AI in Education - Frequently Asked Questions

Quick Navigation

Common Concerns & Resistance

"Isn't AI just making students lazy?"

Short Answer: No more than calculators made mathematicians lazy.

Full Answer: AI can be misused as a shortcut, but so can Google, Wikipedia, or asking a friend. The key is designing assessments that require students to: - Critique and improve AI output - Show their reasoning process - Demonstrate understanding, not just final answers - Reflect on how they used AI as a tool

Think of it like spell-check — it handles mechanics so students can focus on meaning and critical thinking.

"AI is just copying other people's work - what about plagiarism?"

Short Answer: AI generates new text from patterns, it doesn't copy-paste.

Full Answer: AI doesn't literally copy from sources, but it can produce content similar to existing work. Best practices: - Start with your own work, use AI as an editor - Require transparency about AI use - Focus on process documentation - Treat AI output as a draft, not final submission - Apply the same attribution standards as any other tool

"Won't AI replace teachers?"

Short Answer: AI handles routine tasks; education is about relationships and mentoring.

Full Answer: AI is good at: - Drafting, summarising, formatting - Providing instant feedback on basics - Analysing patterns in data

Teachers are irreplaceable for: - Building relationships - Mentoring and coaching - Complex judgment calls - Creative problem-solving - Inspiring and motivating students

AI gives us back time to focus on what matters most — the human elements of teaching.

"This is just another tech fad we'll abandon in two years"

Short Answer: AI is already embedded in tools we use daily.

Full Answer: Unlike previous tech waves, AI is already integrated into: - Microsoft Office (Copilot) - Google Workspace - Turnitin - Grammarly - Zoom transcriptions

It's not coming — it's here. The question isn't whether to use it, but how to use it well.

"AI makes things up - how can we trust it?"

Short Answer: You're right — that's why human oversight is essential.

Full Answer: AI can produce confident-sounding errors ("hallucinations"). This makes it crucial to: - Teach verification and fact-checking skills - Use AI for drafts, not final answers - Cross-reference important information - Treat AI like an intern — helpful but needs supervision - Focus on developing critical evaluation skills

This actually creates a teaching opportunity — students must learn to evaluate information critically, a vital 21st-century skill.

"What about data privacy and student information?"

Short Answer: Use institutional tools and never put sensitive data in consumer AI.

Full Answer: - Prioritize university-approved AI tools when available - Never input personal student data into public AI tools - Use anonymized examples for testing - Follow institutional data policies - Train students on safe AI practices - Keep sensitive discussions and feedback human-to-human

"Shouldn't we just ban it?"

Short Answer: Banning doesn't work and pushes use underground.

Full Answer: Universities that tried banning found: - Students used it anyway, just secretly - Staff had no way to guide responsible use - It's built into everyday tools (can't ban Word!) - Students need these skills for employment

Better approach: Guide open, responsible, transparent use with clear policies.

Benefits & Opportunities

How can AI enhance student learning?

- **Personalized feedback** available 24/7
- **Safe practice spaces** for difficult conversations
- **Active learning tools** (flashcards, quizzes from notes)
- **Accessibility support** (transcription, translation, simplification)
- **Multiple explanations** of difficult concepts
- **Immediate formative feedback** before assessments

How can AI support teaching staff?

- **Reduce routine tasks:** drafting, formatting, basic feedback
- **Analyse student feedback** to identify patterns
- **Generate practise materials** quickly
- **Create scenario-based learning** activities
- **Provide consistency** across large cohorts
- **Free time** for meaningful student interaction

What about research and administration?

- **Literature review** assistance
- **Data analysis** and pattern recognition
- **Transcription** of interviews and focus groups
- **Report drafting** and formatting
- **Grant application** support
- **Meeting summaries** and action items

How does AI support accessibility and inclusion?

- **Real-time transcription** for hearing-impaired students
- **Text-to-speech** for visual impairments
- **Language translation** for international students
- **Content simplification** for diverse learning needs
- **Multiple formats** (visual, audio, text) from single source
- **24/7 availability** for different time zones and schedules

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Practical Implementation

How do I start using AI in my teaching?

1. **Start small:** Try one tool with one assignment
2. **Be transparent:** Tell students you're experimenting
3. **Set clear guidelines:** When and how AI can be used
4. **Focus on learning outcomes:** What skills are you assessing?
5. **Iterate:** Get feedback and adjust
6. **Share experiences:** Learn from colleagues

What's the difference between good and bad AI use?

Good Use: - Starting with your own ideas - Using AI to improve and refine - Documenting the process - Verifying important information - Learning from AI suggestions - Being transparent about use

Bad Use: - Copy-pasting without thought - Submitting AI output as-is - Hiding AI use when required to disclose - Using AI for tasks meant to build core skills - Trusting AI blindly without verification - Avoiding learning by over-relying on AI

How do I design "AI-resistant" assessments?

