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The Artificial Intelligence Playbook

Study Guide for Teachers

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The Artificial Intelligence Playbook: Time-Saving Tools for Teachers that Make Learning More Engaging by Meghan Hargrave, Douglas Fisher, and Nancy Frey (2024) helps educators explore and learn about the role of AI in teaching and learning. This book study guide enhances the learning experience for readers and highlights the parts of the book that we find particularly significant. We write this guide with careful consideration for those who read it, including K–12 teachers, educational coaches, school and district leaders, and others who want to learn about AI in education. Because many of you may be reading this as a team, we have included discussion questions designed to provoke your thinking about AI in the context of your classroom, school site, or school district.

Our goal is to make this emerging technology a practical and effective tool for all educators, regardless of prior experience. With the *Playbook* and this book study guide, we are confident you will become more informed, inspired, and ready to implement AI in ways that enhance teaching and positively impact learning.

We also hope that those reading this playbook will not only think about AI but also see it as an opportunity to revisit some of the most current and effective teaching pedagogies and practices. Learning about AI should not be a standalone endeavor, school goal, or district initiative. Instead, it should be integrated with existing educational practices, enhancing and streamlining them—serving as another opportunity to address essential instructional and curricular moves. Throughout each chapter, you will encounter ideas about AI and about instructional practice itself.

The first two chapters address foundational aspects of AI in education, such as prompt writing, output analysis, plagiarism, and responsible use, establishing a shared understanding of the technology’s role in educational settings. After tackling these big ideas, the playbook highlights five functions of educators’ roles. These include managing content, engaging learners, meeting students’ needs, assessing student learning, and providing effective feedback. We end with a section on how AI can be a resource for lifelong learning—something just as important as the functions that come before it.

Like other Fisher & Frey playbooks, *The Artificial Intelligence Playbook* is designed to guide readers through an interactive experience by putting ideas into practice while reading. In doing so, we craft a series of features, repeated in each part of the playbook, that deepen engagement and understanding. You can expect to engage in activities such as “Ask a Bot” to address predictable questions, “Stop & Jot” to reflect on key ideas, “Task Takeover” to put into practice ways AI can be a time-saving assistant, “Try It Out!” to get to know a new type of AI tool or a new approach to using a tool, “Self-Assessment” to pause and think about existing knowledge on a topic, and “Classroom Connections” to work through what this technology looks like for students. See the figure below for more information on each.

This book study guide includes the same components. Before starting each section, we outline one learning intention and two success criteria to highlight the things you will be able to do by the end of that reading. From there, we outline interactive features and guiding questions that will help you as you work through the content. Finally, as authors, we feel it is important to share some of our insights and side notes that will help you apply ideas to your learning context.

Knowing the playbook is designed to be a resource for many different types of readers, we hope this study guide will help you get the most out of it. Whether you are reading on your own or with colleagues, as a teacher, coach, or school leader, we have designed this study guide to promote discussion about how AI

can and will impact education. We hope it sparks “ah-ha” moments and considerations for addressing some of the challenges you are currently facing or anticipating.

Happy Reading!

Meghan, Doug, and Nancy

Feature	Explanation
Ask a Bot	The “Ask a Bot” sections provide questions and prompts that guide users through a ChatBot conversation related to the content. These sections also allow users to experience the power of using AI as a productive thought partner.
Stop and Jot	In the “Stop and Jot” sections, users are prompted to think and reflect on a guiding question or prompt. These reflective opportunities allow readers to pause and process while learning about the many ways AI can assist teaching and learning.
Task Takeover	The “Task Takeover” is a way for readers to consider how AI can work for them and imagine ways the technology can takeover tasks specifically related to the content of the chapter.
Try it Out!	During the “Try it Out!” portion of the Playbook, users are provided step-by-step directions to walk them through a focused learning experience. These sections are an opportunity to put learning into practice.
Self-Assessment	Each part offers a “Self-Assessment” specific to one aspect of the content presented. It is an opportunity to quantify where you are and where you are going through a self-assessment scale.
Classroom Connection	The “Classroom Connection” section is dedicated to helping readers think through AI usage with students.

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INTRODUCTION

Learning Intention

You are learning about the challenges and opportunities presented when new technologies, including artificial intelligence, are integrated into teaching and learning.

