

Teaching With and Around AI: Equity, Empowerment and Ethics

Molloy University

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Course Description

Artificial Intelligence refers to a set of technologies that allow computers to perform tasks that typically require human intelligence. AI uses math, logic, and computer science to simulate human cognitive functions like learning, problem-solving, and decision-making. How does “AI” intersect with education?

Using free versions of tools such as ChatGPT, Canva, Magic School AI, and many more, we will learn to use, create, and explore interesting, easy, and information-rich ways for you to use AI safely and creatively with your students as well as ways to use it in your non-direct-teaching work. This will inform and enhance the teaching of each child in your class.

Please note: This course will be offered online through Canvas, Molloy College’s learning management system. To participate in this course, you will need to become familiar with using Canvas to demonstrate your learning.

- Log into [Canvas](#) using your Molloy e-mail username and password
- Click the “Courses” tab (top left-hand side of the page) & select: “**Teaching With and Around AI: Equity, Empowerment and Ethics**” in the drop-down menu
- Log-in prior to the course just to ensure that your account has been set up properly!
- Take the [Canvas Student Tour](#) or visit the [Canvas Student Quickstart Page](#)

Grading:

- 60% Completion of Assignments
- 40% Class Sharing/Collaboration

Technical Support

- *Canvas Support* is accessed through the HELP feature in the lower left-hand corner of Canvas. Call Canvas at (844) 408-6455 or use the online chat feature. Both services are available 24 hours - 7 days a week.
- *Technology Support Services* is located in Kellenberg 022 and can be reached via phone: (516) 323-4800, via email: helpdesk@molloy.edu or via Twitter: @molloyTSS
- *The Information Commons* is located on the second floor of Public Square and can be reached at (516) 323-4817 or via email: slewis2@molloy.edu. Check their website for hours: <http://www.molloy.edu/tss>

Learning Topics/Assignments

The below chart of topics and assignments reflects a basic view of what will be taught and completed during this course. More specific guidelines and components of the assignments will be listed on Canvas Modules for student viewing. In addition to the assignments below, students will complete tasks to demonstrate understanding.

Here's a checklist to see that you've completed the tasks:

CHECKLIST

Teaching With and Around AI: Equity, Empowerment and Ethics

What is Generative AI?

Generative AI refers to artificial intelligence systems that can create new content, such as text, images, audio, or even video, based on patterns and data they've been trained on. These models, like GPT-4 and DALL-E, use machine learning algorithms to generate responses, complete tasks, or produce creative outputs that resemble human-made content. Generative AI is commonly used in applications such as chatbots, content creation, image generation, and more, enabling new possibilities for automating creative processes and problem-solving.

I think what we're seeing in academia and with higher education is that this technology will perhaps have a more transformative impact on education than any other industry

the Wall Street Journal's Joanna Stern basically said, if you're interested in a high paying job, think about prompt engineering

We're going to start by really understanding what is different about generative AI. Why is it so transformational, and what is that going to mean for K-12 and university campuses? And then we're going to look at industry and how industry is changing. What skills are expected of our students? And what do we need to be thinking about as we think about how to prepare our students, how to change our educational practices? And really how to ensure that our students are prepared to succeed and be the next generation of leaders.

AI Best Practices (MagicSchhol AI)

Best Practices for AI Usage

- **Check for Bias:** AI might occasionally produce biased or incorrect content. Always double-check before sharing with students.
- **The 80-20 Approach:** Use AI for initial work, but make sure to add your final touch, review for bias and accuracy, and contextualize appropriately for the last 20%.
- **Your Judgment Matters:** See AI-generated content as a starting point, not the final version. Always adhere to your school's guidelines.
- **Protect Privacy:** Don't include personal student details like names or addresses. We strive to promptly remove any accidentally submitted information.

Ethics and AI in education raise several important issues:

