

GENERATIVE ARTIFICIAL INTELLIGENCE IN THE CLASSROOM GUIDANCE

Delaware Department Of
Education

VERSION HISTORY

This document is regularly updated to reflect the latest AI guidance and policy changes at state and national levels. A summary table tracks these updates, providing a clear historical record of modifications. This approach ensures the document remains a reliable resource for understanding AI guidelines in Delaware schools.

Date	Description of Changes	Version
06/2024	Initial Guidance Document Created	1.0

Q1

The Delaware Council on Educational Technology presents this guidance (Gen AI in Classrooms) to support educators and education leaders in the appropriate, equitable, and inclusive use of AI in classrooms across the State of Delaware.

True	False
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STATEMENT OF PURPOSE

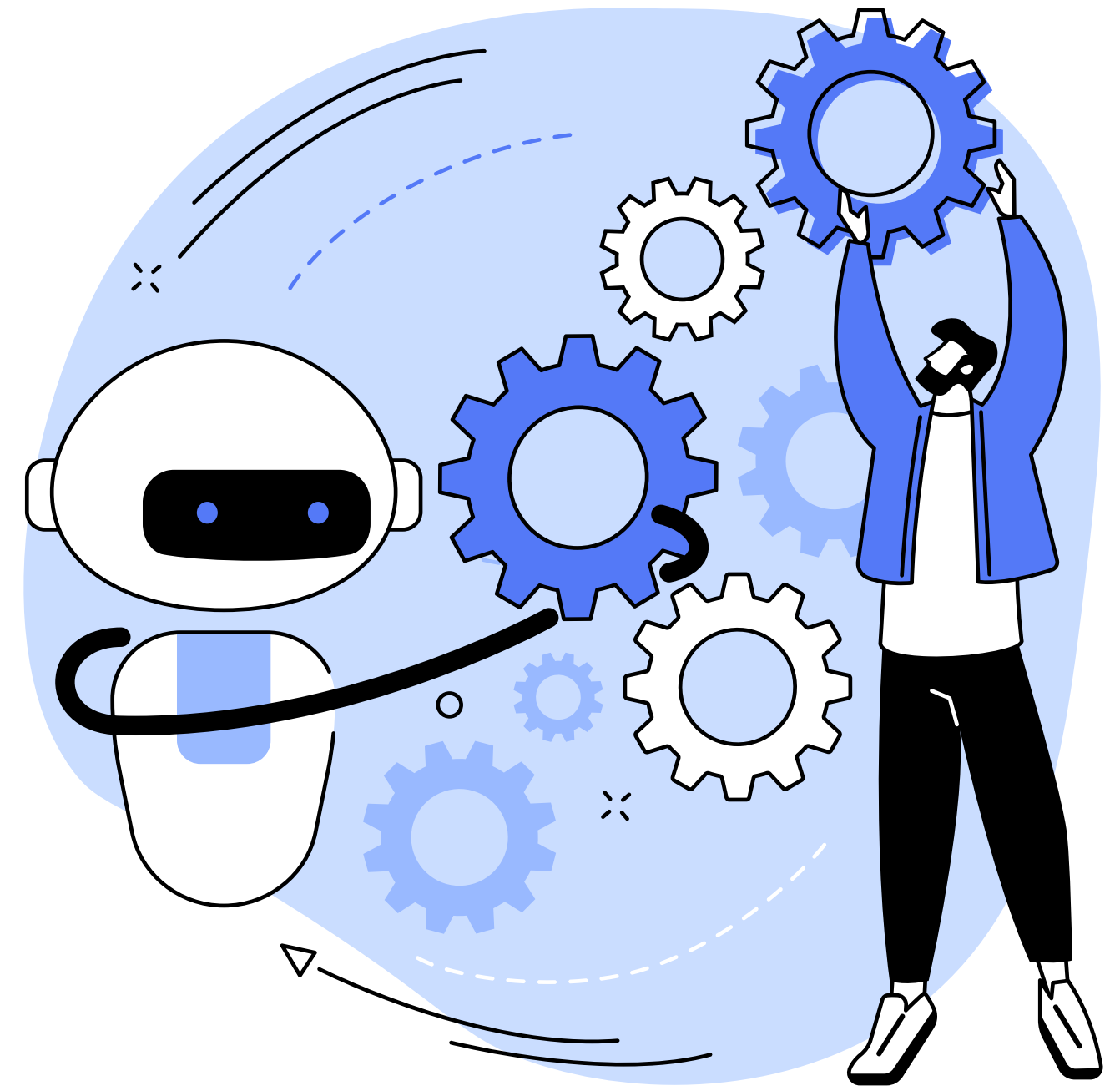
Understanding
AI

Implementing
Generative AI in
Delaware Districts
and Charters

Integrating
Generative AI into
the Classroom

Professional
Learning

How to Use This
Guidance
Document



Q2

School District and Charter School leaders and classroom educators are provided with this guidance as a source of support, resources, and established best practices for integrating AI technologies within their instructional environments

True	False
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Q3

What is true for AI?

A

AI is not a singular technology but rather a collection of technologies and methodologies to simulate human cognitive processes.

B

AI include machine learning, natural language processing (NLP), robotics, and computer vision.

C

AI systems can analyze large volumes of data, learn from experiences, and perform tasks with varying degrees of autonomy.

