

# CVUSD AI in Education Forum 2025

## *Forum Report*

BeST Science Times Research Team

BST ACADEMY AT CHINO HIGH SCHOOL

# CVUSD AI in Education Forum 2025

A continuation of the successful AI in Education Forum 2024

Let's explore how AI can transform education from the ground up! This forum will focus on creating a Students' AI Guideline, equipping teachers with AI-powered tools, and showcasing real-world applications that bring AI to life in schools

### EVENT HIGHLIGHTS

Keynote Speakers

Panel Discussions

Q&A Sessions

**KEY SPEAKERS:**

- NICHOLAS BEAUDOIN  
*Director of AI Programs @ Galtech CTME*
- DR BETTY CHANDY  
*Director for Online Learning at Catalyst @ Penn GSE*
- KATHERINE GOYETTE  
*Computer Science Coordinator @ California Dept of Ed.*

RSVP NOW

<https://tinyurl.com/cvusdforum>



**MARCH 18**  
5:00PM - 7:00PM  
CHINO HIGH SCHOOL  
5431 JEFFERSON AVE, CHINO, CA 91710

For questions, reach out to [lawrencekim0715@gmail.com](mailto:lawrencekim0715@gmail.com)

BeST Science Times Research Team

## **Acknowledgements**

We would like to extend our deepest gratitude to Mr. John Miller and Mrs. Cindy Palacios for their invaluable support in making the AI in Education Forum possible.

Mr. Miller met with our team regularly throughout the planning process, coordinating logistics and guiding us through challenges with his insights. His continued support from last year's forum to our second year was a critical asset to our success.

Mrs. Palacios continually supported our outreach efforts and was always willing to help us problem solve and move forward. Her hands-on support helped ensure that our ideas could turn into action.

This forum would not have been possible without your unwavering dedication and support. We would like to thank you again for believing in our vision and extending our capacities as students in this journey.

# **BeST Science Times Research Team**

## *BST Academy at Chino High School 3rd Year Students*

- Lawrence Kim [Lead]
- Carlo Sierra [Panel Acquisition]
- Michael Espique [Speaker Acquisition]
- Rohan Alam [Records & Notes]
- Oliver Chen [Logistics Management]
- Natalie Leib [Social Media & Pictures]
- Jasper Park [Speaker Acquisition]
- Micaela Mooney [Social Media]

## **Speakers / Panelists**

### Speakers:

- Nicholas Beaudoin (Caltech CTME Director of AI Programs)
- Dr. Betty Chandy (UPenn GSE Director for Online Learning @ Catalyst)
- Katherine Goyette (CA Dept. of Ed. Computer Science Coordinator)

### Panelists:

- Dr. Eric Dahlstrom (CVUSD Director of Secondary Curriculum)
- Mr. John Miller (Chino High School Principal)
- Mrs. Cindy Palacios (BST Academy Asst. Principal)
- Mr. Jonathan Monroe (CVUSD Board Vice President)
- Mr. John Cervantes (CVUSD Board Member)

## **Background**

Following the success of the inaugural *AI in Education Forum 2024*, the BeST Science Times continued the momentum and expanded conversation beyond basic awareness. This year's *AI in Education Forum 2025* transformed the prior year's introduction to AI into a platform focused on implementation. Real examples, strategies, and tools were presented by field professionals ranging from top university professors to state education department directors. The need for grassroots-level action is more urgent than ever.

The 2025 forum emphasized:

- **Student-created AI guidelines** to promote ethical, critical, and purposeful AI use
- **Exposure to recent AI initiatives in education** from CalTech CTME, UPenn GSE, and the California Dept. of Ed. to share cutting-edge research and practical tools
- **A growing community of practice** dedicated to preparing students for an AI-inclusive future



## **Forum Overview**

Date: March 18th, 2025

Time: 5:00PM - 7:00PM

Location: Chino High School

Objective: To share and implement grassroots-level AI resources for students and teachers

5:00PM - 5:10PM	<ul style="list-style-type: none"><li>- Opening remarks</li><li>- 2024 Forum Report</li></ul>
5:10PM - 5:30PM	<ul style="list-style-type: none"><li>- Student Guideline Presentation</li><li>- ChatGPT Educator Feature</li></ul>
5:30PM - 6:00PM	<ul style="list-style-type: none"><li>- CalTech CTME's initiatives/efforts (Nicholas Beaudoin)</li></ul>
6:00PM - 6:30PM	<ul style="list-style-type: none"><li>- UPenn GSE's AI in Education Integration (Dr. Betty Chandy)</li></ul>
6:30PM - 6:50PM	<ul style="list-style-type: none"><li>- CDE's Vision for AI (Katherine Goyette)</li></ul>
6:50PM - 7:00PM	<ul style="list-style-type: none"><li>- Next Steps</li></ul>

# **AI Responsible Use Guidelines for Students**

1. Learn with AI, Don't Let it Learn for You

- ☐ AI should build your skills, not replace you
- ☐ As a responsible student, you can help to build trust in your school

2. Know AI's Limits

- ☐ AI doesn't actually think - it generates information on demand
- ☐ It is solely a tool that can present biases, misinformation, or even sound convincing when wrong
- ☐ You are responsible for fact-checking information - not AI

3. Always Double-Check

- ☐ Always ask AI to provide the source of the information
- ☐ If possible, do your own research to confirm

4. Appropriate Uses

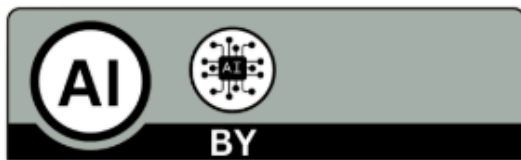
OK to Do	Not OK to Do
Ask AI to explain concepts	Let AI complete your assignment
Get help on grammar/spelling	Submit fully AI-written content
Get ideas for research and projects	Skip reading and use AI summaries
Debug code and receive hints	Use AI to code everything

# AI Responsible Use Guidelines for Students (Continued)

## 5. Use a Labelling System

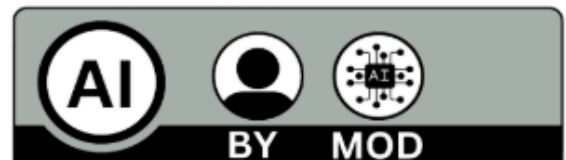
☐ Example Labelling System (ABC Unified School District):

### BADGES



#### Made by AI:

Generated entirely by AI with or without human prompts or instructions.



#### Made by Humans and Modified by AI:

Generated by a human, then modified using AI-powered technology.



#### Made by AI and Modified by Humans:

Generated by AI, then modified by humans using their own skills and tools.



Badges similar to the example shown above can be used by students to transparently communicate AI involvement to the teacher.

**Made by AI:** This badge should be used when the content is generated entirely by AI, with or without a human prompt, and no meaningful edits are made by the student.

