



For event attendee
reference only.
Please do not circulate.

Digital

in Schools

Breaking down barriers
and embracing innovation

#PearsonDigitalRoundtable





What are you most excited about when it comes to what digital can do in education?

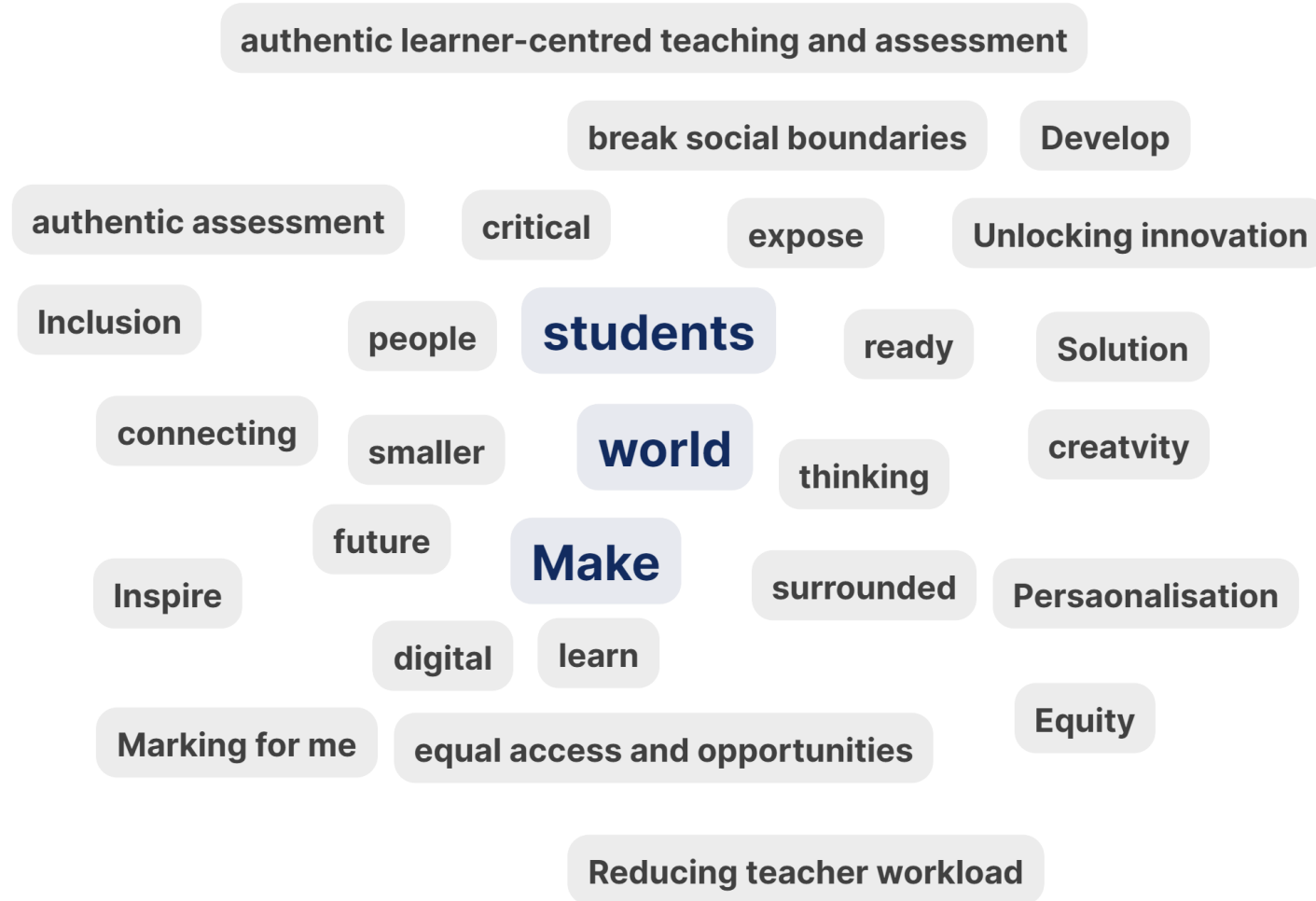
Wordcloud Poll



31 responses



23 participants



Our pledge



Exploring four key areas

- 1) How can we facilitate **further collaboration** around some of the key challenges being experienced within the education community?
- 2) How can we help **every school** to shape **sustainable and brighter futures**?
- 3) How can we **accelerate progress** to ensure **all** learners and educators feel **included** in education?
- 4) How can we **collectively tackle** the **digital divide**?

