

**AI Drive Explanation prediction in company register
trends word Register:**

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Foundation 1: Center People (Parents, Educators, and Students)

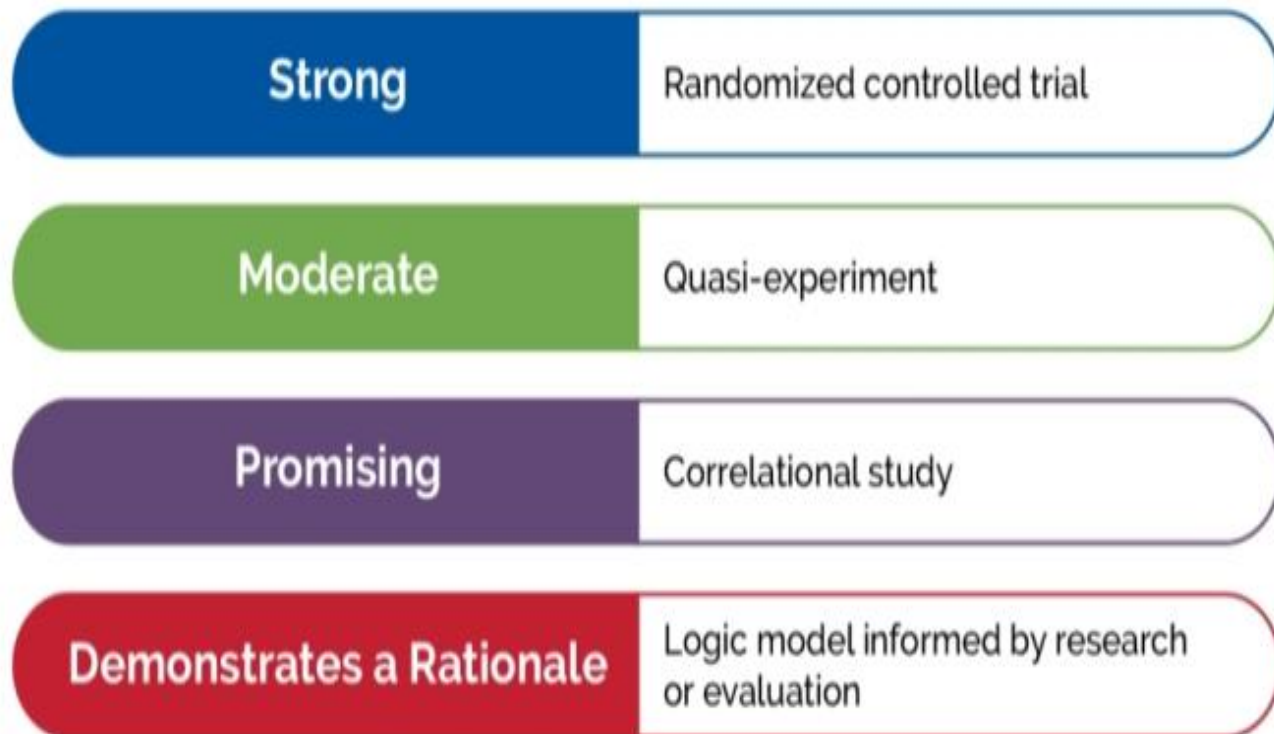
Education-focused AI policies at the federal, state, and district levels will be needed to guide and empower local and individual decisions about which technologies to adopt and use in schools and classrooms. Consider what is happening in everyday lives. Many of us use AI-enabled products because they are often better and more convenient. For example, few people want to use paper maps anymore; people find that technology helps us plan the best route to a destination more efficiently and conveniently. And yet, people often do not realize how much

Guiding Questions

Understanding that AI increases automation and allows machines to do some tasks that only people did in the past leads us to a pair of bold, overarching questions:

1. What is our collective vision of a desirable and achievable educational system that leverages automation to advance learning while protecting and centering human agency?
2. How and on what timeline will we be ready with necessary guidelines and guardrails, as well as convincing evidence of positive impacts, so that constituents can ethically and equitably implement this vision widely?

Figure 2: The Elementary and Secondary Education Act defines four levels of evidence.



Overview of Document

We begin in the next section by elaborating a definition of AI, followed by addressing learning, teaching, assessment, and research and development.

Organizing key insights by these topics keeps us focused on exploring implications for improving educational opportunity and outcomes for students throughout the report.

Within these topics, three important themes are explored:

1. Opportunities and Risks. Policies should focus on the most valuable educational

2. Trust and Trustworthiness. Trust and safeguarding are particularly important in education because we have an obligation to keep students out of harm's way and safeguard their learning experiences.