D

All of these

UNDERSTANDING AI

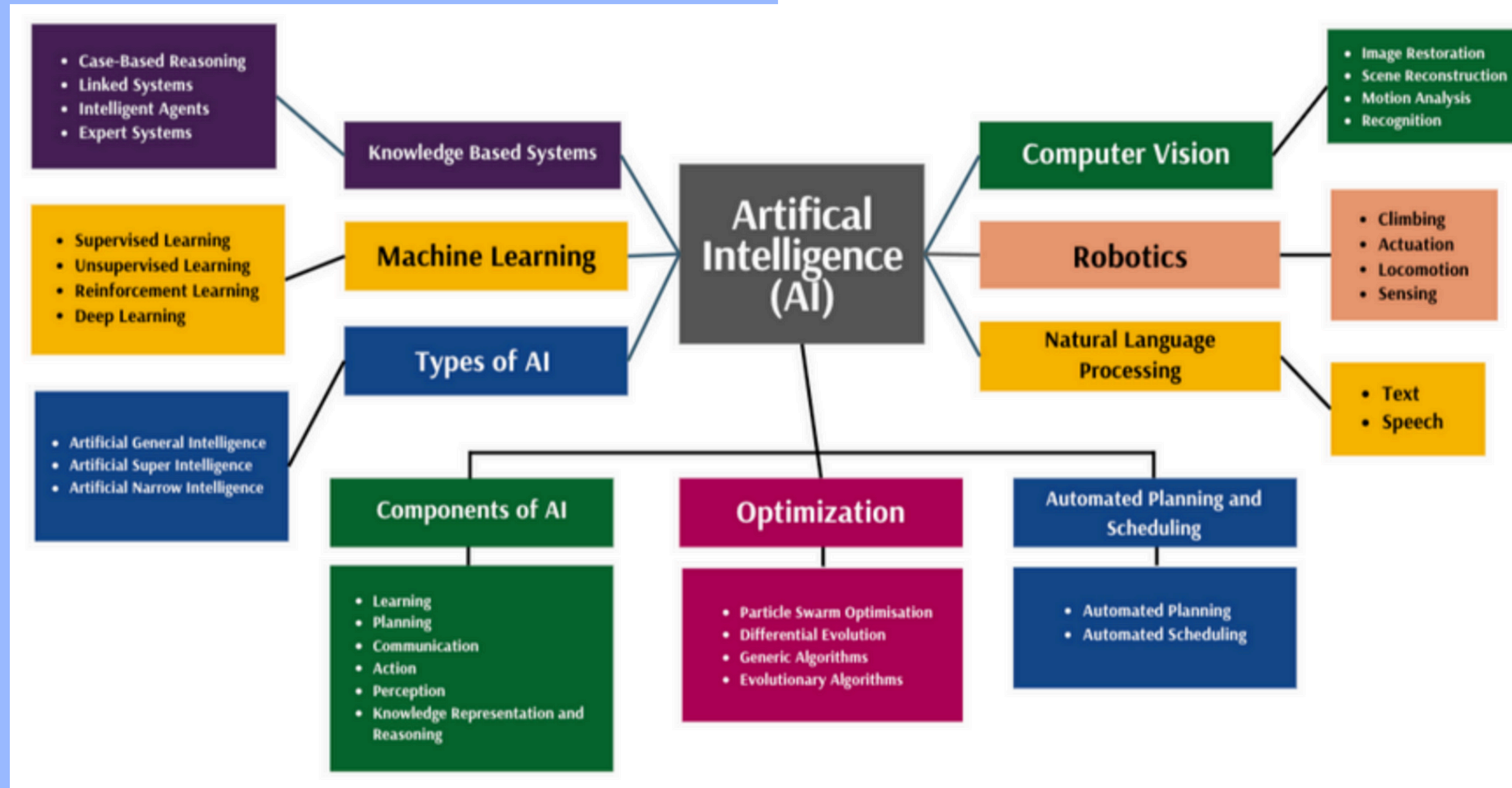


Figure: (Regona et al., 2022)