– [Pearson School Report 2023](#)



Digital

in Schools

Breaking down barriers
and embracing innovation



[Watch the video](#)



Digital

in Schools

Access, inclusion and the digital divide

#PearsonDigitalRoundtable







When you think about the 'digital divide' or 'digital inequalities' in education today, what key issues come to mind?

Wordcloud Poll 40 responses 22 participants



Delegate views

 What positive action are you already taking or what might you try?

- Ensure staff are unskilled and are given the tools - hardware, software and online - that they need - or should need!
- all teachers are trained as Microsoft Educators
- Embrace mobiles as devices, instead of banning them
- Focus on PedTech - pedagogical intentions first, technology second. Subject Expertise with digital literacy skills embedded into schemes of work.
- Ensure a range of devices are available to pupils - iPads, laptops and desktops to develop a range of skills
- Technology written into the teaching and learning policy - not an add on
- Worked on a framework of guidance principles for staff use of ICT / AI
- Parental digital literacy classes
- Focus on the learning
- Employ a It innovations lead that is also a technician to be more proactive in curriculum, teaching and learning rather than reactive
- Strategic approach to addressing the divide
- Digital Skills curriculum that is taught alongside all subject areas and utilising computing curriculum time for computer science and online safety.
- MATs are key drivers of digital capacity in the English school sector (as different to other countries where LAs/regional/central government have a clearer roadmap)
- Equitable bring your own device scheme for all students. Chromebook being the most viable option, an every child entitlement if parents can, or school will provide.
- Employ a specialist computing teacher in a primary school
- We are focusing on upskilling staff across the school in digital literacy, ensuring that it is a key part of our teaching and learning strategy.
- Need to prioritise the divide
- Clear vision (theory of change) and digital roadmap for schools

Digital

in Schools

Future of Assessment 4–19:
– Part 1

[#PearsonDigitalRoundtable](#)

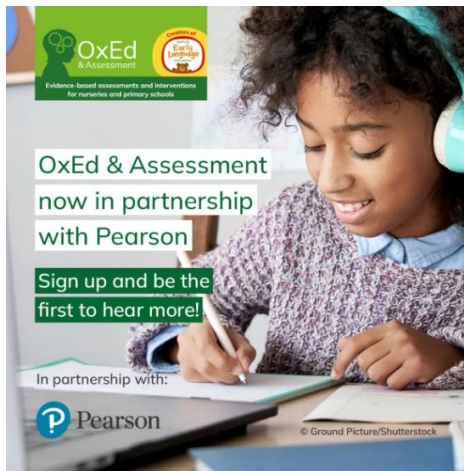


We believe in...

- **Assessing the right skills in the right way**, enabling learners to highlight their strengths and successes
- **Creating greater diversity and representation** that reflects young people's lives, to better engage them in learning
- **Accelerating digital transformation**, bringing all parts of the system together to realise the opportunities that technology can bring to the education experience



Evolving how we assess...



OxEd & Assessment

Early language programme
(NELI)



Onscreen Exams

Summer 2023:

- 2,263 International GCSE exams
- 8,042 GCSE Computer Science exams



Remote Invigilation

1,000+ International GCSEs sat
remotely this year

Examples that you may want to discuss

Technology transforming inclusion for children and young people, but 'digital inequalities limiting access'

Parents and students want more exams to go digital

Are current assessment models problematic for the future of England's job market?

New Campaign to Boost Digital Skills in All Primary Schools

What does ChatGPT mean for the future of assessment?