**Made by Humans and Modified by AI:** This badge should be used when the student creates the original content, but AI tools are used afterward to revise, enhance, or modify it.

**Made by AI and Modified by Humans:** This badge should be used when the initial content is generated by AI, but the student makes significant changes using their own knowledge, skills, or judgment.

# CalTech CTME's initiatives/efforts (Nicholas Beaudoin)

**Caltech** | Center for Technology & Management Education

## Generative AI in the Classroom

Nicholas Beaudoin

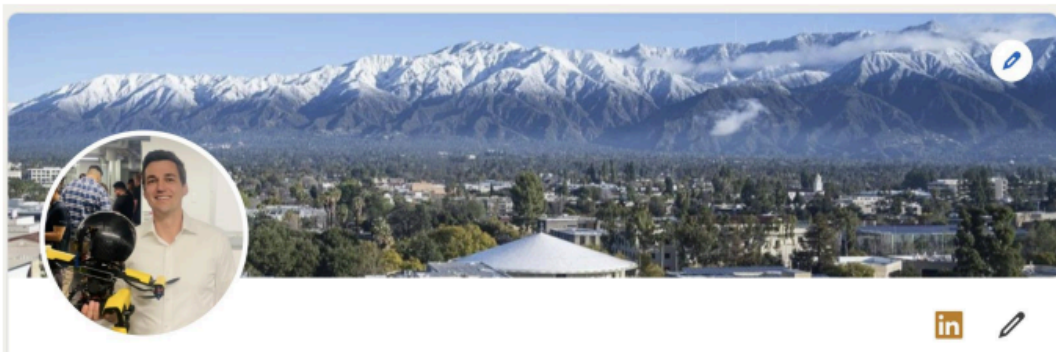
**Caltech**

©Caltech

<https://ctme.caltech.edu>

**Nicholas Beaudoin**

Caltech CTME, Director of AI Programs



Contact: [beaudoin@caltech.edu](mailto:beaudoin@caltech.edu)

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Image Credit: Harvard via FreeCodeCamp

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## Controversy Surrounding AI in the Classroom



### AI Hinders Learning

Critics argue that reliance on AI tools may reduce critical thinking and problem-solving skills, making students less independent learners.



### Ethical Concerns

There are significant concerns about data privacy and the potential for bias in AI algorithms, which can impact fairness in education.



### Impact on Teacher-Student Interaction

Some believe that increased AI usage may diminish personal interaction with teachers, which is crucial for student development and support.

Image Credit: <https://www.edtorseweekly.com/wp-content/uploads/2023/10/Untitled-design-8.png>

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<https://ctme.caltech.edu>

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## Student and Teacher Perspectives on AI

### Teacher Perspectives

#### Pros:

- Lesson planning
- Grading assignments
- Increase engagement in the classroom

#### Cons:

- Plagiarism
- Cheating
- Limits human interaction amongst peers and b/t students & teachers

### Student Perspectives

#### Pros:

- Increased efficiency to complete school work
- Easier to discover information / idea that are not taught in the classroom
- Makes individual learning more custom, accessible, affordable

#### Cons:

- Loss of creativity b/c of reliant on AI

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## Pros of Generative AI in Education



### Personalized Learning

Generative AI can tailor educational content to meet individual student needs, **adapting materials** based on their learning pace and style.



### Enhanced Engagement

AI tools can create **interactive and engaging learning experiences**, such as gamified lessons, which help keep students motivated.



### Accessibility Improvements

Generative AI can assist students with disabilities by providing tools such as **speech recognition and text-to-speech**, making learning more accessible.



### Instant Feedback

AI can provide **immediate feedback** on assignments and assessments, helping students **identify areas for improvement** in real-time.



### Resource Optimization

AI can help **educators save time** on administrative tasks, allowing them to focus more on teaching and interacting with students.



Khanmigo



Cognii



Gen AI in the Classroom

Euripod

<https://www.walturn.com/insights/top-20-genai-products-for-education>



<https://ctme.caltech.edu>

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## Cons of Generative AI in Education



### Potential Dependency

Students may become **overly reliant on AI tools**, hindering their ability to think critically and solve problems independently.



### Privacy Concerns

The use of AI raises significant concerns regarding the **collection and handling of personal student data**, potentially leading to breaches.



### Quality of Information

AI-generated **content may not always be accurate or reliable**, which can mislead students and affect their learning.



### Reduced Social Interaction

Increased use of AI tools can lead to **decreased face-to-face interactions**, impacting students' communication and collaboration skills.



### Equity Issues

Access to AI tools may not be equal among students, widening the gap between those with resources and those without.

<https://hbsp.harvard.edu/inspiring-minds/the-limits-of-gen-ai-educators-in-higher-ed>

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## Approved AI Tools ... in Higher Education

Yale:

<https://ai.yale.edu/yales-ai-tools-and-resources#provided>

Harvard:

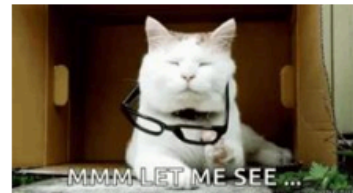
<https://huit.harvard.edu/ai/tools>

Princeton:

<https://libguides.princeton.edu/generativeAI/disclosure>

Columbia:

<https://provost.columbia.edu/content/office-senior-vice-provost/ai-policy>



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## Teacher Opinions: Metrics for AI-Assisted Learning

60% of Educators Use AI in Their Classrooms

65% of teachers are concerned AI is used for plagiarism in writing assignments

62% are concerned it will result in reduced human interaction

Majority believe AI Ethics and Responsible Use workshops would benefit students



Reference: <https://www.forbes.com/advisor/education/it-and-tech/artificial-intelligence-in-school/>

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## Student Opinions: Metrics for AI-Assisted Learning

- Teens: 41% saying its development will likely have both positive and negative impacts on their lives in the next 10 years
- Half of teens surveyed have used generative AI, but few (4%) use it frequently
- Most common uses are for getting information (53%) and brainstorming (51%)
- Approximately 43% of students in higher education institutions use AI-powered tools to enhance their learning

Reference: <https://www.gse.harvard.edu/deas/usable-knowledge/24/09/students-are-using-ai-already-heres-what-they-think-adults-should-know>  
<https://artsmart.ai/blog/ai-in-education-statistics-2025/>

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## Let's Try a Few on for Size

### AI-Driven Educational Apps



#### Duolingo

An AI-based language learning app that personalizes lessons based on the user's progress and proficiency.



#### Khan Academy

Utilizes AI to recommend personalized learning paths and provides practice exercises tailored to each student's needs.



#### Quizlet

Employs AI algorithms to generate quizzes and study sets that adapt to individual learning styles and retention rates.



#### Socratic by Google

An AI app that helps students with homework by providing explanations and resources based on their questions.



