



THE SITUATION

USING, NOT ABUSING:

UPSKILLING STUDENTS AND TEACHERS FOR ETHICAL AI IN LEARNING



- INTRODUCE THE ISSUE,
- CLARIFY THE PROBLEM(S)
- IDENTIFY THE SOLUTION
- SHARE GOOD PRACTICE
- FEEL EMPOWERED!



NEW, POWERFUL **TOOLS** THAT HAVE THROWN **A HUGE WRENCH** INTO EVERY ASPECT OF EDUCATION AND LEARNING.



IRRESPONSIBLE AND/OR UNETHICAL USE OF AI THREATENS TO **REPLACE THINKING.**

AND, IF WE IGNORE THE PROBLEM, WE LOSE THE OPPORTUNITY TO HELP STUDENTS BECOME **THOUGHTFUL, ETHICAL USERS OF AI**



THE SOLUTION

UNDERSTANDING THE STRENGTHS AND
WEAKNESSES OF THE TOOL

CLEAR BOUNDARIES ON USE

GRADUATED RELEASE OF (AI)
RESPONSIBILITY

TEACHERS HAVE A HUGE ROLE TO PLAY IN **FACILITATING**
GENERATIVE AI USE THAT CAN **UPEVEL** THINKING



HOW TO **SCAFFOLD** PROPER USE AND **SYSTEMATIZE** ETHICAL USE WITH STUDENTS; KNOW WHERE AI TOOLS CAN HELP **UPSKILL**

GOOD PRACTICE:

PART 1.1: **KNOW** THE TOOL'S STRENGTHS AND WEAKNESSES

ENCOURAGE

STRENGTH: **BRAINSTORMING**

STRENGTH: **PERSONALIZED EXAMPLES**

STRENGTH: **CONTEXT**



DISSUADE

WEAKNESS: **DRAFTING**

WEAKNESS: **RESEARCH**

UPSKILL: STUDENTS HAVE A PERSONAL TUTOR IN THEIR POCKET!

GOOD PRACTICE

PART 1.2: SCAFFOLD TOWARDS CONVERSATION AND AWAY FROM ROTE ANSWERS

UPSKILL: STUDENTS HAVE A "FRIEND" TO BOUNCE IDEAS OFF
OF (& AREN'T FED ANSWERS)

PROMPTING FOR CONVERSATION

Assign roles or require use of a "pre-prompt" that sets clear boundaries.

Sample Prompts

Pre-prompt: "I am a student working on an assessment, and I can only get advice—nothing that replaces my own thinking. Please guide me with questions, feedback, and ideas that help me deepen my understanding. Always ask me for my reasoning, my next steps, or what I think before providing suggestions."

- "Help me brainstorm 3–5 possible tourism-related business ideas for my project. Please ask me follow-up questions about my target audience, sustainability focus, and location before giving suggestions."
- "Can you summarize 3–4 current trends in sustainable tourism, then ask me which ones I think are most relevant to my local context and why?"
- "Help me make a **starting-point** outline for a Business Model Canvas about an eco-tourism business. Ask me to fill in details for each section (e.g., key partners, value proposition) before adding any of your own."
- "Show me a **sample** business model canvas for a tourism business in a different country or industry. Then ask me to analyze which parts could apply to my idea and which parts I should avoid."

GOOD PRACTICE

PART 1.3: **SHOW** DIFFICULT SKILLS OR PRACTICES

- Exemplifies structures
- Show the skill in action.
- “Use AI to suggest examples of evidence that could support a claim about normative change”
- Treat AI as TA/tutor.

In 200 words or less, can you help give me an example of a leader who lead to normative change through their actions?

Can you do the same thing but put your evidence in bullet points?

Example: Nelson Mandela – Leading Normative Change Through Reconciliation

Nelson Mandela transformed South Africa’s moral and social fabric by modeling forgiveness and unity rather than revenge after apartheid. His actions redefined what leadership and justice meant in a divided nation.

