GENERATIVE AI GUIDE CHAPTER 3

3 QUESTIONS TO ASK YOURSELF
before using GenAI in class

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Educational Technology Division
Ministry of Education

#GEN-AI   #CHATGPT

01 How can my students continue to develop critical competencies with the use of AI?

Professional judgement on how to use AI in an educationally meaningful manner should be exercised. The use of AI should encourage greater development of critical competencies, like 21CC.

E.g., the use of AI can shorten the time needed for information gathering by students, and offer opportunites for teachers to guide students in critical thinking and information skills by fact-checking and corroborating with other sources, highlighting any underlying biases in the output and encouraging students to find areas for improvement in an AI-generated response.

02 How can academic integrity be upheld?

📣 Clearly communicate rules that students should adhere to (e.g., permissible/ impermissible uses of the AI tool, proper documentation of AI-generated content)

🧠 Emphasise the value of learning over grades

While there are AI authenticity verification systems available (e.g., GPT-Zero), their performance is not guaranteed and may vary. How can I still detect if my student is submitting AI-generated content?

You can do so by detecting differences in writing style, sentence structure or vocabulary from their usual work.

There is value in encouraging the use of AI tools, so let's not be deterred but instead focus on its ethical use with our students.

03 How can students use AI tools safely?

👤 Build online safety habits of **not disclosing sensitive personal data on the platform**, and **understand and appreciate limitations of using AI** tools, such as potential inaccuracies, biases and out of date information.

AGE+ **Abide by the age advisory** of the tools, if any*.

For e.g., OpenAI advised against students under 13 using ChatGPT due to concerns over age-appropriateness of content generated. Teachers can demonstrate the use of the tool to these students, who may observe and discuss the output and suggest prompts, instead of students' independent use.

These 3 questions serve as a starting point to help teachers harness the benefits of AI tool use for T&L, while ensuring its safe and responsible use.
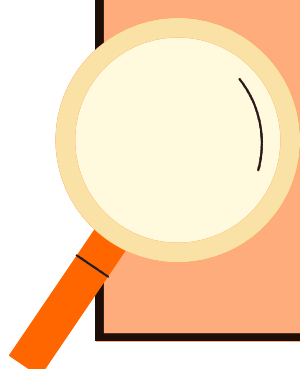
These questions were adapted from principles in MOE's AI in Education (AIEd) Ethics Framework, which guides the safe use of AI in classrooms.
Learn more about it here!

Want to build up your AI literacy?
Complete this SLS course!

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PUTTING INTO PRACTICE
using GenAI responsibly in class

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01 Possible Class Guidelines on AI Use for Assignments

Extent of AI Use

Which skill do you want your students to focus on and develop?

Practical skills, formation of personal opinion and thought	Decision making	Synthesis and adaptive thinking	Critical evaluation and inventive thinking	AI literacy

Assignments can involve varying degrees of AI use to develop these skills.

No use of AI — **AI less central in assignment** — **AI more central in assignment**

E.g. hands-on tasks and experiments to enable students to learn practical skills, pen-and-paper tasks to allow students to develop their personal thought.

E.g. AI generates ideas. Student decides on the best idea to further improve or adapt.

E.g. AI gathers information and data. Student interprets and analyses them and synthesises their ideas and arguments using the evidence gathered.

E.g. AI generates arguments. Student evaluates them through iterations and presenting multiple perspectives before arriving at their own ideas or solutions.

E.g. AI generates information. Student identifies potential biases and takes mitigating measures.

As use of AI will not value-add to skills to be developed, assignments do not involve AI use.
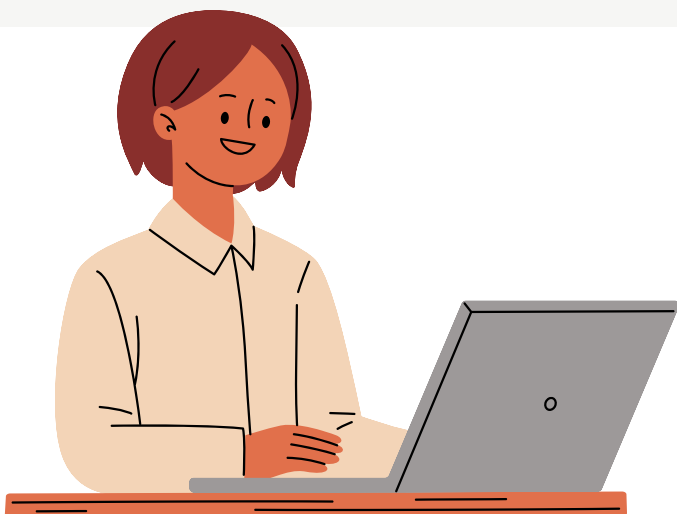
How to prevent plagiarism when generative AI is used?

Requiring students to document generative AI use by:
- citing the use of generative AI and prompts used

Possible example of citation:
OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model].
Prompt: XXX

- submitting the entire chatlog with the generative AI tool
- presenting their original work and subsequent drafts revised with the help of the tool, where generative AI is used for refinement.

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02 How Schools Should Engage Parents on the Use of AI Tools

Schools should share with parents how AI tools may be used in T&L as well as their benefits and limitations*, and may do so through the following platforms:

- Parent briefing (e.g., at the start of year as part of describing T&L approaches in the school, PDLP Parent Engagement, cyberwellness talks)
- Parent newsletter

Schools should also have avenues for parents to raise their concerns on the use of these tools and inform parents of these avenues. Where parents have voiced their concerns and expressly do not want their child to use an AI tool which requires parental consent (such as ChatGPT), the school should not allow the student to use the tool.

limitations include possible inaccuracies which may cause the spread of misinformation, potential biases in the generated output, information that is inappropriate, taken out of context, without permission, out of date and/or unreliable.

Have feedback on the guide? We want to hear from you! Fill in our survey here.