#### DreamBox Learning

An adaptive math program that uses AI to adjust the curriculum based on real-time student performance.  
(K-8)



#### Grammarly

An AI-powered writing assistant that offers personalized feedback on grammar, style, and clarity for students' writing.

# Guardrails for AI Use in Schools



## Plagiarism Detection Software

Schools implement **advanced plagiarism detection tools** to ensure that students provide original work, discouraging misuse of AI-generated content.

## Monitoring Software

Real-time **monitoring software** is used during assessments to prevent students from accessing unauthorized AI tools.

## Clear AI Usage Policies

Establishing clear **guidelines and policies about the acceptable use of AI tools** helps students understand boundaries and expectations.

## Educational Workshops

Conducting **workshops on ethical AI use** educates students about the **risks of cheating and encourages responsible engagement with technology.**

Image credit: [https://www.engineeredfallprotection.com/store/ima...-inch-ht-single-rail-industrial-guardrail\\_550.png](https://www.engineeredfallprotection.com/store/ima...-inch-ht-single-rail-industrial-guardrail_550.png)

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# Broader Ethical Considerations



## Bias in AI Systems

AI systems can perpetuate existing biases if trained on non-representative data, leading to unfair treatment of certain student groups.

## Fairness and Equity

Ensuring that AI tools promote equitable learning opportunities is crucial to avoid widening the educational gap.

## Transparency and Accountability

Educational institutions must maintain transparency about AI usage and hold developers accountable for ethical standards.

Image Credit: <https://planning-org-uploaded-media.s3.amazonaws.com/880-436f-a008-f73ac945bdacethics-hero-12-21v2.jpg>

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## Additional Resources

### Top 20 GenAI Products for Education

<https://www.walturn.com/insights/top-20-genai-products-for-education>

### How AI Could Save (Not Destroy) Education | Sal Khan | TED

<https://youtu.be/hJP5GqnTrNo?feature=shared>

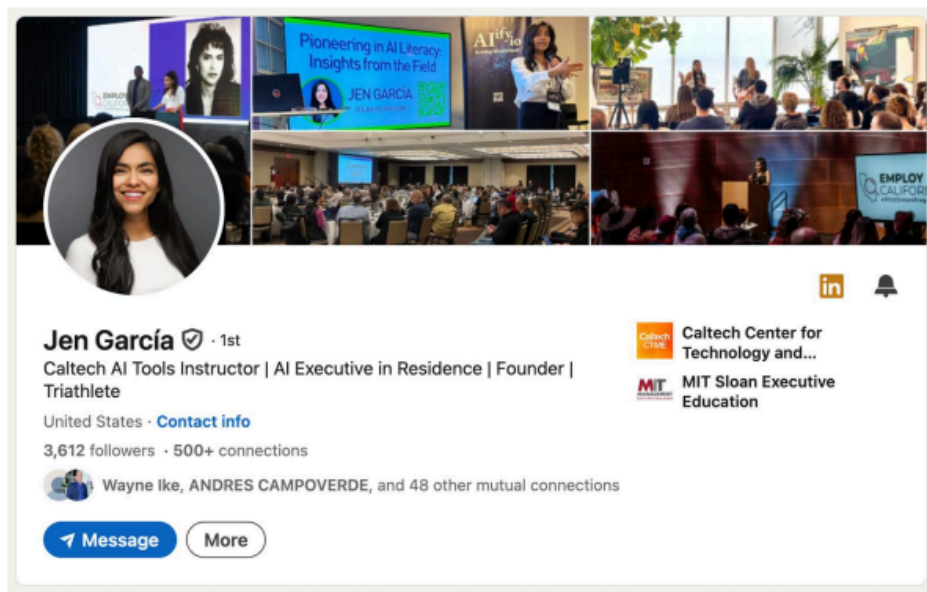
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# AI Tools for Everyone: A Hands-On Learning Lab

3870425

Artificial intelligence is becoming an essential tool in everyday work, research, and creative projects. This four-week hands-on lab provides a structured, guided introduction to AI tools that are accessible to everyone—whether you're just starting out or looking for ways to integrate AI into your workflow. With practical use cases and interactive sessions, this course focuses on real-world applications rather than abstract theory, making AI easier to understand and use.

Start Date	April 1
Time	Tue 6:00pm - 8:00pm (PDT)
Duration	8 Hours
Program Type	Open-Enrollment/Public
Certificate Type	Short Course
Format	Live-Online
CEUs	0.8
Fees	\$0

REGISTER >

CONTACT ADVISOR

# UPenn GSE's AI in Education Integration

## (Dr. Betty Chandy)



A center for global education innovation, Catalyst @ Penn GSE connects people and ideas to develop new ways to advance education in novel and meaningful directions.

Building on Penn GSE's legacy of education innovation and leadership, Catalyst operates at the nexus of education, business, and technology to help generate, test, adapt, and disseminate best practices and powerful new tools for educators at all levels.



## Virtual Online Teaching (VOLT) Experiences in Applied Computational Thinking (EXACT)



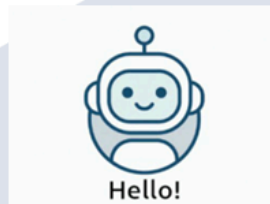
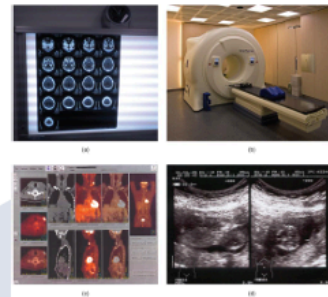
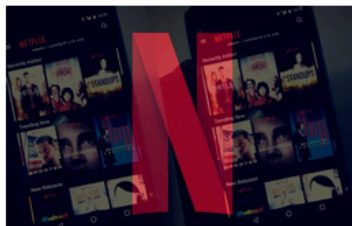
Learn to design and teach in online and blended environments, and earn your endorsement in online instruction.

The certificate program in Virtual Online Teaching (VOLT) prepares K-12 and higher education instructors to design and implement curricula in online learning environments. The program is a 30-week part-time program designed for working professionals. This fully online two-semester certificate program offers educators both a strong foundation in theoretical understanding of using technology in classrooms, as well as practical and effective strategies to create student-centered learning environments, in both online and blended environments.