Evidence:

- **1994 Presidential Inauguration:** Invited his former prison guard as a guest of honor, symbolizing reconciliation over retaliation.
- **1995 Rugby World Cup:** Wore the Springbok jersey—once a symbol of white dominance—to promote racial unity and national pride.
- **Truth and Reconciliation Commission:** Supported public truth-telling and forgiveness instead of punitive justice, shifting social norms toward empathy and accountability.
- **Public Messaging:** Consistently emphasized “rainbow nation” ideals, encouraging citizens to see themselves as part of a shared national identity.
- **Global Influence:** Mandela’s moral example reshaped global expectations of leadership—linking power to compassion and integrity rather than dominance.

Through these actions, Mandela helped move South Africa from a culture of division and retribution toward one grounded in forgiveness, equality, and collective healing.

UPSKILL: STUDENTS ARE CONFIDENT ABOUT HOW THEY CAN USE AI TO HELP THEM LEARN



UNDERSTANDING THE STRENGTHS AND
WEAKNESSES OF THE TOOL

CLEAR BOUNDARIES ON USE

GRADUATED RELEASE OF (AI)
RESPONSIBILITY

UPSKILL: STUDENTS LEARN THAT TRUE MASTERY IS PRODUCING WORK THEMSELVES

GOOD PRACTICE: CLEAR BOUNDARIES

PART 2.1: THOUGHTFUL TASK TYPES

FINAL TASKS COMPLETED ON PAPER

Upsides:

- Authentic work
- Confidence boost
- Prep work pays off

Downsides:

- Difficult to draft/edit
- Less creative

CONSIDERING TASKS THAT REQUIRE THINKING

- Assessed debates.
- Applied thinking (transfer).
- Low-text tasks: voice notes, images, infographics, “killer fact.”

A handwritten business model, produced with research submitted and printed out

8 Key Partners

- platforms to sell the bags on / with
- marketing partners making ads, influencers students / college influencers (6)
- local & ethical suppliers that make / provide the parts of the bags (10)
- investors

7 Key Activities

- sell product through local & online stores & pop-ups
- market product honestly with labels such as "natural", "sustainable" or "ethical"
- build trust in buyers by being honest, offering BTS workshops, and transparent marketing (6) (10) (8)

6 Key Resources

- backpacks are made of:
 - cotton, canvas, or polyester
 - zippers
 - minimum buckles
 - nylon or polyester straps
 - a foam back panels with mesh (10-15 mm) or PET
 - laces

5 Revenue

- earnings from:
 - loyal customers
 - advertising
 - pop-up
 - workshops
 - partnerships

2 Value Proposition

- offers natural, sustainable bags with honest marketing and aesthetic designs, with comfortable and ethically sourced materials, with room for own aesthetic design (offered in different colors, relatively affordable, especially for a ~~small~~ natural bag (5) (6) (9)
- offers cotton bags ergonomically lined (eva foam) and robust hardware that withstand lots (200-500g breaking load) load (11) (1) (5)

9 Cost Structure

- raw materials vary - F.E.S. nylon can vary from 400 to 2700 nok per square foot depending on details like strength or finish. polyester is way cheaper lying at about 10-50 nok per square foot. zippers cost 30-50 nok per unit, costing more if more complex. straps cost 40-100 nok depending on complexity. labour costs depend on location, america: 100-300 nok per hour, china: 20-50 nok per hour. reducing cost is simple by simplifying design, bulk purchasing, automation, or negotiation with suppliers. (2)
- startup business cost from 100000 to 500000 depending on scale, potential earnings vary from 500000 to 5000000 depending on product and scale.
- sustainable backpacks market was 1.5 billion in 2023, forecast 3.84 billion by 2031. (3) (4)
- Europe holds 29% of the eco friendly market share (12)
- certifications are important for marketing, norwegian government doesn't allow labels like eco friendly unless certified (9)