Success Criteria

By the end of this section:

- You will be able to discuss examples of successful technological adaptations and the impact they have had, and can have, on various educational settings.
- You will be able to explain why now is the time to get to know more about generative artificial intelligence and feel prepared to engage in the content that follow.

Interactive Features

Feature	Reader Guidance
Ask a Bot	Page 4: Read about an example that shows the capabilities of generative artificial intelligence.
Stop and Jot	Page 1: Take time to think about other technologies and how they were received.

Discussion Questions

How have we had to adjust teaching because of technology in the past? Let's discuss what we learned from that experience that we can bring with us to the integration of AI.

In this section, the case is made for now being the time to get to know AI. Why is now the right time for educators to be looking at AI? Do you feel it is the right time?

What functions listed at the bottom of Page 5 are you most interested in learning about? Have you already used AI to assist in any of the listed areas?

3-2-1 Reflection

3: What are THREE things you learned from the text?

- 1.
- 2.
- 3.

2: What are TWO things you found interesting or exciting from the reading?

- 1.
- 2.

1: What is ONE question you still have about the reading?

- 1.

Author's Insights and Additional Notes

- Isn't it wild to think about the fact that chalkboards were not initially well-received? The fact is that integrating technologies has made people nervous long before AI.
- As educators, we know the to-do list is never ending. AI won't eliminate it completely, but it can help lighten the load, especially when it comes to some tasks such as creating another set of problems, making another version of a text, or adjusting direction.
- In our work with educators, people have really appreciated the "what was" vs. "what is" mentality. It has led to some nods in agreement and some, "I never thought about it that way," reactions.
- If you are already beyond the early stages of AI integration, you might bring a different perspective to this introduction. You might want to compare and contrast your AI experience to the chalkboard or television examples, have further discussion around the "what was/what is" table, or dig into the things you and your colleagues still want to tackle with the adoption of this technology.
- We suggest taking some time to linger on the educator functions listed at the end of this section and engage in a conversation around which of these functions feels most pertinent and which of these functions you can most see AI assisting.

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CHAPTER 1: GETTING TO KNOW AI

Learning Intention

We are learning about AI possibilities for education.

Success Criteria

By the end of this section:

- You will be able to identify various types of sites available to educators.
- You will be able to discuss this technology using the technical words and phrases associated with it.

Interactive Features

Feature	Reader Guidance
Ask a Bot	Page 15: Read about the way AI can serve as a thought partner, even when it comes to thinking about its own limitations.
Stop and Jot	Page 9: Take time to reflect on your thoughts about artificial intelligence. Page 11: Take time to reflect on where you see yourself on the Kubler Ross change curve.
Task Takeover	Page 11: Use AI to help takeover a common teaching task.
Try it Out!	Page 13: Spend time exploring the differences between search engines and large language model generative AI sites. Page 17: Get to know some teacher-facing AI sites you haven't explored before.
Self-Assessment	Page 12: Reflect on how you already use, or know you can use, AI for other common teaching tasks.
Classroom Connection	Page 18: Get to know some student-facing AI sites and explore the ways these tools could be used in the classroom.

Discussion Questions

What excited you about the integration of AI in teaching and learning? Are there certain opportunities you are most excited to explore?

It is no secret that AI poses challenges. What are your thoughts about this? How do you address them?

Have you had experience with teacher or student-facing AI sites? Which ones do you recommend, and why?

Where do you see yourself on the change curve after reading this chapter? What about colleagues? Our school? Our district?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Author's Insights and Additional Notes

- AI advances are moving rapidly, and we have encountered a wide range of experiences and concerns. We have had workshops where the majority of participants are very well-versed in the technology and others where people are just starting to figure out what AI is and why everyone is talking about it. Taking time to let people reflect on and share where they are right now frames the learning that follows. Don't be afraid to be honest and open with what you know or don't know as you navigate these important conversations.
- We have found it helpful to understand the difference between generative AI (sites such as Magic School and Chat GPT) and other AI technologies that have been in use for a long time (navigation tools, customer service bots, and Siri/Alexa, to name a few). Some think this is their first time using AI when, in reality, they have probably engaged (and even relied on) some AI tools already.
- It can be tempting to find one AI tool that works for you and stick with it. That said, don't miss the opportunity to explore and play around with other available sites and tools. There are some that are better for different purposes and having experience with a range of tools will help you land on the one that really suits your needs.

