource that can support and enhance the efforts of classroom educators. AI tools should be seen as enhancements to human activities. Here are some recommendations for educators utilizing artificial intelligence to foster innovative practices while preserving the essential role of human connections in the learning process.

Learning Goals First

- Clearly establish learning objectives before integrating AI tools into your lessons.
- Prioritize the needs of your learners, and choose the AI tool that aligns best with your instructional goals. The AI tool must be on the approved list referenced [here](#).
- Create learning activities that demand critical thinking or hands-on engagement to minimize learners' dependence on AI.

Balance Use with Human Interaction

- Leverage AI as a supportive tool within a framework of human collaboration and creativity.
- Collaboratively review AI-generated materials to pinpoint weaknesses, biases, and misinformation.
- Teach and encourage learners to critically question and analyze AI-generated content.

Tool Selection

- As stated in [Policy 311](#), all software and applications must receive approval from the DISO, privacy officer, and EECD before use.
- Anglophone East has taken the necessary steps and approved the use of the platforms listed [here](#).

Seek to Learn

- Educators are encouraged to commit to ongoing professional learning.
- The Anglophone East Technology Team has self-directed guides for the approved platforms [here](#).
- Other available resources include the EECD PL Hub, IBM SkillsBuild, and Microsoft Learn.
- Developing AI literacy involves understanding both how AI functions and how it can be integrated into educational practices.

Academic Integrity

- Reflect on learners' work habits, learning progress, and past work to determine if AI has been used improperly.
- Discuss AI use with learners before assuming they have used it.
- Do not use AI/plagiarism detectors due to concerns about bias, inaccuracy, and data privacy issues.
- Establish classroom and school-based guidelines and expectations for AI use, along with clear and consistent consequences for misuse.

Data Privacy and Copyright

- Educators must prioritize privacy when considering the use of AI tools in their classrooms.
- All AI use must comply with RTIPPA regulations.
- According to CMEC's Copyright Matters! 5th edition, students (or their parents or legal guardians if they are minors) must authorize the use of their work in any web postings.



Artificial Intelligence Integration Teacher Phases of Introduction

This checklist can be used as a guide to track the progressive integration of AI in education for a responsible and effective adoption of this technology.

Phase 1: Discovery and Awareness
<ul style="list-style-type: none"><input type="checkbox"/> Introduce the basic concepts of AI.<input type="checkbox"/> Go over AESD Student Guide and explicitly state your classroom expectations.<input type="checkbox"/> Explain the advantages, limitations, and risks of AI.<input type="checkbox"/> Demonstrate how AI works with practical examples.<input type="checkbox"/> Provide information on the use of AI in education.
Phase 2: Ethics and Academic Integrity
<ul style="list-style-type: none"><input type="checkbox"/> Teach the principles of academic integrity and prevent plagiarism.<input type="checkbox"/> Raise awareness of privacy issues and the exploitation of personal data.<input type="checkbox"/> Promote the ethical use of AI tools and systems.<input type="checkbox"/> Identify reliable sources and evaluate the credibility of content.<input type="checkbox"/> Deconstruct potential biases in AI.
Phase 3: Exploration and Basic Integration
<ul style="list-style-type: none"><input type="checkbox"/> Experiment with AI tools (textual, conversational, pictorial, audio, video, analysis, decision support)<ul style="list-style-type: none">• AESD Approved AI Platforms can be found here.<input type="checkbox"/> Use AI to enrich learning.<input type="checkbox"/> Ask effective questions about the use of AI.
Phase 4: Advanced Integration and Collaboration
<ul style="list-style-type: none"><input type="checkbox"/> Use AI to create or adapt educational content and activities.<input type="checkbox"/> Provide constructive feedback to learners using AI.<input type="checkbox"/> Promote formative assessment with the help of AI.<input type="checkbox"/> Collaborate with other educational staff to use AI in the design of educational projects.<input type="checkbox"/> Encourage responsible participation of learners in authentic learning activities with AI.<input type="checkbox"/> Reflect on AI use, especially when utilizes for pedagogical reasons. Use with intent and responsibility.
Phase 5: Innovation
<ul style="list-style-type: none"><input type="checkbox"/> Develop and promote teaching and learning methods made possible by AI.<input type="checkbox"/> Assess competencies through AI.<input type="checkbox"/> Evaluate the impact of AI on learning and the effectiveness of teaching methods.<input type="checkbox"/> Develop shared expertise and collaboration within the school community.<input type="checkbox"/> Design and develop innovative solutions with the help of AI.



Artificial Intelligence Citations

Microsoft Co-Pilot Example

To cite a conversational chatbot like ChatGPT or Microsoft Co-Pilot in a work and avoid plagiarism, proceed as follows (according to APA standards).

Citation

When referring to Microsoft Co-Pilot within the text of your work, you would format it like this:

- **Narrative citation:** Microsoft Co-Pilot (2024) enhances productivity and learning by providing AI-driven assistance.
- **Parenthetical citation:** AI-driven assistance can significantly enhance productivity and learning (Microsoft Co-Pilot, 2024).

Bibliography

Microsoft Co-Pilot. (2024). Microsoft Co-Pilot: Enhancing productivity and learning. Microsoft. Retrieved from <https://www.microsoft.com/copilot>

Image Generator Example

There are currently no official rules for citing multimedia content (images, audio, video, etc.) generated by artificial intelligence. However, several suggestions based on APA standards have been proposed.

Citation

(Image generated by CANVA using the request “____.”)

Bibliography

Canva. (2023). Image Generator (version 2) [Image Generator]. Canva.com

Additional Tips

- Teachers may choose to suggest to students to include a statement if they used AI on their assignments. This practice helps maintain transparency and academic integrity. For example, students might be asked to include a brief reflection on how they used AI, how it contributed to their work, and what they learned from the process. This ensures that the use of AI is acknowledged and appropriately integrated into their academic work.
- Suggest to students that they briefly describe the prompt used to generate the AI response, which helps readers understand how the information was obtained.
- Suggest to students that they include the full transcription of the conversation with the AI in the annexes if it is particularly relevant to the work. Mention this annex in the text, for example: (OpenAI, 2023; see Annex A for the full transcription).



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