Consider assessments that: - Require personal reflection and experience - Build on in-class discussions - Ask for process documentation - Require live presentations - Focus on application to specific contexts - Include peer review components - Emphasize iteration and improvement

What about marking and feedback?

- Use AI for **first-pass** feedback on structure and basics
- Reserve human time for **content, critical thinking, creativity**
- Provide **rubrics** that distinguish AI-assistable vs. human elements
- Consider **portfolio** assessments showing development
- Include **reflection** on how AI was used
- Focus on **growth** and improvement over time

Tools & Applications

What are the main AI tools for education?

Learning Support: - **Talk Buddy:** Conversation practise with feedback - **Study Buddy:** Generate study materials from notes - **Reality Reigns:** Gamified scenario-based learning - **Feed Forward:** Assignment guidance and scaffolding

Teaching Support: - **Insight Lens:** Analyze student feedback for improvements - **Curriculum Curator:** Align content with learning outcomes - **Scenario Generator:** Create case studies and examples - **CloudCore Simulator:** Organization simulations

Assessment Support: - **Audio/Video Transcription:** Accessibility and analysis - **PowerPoint Feedback:** Presentation improvement - **Video Presentation Review:** Automated initial feedback

How do I choose which tool to use?

Consider: 1. **Learning objective:** What skill are you developing? 2. **Time investment:** How long to learn vs. time saved? 3. **Student benefit:** Does it enhance learning? 4. **Privacy needs:** Institutional vs. consumer tool? 5. **Integration:** Works with existing systems?

Can I create my own AI-enhanced materials?

Yes! Start simple: 1. Convert worksheets to interactive HTML 2. Use AI to generate practise questions 3. Create scenario banks for role-play 4. Build automated feedback templates 5. Develop discipline-specific examples

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Ethical & Safety Considerations

What are the main ethical concerns?

Academic Integrity: - Clear policies on AI use - Transparency requirements - Attribution standards - Process documentation

Equity: - Not all students have equal AI access - Digital literacy varies - Consider providing institutional access - Offer alternatives for those uncomfortable with AI

Bias: - AI can perpetuate existing biases - Review AI output for stereotypes - Teach critical evaluation - Use diverse examples and prompts

How do we ensure responsible use?

For Staff: - Model transparent AI use - Discuss benefits AND limitations - Share failures as learning opportunities - Keep human judgment central - Regular policy reviews

For Students: - Mandatory AI literacy training - Clear use guidelines per assignment - Reflection on AI use required - Consequences for misuse defined - Support for questions/concerns

What about the "expert advantage"?

Subject matter experts (SMEs) get better AI results because they: - Know what to ask for - Can evaluate output quality - Understand context and nuance - Can guide and refine effectively - Recognize errors quickly

This means AI amplifies expertise rather than replacing it — encouraging deeper learning, not shortcuts.

Getting Started

I'm interested but nervous - where do I begin?

Week 1-2: - Attend a drop-in session - Try the worksheet → HTML conversion - Experiment with one tool privately

Week 3-4: - Use one tool with one class - Get student feedback - Share experience with colleagues

Week 5-6: - Refine based on learning - Try a second tool - Document what works

Where can I get help?

Immediate Support: - Weekly drop-in sessions: [day/time] - Email: [your.email] - Office hours: [schedule]

Resources: - Tool documentation: [link] - Template library: [link] - Policy guidelines: [link] - Video tutorials: [link]

Community: - Faculty AI discussion group - Monthly show-and-tell sessions - Discipline-specific workshops - Peer mentoring program

What's the one key message?

> **AI isn't about replacing what we do as educators — it's about supporting and enhancing what we already do well. The value comes from how we guide it, frame it, and use it in context.**

How do I handle resistance from colleagues?

Do: - Start with sympathetic early adopters - Share small wins, not grand visions - Address concerns directly - Offer to help with first steps - Focus on solving their problems

Don't: - Force it on anyone - Dismiss valid concerns - Oversell or overpromise - Make it seem complicated - Create more work for them

What if something goes wrong?

Common issues and solutions: - **AI gives wrong information:** Teaching opportunity about verification - **Student over-relies on AI:** Adjust assessment design - **Plagiarism concern:** Review transparency requirements - **Technical failure:** Always have non-AI backup plan - **Student complaint:** Document AI use policies clearly

Remember: We're all learning together. Mistakes are expected and valuable.

Final Thoughts

Why should I care about this?

Whether we like it or not, AI is reshaping education. Our students will graduate into an AI-integrated workplace. We can either: - **Ignore it** — and leave students unprepared - **Ban it** — and push use underground - **Embrace it thoughtfully** — and shape its use

The choice we make today determines whether AI becomes a tool for deeper learning or a crutch that weakens education.

What's your role in this?

As **AI Facilitator** (not Leader), I'm here to: - Help you explore possibilities - Support your experiments - Share what works (and what doesn't) - Connect you with resources - Learn from your experiences

This isn't my project — it's something we shape together.

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