- At the time of publication, the list of sites worth exploring was as extensive as it could be at the time, but since then, other sites have made their way to the market. Know that this is a growing and changing list—you might even add notes to that page of other sites you have learned about.
- The list of terms to know is by no means exhaustive but should provide a solid foundation. As the technology becomes more widely used, so too have other terms and phrases. Just as you might add to the list of sites worth exploring, you could also add to the terms list as you hear about and learn new things. For example, today we would add terms such as “deepfake,” “machine learning,” “deep learning,” and “image generator,” to name a few.

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CHAPTER 2: WRITING PROMPTS AND AVOIDING PLAGIARISM

Learning Intention

You are learning how to engage productively and responsibly with AI.

Success Criteria

By the end of this section:

- You will be able to write clear and specific AI prompts that yield the content you want and be able to analyze and adjust content accordingly.
- You will be able to explain the importance of keeping human users in the loop when using AI and the ways users are responsible for content created and used.

Interactive Features

Feature	Reader Guidance
Ask a Bot	Page 32: Take some time to have a back and forth with a ChatBot around credibility using some of the provided prompts or others that come to mind.
Stop and Jot	Page 24: Take some time to write about your experience with AI as it relates to responsible use and some of the concerns around the technology.
Task Takeover	Page 31: In this section, you will want to explore the possibilities, and limitations, of using teacher-facing AI tools to plan lessons.
Try it Out!	Page 26: In this section, you'll try out playing with prompts—reflect on how different types of prompts lead to different output.
Self-Assessment	Page 25: Using the same self-assessment scale as the previous section, think about what aspects you think are most important when it comes to writing an AI prompt.
Classroom Connection	Page 28: Read about a series of lessons you could use in the classroom to teach students about plagiarism in the age of AI.

Discussion Questions

What did you learn from your experience in writing AI prompts? What recommendations do you have?

What surprised you in the section about plagiarism detection tools? Do you find that fellow educators are under the mistaken notion that these tools are accurate when it comes to AI?

What recommendations do you have for engaging in student conversations about AI? Is AI usage a part of the student handbook? If not, should it be?

What are your insights about keeping “the human in the loop?” What kinds of expertise do you possess when it comes to AI-generated content analysis?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Author's Insights and Additional Notes

- AI usage is becoming understood as an economic divide. Early studies have demonstrated that AI usage is a proxy for the number of devices owned (laptop, smartphone, tablet). In other words, the more devices a person owns, the more likely they are to engage with AI. This is a growing point of inequity for some students and communities.
- Image generation has become increasingly easier with recent AI advances. You will want to consider the ways image generation can be used in your classroom to teach content. In addition to generating images, as of May 2024, free AI platforms such as GPT-4o and Gemini can also read images. For example, you can take a picture of a page of notes and write a prompt asking to turn those notes into an organized presentation, ask it to add to your notes, etc.

- Writing prompts for AI have become more sophisticated since the release of GPT-4o, enabling more nuanced and context-aware responses. The enhancements in language understanding have significantly improved in maintaining context over long conversations, allowing it to provide more coherent and relevant responses. This means that prompts involving complex scenarios or extended dialogues can be handled with greater accuracy and less repetition.
- We have found that the clearer you are about what you are looking for, the better the output would be. This means that a “bank” of prompts might show you possibilities but probably will not address exactly those things that only you know you want from the AI response. Add the details you know you want, just as if you were requesting something from a colleague, and you will likely find that the output is just as good, or better, than something a bank of already written prompts can offer.
- Plagiarism detecting tools often struggle to identify AI-generated content accurately, as these tools are typically designed to find exact matches from existing sources. Additionally, AI-generated text can be original yet still exhibit characteristics that might trigger false positives, leading to unnecessary scrutiny of student work. Teachers should be aware that these tools might not effectively differentiate between human-authored and AI-generated content, necessitating complementary methods for evaluating student submissions.

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EDUCATOR FUNCTION #1: MANAGING CONTENT

Learning Intention

You are learning how to use AI tools to generate, organize, revise, and consolidate content effectively.

Success Criteria

By the end of this section:

- You will be able to create tailored educational materials that are aligned with current instructional practices and specific learning standards.
- You will be able to improve the specificity of prompts to generate content most aligned with teacher and student needs.