Reception Baseline Test to go digital from 2024

The future is digital – but not exclusively so

Digital

in Schools

Future of Assessment 4–19:
– Part 2

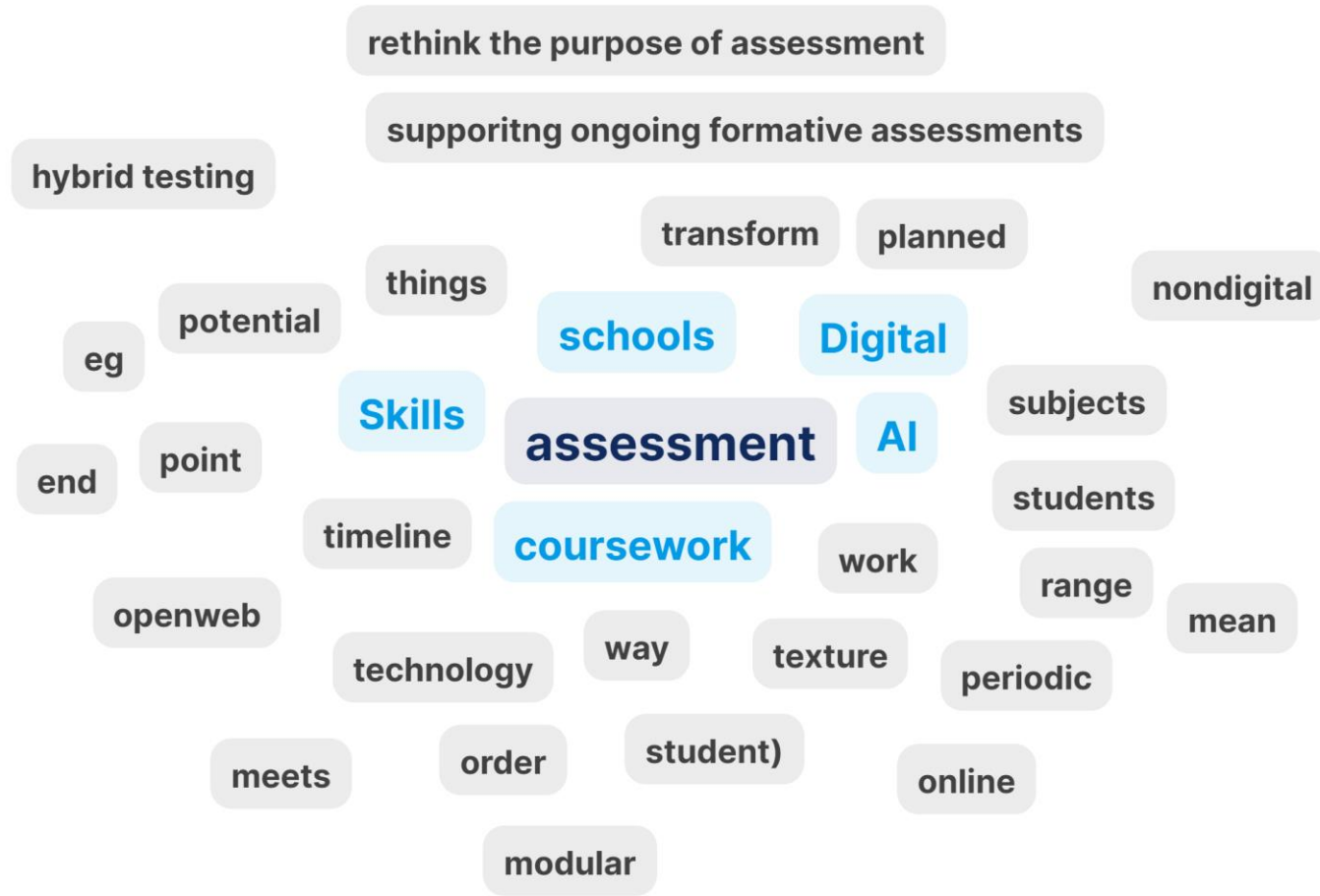
[#PearsonDigitalRoundtable](#)





What are the key next steps to explore if we are to evolve 4-19 assessment in line with technology?