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## AI is all around us

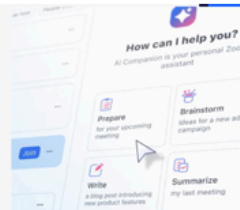


# AI is in every tool

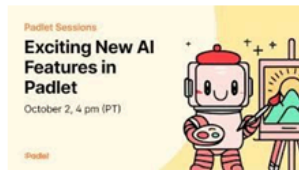


Zoom Workplace takes AI to the next level, introducing Ask AI Companion and AI Companion capabilities for Zoom Phone

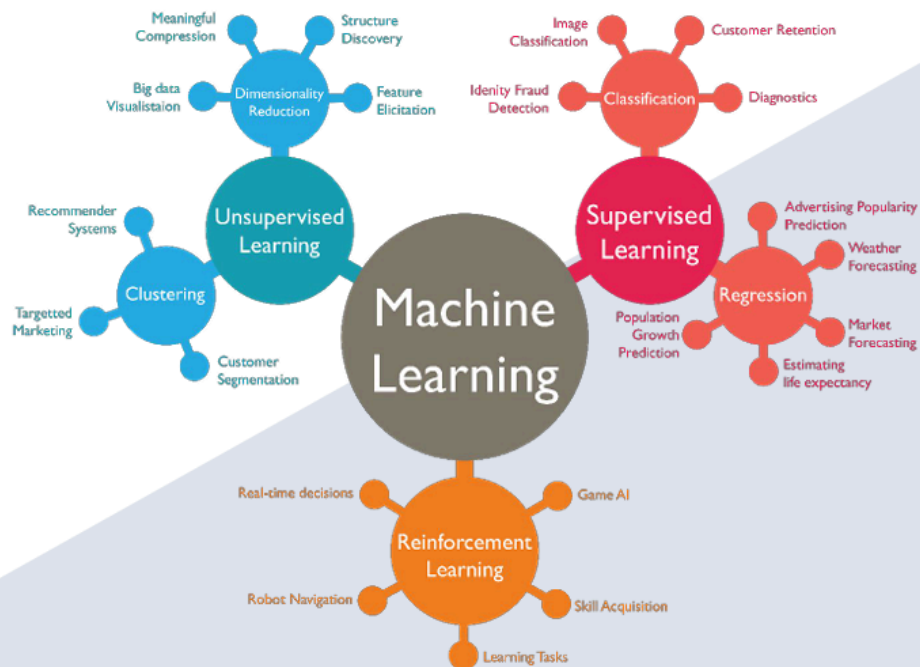
Save even more time and effort throughout your day with AI Companion.



## QUIZZZ



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## AI Tools in School Systems

(simplified, not exhaustive and overlapping)

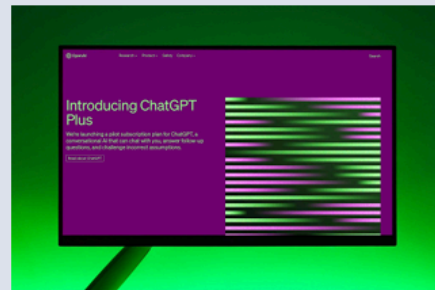
- a) Reactive tools - These tools respond to existing data or events. They analyze what has already happened to provide feedback or solutions. (Automated Grading Systems, Spell Check, Plagiarism detection)
- b) Predictive tools - These tools use data to forecast future outcomes or identify potential risks. They analyze patterns to anticipate what might happen. (Student Performance Prediction, Risk Assessment)
- c) Generative AI Tools : These tools create new content, such as text, images, or audio. They can generate personalized learning materials or assist with creative tasks. (ChatGPT or Adobe Firefly)

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(Tutoring systems, data analytics dashboards, personalized learning environments)



# OpenAI



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## ***Gen AI capabilities have evolved rapidly over the past two years***

OpenAI

GPT-3.5

- Not multimodal (text only)
- Fair reasoning ability (eg, scored high on SAT, but bottom 10% on bar examination)
- Limited contextual understanding (difficulty with coherence in complex conversations)
- Standard API access (for text generation)

OpenAI o1

- Multimodal (text and images)
- Advanced reasoning (eg, top 10% on bar examination)
- Enhanced contextual understanding (maintains coherence in long dialogues)
- Advanced API access (supports multimodal inputs)

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## ***Combining text, speech and vision***

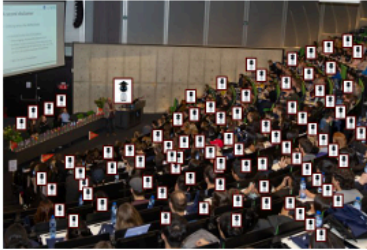
### **ChatGPT-4o**

OpenAI launched GPT-4o, an iteration of the GPT-4 model that powers its hallmark product, ChatGPT. The updated model “is much faster” and improves “capabilities across text, vision, and audio.” According to OpenAI, the ‘o’ represents omni, indicating that GPT-4o marks a significant step towards more natural human-computer interactions.

[https://youtu.be/lvXZCocyU\\_M?si=n6fkWWedQ9Nv68Aa](https://youtu.be/lvXZCocyU_M?si=n6fkWWedQ9Nv68Aa)

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# Generative AI in Schools



## Student Uses

AI tutoring, language practice, brainstorming ideas, struggling readers support, exam prep, mentoring and coaching, drafting outlines, grammar editing, generating art, generating music, amplifying voice



## Teacher Uses

Course planning, curriculum outlines, assignment and reading generation, assessments, differentiating resources, composing emails, homework ideas, coaching

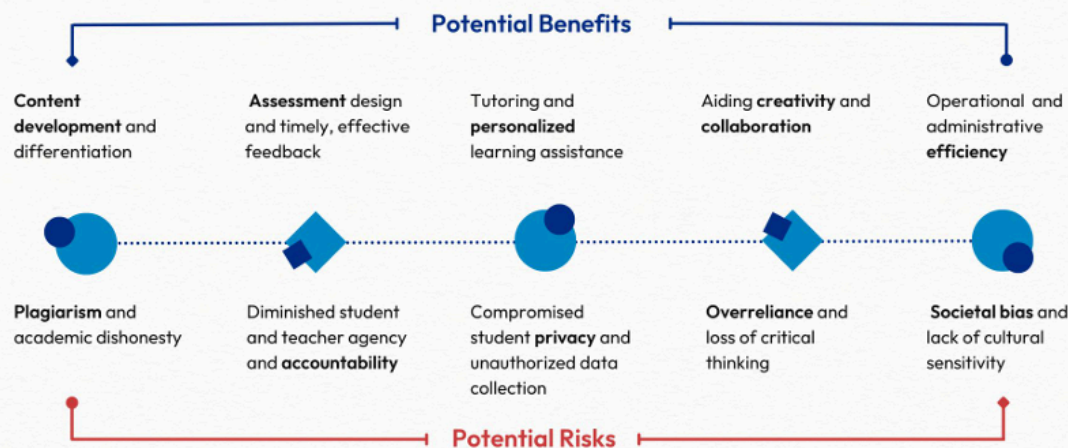


## Admin Uses

Voice assistants, Routine inquiries, Note takers (Otter.ai), Accessibility checks, Parents letters, Community engagement, Enrollment mangt

