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What Kind of Education for What Kind of World?

A Conversation on AI, Digital Distraction, & Youth Development

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Big Question:

What kind of education prepares youth for the world they are in- and the one they are helping to shape?

Focus Areas for Tonight:

- Academic + Intellectual Development
- Digital Wellness
- Safety + Ethics

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The World our Children Are Navigating

- A world where information is always available- but not always true
- A world of deep personalization- and deep distraction
- A world where tools like AI assist- or replace thinking

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Let's Define Our Terms:

Artificial intelligence (AI) is a machine's ability to perform the cognitive functions we usually associate with human minds, such as perceiving, reasoning, learning, interacting with an environment, problem-solving, and even exercising creativity. AI technologies are commonly used today, including things like voice assistants on your phone, customer service chatbots, and recommendations on streaming services.

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Social Media is broadly defined as online platforms and applications that enable users to create, share content, and participate in social networking. This includes various forms of communication such as social networking sites (Meta, X), video sharing platforms (YouTube), and live streaming services. The definition also encompasses blogs, wikis, forums, and online messaging.


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Critical Thinking is defined as the ability to make reasoned judgments, considering options, analyzing them using specific criteria, and drawing conclusions. It involves examining one's own thinking and the thinking of others.

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Algorithms are step-by-step procedures or sets of rules designed to solve specific problems or complete tasks. Think of them as a kind of recipe for computers to follow when executing a task. In the context of AI, algorithms are crucial for enabling machines to make decisions and perform tasks systematically. They are the heart of AI, guiding how data is processed and transformed into useful information. For instance, search engine algorithms determine the order of search results based on relevance and popularity.
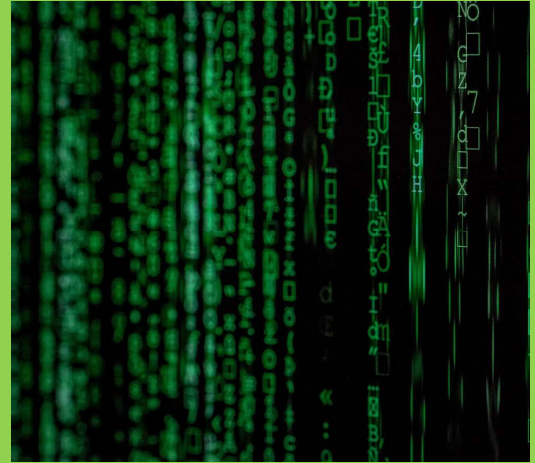
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Doom Scrolling refers to the negative impacts and emotional distress experienced by students, teachers, and other school staff due to excessive and potentially harmful content consumption, often through digital platforms. This includes being overwhelmed by negative news, social media trends, or other disturbing content that can lead to anxiety, stress, and even depression.


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NVSD and Personal Digital Devices

All members of the school community are expected to leave personal digital devices at home, in their bag/backpack, and/or in their locker during instructional time. Allowances may be made by the staff for instructional purposes, digital literacy, appropriate use based on age and development stage, accommodations within a student's Individualized Education Plan, accessibility, medical and health needs, and/or equitable support for learning outcomes.