Wordcloud Poll 20 responses 14 participants



Delegate views



Digital

in Schools

Innovations and AI

#PearsonDigitalRoundtable



Your questions on AI

Delegate answers to pre-event question

inclusion
learning security
accuracy experimentation
curriculum training
assessment examples awareness
dangers fairness privacy
biases workload data cheating
truth plagiarism successes
ban risk empowerment
encourage preparation safeguarding
accessibility

Innovations and AI

**Laurie Forcier, Louise Worgan,
Jonathan O'Donnell**

Developing an approach to AI for impact within schools now and in the future





UNDERSTANDING AI FOR SCHOOL TIPS FOR SCHOOL LEADERS

Artificial Intelligence is having a major impact on education. Whether you are excited or concerned about AI, as a school leader you have a responsibility to ensure AI is approached thoughtfully and appropriately in your school community and informs your vision for teaching and learning. This guide will help you gain the background you need as a learning leader in an AI infused world.



- A partnership to support school leaders
- School leaders will drive change - they will create the space

AI in education

What's the picture?

Our definition

- AI is a branch of computer science aimed at creating machines that mimic human intelligence – and it's not new.
- Perform tasks that require human thought e.g. recognising patterns
- Infused in everyday life e.g. Alexa/Siri, autocorrect

AI in education

What's the picture?

Why now?

- Generative AI (ChatGPT, Claude, Bing, Midjourney etc) generates new content
- [One survey \(June 2023\)](#) suggests 67% of UK secondary students had already used chatbots to do homework.
- Quickly developing – excitement and caution

Students

- 68% say they are getting better grades with AI
- 40% ChatGPT writes the work, they edit
- 36% worried they are missing opportunities to learn
- 17% learning more using AI tool (skill) plus learning content
- 48% hold them back if AI excluded from classrooms
- 70% worry they will struggle in exams without AI support

Teachers

- 56% need proper training in AI
- 35% education sector is not moving fast enough to adapt to new technologies
- 41% ask for regulation
- 35% worry students won't learn as much
- 27% parents need to police AI use at home
- 26% should be incorporated into curriculum for safe use
- 89% nothing can replace human intelligence, empathy & creativity

AI in education

What does it mean for us?

- It's here – and engagement isn't optional
- Real opportunities to leverage AI to support teachers and students.
- Cautions
 - Rapid pace of change
 - Limitations
 - Ethical implications of the use of AI
- We need to educate ourselves, stakeholders and students.

Poll question:

How do you feel about the use of AI in education?



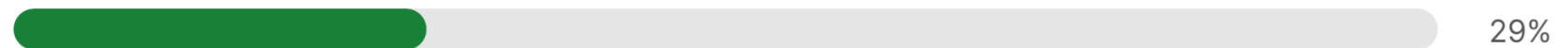
How do you feel about the use of AI in education?

Multiple Choice Poll 45 votes 45 participants

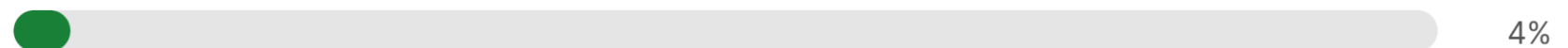
Excited - 25 votes



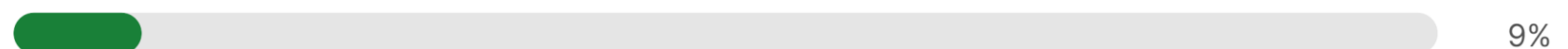
Interested - 13 votes



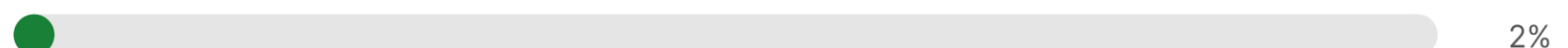
Ambivalent - 2 votes



Cautious - 4 votes



Scared - 1 vote



AI in education

**What do we
need to do?**

Two key areas

- Policy
- Practice

How do we....

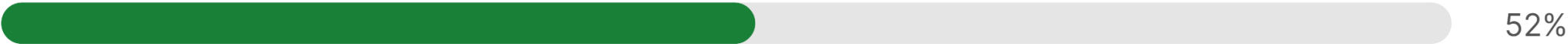
- Learn?
- Prepare?
- Explore?