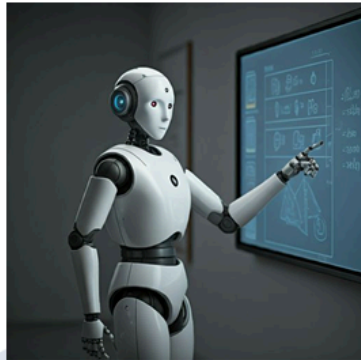
Teach AI

## Potential Benefits & Risks of Using AI in Education





*AI will help you do things better and faster*



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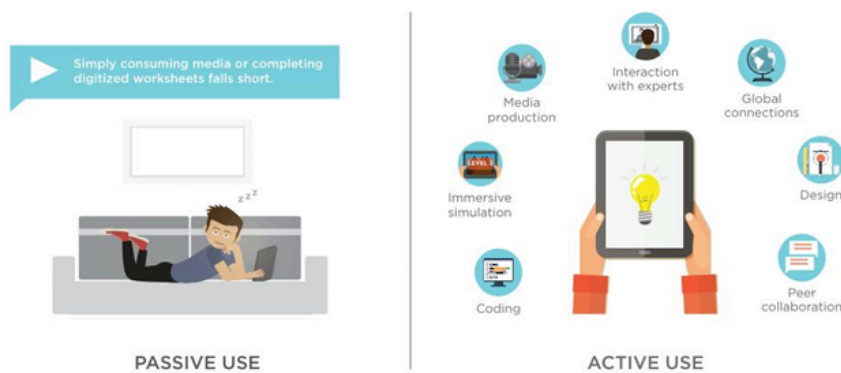


Design experts are needed to develop effective prompts, as shown in these two AI-generated images of a girl painting a flower. On the left, the image depicts a girl painting the petals of an actual flower and was generated using a basic prompt suggested by a large language model chatbot. On the right, the image depicts a girl painting a flower on a canvas and was generated using iterative prompts from a designer. (Images are illustrative and were developed specifically for this article.)

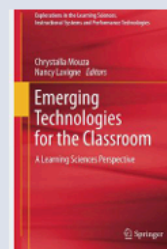
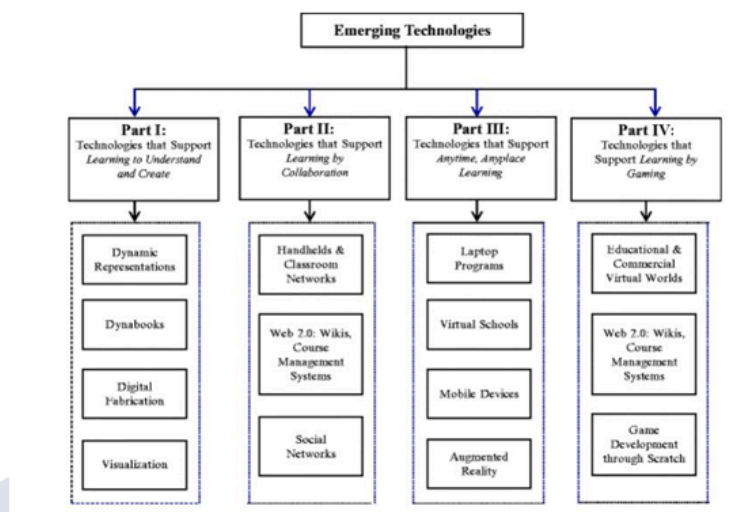
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# DIGITAL USE DIVIDE

While essential, closing the digital divide alone will not transform learning. We must also close the digital use divide by ensuring all students understand how to use technology as a tool to engage in creative, productive, life-long learning rather than simply consuming passive content.



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## Key Elements of PBL\*



### Challenging Problem or Question

The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge.



### Authenticity

The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.



### Reflection

Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.



### Sustained Inquiry

Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.



### Student Voice & Choice

Students make some decisions about the project, including how they work and what they create.



### Critique & Revision

Students give, receive, and apply feedback to improve their process and products.



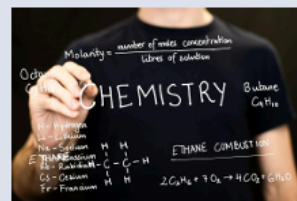
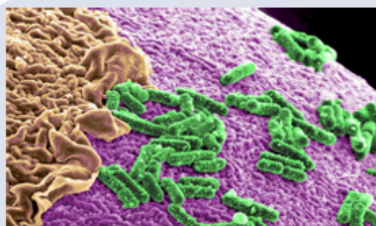
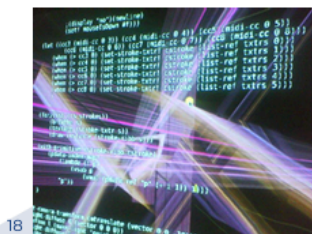
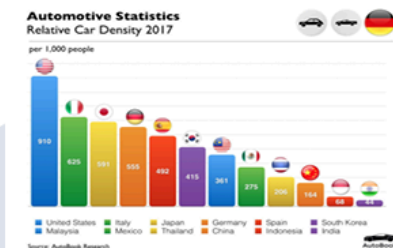
### Public Product

Students make their project work public by explaining, displaying and/or presenting it to audiences beyond the classroom.



\*PBL Works Gold Standard PBL

## AI in Subject domains





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What skill do teachers need to engage in AI?

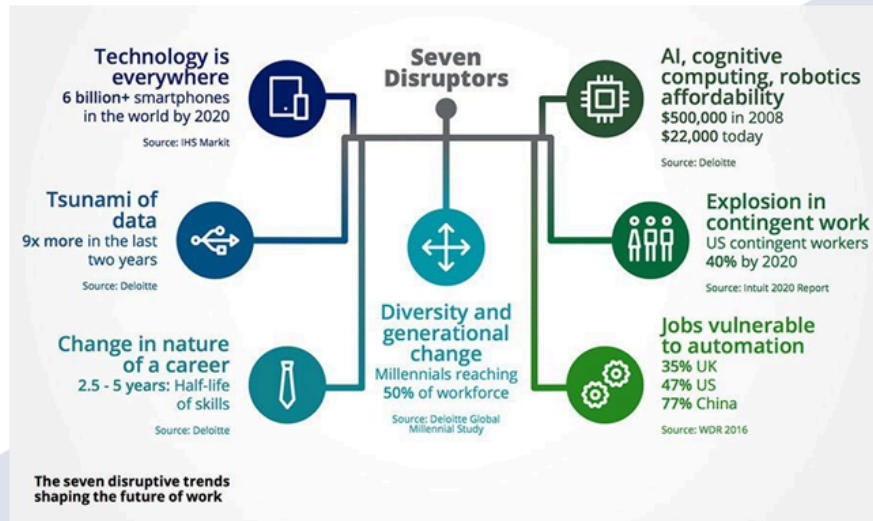
### Empowering Educators with AI



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# Future of education

## Future of work



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Thank you!