Strand	1-2	3-4	5-6	7-8	Score
i. Concepts & framing	Mentions significance vaguely	Refers to impact types with some clarity	Clearly explains what kind of significance the leader had	Has used the terms, content and skills from class to frame their argument.	4 / 4
ii. Argument	Basic opinion with weak support	Clear claim + some evidence	Strong, well-structured argument using specific examples	Uses strong evidence via clear & specific examples to make nuanced arguments.	3 / 4
iv. Perspective	Ignores other side	Acknowledges other leader's strength	Responds to opponent with counterpoint or comparison	Clearly has considered multiple perspectives, came prepared to discuss multiple sides of the argument.	4 / 4

A rubric for quick feedback of oral debates (pair with audio recordings for reference)

GOOD PRACTICE: CLEAR BOUNDARIES

PART 2.2: MINIMIZE RISKS ON DIGITAL PRODUCTS

- Need visible **progress** over time
- **Shared documents** help but imperfect.

17:35

armaments differed greatly from Stalin's approach. The US government was transparent and open to the public, in contrast to Stalin's government, where he was in total control and enforced his ideals with purges of his political rivals. Similarly to the difference between Stalin and Khrushchev, JFK believed that the US should try to stop the cold war by achieving total martial supremacy while Dwight D Eisenhower thought of the military-industrial complex that was developing in the US after the second world war and the ensuing arms race as a threat to the continued existence of humanity. The difference in leadership methods between JFK and Eisenhower impacted how the American public looked at communism and the necessity of the arms race. JFK's approach to the cold war was mirrored in Stalin's opinion on capitalism as a negative system that favours the rich, and his belief that he should try to spread communism to the rest of the world through technological supremacy.

During Eisenhower's term as president, he instilled in citizens that capitalism was a system that allowed for further societal growth and power, but was in danger of turning the US into a war machine rather than a free country. Communism was portrayed by the government as a threat to the American dream and the core values of the US, such as free choice of religion, free speech and the ability to own private property. The government controlled media warned the public of communist "infiltrations" into the community, even claiming that communist spies had infiltrated schools and government institutions. This fear from the public started the arms race as a means of deterrence from "the red threat".

Eisenhower also believed that starting an arms race with the USSR wasn't a sustainable effort to forward capitalism as a system. In contrast, JFK, on the other hand, believed that an arms race was necessary to uphold national security as a deterrence that would cement the US as the reigning superpower, mentioned in his inauguration speech, where he stated that "for only when our arms are sufficient beyond doubt, can we be certain beyond doubt that they will never be deployed." This passage scared many Americans, and emboldened others, as it implied that the US would continue to grow their nuclear arsenal to outcompete the USSR, rather than try to use diplomatic meetings with the perceived enemy to end the cold war. After witnessing the Cuban Missile crisis, many Americans under JFK thought of nuclear armaments as a necessary deterrent, in contrast to Eisenhower's rule, where he convinced the public that that wouldn't happen if the arms race hadn't been started.

EXAMPLE OF AN ESSAY
BEING WRITTEN IN YEAR 9

17:54

armaments differed greatly from Stalin's approach. The US government was transparent and open to the public, in contrast to Stalin's government, where he was in total control and enforced his ideals with purges of his political rivals. Similarly to the difference between Stalin and Khrushchev, JFK believed that the US should try to stop the cold war by achieving total martial supremacy while Dwight D Eisenhower thought of the military-industrial complex that was developing in the US after the second world war and the ensuing arms race as a threat to the continued existence of humanity. The difference in leadership methods between JFK and Eisenhower impacted how the American public looked at communism and the necessity of the arms race. JFK's approach to the cold war was mirrored in Stalin's opinion on capitalism as a negative system that favours the rich, and his belief that he should try to spread communism to the rest of the world through technological supremacy.