Do you have an AI policy currently?

Multiple Choice Poll  33 votes  33 participants

Yes - 17 votes



No - 16 votes



AI Policy

Learn
Prepare
Explore

Poll question:

Do you have an AI policy currently?

If so, how did you build it? And how will it evolve?

- Why do we need an AI policy?
- What do we need to consider in an AI policy?
- Who should be involved in the creation of a policy?
- Where can we go to for more information?

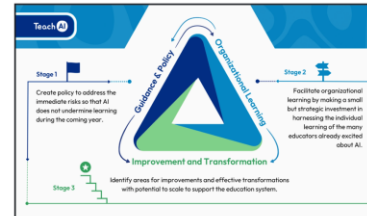
Free policy and guidance resources

Menu

AI Guidance For Schools Toolkit

Access Editable Document

A Framework for Incorporating AI in an Education System



Create guidance and policies to address immediate issues

Menu

AI Guidance For Schools Toolkit

Access Editable Document

Sample Guidance on the Use of AI

This is an example of a resource an education system might provide schools.

It can also inform national and state/regional guidance and is designed to be downloaded as a reference during guidance development and customized to specific contexts. See Sample Considerations for Existing Policies for language that can be added to existing responsible use, privacy, and academic integrity policies.

Guidance on the Use of AI in Our Schools

Purpose

This document guides our students, staff, and school communities on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in classroom instruction, school management, and systemwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

The Institute for Ethical AI in Education

The Ethical Framework for AI in Education

The Institute for Ethical AI in Education has been kindly funded by:

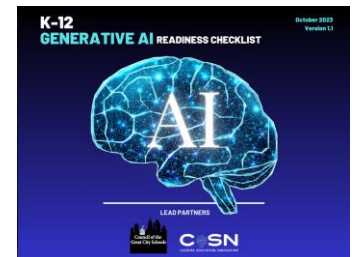
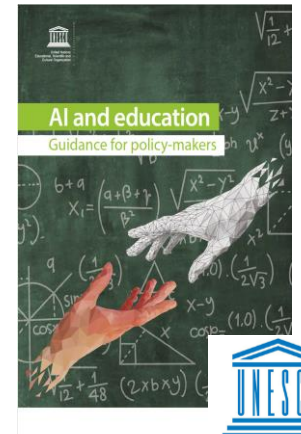


The Ethical Framework for AI in Education

Objective	Criteria	Checklist
1.1	Establish and specify the educational goal that AI is being used to achieve	Have you clearly identified the educational goal that is to be achieved through the use of AI? (Pre-procurement)
1.2	Establish how each relevant AI resource has the capacity to address the educational goal specified above	Can you explain why a particular AI resource has the capacity to address the educational goal specified above? (Pre-procurement)
1.3	Specify the intended impact of using AI	What impact do you expect to achieve through the use of AI, and how will you measure and assess this impact? (Pre-procurement)
1.4	Test that suppliers provide information about how their AI resources address the desired objectives and impacts. This may include information relating to the algorithms used within the algorithm	What information have you received from the suppliers, and are you satisfied that the AI resource is capable of achieving your desired objectives and impacts? (Pre-procurement)
1.5	Test that any measures of student performance are aligned with recognised and accepted educational or scientific evidence. This may include information relating to the measures that are based on accepted educational or scientific evidence	What information have you received from the suppliers, and are you satisfied that measures of student performance are aligned with recognised and accepted educational or scientific evidence? (Pre-procurement)
1.6	Monitor and evaluate the extent to which the intended objectives are being achieved	How will you monitor and assess the extent to which the intended objectives and objectives are being achieved? (Monitoring and Evaluation)
1.7	Test that suppliers conduct periodic reviews of their AI resources to ensure these are achieving the intended goals and not leading to harmful, unintended ways	Can the supplier confirm that periodic reviews are conducted, and that these reviews verify that the AI resource is effective and performing as intended? (Monitoring and Evaluation)
1.8	Where the impacts of using AI as intended are found to be consistently, widely adverse, this is due to how the resource is being deployed, or to factors outside an education system's control, create an action plan for achieving improved impacts	If the impacts of using AI as intended were not consistently, widely adverse, how do you know this? How will you create an action plan to improve the impacts? (Monitoring and Evaluation)