Interactive Features

Feature	Reader Guidance
Ask a Bot	Page 42: Read about an example of using AI to help organize an upcoming lesson.
Stop and Jot	Page 38: These questions will give you some time to think about how AI can support some of the common functions of K-12 educators jobs.
Task Takeover	Page 46: In this section, explore the way AI can help K-12 educators unpack and analyze teaching standards.
Try it Out!	Page 40: This section will give you an opportunity to explore ways AI can help you generate content for an upcoming lesson. Page 44: There are many ways to use AI to manage content. Here try out using AI to consolidate content to bring in cross-curricular connections in your teaching and explore a more efficient angle of instruction.
Self-Assessment	Page 39: This self-reflection is intended to give you space to think about the areas you could most use AI assistance with when it comes to managing content.
Classroom Connection	Page 41: When used effectively, AI can be a great thought partner for any writer. This section will give you some ideas of ways you can have students explore using AI to generate ideas. Page 43: Consider some of the ways students might use AI to help revise work and get ideas for how you might help students learn to use AI to manage content.

Discussion Questions

Can anyone think of a time they were overwhelmed with content management in the classroom?
How could AI have helped?

Based on your self-assessment, which areas would you like to take on as growth opportunities when it comes to managing content?

Do you anticipate any challenges in terms of integrating AI tools into curriculum design and lesson planning? Why or why not? If you have already used AI tools in this way, what did you learn?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Author's Insights and Additional Notes

- Users of AI see that it is great at producing content quickly. It certainly can increase the quantity of materials more rapidly than a human. Having said that, we believe it is important for AI to lead to qualitative improvement, not just quantitative change. For example, it can crank out a unit plan in under a minute, but the content and rigor are much better with a few more minutes and wise requests from you to shape and revise.
- Spending time analyzing the difference between different content created can be eye-opening for groups exploring AI together. Take time to create, share, and revise together for more powerful learning.
- The teacher-facing sites can look powerful when it comes to managing content, but remember that it is essential to closely analyze what is generated. Use some of the ideas for analyzing content in the previous section to keep the human (you) in the loop.
- This section offers a starting point in examining some of the ways AI can manage content. There are many more ways to use this technology effectively when it comes to this teaching function. Remember that as we learn, we are growing the bank of possibilities—add to what you read here as you learn.

EDUCATOR FUNCTION #2: FOSTERING STUDENT ENGAGEMENT

Learning Intention

You are learning about how AI can be used to enhance student engagement.

Success Criteria

By the end of this section:

- You will be able to discuss the importance of making content relevant to learners and the specific ways AI can assist in doing so.
- You will learn a variety of ways AI can bring specific student interests and connections into lessons and examples.

Interactive Features

Feature	Reader Guidance
Ask a Bot	Page 56: Engage in another conversation with a ChatBot. This time, converse around fostering student engagement using the prompts provided.
Stop and Jot	Page 50: This is an opportunity to think about specific students and what you know about them which will then apply in the sections that follow.
Task Takeover	Page 55: Explore how AI can quickly adjust content to make it relevant to specific learners.
Try it Out!	Page 53: Learn about and try using a specific tool on a teacher or student-facing AI site that will increase engagement. Page 58: Spend time using AI to make a student choice board using the example suggested or one specific to your content and/or grade level. Page 60: Using the prompts suggested, try using a LLM site to create your own word ladder.
Self-Assessment	Page 56: Take some time to reflect on the aspect of relevance that you feel is most needed in your role.
Classroom Connection	Page 63: Spend time thinking about how students can increase engagement using the continuum on page 62 and how AI can assist.

Discussion Questions

What are some of the ways we already foster student engagement? Do you think that AI would be able to assist in any way?

This chapter addresses the importance of personalizing learning experiences with AI. Can you think of a situation where personalizing learning with AI might be especially beneficial?

This chapter shared a lot of ways we can use AI to engage learners; you might also have some reservations. Is there anything we should be concerned about when using AI as a way to engage learners?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Author's Insights and Additional Notes

- The section on engagement was one of the first we wrote because it seems like such a simple place to start. Getting ideas for how AI can quickly adjust content to be specifically relevant to students is a simple and effective way to begin using the technology.
- We have found that using student-facing AI tools, such as SchoolAI, is another great way to use the technology to engage students. We have found that when students are having a back-and-forth with a ChatBot—as a whole class, small groups, or individuals—they are cognitively engaged. For example, there is a tool on SchoolAI where students can have a conversation with a character. We tried this with a fifth-grade class who had just finished reading *The Lightning Thief* (Riordan, 2005), engaging students in a conversation with the character Percy Jackson. They did it as a whole class and were shocked that the ChatBot was able to so closely resemble the character from the book. They enjoyed thinking of questions, responding, and using all their knowledge from the book to do so.