During Eisenhower's term as president, he instilled in citizens that capitalism was a system that allowed for further societal growth and power, but was in danger of turning the US into a war machine rather than a free country. Communism was portrayed by the government as a threat to the American dream and the core values of the US, such as free choice of religion, free speech and the ability to own private property. The government controlled media warned the public of communist "infiltrations" into the community, even claiming that communist spies had infiltrated schools and government institutions. This fear from the public started the arms race as a means of deterrence from "the red threat".

Eisenhower also believed that starting an arms race with the USSR wasn't a sustainable effort to forward capitalism as a system. In contrast, JFK, on the other hand, believed that an arms race was necessary to uphold national security as a deterrence that would cement the US as the reigning superpower, mentioned in his inauguration speech, where he stated that "for only when our arms are sufficient beyond doubt, can we be certain beyond doubt that they will never be deployed." This passage scared many Americans, and emboldened others, as it implied that the US would continue to grow their nuclear arsenal to outcompete the USSR, rather than try to use diplomatic meetings with the perceived enemy to end the cold war. After witnessing the Cuban Missile crisis, many Americans under JFK thought of nuclear armaments as a necessary deterrent, in contrast to Eisenhower's rule, where he convinced the public that that wouldn't happen if the arms race hadn't been started.

UPSKILL: STUDENTS UNDERSTAND THAT ETHICAL
STANDARDS ARE ENFORCED

18:49

regarding armaments differed greatly from Stalin's approach, with Khrushchev believing in keeping the US government transparent and open to the public, in contrast to Stalin's government, where he was in total control and enforced his ideals with purges of his political rivals. Similarly to the difference between Stalin and Khrushchev, JFK believed that the US should try to stop the cold war by achieving total martial supremacy while Dwight D Eisenhower thought of the military-industrial complex that was developing in the US after the second world war and the ensuing arms race as a threat to the continued existence of humanity. The difference in leadership methods between JFK and Eisenhower impacted how the American public looked at communism and the necessity of the arms race. JFK's approach to the cold war was mirrored in Stalin's opinion on capitalism as a negative system that favours the rich, and his belief that he should try to spread communism to the rest of the world through technological supremacy.

Even before the USSR tested their first nuclear bomb in 1949, Americans viewed communism with suspicion and fear for the impact that it could have on their lives, as shown in the rise of loyalty oaths and the widespread anti-USSR propaganda that was common in the 1940s and 50s, intended by the government to create paranoia in the public. During Eisenhower's term as president, he instilled an ideology in the US that convinced the citizens that capitalism was a system that allowed for further societal growth and power, but was in danger of turning the US into a war machine rather than a free country. Communism was portrayed by the government as a threat to the American dream and the core values of the US, such as free choice of religion, free speech and the ability to own private property. The government controlled media warned the public of communist "infiltrations" into the community, even claiming that communist spies had infiltrated schools and government institutions. This fear from the public started the arms race as a means of deterrence from "the red threat".

Eisenhower also believed that starting an arms race with the USSR wasn't a sustainable effort to forward capitalism as a system. In contrast, JFK, on the other hand, believed that an arms race was necessary to uphold national security as a deterrence that would cement the US as the reigning superpower, mentioned in his inauguration speech, where he stated that "for only when our arms are sufficient beyond doubt, can we be certain beyond doubt that they will never be deployed." This passage scared many Americans, and emboldened others, as it implied that the US would continue to grow their nuclear arsenal to outcompete the USSR, rather than try to use diplomatic meetings with the perceived enemy to end the cold war. After witnessing the Cuban Missile crisis, many Americans under JFK thought of nuclear armaments as a necessary deterrent, in contrast to Eisenhower's rule, where he convinced the public that that wouldn't happen if the arms race hadn't been started.

GOOD PRACTICE: CLEAR BOUNDARIES

UPSKILL: STUDENTS ARE CRYSTAL CLEAR ON HOW LONG REAL THINKING CAN TAKE

PART 2.3: CLEAR INSTRUCTIONS ON WHAT CAN BE DONE, WHEN...

- Outline what a good process might look like.
- Normalize that real thinking takes concerted effort, over time.