**Penn GSE**  
GRADUATE SCHOOL OF EDUCATION  
UNIVERSITY of PENNSYLVANIA

Catalyst



Dr. Betty Chandy (chandyb@upenn.edu)

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# CDE's Vision for AI (Katherine Goyette)



## AI in California and Beyond

Katherine Goyette  
Computer Science Coordinator  
California Department of Education



ChatGPT  
Launches Publicly

November  
2023

May 2023

ChatGPT CEO  
Testifies at U.S.  
Senate



CDE Launches  
AI Guidance

September  
2023

January  
2024

AI Education  
in the News





Prompt: Artificial Intelligence



duet AI



adobe firefly



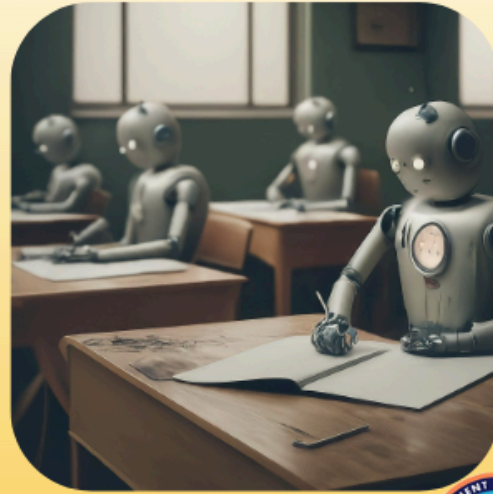
canva



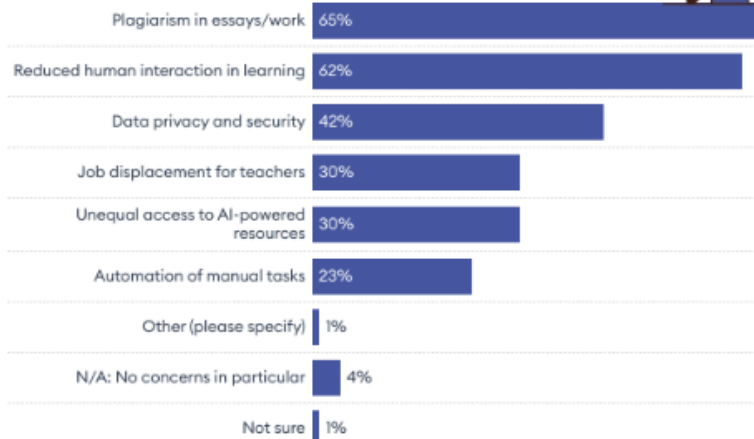
Artificial intelligence leverages computers and machines to mimic problem-solving and decision making capabilities of the human mind.

- IBM





### What concerns do you have about the use of AI in education?



Source: Forbes Advisor

Forbes ADVISOR





**You**

based on this writing sample, describe the author's style, tone, strengths as a writer, and opportunities for growth as a writer:



**ChatGPT**

The author's style is informative and reflective, characterized by a thoughtful and inclusive tone. They position themselves as an Xennial and edtech specialist, conveying a sense of comfort and familiarity with digital media in both personal and professional spheres. The language used is accessible, making the content approachable for a wide audience, including educators and those interested in edtech.

Strengths as a writer include the ability to articulate a clear perspective on the challenges of engaging modern learners and offering practical solutions. The author effectively weaves personal experiences, observations, and examples from a school visit to illustrate their points. The writing demonstrates an understanding of the importance of building connections between curriculum and students' lives and emphasizes the need for validation and engagement.

The author excels in providing concrete examples, such as the culinary teacher incorporating Tik Tok recipes and the history class using hashtags for learning. These examples make the concepts tangible and applicable for educators looking to implement similar strategies. Additionally, the author effectively integrates

Today's AI

1990s AI

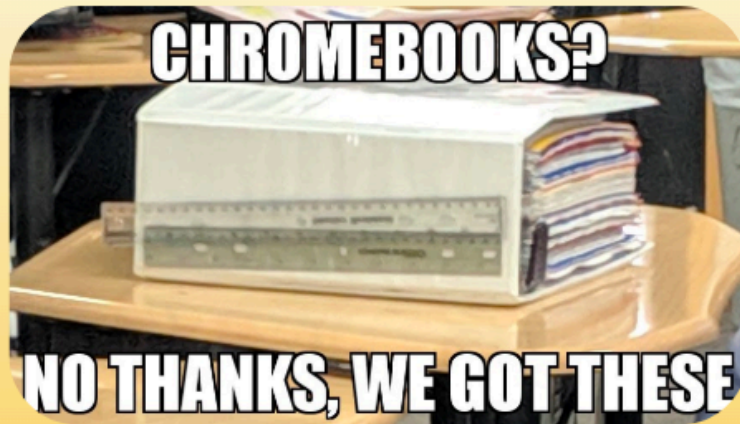




**Artificial Intelligence is about more than ChatGPT...**







**AI 4 CA**

## ARTIFICIAL INTELLIGENCE

LEARNING WITH AI  
LEARNING ABOUT AI

**FUNDAMENTAL SKILLS FOR EDUCATORS & STUDENTS**

<p><b>Safe Use</b></p> <p>Review AI data collection, user privacy</p>	<p><b>Pros Cons</b></p> <p>Leverage AI capabilities, critique inaccuracies</p>
<p><b>Social Impacts</b></p> <p>Consider presence of bias, societal impacts of AI</p>	<p><b>Demystify</b></p> <p>Build understanding of how AI systems work</p>

[bit.ly/CDE\\_AI](https://bit.ly/CDE_AI)

**AI 4 CA**

## ARTIFICIAL INTELLIGENCE

LEARNING WITH AI  
LEARNING ABOUT AI

**UTILIZING AI IN SCHOOLS**  
Enhance academic learning in all content areas

<p><b>WHY?</b></p> <ul style="list-style-type: none"> <li>Planning &amp; workflow support</li> <li>Accessibility &amp; personalization</li> <li>College/career readiness</li> <li>Address digital use divide</li> </ul>	<p><b>HOW?</b></p> <ul style="list-style-type: none"> <li>Evaluate terms of use</li> <li>Data collection guidelines</li> <li>Ethical use policies</li> <li>Emphasize human connection to support mental health</li> </ul>
---	---

**DEVELOPING AI IN SCHOOLS**  
Explore and create within computer science

<p><b>WHY?</b></p> <ul style="list-style-type: none"> <li>Expand access for traditionally underrepresented groups</li> <li>Empower learners to design systems to solve challenges</li> </ul>	<p><b>HOW?</b></p> <ul style="list-style-type: none"> <li>Integrate AI skills &amp; CA computer science standards into curriculum</li> <li>Integrate 5 big ideas in AI (<a href="https://ai4b12.org">ai4b12.org</a>)</li> </ul>
--	---



