

Better Together:

How Human Connection Transforms AI into an Effective Educational Partner

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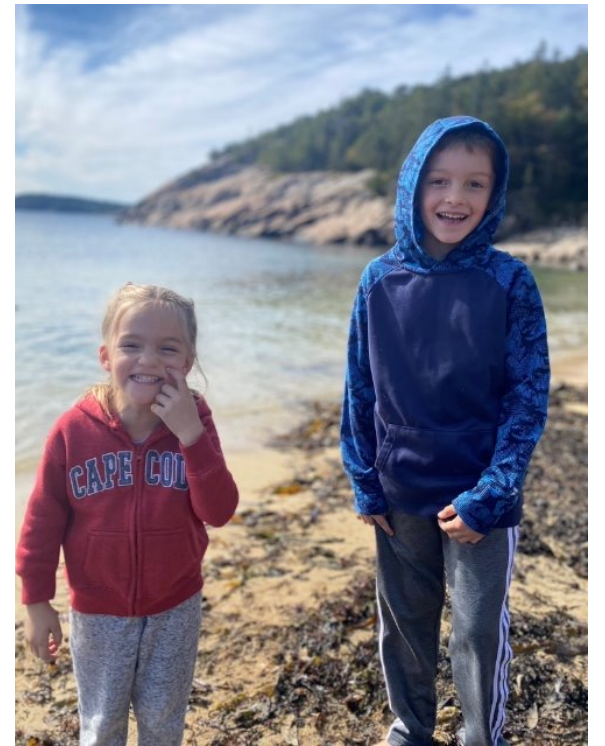
LOOMIS CHAFFEE




About me



WESTOVER
SCHOOL





Introductions

A grayscale background image of two hands clasped together, with a solid orange bar at the bottom.

What are we
afraid of?



What are
the
possibilities?

What are some ways students could use AI in your class/realm that would be beneficial?

Personal Tutor

Immediate Feedback

We need both
catalysts and guardrails

CONNECTION-CENTERED STRATEGIES CAN GIVE US BOTH.

Connection-centered Strategies

- I. Board Work
- II. Homework Reframe
- III. Oral Defenses



Board Work: A guardrail

Remote Associates

SKATE, CREAM, WATER
FISH, MINE, RUSH
LIGHT, BIRTHDAY, STICK
CROSS, RAIN, TIE

The Debrief

Students:

- Learn to read others' work
- Learn from other's mistakes
- Weigh different solutions to the same problem

Teachers:

- Get a feel for each individual's progress
- See what concepts need to be revisited
- Point out real examples of common mistakes



Board Work 2.0: A catalyst

Student Comments

What aspects of this class worked well for you? What most helped you grow as a computer scientist?

I enjoyed board work a lot: it was nice to be able to throw a problem onto the board and be able to choose to write pseudo code, or actual code, and refine my coding abilities without the aid of vscode.

I liked the board work a lot. It gave me time to practice on my own.

I really enjoyed the board work, I found it helpful to learn new concepts and understand hard topics and especially as someone who was new to comp sci this year.

Questions?

Grading for EQUITY

What It Is, Why It Matters, and How
It Can Transform Schools and Classrooms



JOE FELDMAN

Reframing Homework: A guardrail

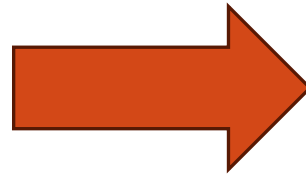
How it works

Intentional Problems

AI Assist Allowed

Feedback, no Score

Incorporate into Class



Concept Check as Warmup

AI as tutor

No incentive to short-circuit

Follow-up Activity

Grading for EQUITY

What It Is, Why It Matters, and How
It Can Transform Schools and Classrooms



JOE FELDMAN

Reframing Homework 2.0: A catalyst

Example Problem:

Original: Write an input validation loop that forces the user to enter an even number.

2.0: Write an input validation loop that forces the user to enter an even number. Then, ask AI to write one. What was different? Which do you prefer and why?

Questions?



Oral Defenses: A guardrail

Oral Defenses



UNDERSTANDING &
OWNERSHIP CHECK



IMMEDIATE AND
EFFECTIVE FEEDBACK



GRADING EFFICIENCY

Application:

Think of an assignment you give that could benefit from an oral defense.

- 1) Why is it a good fit?
- 2) What are the barriers you would have to overcome?

Share with a partner



Oral Defenses 2.0: A catalyst

In general...

Create human connections

- Student/Student
- Student/Teacher

Create separation between the AI and the product:

- Change the product
- Separate steps between students
- Require or incentivize proper use

Questions/Thoughts?