1. **Bias and Fairness:** AI systems often inherit biases from the data they are trained on, which can lead to unfair treatment of certain student groups. If AI tools favor specific demographics or learning styles, it may reinforce existing inequalities in the classroom.
2. **Privacy Concerns:** The use of AI in education often involves collecting vast amounts of student data, raising concerns about data security, privacy, and consent. Students may not have full control over how their data is collected, stored, or used, potentially putting sensitive information at risk.
3. **Transparency and Accountability:** Many AI algorithms operate as “black boxes,” making it difficult for educators and students to understand how decisions are made. This lack of transparency can create challenges when AI systems make incorrect or biased recommendations, leaving no clear accountability for errors.
4. **Autonomy and Teacher Roles:** Over-reliance on AI in classrooms could diminish the role of teachers, reducing their autonomy in instructional decisions. It may also shift the focus from human-centered teaching to data-driven learning, which could overlook the emotional and social needs of students.
5. **Student Agency and Equity:** If AI is used to monitor and predict student behavior, it may unintentionally restrict student agency by labeling or categorizing them early on. Low-income or underserved students could be disproportionately affected by AI systems that reinforce existing educational gaps, exacerbating inequalities.
6. **Misinformation and Ethical Use:** Without proper instruction on how to use AI responsibly, students might misuse AI-generated content or rely on AI tools without critical evaluation.

Teaching students about the ethical implications of AI is essential to fostering responsible and informed digital citizens.

Addressing these ethical concerns requires balancing AI's potential with policies that prioritize equity, transparency, and data security in educational settings.

Day	Topics	Assignment
Days 1-2	<p>Topic: Introductions</p> <ul style="list-style-type: none"> ● Use Flip to introduce yourselves to me and each other! <p>Topic: What is GenerativeAI?</p> <ul style="list-style-type: none"> ● What grade would be a good time to introduce AI to students? ● How do you explain AI to your students? ● What is your biggest fear with AI in your teaching/school/students? ● What is an AI Competent Society? 	<p>1) Please Introduce yourself and your current feelings (Good, bad, Indifferent, Worried, etc.) about AI in this FLIP (You have 3 minutes!)</p> <p>2)Read these Two Articles and watch these two videos:</p> <p>Video 1</p> <p>Video 2 (This is a good one to use with students)</p> <p>Assignment: contribute one answer in all four columns on the shared Padlet, and respond to a <i>minimum</i> of three other comments by your fellow students using the Padlet comment feature.</p> <ul style="list-style-type: none"> ● What grade or age would be good for introducing AI to students? ● How do you/have you explain(ed) AI to your students? ● What is your biggest fear with AI in your teaching/school/students? ● What is an AI Competent Society?

- Tools of the Trade:
Let's start simply:
 - Chat GPT
 - Kids ChatGPT

3) Read this [Blog Post](#) on AI and kids.

4) **Assignment:** Now, explain AI to one grade level/age in this **Flip!** (It can be your grade or another.)

5) Go to [ChatGpt.com](https://chatgpt.com) and <https://kidschatgpt.com/> and ask the generative AI to write a paragraph on something that would be useful to a 3rd grader (or any elementary grade) (biography of a famous person, New York history, science of simple machines - or something of your own) do it on each site.

Copy and paste each result into a doc so you can compare the results.

If you need help writing an AI Prompt (what you say to an AI to get it to do what you want it to do), look to Columbia's Digital Futures Institute [Guide](#).

5b) **Assignment** Paste the doc into the assignment on Blackboard and...


5c) **Assignment:** Report your findings on the [Padlet](#) I posted.

- Were there differences in the resulting paragraphs? What were they?
- As a teacher, did you find one more appropriate than another?
- Would you allow your students to begin an essay or research using these sites? If so, how?

7) [Lesson Planning With AI](#) (article) This article is a nice overview of lesson planning with AI. The time savings you can experience is almost incalculable!

8) Let's Get Specific:

- a) Creating Slides

Days 3-5	<p>Topic: Teacher Time Savings: How do you think AI can help you with lesson planning?</p> <ul style="list-style-type: none"> ● Create Slides from Videos (BRISK) (Magicschoolai) ● Checking Written Work (Detecting) ● Quiz from text (Magicschoolai) ● Making Awards (Canva) ● Interventions (ColleagueAI) ● Making Forms out of Tests ● Worksheets (Diffit) ● Pulling Vocabulary from text! 	<ul style="list-style-type: none"> i) Turn a YouTube Video into slides! ii) Here's the 13-minute Video:  Lecture 1.1 - What is Life? - Biol 101 iii) Using BRISK, I turned it into a ten-slide presentation for 6th grade. You can fix the fonts, colors, number of slides, and such as you see fit! (This is AMAZING for differentiation and different abilities, as you can control the information generated! You can control the level of reading, the amount of info, etc.) Here are the steps! iv) Next, Let's try that same task with MAGICSCHOOLAI v) This one requires more work, but you might like it better! Here are the steps! vi) Here's a great list of other tools: LIST <p>Assignment:</p> <ul style="list-style-type: none"> b) Creating Quizzes Check here! c) To create awards using AI in Canva, you can leverage the "Magic Design" feature, which allows you to input a text prompt describing the type of award you want, and Canva's AI will generate design templates based on your description, including layouts, colors, and fonts, which you can then customize further with specific details like the recipient's name and achievement details. For the steps: Look Here! d) Intervention Help! Check out this doc with a real-world problem created with Colleague.ai Document e) I have a bibliography in APA format. Can an AI generator change it to Harvard referencing style? <ul style="list-style-type: none"> i) But of course! GEMINI (from Google) can do that! f) AI app extracting vocab lists from a text: <ul style="list-style-type: none"> i) ChatGPT can do it. Tell it: "I'm a teacher for _____ students of _____ grade. Make a list of 20 vocabulary words from this text. Give me the word and a short definition. " Then paste the text after that prompt.
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Days 6-7	Topic: Spark Creativity <ul style="list-style-type: none">● Research and Writing	<p>Inside your students, stories swirl. Yarns wait to be plucked from their minds' most inventive corners and then shared with the world. Yet many of them just need a little help to tease them out. AI can be that conduit, inspiring you to guide those students' strands of imagination from their heads to their screens, where you can help polish them into personal, maybe even powerful tales or tableaux. Here's the point, though: <i>Creativity doesn't come from AI. It comes from people.</i> Let's look at a tool that can help bring it to the surface:</p> <p>Notebook LM is an AI-powered research assistant from Google that helps users analyze documents, take notes, and generate summaries. It's designed to help users become experts in their documents and collaborate with them to organize their ideas.</p> <p>Here's a video on how to use it with your students: Video</p> <p>Assignment:</p>
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Days 8-10

Topic: Doing the jobs teachers dislike with the help of AI



1. AI Detecting: As a teacher, you're always a detective! Now you can be an AI Detective. We've been using "TurnItIn" for over a decade, looking for plagiarism, but this is a bit trickier.

Using one of these tools, you can run your students' written work through an AI that detects other AI! Plenty of AI detectors are out there, but be careful when using them. None are 100% effective, and **many** give false positives. Use it as an initial flag that AI may have been used, but do more research before accusing students of using AI. You know your students and their writing style better than AI, so factor that into the equation.

1. The Brisk extension for Chrome
 2. [Quillbot](#)
 3. [Teacher Tools AI](#) "detector" asks students questions about their work and then flags answers inconsistent with the work.
 4. Using the **Draftback** Chrome extension will tell you if there was a blank page and then suddenly, an entire essay was pasted onto a page.
2. Recording a Meeting, Then get bulleted Notes: *Use caution with these tools - some of the record and note taking do not uphold FERPA standards, and consent needs to be given by all participants if they are being recorded...not the fun answer but a concern to be aware of! Find out the legalities of recording meetings in the Country/State where you live.*
 1. *If you record it on your phone or computer and upload it to ChatGPT, it will do it for you.*
 2. *Otter.ai*
 3. *Lecture.new*
 4. *Glean (Plus at least a dozen more including Zoom, Google Meet, and Microsoft Teams)*

Days 11-12	Topic: Taking it to the next level <ul style="list-style-type: none"><li data-bbox="267 283 479 315">● Ethics and AI	<p>When discussing AI ethics with K-12 students, key considerations include teaching them to be aware of potential biases in AI outputs, the importance of proper citation when using AI-generated content, respecting privacy concerns related to data collection, and understanding that AI should be used as a tool to enhance learning, not replace critical thinking and independent work; essentially, emphasizing responsible and ethical use of AI technology in their academic pursuits.</p> <p>Assignment:</p> <ol style="list-style-type: none"><li data-bbox="722 556 1388 619">1. What are some tools you can use to help students understand Bias? First, read this article here.<ol style="list-style-type: none"><li data-bbox="755 651 1429 745">a. On this Padlet, discuss how you explain bias in Artificial Intelligence with the grade you currently teach.<li data-bbox="755 756 1469 913">b. On this Padlet How would you use this webpage with your students? (What is AI for Kids? An Introduction to Artificial Intelligence for Kids) Find something on the page to use in a lesson, a center or an assignment!
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Day 13

Topic: Finally...

- Reflect
- Your Digital Exit Ticket

1. **Assignment:** Reflect on the **FlipGrid** about how you feel today about AI versus how you felt ten days ago. Do not be afraid to be honest.
2. **Assignment:** Complete your Digital Exit Ticket to receive full credit for this class!