- There are many AI platforms and tools shared in this section. Since publication, we have continued to use these sites and others. Don't feel limited to using only the site suggested. If you look at another teacher or student-facing site, you will probably find it has a similar feature.
- It is important to remember data security when using AI in any capacity, but especially when it comes to using personal information about students. Writing things like their first name and some areas of interest does not cause concern, but using last names or any data that would personally identify a specific student must be avoided. Make yourself familiar with student data privacy laws in your state or province.

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EDUCATOR FUNCTION #3: MEETING STUDENTS' INSTRUCTIONAL NEEDS

Learning Intention

You are learning how this technology can support one of the most challenging parts of a teacher's job—meeting all students' instructional needs.

Success Criteria

By the end of this section:

- You will be familiar with specific tools on teacher-facing sites that assist in meeting student needs through texts, directions, lesson scaffolds, and other classroom interventions.
- You will be able to discuss ways AI can assist to support students using language and accessibility accommodations.

Interactive Features

Feature	Reader Guidance
Ask a Bot	Page 75: Try using a new tool to ask a bot to help you think through how AI can help support language learners.
Stop and Jot	Page 66: Spend some time thinking about some guiding questions related to meeting students' instructional needs.
Task Takeover	Page 73: Use a different tool to see how AI can use voice notes to generate content.
Try it Out!	Page 69: This section will guide you through using AI to customize instruction, using the prompts provided or your own. Page 77: Try using AI to adjust a text you already use in the classroom.
Self-Assessment	Page 70: Take some time to assess existing teaching practices and then use this reflection to help you identify areas you might lean into or improve with AI.

Discussion Questions

Given all the examples of ways AI can help teachers customize instruction, what role does teacher judgement play in our effectively using this technology? Discuss the balance between helpful solutions and teacher oversight.

How do you imagine AI will help us improve the ways we meet students' instructional needs? What specific ways do you feel it will be most effective?

In what ways can AI help us generate student interventions, and do you believe it will assist or distract from the teacher's ability to provide personalized and effective support?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Author's Insights and Additional Notes

- Be sure that special educators and teachers responsible for multilingual learners are involved in conversations about AI. Lean on the expertise of these teachers to consider how AI can be used.
- There are many platforms that provide tools that seem like they can manage student needs, but it is essential to always keep the human in the loop. You will see that many sites offer tools to create behavior plans, intervention plans, and even write IEPs. We have found it worth exploring these tools and also to note their limitations.
- As has been the case with previous sections, new platforms and tools have emerged since writing this playbook. There have also been updates to sites, such as ChatGPT, that now allow you to do some of the things that you once had to visit other sites for. For example, in this section, we talk about the tool AudioPen.AI, a tool that brings in voice to speech which is now possible on ChatGPT.
- High expectations teaching, as emphasized by Rubie-Davies' research, is crucial when integrating AI into the classroom. Set high expectations by encouraging students to engage deeply with AI tools, fostering their critical thinking and problem-solving skills. By believing in students' capabilities, teachers can inspire them to explore and utilize AI technology effectively, leading to improved academic outcomes. AI that is used for the purpose of decreasing rigorous learning reinforces low expectations.

EDUCATOR FUNCTION #4: ASSESSING STUDENT LEARNING

Learning Intention

You are learning about the ways AI can assist in assessing student learning.

Success Criteria

By the end of this section:

- You will be able to develop assessments that are AI-resistant.
- You will be able to discuss ways that AI can help analyze and interpret assessment data to support student learning and inform instructional decisions.

Interactive Features

Feature	Reader Guidance
Ask a Bot	Page 84: Use the provided prompts to engage in a conversation with a ChatBot around assessment and the support AI can/cannot provide.
Stop and Jot	Page 84: Take some time to think about existing assessment practices to help frame the content that follows.
Task Takeover	Page 88: Consider the ways AI can help takeover a time-consuming function of a K-12 teacher, developing ways to assess student learning.
Try it Out!	Page 91: Try using AI to adjust assessments to make them AI-resistant, thinking through how resistant an assessment might be and changes that can be made.
Self-Assessment	Page 86: This is an opportunity to think about the aspects of assessment you most could use AI-assistance in.
Classroom Connection	Page 94: In this classroom connection, get an idea for some guided practice you can do with students to explore the ways AI can assist in personal goal setting.