Access to personal digital devices is restricted throughout the school day in grades K-7 and during instructional times in grades 8-12.
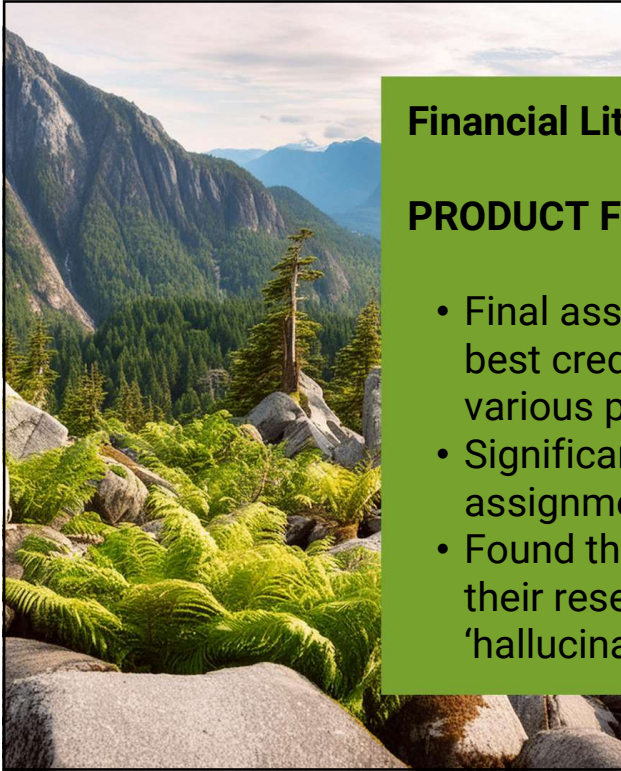
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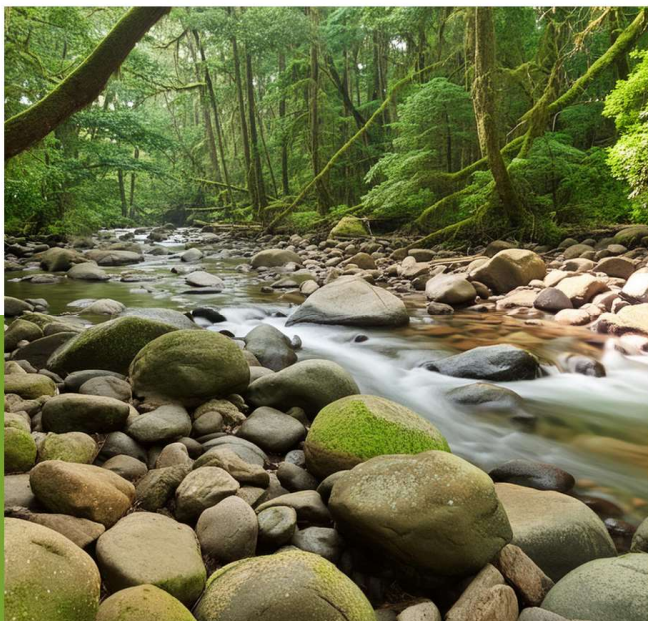
So Why Does This Matter?

"When students offload too much thinking to AI, they risk losing the very skills that help them make meaning."

- Teachers' role in shaping inquiry
    - Process over Product
   - Refining Assessment

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Financial Literacy Debt Unit:

PRODUCT FOCUSED:

- Final assessment - research and present the best credit card based on the needs of various personas.
- Significant percentage value to the assignment.
- Found that students are leaning on AI for their research. I have found multiple 'hallucinations' in their work.

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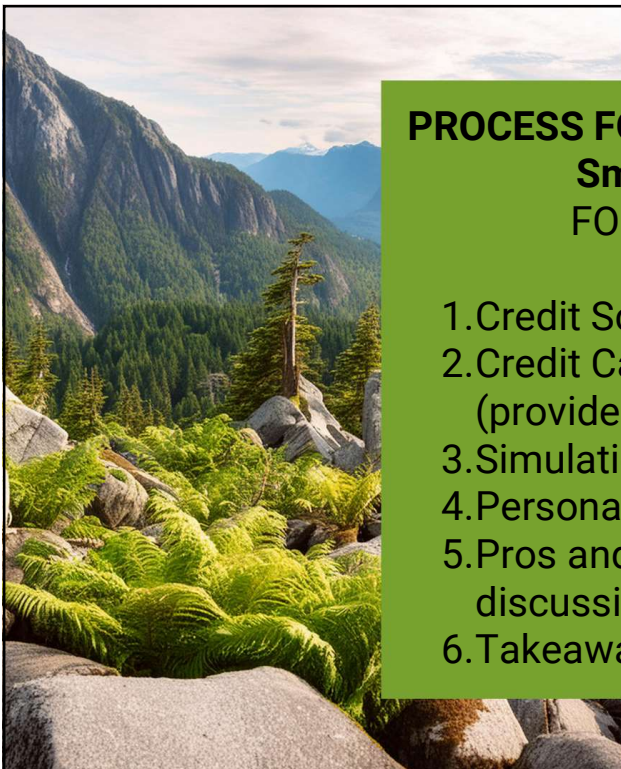
PROCESS FOCUSED:
Smaller Valued Assessments
FOCUS - ASSIGNMENT - TOOL