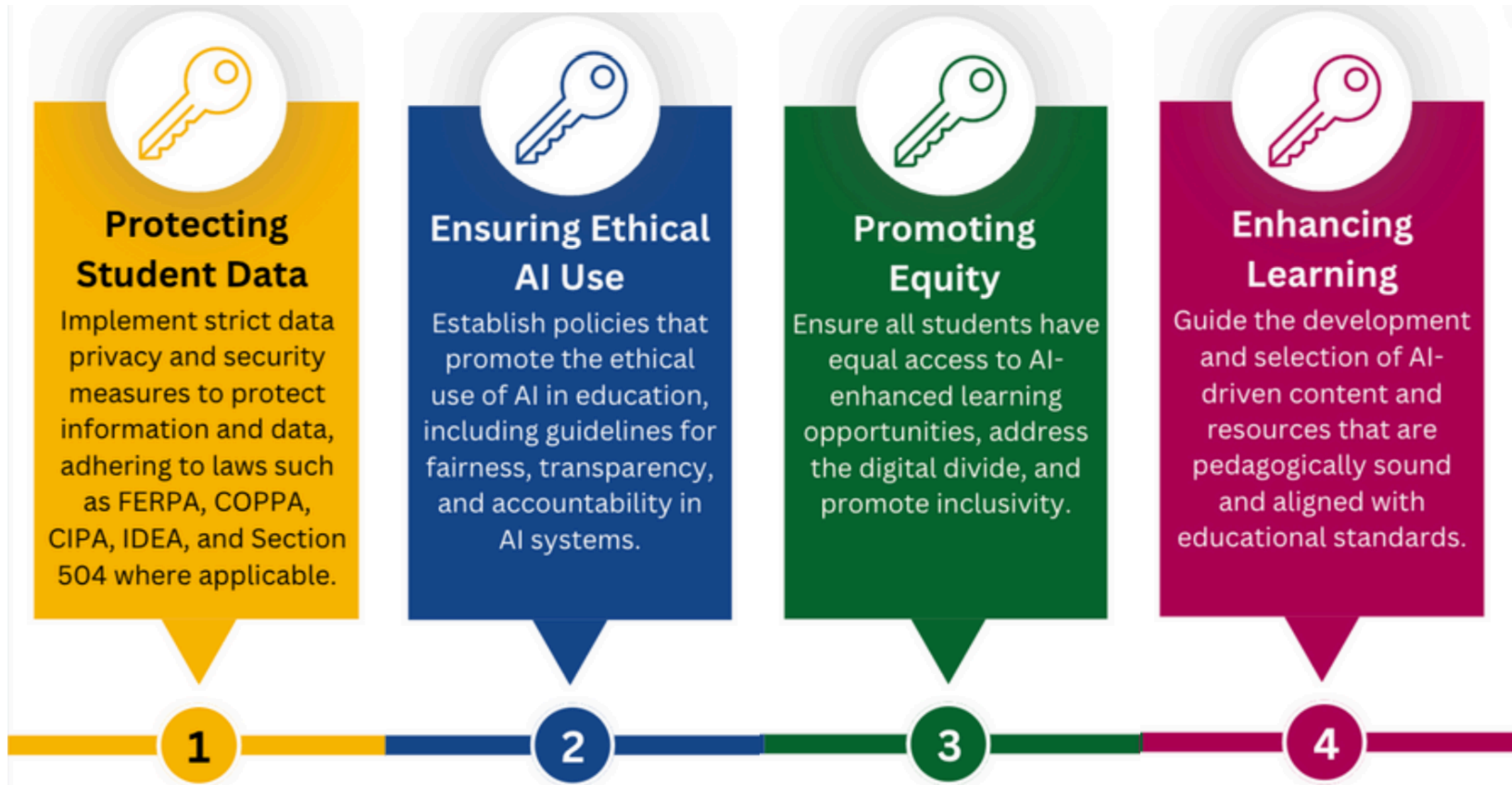
Q4

Delaware DOE key policy areas provide a framework for integrating Gen AI technologies within academic settings, ensuring privacy protection, ethical use, and equity to enhance learning.
Which one do you think is NOT part of their policies?

A	B	C	D	E
Protecting student data	Ensuring ethical AI use	Promoting equity	Enhancing learning	Social Emotional Learning

IMPLEMENTING GENERATIVE AI IN DELAWARE DISTRICTS AND CHARTERS

KEY POLICY AREAS



Q5

The guidelines directs teachers to restrict the use of AI example "AI tools are prohibited for the assignment, and all work must be author's original creation".

True	False
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Q6

Gen AI has the potential to revolutionize learning by providing access to personalized and immersive educational experiences. Does augmented reality (AR) for interactive learning sessions and employing chatbots for tutoring and support enhances learning?

True

False

Q7

What are the risks?

- a) Plagiarism and cheating, Overreliance on AI models
- b) Personalized Content , Aiding Creativity
- c) Unequal access to AI tools, bias
- d) Enhanced learning, error reduction.

a,b

b,c

c,d

a,c

Q8

In addition to being clear about when and how AI tools may be used to complete assignments, teachers can restructure assignments to reduce opportunities for plagiarism by