Discussion Questions

What are some ways we can incorporate practices to make our assessments AI-resistant?

Looking ahead, how can you imagine AI changing assessment practices? Will there be some current assessment practices that will no longer be relevant?

Assessing transfer is always an important consideration. When reading that section, did you get any ideas of assessment you would like AI to help you adjust to make them specific to assessing this type of application?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Author's Insights and Additional Notes

- We have found that ELA teachers of students grades 6–12 are the ones most concerned about AI impacting existing assessments. The concern is that students will use AI to do the work for them, making it hard to determine if a student has understood a concept. Thinking with this group about AI-resistant assessments, and having them realize AI can help with the very thing it interrupts, has been a favorite part of our discussions with fellow educators.
- When we first started using the teacher-facing sites, we saw how quickly it could create basic assessments such as multiple choice assessments, fill-in-the-blank questions, and matching questions. While these are useful in some limited scenarios, we don't want to reinforce using low-level assessments just because they are easy to generate. Take some time to think about which tools are most and least helpful when exploring teacher-facing sites. You can use the chart on page 88 as a guide.
- Though it wasn't mentioned in this section, taking time to simply look at the way questions are worded and how they can be adjusted has not only made them more AI-resistant but has also helped educators think through higher-level questioning in general.

- To generate assessments that are consistent with high expectations, teachers should utilize AI tools to create challenging and comprehensive tasks that encourage higher-order thinking. AI can help design assessments that are varied and personalized, ensuring they are aligned with individual student abilities while still maintaining rigorous standards. Teachers should use AI to analyze student data and identify areas where students excel or need improvement, tailoring assessments to push students beyond their comfort zones. Additionally, leveraging AI for formative assessments can provide timely feedback, allowing teachers to adjust instruction and set progressively higher goals for student achievement.
- As was the case in previous sections, it is important not to use specific student data or identifiable information. If you are entering student work and using AI to interpret data, make sure identifying information is not included.

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EDUCATOR FUNCTION #5: PROVIDING EFFECTIVE FEEDBACK

Learning Intention

You are learning specific ways AI can assist in providing effective feedback.

Success Criteria

By the end of this section:

- You will be able to identify the key aspects of effective feedback and the ways various AI platforms and tools can assist in this essential teaching function.
- You will have ideas of how to prompt AI sites to get the type of student feedback you are looking to give.

Interactive Features

Feature	Reader Guidance
Ask a Bot	Page 99: Take some time to engage in another conversation with a ChatBot such as ChatGPT. This time, use the provided prompts and questions to think through feedback in the age of AI.
Stop and Jot	Page 98: Take some time to think about current feedback practices before digging into the ways that AI can assist.
Task Takeover	Page 100: In this task takeover, AI will help with the important task of providing effective teacher-to-student feedback.
Try it Out!	Page 108: Take some time to try writing prompts to get the right kind of feedback on a sample of writing, working through multiple iterations before getting what is most helpful. Page 111: Practice using AI sites to generate exemplars—you might start with the recommended teacher-facing site and then go to a LLM to try the same thing.
Self-Assessment	Page 102: Take some time to think about what areas of feedback you most want AI's assistance in.
Classroom Connection	Page 112: Read about a way to introduce students to using AI to assist with giving peer feedback.

Discussion Questions

Think about the types of feedback that have been most effective in your teaching. Is this something that you feel AI could assist in? Why or why not?

Effective feedback is bidirectional. How might you use AI to gain feedback from students?

