Folder Name: //AI-Audit-Portfolio/Module1_Foundations/

Week 1 Portfolio- Julie Foss

AI Inventory Template:
1. Tool Name: Canva
2. Tool Provider: Canva Pty Ltd
3. Lead User: Julie, Business Owner
4. Part of a larger platform? No.
5. Purpose and Use: branded templates, resource design
6. Users: Staff only
7. Student Age Group: NA
8. How is the tool accessed? Business license, used for business purposes
9. Does the tool interact directly with students? No
10. Does the tool make or influence any decisions about students or staff? No
11. Can the decisions or outputs of the tool be overridden by a human? Yes. Users can edit and make decisions about what outputs to keep, change, or discard.
12. What type of AI system is this, based upon function? Content generation
13. Risk Classification: Limited Risk
14. What kind of data does this tool process? Per the [Canva Terms of Service](#), they collect name, email, phone #, payment detail, IP address, device type, location, info about how users interact with the platform, messages sent through Canva (feedback, queries, prompts) and info uploaded to Canva (photos, content, etc.), If you link 3rd party apps, they collect username for that app as well as any info you have given the 3rd party app permission to share through their terms of service. Canva may also collect publicly available info about its users and their role, company, etc. from third party sites like LinkedIn, etc. Canva uses cookies to identify your device and collects location data.
15. Where is the data stored/ processed? [Per Canva,](#) data is stored in the United States. It is processed in Australia, New Zealand, the Phillipines, the UK, Singapore, Europe and the US.
16. Is there clear information available for students, parents, or staff about how the tool works. Yes.
17. Is the tool accessible and inclusive? [Canva has some accessibility features:](#) Alt text, translation pages, video captions, light/ dark modes, keyboard shortcuts, multiple languages for screen readers, and pdf accessibility features.
18. Who monitors or reviews the outputs? As the business owner, I do
19. Has this tool been reviewed since its adoption. This is the first time, though it is less than 1 year since purchased for the business.
20. Is the use of this tool still ongoing? Yes, in active use
21. Final Notes: None

Quiz Reflection:

1. C
2. B
3. B
4. C
5. False

Reading Reflections Week 1:
What changed in your understanding of AI use in schools after this week?
I really appreciated the framing of AI governance as a leadership mindset vs.a piece of paper, checklist, or act of compliance. The definitions of AI Ethics, Responsible AI, and AI Governance provided a nice mental model as I engaged with this week's readings and I didn't have that walking in.

In my work with schools to date, I see folks asking for pieces of each of these foundations, but not the whole picture. For example, I have worked with districts to develop guiding principles for the use of AI, and many have had conversations about what those principles look like in the classroom. However, examining decision making through the lens of those principles and doing the work to calibrate an entire leadership team or district is a long term pursuit for many.

I have worked with schools to ensure they are selecting tools that protect the rights and privacy of students. But the conversation in this week's readings about how the software behaves and assessing risk on an ongoing basis is something I think far fewer folks are discussing and/or have systems to address.

And finally, the documentation and oversight piece. This is such a tough one for schools because there is so, so much being asked of them. I appreciate how simple and straightforward the inventory process that you have shared is, and can see how useful this will be for education-facing organizations. The note that risk is not determined by the tool itself but by how it is used and who and how it impacts beneficiaries was deeply resonant and a lens I didn't have walking into this content.

The act of creating evidence of learning has been very eye opening. I am a visual person and the graphic below was what I created with the course definitions to help me better visualize how they work together. In general, the reflection activities have forced me to think about how I would share my learning with others. I was kind of blown away by the inventory activity and how much data is being collected by my use of a single tool. Appreciate these application-based and reflective activities to solidify and make visible my learning, thank you.

AI Ethics
"The Why"
Core principles that guide use and decision making around AI

Responsible AI
"The How"
The design, selection, or use of AI in ways that apply AI ethics and follow legal best practices

Foundations of Critically Conscious AI Adoption

AI Governance
"The What"
The policies, processes, and oversight structures that ensure AI is documented, safe, and accountable

Definitions by Kompass Education