3. Quality of AI Models. The process of developing and then applying a model is at the heart of any AI system. Policies need to support evaluation of the qualities of AI models and their alignment to goals for teaching and learning during the processes of

What is AI?

Our preliminary definition of AI as automation based on associations requires elaboration.

Below we address three additional perspectives on what constitutes AI. Educators will find these different perspectives arise in the marketing of AI functionality and are important to understand when evaluating edtech systems that incorporate AI. One useful glossary of AI for Education terms is the CIRCLS Glossary of Artificial Intelligence Terms for Educators.

11

AI is not one thing but an umbrella term for a growing set of modeling capabilities, as visualized

Figure 3: Components, types, and subfields of AI based on Regona et al (2022).¹²

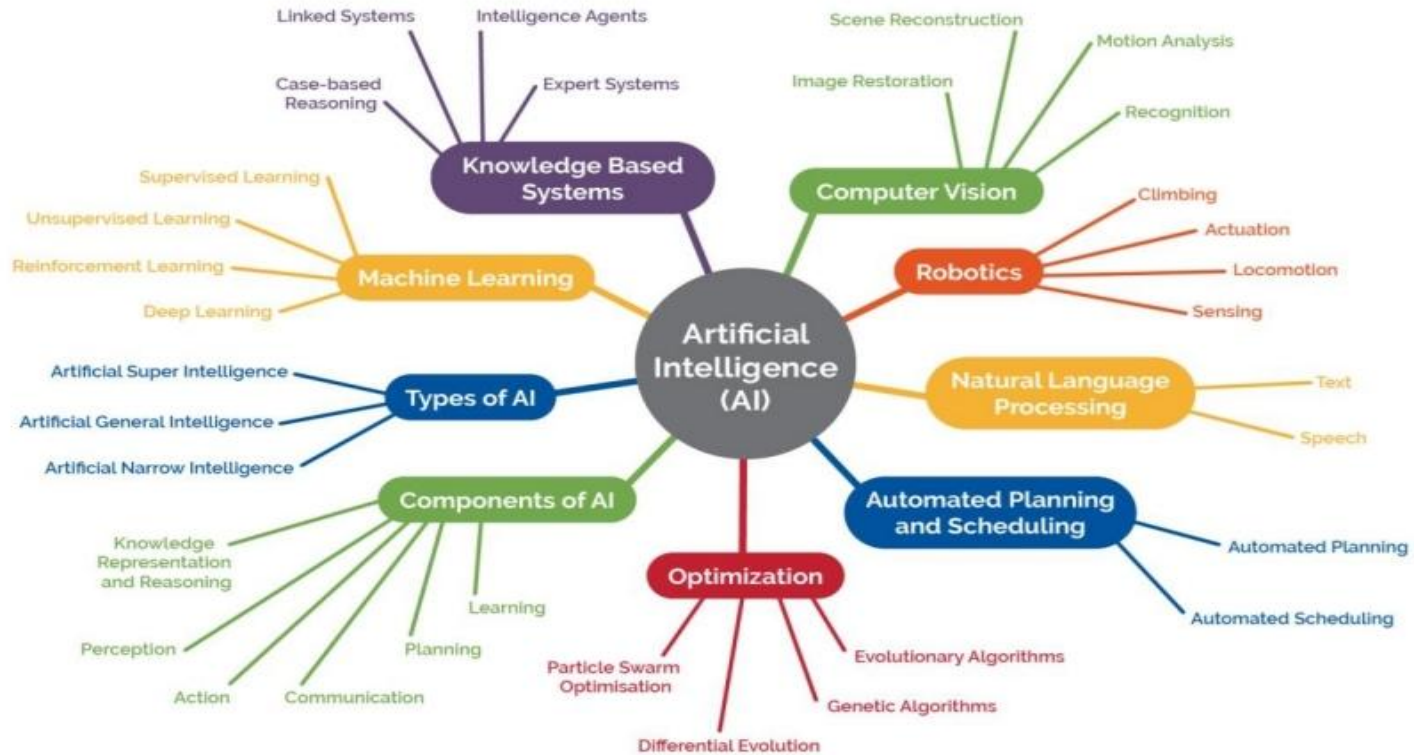


Figure 4. Differences that teachers and students may experience in future technologies.

	Familiar Technology Capabilities	Future Technology Capabilities
Input	• Typing	• Speaking
	• Clicking and dragging	• Drawing
	• Touching and gesturing	• Analyzing images and video
Processing	• Displaying information and tasks	• Assisting students and teachers
	• Sequencing learning activities	• Planning and adapting activities
	• Checking student work	• Revealing patterns in student work
Output	• Text	• Conversations
	• Graphics	• Annotating and highlighting
	• Multimedia	• Suggesting and recommending
	• Dashboards	• Organizing and guiding