Achieving Educational Goals. AI should be used to achieve well-defined educational goals based on strong societal, educational or scientific evidence that this is for the benefit of learner (see Annex Section 1 for justification)



AI Policy

Learn
Prepare
Explore

Harris Federation Tips

- Raising awareness
- IT and cyber security team involved
- Focus on one AI platform
- Clear and concise guidance on acceptable and unacceptable use cases
- Frequent monitoring



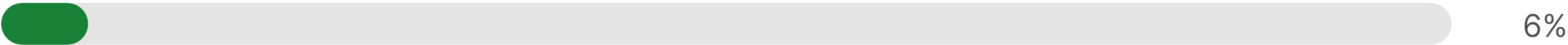
Do you use AI within your current role?

Multiple Choice Poll  32 votes  32 participants

Yes - 30 votes



No - 2 votes



Practice

Poll question:

Do you use AI within your current role?

I wonder....

1. How do we educate teachers to use AI effectively?
2. How can AI help teachers train and develop?
3. How can we educate students to use AI intelligently and ethically?

Practice

Learn

- Learn about AI through experimentation with tools, courses, newsletters, articles
- Start from your real goals and challenge: what are the pain-points for teachers?
- What do you wish to change?
 - reduce workload?
 - teacher development?
 - supporting student learning?
- Set up a learning group of leaders within school/ across schools
- Bear in mind government guidance e.g. [Keeping children safe in education 2023](#)

Leading in the Age of AI

New Artificial Intelligence Professional Development



AI in Education [Home](#) [Purpose](#) [Panels](#) [Resources](#) [News](#) [Explore Resources](#)

AI's Role in the Education Revolution

Discover, Engage, Transform

Artificial Intelligence

A guide to the AI in your pocket

My AI Resources

UNDERSTANDING AI FOR SCHOOL TIPS FOR SCHOOL LEADERS

Artificial Intelligence is having a major impact on education. Whether you are excited or concerned about AI, as a school leader you have a responsibility to ensure AI is approached thoughtfully and appropriately in your school community and informs your vision for teaching and learning. This guide will help you gain the background you need as a learning leader in an AI infused world.

NAHT Confederation of School Trusts ASCL Association of School and College Leaders ISTE International Society for Technology in Education TEACHER DEVELOPMENT TRUST

Understanding AI for School: Tips for School Leaders

AI FOR INCLUSIVE LEARNING

A QUICK START GUIDE FOR SENCOS AND SEN SUPPORT STAFF

AI for Inclusive Learning - Quick Start Guide

Practice

Prepare

Prepare Staff

- Divisive and emotive topic
- Involve staff in discussions - pros, cons, potential uses.
 - Adapting homework tasks - can we harness AI to develop thinking skills?
 - What issues around equity and inclusion are there to consider?
 - How to teach students about the technology and its limitations?
 - How can AI be harnessed to help with lesson preparation? What are the risks?
- How should we think about CPD?

Practice

Explore

Explore together

- Have a go with tools and tasks
- Look at your curriculum
 - Does it educate students in ethical use and citizenship?
 - Does it promote computational thinking – STEM fields and elsewhere?
- Harris examples
- Training teachers
 - TDT - Simulation + Mentor
 - ISTE - Stretch AI

Introducing an AI Tool Just for Educators

Coming soon: Stretch AI, a chatbot just for educators! With Stretch AI, you can learn about the ISTE Standards and ASCD's research-based pedagogical practices - anytime, anywhere. Ask your questions and get answers you know you can trust! Sign up now for news and updates.

AI for Educators

Let's talk about learning! What can I help you with?

How can I teach the ISTE standards to 5th graders?