<p>A Evaluating the artifact development process rather than just the final artifact and requiring personal, context, original arguments, or data collection.</p>	<p>B Students should learn how to critically evaluate all AI-generated content for misinformation or manipulation.</p>	<p>C Properly cite and acknowledge the use of AI where applicable.</p>	<p>D All of these</p>
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MATCH THE COLORS TO A,B,C

**Short-Term
Actions
(Immediate
Steps)**

B

Full Integration: Scale AI use across schools based on pilot results.

Ongoing Evaluation: Continuously review AI practices to ensure ethical and effective use.

**Medium-Term
Actions (Next
Steps)**

A

Update Policies: Review and create guidelines to include Generative AI in schools

Pilot Programs: Test small-scale AI projects to understand benefits and challenges.

**Long-Term
Actions
(Sustained
Efforts)**

C

Train Educators: Expand AI training programs based on initial feedback.

Connect AI use to digital citizenship and media literacy standards.
Offer courses on AI applications and ethics in education.



CONCLUSION: SHAPING THE FUTURE OF EDUCATION WITH AI

Delaware's journey with Generative AI is just beginning, but it holds great promise for transforming education. By embracing AI thoughtfully, we can create more dynamic, inclusive, and engaging learning environments while preserving the human connections that make education meaningful.

With ongoing support, professional learning, and a commitment to ethical and effective use, we can equip both educators and students to navigate the future with confidence. As we move forward, collaboration and adaptability will be key to ensuring AI enhances education for all.



**THANK YOU FOR
LISTENING!**