Week 1 Deadlines and Expectation					
Week/Date	Task	Description	Deliverable + proof	AI Use	Criteria
50/ 9 Dec	Draft the research question	Develop the question about your job sector that will help guide your investigation. Remember focused, clear and appropriately complex.	Share a document with AØ (May be the Research Template) GenAI chat link sent or uploaded	Brainstorm possible topics, or question wording IN GENERAL - no specifics or complete rewording	Bi - write a clear and focused research question
50/ 10 Dec	Find a goal and objectives / Find 3 credible intro sources . Record it into a Research Journal	Outline the specific events, figures, or other factors that are important before, during and after your event. Figure out the impact and how you will narrate it.	Submit finished Guided Research Journal (PART A)	Generate ideas for research, suggest possible objectives, get links between objectives and the research	Bii, Biii - Make a plan based on your goals and gather initial sources to support your claims
50/ 11 Dec	Complete further research plus skeletal outline	Mock up your pamphlet and see what you are missing. Then gather any information you need.	Outline should be done on Shared Doc or on paper (and handed in)	Brainstorming section ideas, keywords, etc.	Biii, Cii - Organize your material well. Use organization as a thinking tool
51/ 16 Dec	Work on outline or your draft	Make it easy for yourself to hop back into your work in Wk2	Work on your Shared Doc .	Create sample pamphlet on different topic	Ci, Cii (consider audience)



THE SOLUTION

UNDERSTANDING THE STRENGTHS AND
WEAKNESSES OF THE TOOL

CLEAR BOUNDARIES ON USE

GRADUATED RELEASE OF (AI)
RESPONSIBILITY

GOOD PRACTICE: GRADUATED RELEASE

PART 3.1: EMPLOY AI STOPLIGHTS

CLEAR GUIDANCE FOR TEACHERS AND STUDENTS

- Stoplights provide clear guidance on what is allowed
- detailed parameters on how AI can supplement thinking