AI 4 CA

# ARTIFICIAL INTELLIGENCE



LEARNING WITH AI  
LEARNING ABOUT AI



## FUNDAMENTAL SKILLS FOR EDUCATORS & STUDENTS



Safe Use

Review AI data collection,  
user privacy



Pros

Cons

Leverage AI capabilities,  
critique inaccuracies



Social  
Impacts

Consider presence of bias,  
societal impacts of AI




Demystify

Build understanding of  
how AI systems work




**1ST PROMPT**

create a character named goblin who has dark brown hair, hazel eyes, dresses like minnie mouse, and likes to laugh




**2ND PROMPT**


create a disney princess with dark brown hair, hazel eyes



**24TH PROMPT**

create a disney princess with short brown wavy hair in pigtails and green brown eyes who is 2 years old with big cheeks and a baby looking face holding a wand and wearing a red shirt with white polka dots





AI 4 CA

## ARTIFICIAL INTELLIGENCE

LEARNING WITH AI  
LEARNING ABOUT AI




### FUNDAMENTAL SKILLS FOR EDUCATORS & STUDENTS



**Safe Use**

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**Pros Cons**

Leverage AI capabilities, critique inaccuracies



**Social Impacts**

Consider presence of bias, societal impacts of AI



**Demystify**

Build understanding of how AI systems work

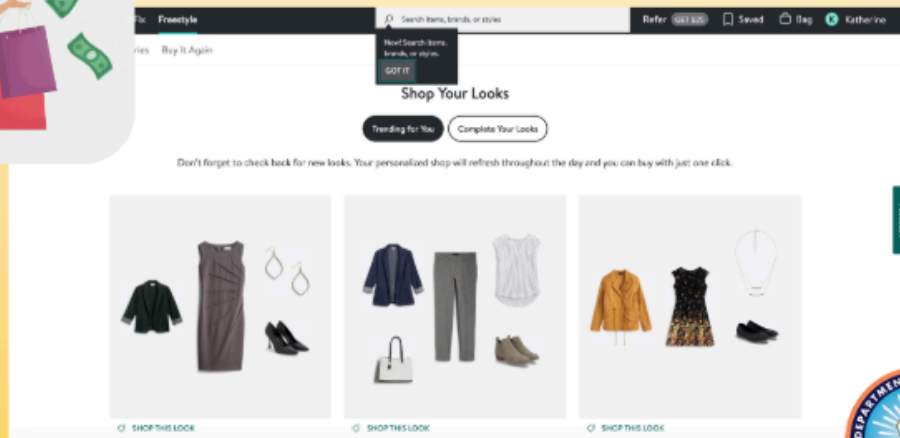


## What concerns do you have about the use of AI in education?



Source: Forbes Advisor

Forbes ADVISOR





AI 4 CA

# ARTIFICIAL INTELLIGENCE



LEARNING WITH AI  
LEARNING ABOUT AI



## FUNDAMENTAL SKILLS FOR EDUCATORS & STUDENTS



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Pros Cons

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Demystify

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how AI systems work



Nest • now

Adam Juarez • Front Door  
Your camera thinks it spotted  
a familiar face.



Nest • now

Person • Front Door  
Your camera spotted someone.



AI 4 CA

## ARTIFICIAL INTELLIGENCE



LEARNING WITH AI  
LEARNING ABOUT AI



### FUNDAMENTAL SKILLS FOR EDUCATORS & STUDENTS



Safe Use

Review AI data collection,  
user privacy



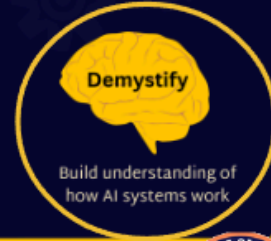
Pros Cons

Leverage AI capabilities,  
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Social  
Impacts

Consider presence of bias,  
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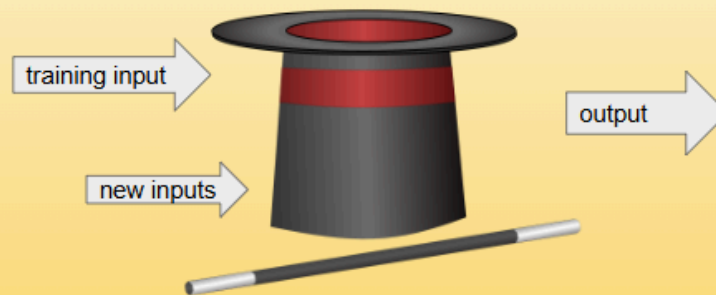