1. Credit Scores - Infographic - Canva
2. Credit Card - Research Presentation - CoPilot (provide thread)
3. Simulation - Tracking Spending - Excel
4. Personal Spending - Credit Journal - Doc
5. Pros and Cons - Credit Debate - In class discussion
6. Takeaways - Reflection - doc or conversation

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Using AI in the Classroom

WHAT DOES IT LOOK LIKE?

100% created by AI

AI does the student's work for them without the student having to think about it

AI writes content but student edits it based on classroom learning

Student rewrites AI-generated content with own ideas for improvement

AI generates multiple drafts; student chooses best parts of AI drafts

Student develops the key points to include, but the AI writes the draft.

AI guides student through writing process as a "writing coach"

Student creates content until blocked; asks AI for help to <unblock>

Student writes draft; AI writes draft; student adds AI's best ideas

Student gathers statistics/research via AI but creates all content themselves

Student consults Internet/AI to write ideas, but creates content himself

The student writes all the content but asks the AI for feedback to improve it

The student does all his work without any help from AI, the internet, etc.

100% human created

Questions to ask yourself as a teacher:
- When could AI be a useful resource for students?
- When is it not?
- For whom and for what type of work?
- Under what circumstances?
- What work best prepares students for their future?
- Where do you draw the line for your students?
- At what point does the job become the student's job rather than the AI's?

To learn more, visit DitchThatTextbook.com/ai-cheating

DITCH THAT TEXTBOOK

Graphic created by Matt Miller of Ditch That Textbook.
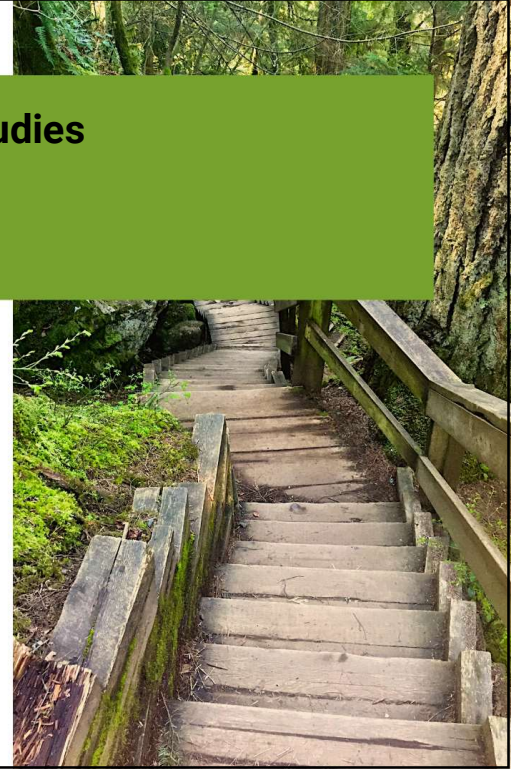
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Academic Honesty & Integrity with AI

STUDENT created

I wrote all the assignment content without consulting AI or the internet. ☐

I consulted AI/internet for ideas, then wrote and submitted the assignment. ☐

I generated a draft and AI offered feedback for improvement. ☐

I prompted AI for multiple responses, used the best parts, edited, and submitted. ☐