Well, as an educator, you can use technology to create, adapt, and personalize learning experiences that accommodate the needs and interests of your 5th-grade students. You can incorporate their interests and curiosity to facilitate the learning process. Additionally, leveraging technology can foster student voice and choice in the learning environment. It's important to consider your students' various learning needs and use technology to enhance, enrich, or deepen their learning.

SimulationBot + Mentor

You have just started teaching a new Year 9 maths class in a mixed-sex school. They've had several temporary teachers and have a bit of a troublesome reputation.

After your last lesson finished, you are walking toward their maths classroom to meet them for the first time and you find them milling around in the corridor making lots of noise. Your job is to get them lined up and ready to go in.

Luckily you have an invisible mentor by your side. You can direct a comment or question to your mentor by writing it in in square brackets, e.g. [Oh no, what do I say now?] and your mentor will write back to you in square brackets too.



Demo Link:

<https://vimeo.com/user46376173/tdt-simulationmentordemo?share=copy>



SimulationBot + Mentor

The children notice you walking toward them. What do you do and what do you say?



Write what you say and do. You can aim comments at your invisible mentor by writing them [in square brackets like this]. ➤

The big
question
... I wish

How can we work together as a sector to leverage this technology to close gaps and drive equity?

 **How can we work together as a sector to leverage this technology to close gaps and drive equity?**

- At what point will working together end with us being out of job?
- Involve learners in decisions around how AI can be used well and responsibly
- Chatgpt says: The education sector can harness AI technology to foster equity and bridge gaps through various collaborative strategies:
 1. **Access to Quality Education:** Collaborate to ensure equal access to quality education for all students, irrespective of their socioeconomic background. AI-powered adaptive learning platforms can personalize learning experiences, catering to individual needs and leveling the playing field.
 2. **Data-Driven Insights:** Pool resources to gather and analyze data using AI algorithms. This can identify learning gaps, predict at-risk students, and tailor interventions to support marginalized groups, thereby reducing disparities in academic achievement.
 3. **Resource Allocation:** Utilize AI to optimize resource allocation. This includes identifying areas where additional support, funding, or specialized educators are needed to address disparities in education quality across different regions or schools.
 4. **Teacher Professional Development:** Collaborate on AI-based tools and resources for teacher professional development. These tools can offer insights, lesson plans, and strategies to adapt teaching methods to diverse student needs, ultimately promoting inclusive education practices.
 5. **Ethical AI Integration:** Work together to ensure the ethical use of AI in education, mitigating biases in algorithms, protecting student data privacy, and fostering transparency in AI-driven decision-making processes.
 6. **Community Engagement:** Collaboratively engage with communities to understand their unique needs and perspectives. AI-enabled communication tools can facilitate better engagement, incorporating diverse voices into the educational system's decision-making processes.
 7. **Partnerships and Knowledge Sharing:** Foster collaborations among educational institutions, government bodies, tech companies, and nonprofits. Sharing best practices, research findings, and successful implementations can accelerate equitable AI integration in education.
 8. **Policy Advocacy:** Collaborate on advocating for policies that support equitable AI integration in education. This involves lobbying for increased funding, developing AI literacy among policymakers, and ensuring regulations promote fairness and accessibility. By working collaboratively and strategically, stakeholders in the education sector can leverage AI technology to narrow educational gaps and create a more equitable learning environment for all students.
- needs to be a partnership between employers, government and educators
- less theoretical debate, more meaningful practical examples/applications that work