In this chapter, there is a section on using AI to prepare for student conversations. How do you imagine this concept being helpful for you? How can you see yourself using this idea to assist in effective in-person student feedback?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Author's Insights and Additional Notes

- Teachers are still the experts and teachers are the ones with the content knowledge; important reminders when it comes to giving student feedback. We know it is important to give feedback on the right things and that knowing curriculum and students both help this. However, it has been helpful to really see AI as a feedback-assistant, streamlining and speeding up the process, while still keeping the teacher in the driver's seat.
- We have found that the first time teachers ask AI for assistance in feedback, it isn't great. It really takes some trial and error of prompts to get to what you are looking for. Take some time to slow down and really explore what type of prompts get the feedback that you want to provide, then save that prompt so that you have it set to go the next time it needs to be used.
- There are some great feedback tools available. For example, Brisk and Grammarly are both Google extensions that can provide AI-powered feedback right alongside student work. Additionally, some education curriculum companies are now offering AI bots as a part of their programs to give feedback specific to the subjects addressed. Explore these options to see what is most useful before committing to purchasing one. Depending on the grade level and subject area you teach, some will be better than others.

- Use AI to seek feedback from your students. AI can facilitate adaptive surveys and polls that adjust questions based on previous responses, providing nuanced insights into student understanding, engagement, and areas where they may need more support. In addition, AI tools can analyze text responses from students, such as in open-ended survey questions or discussion forums, to gauge their sentiment and overall feelings towards the material, identifying both positive and negative feedback trends.
- Student use of AI is occurring, whether sanctioned or not. Seeing AI as an assistant in this way could be a great use of the technology. In fact, students who are already using spell-check or autocorrect have already started exploring this concept without even really knowing they are doing so.

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EDUCATOR FUNCTION #6: LIFELONG LEARNING

Learning Intention

You are learning ways AI can be a support for lifelong learning, including ways it can clarify and refresh content knowledge, rethink instruction, and even provide some teacher coaching.

Success Criteria

By the end of this section:

- You will be able to articulate the ways that AI can assist in building content knowledge of new subjects or grade levels.
- You will identify the ways that teacher and student-facing AI sites can be naturally embedded into some professional learning around different instructional approaches and tools.

Interactive Features

Feature	Reader Guidance
Ask a Bot	Page 116: In each section before this one, you have had a back-and-forth with a ChatBot around the function addressed. This time, think through ways AI can support lifelong learning.
Stop and Jot	Page 116: Take some time to think about different times you have had to learn new content or new teaching practices. Page 122: Reflect on some of the things you might get AI to assist with in the future.
Task Takeover	Page 123: Read about an example of how AI can assist in helping educators consider a new approach to a regular practice.
Try it Out!	Page 117: Try using some of the provided prompts to think through one of the things you've learned in previous sections of the playbook. Page 120: Try using AI to clarify some of the content or concepts you have learned throughout the previous sections in the book. Page 127: Take a little bit of time to learn about a new-to-you teaching approach or tool by visiting a teacher or student-facing AI site.
Self-Assessment	Page 118: This self-assessment will help you reflect on what you think are the most important aspects of professional learning.
Classroom Connection	Page 121: Think about how students could also use AI to clarify and refresh some of the content they are asked to engage with.

Discussion Questions

Do you agree that AI is a tool that can help us stay current in education? How can it help? Do you have any reservations about this?

In one part of this section, we read about TeachFX, an AI-powered instructional coach. Do you see something like this being beneficial? What would be the opportunities, and what would be the concerns?

3-2-1 Reflection

3: What are THREE things you learned from the text?

1.

2.

3.

2: What are TWO things you found interesting or exciting from the reading?

1.

2.

1: What is ONE question you still have about the reading?

1.

Author's Insights and Additional Notes

- In almost every session we have led, someone visits a teacher-facing site and asks, “What is _____?” referencing a tool they haven’t heard of before. For example, in one session, a teacher said, “Is a choice board a game that you can create?” By exploring the tool itself, they learned exactly what it was and how it would help them in the classroom. Share with each other some of the new things you are learning as you explore.
- When we wrote the *Playbook*, we first thought this section would be all about teacher-coaching but then quickly realized it is about so much more. Lifelong learning is something we know is an important aspect of life, and framing ways AI can assist felt like the better angle. We hope you will get some ideas of how it can do just that.
- TeachFX is a tool mentioned in this section. It comes out of a group at Stanford University and has yet to become a widely used/available AI tool. That said, we wanted to mention it because it shows some possibility of what might be available in the future.
- Karim Lakhani from Harvard Business School notes that, “AI won’t replace humans. But humans with AI will replace humans without it.” As educators, we embody the principle of lifelong learning. AI represents the next thing for us to know. After all, we are not preparing students for our past. We are preparing them for their future.