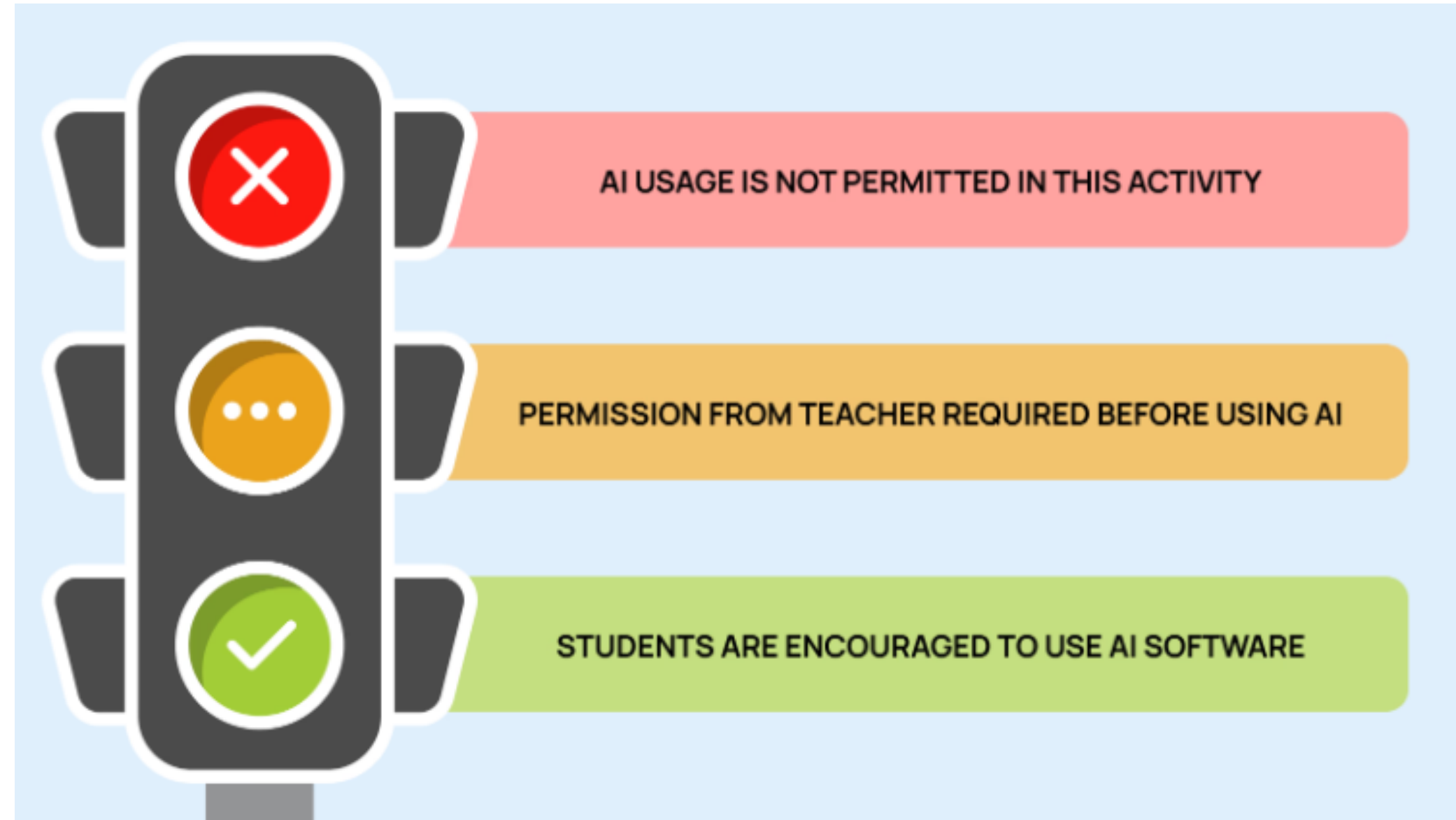


Image Source

UPSKILL: STUDENTS LEARN, CONSTANTLY, OVER TIME, WHICH AI USE HELPS AND WHICH MIGHT HURT THEIR **LEARNING**

Did Cixi poison her adopted son?

Your **mission** is to decide *how much you trust historical sources* based on a comparison of two “takes” on the historical figure they cover.

...(more detailed instructions)...

Make the claim that CIXI POISONED HER SON or CIXI DID NOT POISON HER SON and support with evidence you used to make your case.

Guidelines for AI Use - Task Specific for Week 36	
Green Zone	<div>Can do the following WHEN SHARING YOUR LINK:</div> <ul style="list-style-type: none">• Checking understanding: Ask AI to help rephrase a quote or simplify a paragraph.• Asking for context clues: Ask AI to list common reasons why historians might doubt a source, or doubt poison theories
Yellow Zone	<div>Proceed cautiously, requires critical evaluation of AI output (SHARE LINK):</div> <ul style="list-style-type: none">• Asking for context examples of why Cixi might be believed to have been a cunning killer, versus a what motives there were for history to be unkind to her.• Have a conversation about whether your values and limitations in the COPVL are reasonable (must verify with your common sense)• Asking for examples of historical mysteries where there is source disagreement.
Red Zone	<div>Not allowed:</div> <ul style="list-style-type: none">• Task answers: Asking AI, “Did Cixi poison Guangxu?” and copying the answer• Letting AI choose or evaluate your sources for you.

GOOD PRACTICE: GRADUATED RELEASE

PART 3.2: FORMATIVE AI USE, SUMMATIVE - "HUMAN ONLY"

UPSKILL: STUDENTS LEARN THAT THEY CAN GET INITIAL HELP BUT STILL NEED TO **THINK THEMSELVES**

GRADUATED RELEASE OF RESPONSIBILITY

- Show how AI uplevels thinking.
- Use AI-free tasks to test their skills.
- Assess with analog tasks.
- Build buy-in and motivation.