AI created a response. I read, edited, adjusted, and submitted. ☐

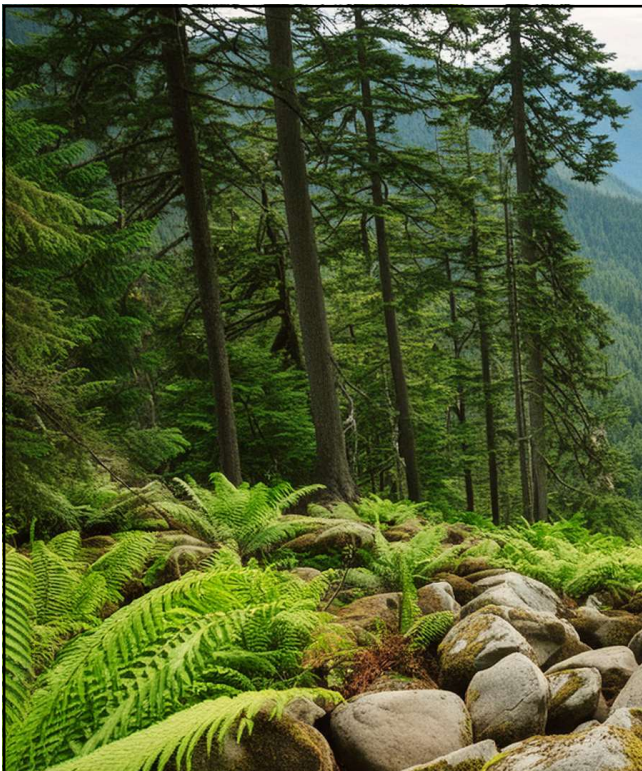I plugged a prompt into AI, copied the response and submitted it. ☐

BOT created

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Case Studies

This event is not about alarmism. It's about grounding ourselves in the lived realities of students, and asking:
What kind of education are we offering, and is it preparing our children for the world they live in and the one they are helping to shape?
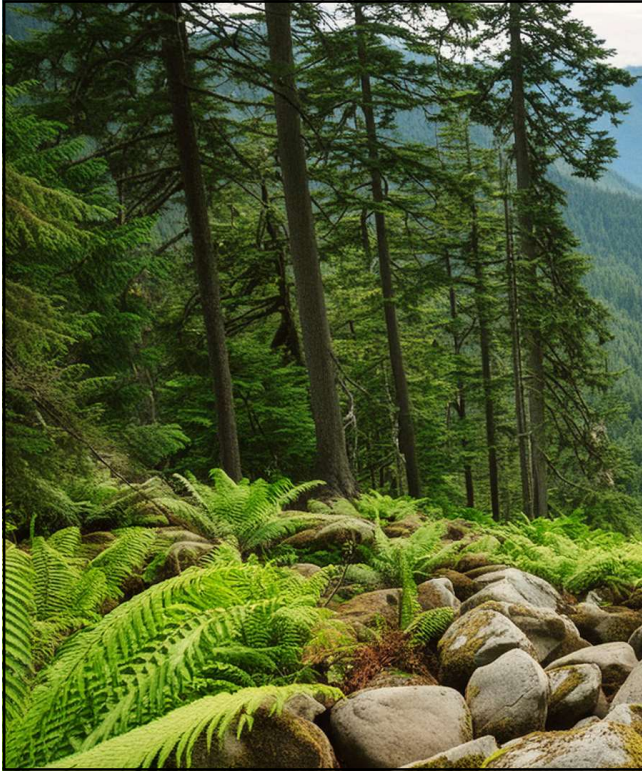
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Case Study #1

• Table Discussion

• Key Takeaways

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Case Study #2

- Table Discussion

- Key Takeaways

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Haidt emphasizes that children are "antifragile," meaning they require real-world experiences—like unsupervised play and social interaction—to develop resilience and a strong sense of self. The reduction of these experiences has led to a sense of detachment or depersonalization among youth.

Jonathan Haidt
The Anxious Generation

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Thank you

Digital Wellness

Academic & Intellectual Development

Safety & Ethics

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