Item 4-Appendix 3

AI in Education: Proposal for Professional Learning

Introduction

Artificial Intelligence (AI) can be defined as the development of computers, machines, and information technologies with the ability to perform human-like functions. In recent years, AI has become increasingly more common, as many sectors continue to adopt this technology to enhance users' experiences and automate tasks more efficiently. This paper will outline a proposal for professional learning targeted towards teachers, that can assist them with developing their own understanding of AI, how it can be applied in classroom settings, and the ethical issues that must be considered when using this technology.

AI in Education: Context

In recent years, concerns have been raised regarding the use of AI in education, and how educators can help pupils with using this technology in a way that is not only safe, ethical, and transparent, but that also supports their learning both in and out of the classroom. Research from Oxford University Press found that while half of teachers in the UK believe their pupils are already using AI with their assignments and coursework, only 23% felt they were prepared for the impact this technology may have on the classroom (1).

Additionally, with AI becoming increasingly more prominent throughout society, both practitioners and pupils must be prepared for the changes this may bring in years to come. By 2030, it is predicted that up to 15% of all global working hours could be automated (2). In addition, 32% of remaining jobs are expected to change significantly within the next 15-20 years (3). Consequently, these findings suggest that AI literacy – the ability to critically evaluate, communicate, and collaborate using AI – will become an essential skill to prepare pupils for the changes this technology may bring to the workforce in years to come.

Professional Learning: Key Areas of Focus and Timeline

To improve AI literacy among both teachers and pupils, it is proposed that professional learning opportunities covering the key areas outlined in the scoping review could be delivered across the Partnership. These sessions may be developed with West OS and external partners with expertise in this area, and delivered in the form of videos, online classes, and podcasts. The aim of these sessions is to empower teachers and increase their confidence in assisting pupils with understanding how AI can be used proactively in a way that supports their learning.

It is proposed that an initial session, titled 'An Introduction to AI in Education,' could be delivered that provides an initial overview of the technology. This will include:

- Key terms and definitions of AI.
- The skills necessary for using AI efficiently, including critical thinking, and evaluation.

- How AI can be used as a tool to support learning, creativity, and collaboration within the classroom.
- The risks involved in using AI, including bias, privacy concerns, and accuracy, and how these can be overcome.

The aim of this session is to provide teachers with a foundational understanding of the topic, and will be appropriate for all levels and subject backgrounds. A timeline has been proposed for developing an introductory session in the table below:

Milestone	Aim	Time Period
1. Search for potential facilitators.	Identify external organisations or individuals with expertise in the field to deliver the training session: 'An Introduction to AI in Education'	06/11/2023 – 06/01/2024
2. Meet with facilitators.	Meet with external groups and individuals interested in delivering the introductory session, to discuss their availability and scope.	07/01/2024 – 21/02/2024
3. Building resources.	Produce resources needed for development sessions (e.g., slides, complementary videos, etc.), in collaboration with training facilitators.	22/02/2024 – 01/04/2024
4. Publicising across the Partnership.	Advertise the professional learning session across the partnership and identify the level of interest and availability among practitioners to attend.	02/04/2024 – 16/04/2024
5. Delivery.	Deliver the professional learning sessions based on practitioners' availability.	17/04/2024 – 31/04/2024
6. Feedback.	Collect and analyse feedback from the introductory session and use this data to inform next steps.	01/05/2024 – 08/05/2024

After gathering feedback from the introductory session, there may be scope for additional sessions that focus on particular issues in more detail, depending on practitioners' interest. This may include:

- The use of AI to create inclusive learning environments – a focus on how AI applications can be beneficial for pupils with additional support needs to ensure they have full access to the curriculum.
- AI and assessment – how AI might impact assessment and moderation practices in years to come, including what teachers should assess for and how.
- Developing guidelines for the use of AI in education – a session that focuses on the ethical considerations of AI in more detail, and how teachers and pupils can work together to build their own values and principles for using this technology.

References

1. Oxford University Press. *AI in education: where we are and what happens next.* 2023.

2. Manyika, J, et al. *Jobs lost, jobs gained: What the future of work will mean for jobs, skills, and wages.* 2017.

3. OECD. *Trustworthy Artificial Intelligence (AI) in Education: Promises and Challenges.* 2020.