FORMATIVE TASKS WITH "FREE ACCESS" TO AI – THE GOAL IS UPSKILLING

Authentication and Academic Honesty

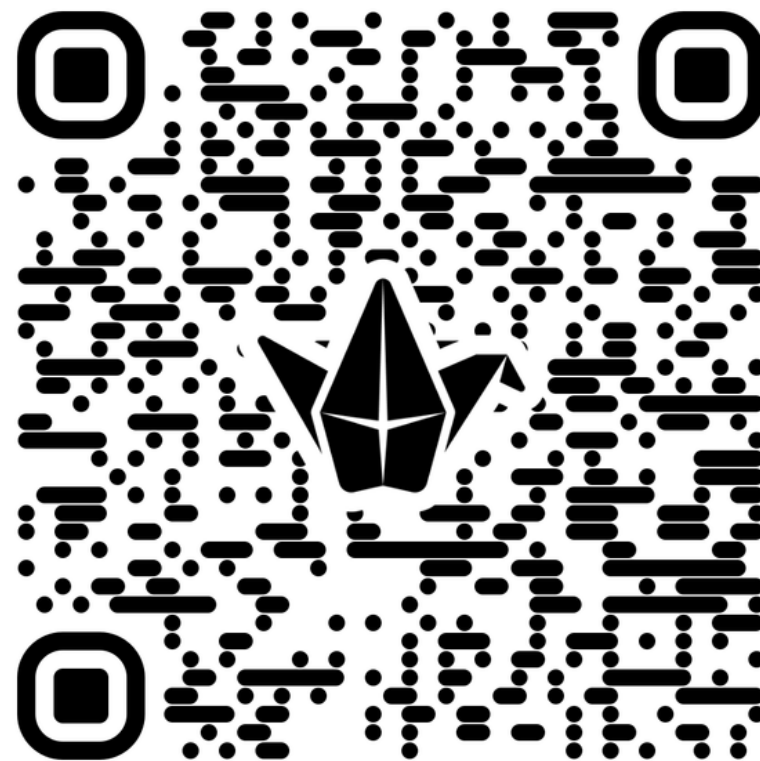
- The **goal** of this formative is to *understand how to manage your time, collect information through research, and consider sustainability in terms of local businesses.* If you **bypass this learning via overreliance on AI**, your starting point for the summative assessment will be negatively affected.
- **I will not give feedback on work that I cannot authenticate as your own.**

SUMMATIVE TASKS WITH NO ACCESS TO AI – THE GOAL IS SHOWCASING HUMAN SKILLS

Authentication and Academic Honesty

- **I must be able to authenticate your work.**

WHAT'S ONE TWEAK YOU WILL TRY?



FILL IN COLUMN 3

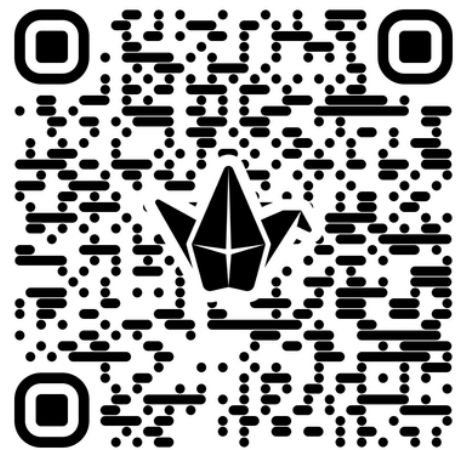


THE TAKEAWAY

AI CAN **UPLEVEL** THINKING WHEN USED WELL

IT'S **Downsides** MUST BE RECOGNIZED &
MANAGED

TEACHERS HAVE A **KEY ROLE**



CAPITALIZE ON GENERATIVE AI'S **STRENGTHS**; CAREFULLY SCAFFOLD AND **MANAGE** IT'S **RISKS**



THANK YOU

Find me on TikTok
@FutureReadyEd
or by email at
alison.ogreid@biss.no