Demystify

Build understanding of  
how AI systems work

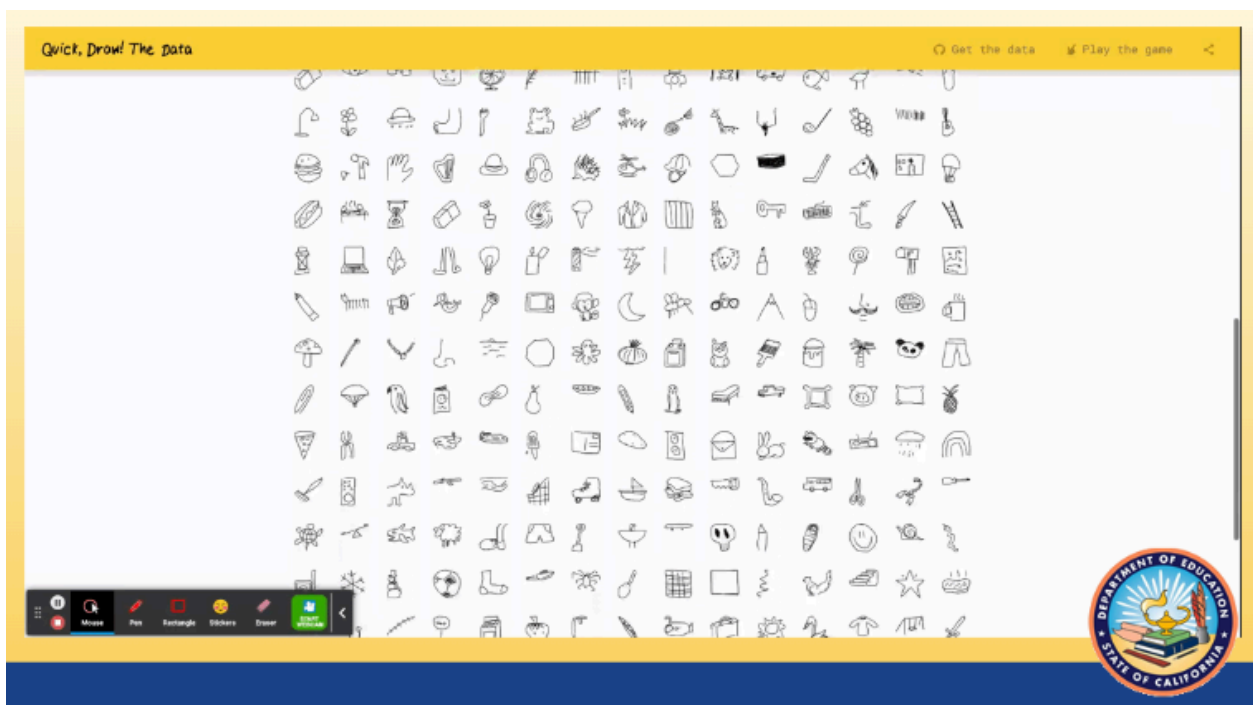
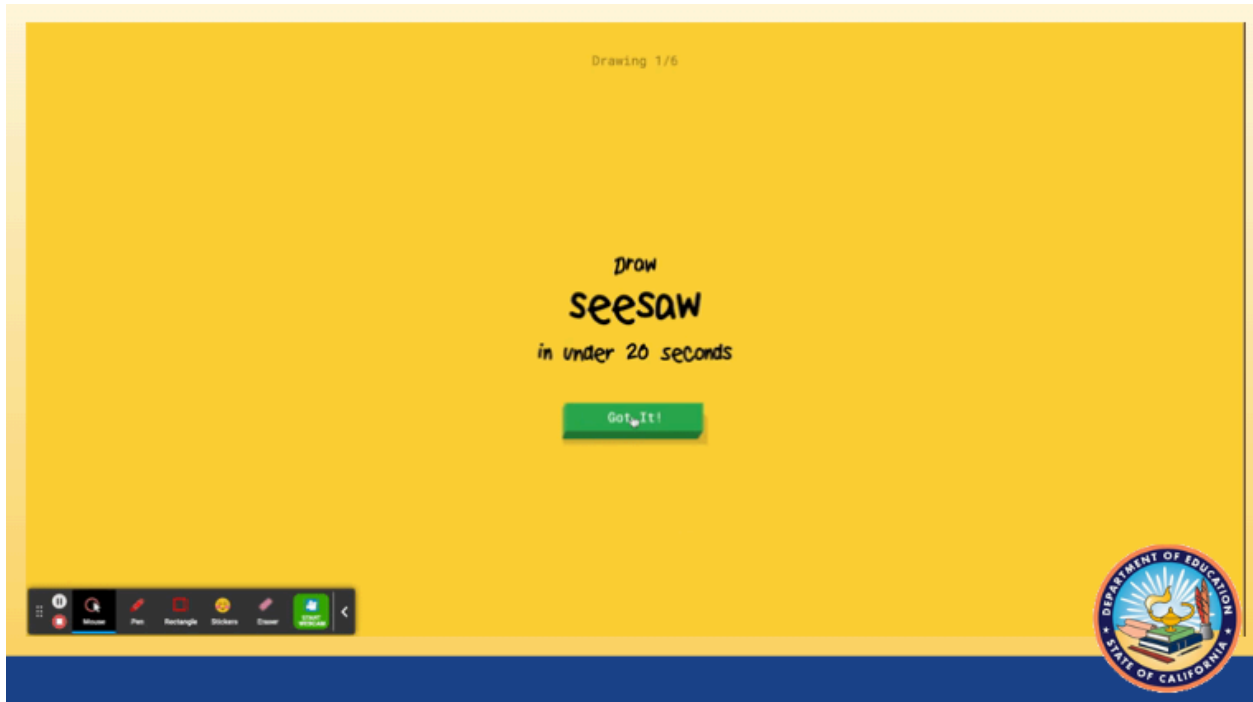


## Let's uncover the magic of AI

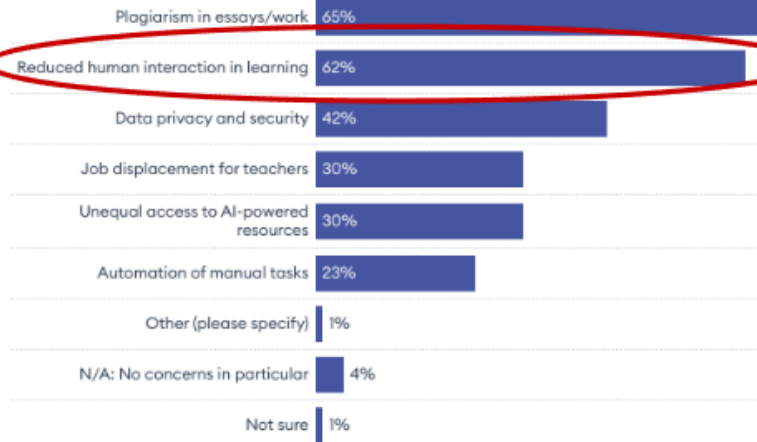


## How do machines learn?



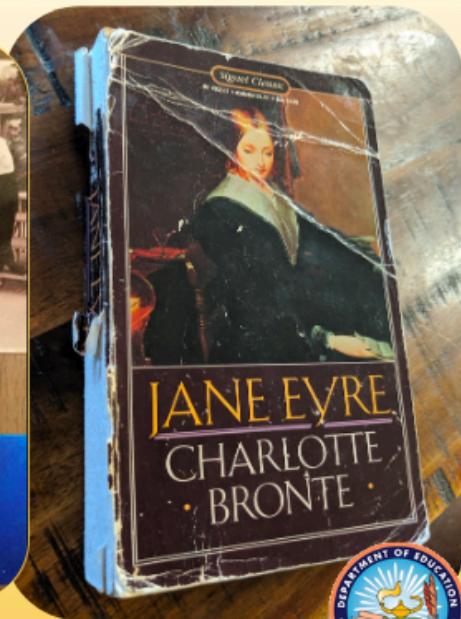
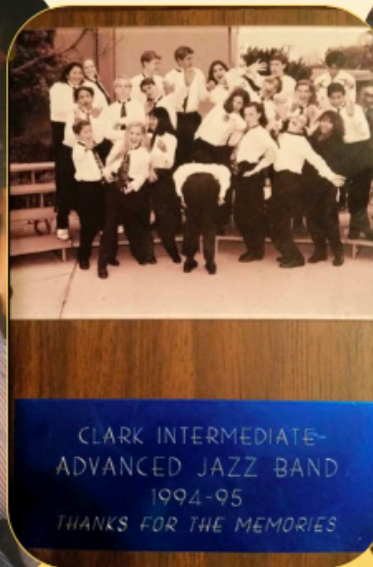


## What concerns do you have about the use of AI in education?



Source: Forbes Advisor

Forbes ADVISOR



## ARTIFICIAL INTELLIGENCE

### OPPORTUNITIES TO PROVIDE INPUT FOR CDE AI GUIDANCE

APPLY TO PARTICIPATE IN CDE AI WORKGROUP:

<https://tinyurl.com/CAAIWorkgroup>

DEADLINE: APRIL 11, 2025

PARTICIPATE IN STATEWIDE AI IN EDUCATION SURVEY:

<https://tinyurl.com/CAAISurvey>



Learning with AI, Learning About AI



What's your next step in the  
drive toward equitable AI  
literacy for our students?