 **How can we work together as a sector to leverage this technology to close gaps and drive equity?**

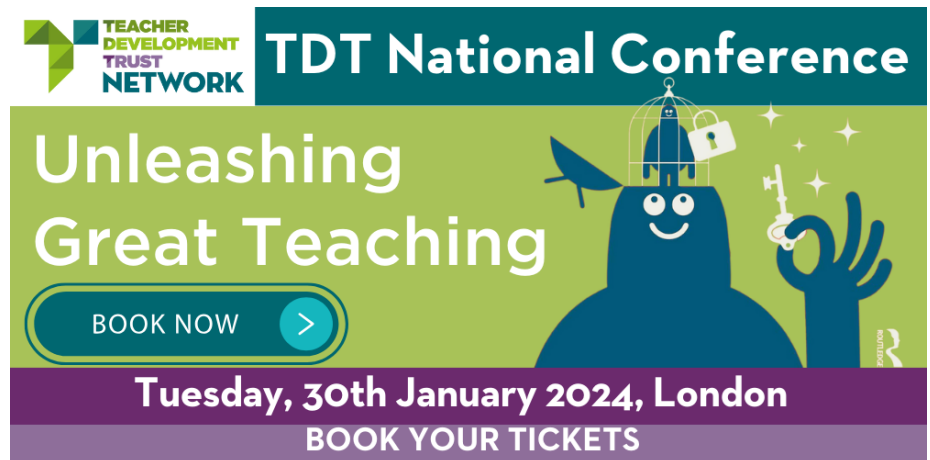
- A strategic national approach to guidance and training for teachers
- Adding more emphasis on raising students' awareness of social injustice issues instead of purely focusing on computational thinking
- Working in collaboration and partnerships
- The problem is not now to educate teachers on AI, but on what problems AI will solve for teachers
- Help students, parents and teachers to use new AI tech safely and effectively
- Shared knowledge and shared guidance from reliable sources so that educators are not having to spend lots of time researching themselves
- Automatically adapt curricula and assessment to local contexts (making it more relevant and accessible) including the likely range of cultural capital for those groups of learners, e.g. rural schools, city schools etc
- Teach learners to be critical in their use and interaction with it
- 3 prongs: access to tools, access to training and access to opportunity
- The role of parents can't be underestimated - an AI tool that makes parents more confident in supporting their children could be a huge leveller
- Requirement for educational publishers to provide a free bot e-tutor could be a gamechanger in terms of equity (where students don't have support at home) - as seen in Korea
- Teacher training – AI training integrated into – removes the fear factor
- all schools need a framework/ guidance to adhere to
- Collaboration is key - working with subject experts to develop bespoke products in curriculum areas. Not a one size fits all approach.
- Regular training for all teachers

Finding out more

- Links:
 - [Understanding AI for school - tips for school leaders](#)
 - [TeachAI resources](#)
 - [Institute for Ethical AI in Education](#)
 - [Council of Great City Schools and COSN GenAI-Readiness Checklist for Schools](#)
 - [AI and education: guidance for policy-makers UNESCO](#)
 - [Leading in the Age of AI \(ISTE+ASCD CPD\)](#)
 - [Bourne-Epsom Protocol](#)

Panel discussion: Education for a bright, innovative future - harnessing the power of our young people to make positive change.

<https://tdtrust.org/annual-conference-2024/>



TEACHER DEVELOPMENT TRUST NETWORK **TDT National Conference**

Unleashing Great Teaching



BOOK NOW >

Tuesday, 30th January 2024, London
BOOK YOUR TICKETS

The banner features a blue cartoon character with a keyhole on its head, holding a key. The background is green and purple.

Final Thoughts

- What would most help schools to safely manage and effectively utilise AI now?
- Are there any actions that you are going to take away from this session?
- What are the key next steps to explore or indeed barriers to remove?

 Are there any actions that you are going to take away from this session?

- Check out Chat GPT 4.0
- Work with leaders across my trust to develop a strategic approach to policy practice and training
- My take away and personal project will be to look at Ai Policy but more so Data-Driven Insights. AI can analyse my student performance data to identify gaps in learning and provide targeted interventions way faster than me This will give me time to drum up more cool STEM and robotics based curriculum
- Upgrade to a subscription
- use it to summarise a survey I haven't yet analysed!
- Involve student voice in development of ai policy
- Check out resources
- Broaden the range of colleagues in the AI conversation.
- Conduct a review on the disciplinary differences in using AI in assessments
- Engage even more with students
- Thinking more strategically as to how we can develop AI use in school
- Read 'Understanding AI for Schools'
- A more collaborative approach to AI and the innovation that surrounds it within MAT
- Further read/research leading in an ai infused world to develop an ai policy
- Think about specific applications of AI in education not just general ones
- AI policy
- Develop AI policy. Create or delegate role within school regarding AI use.




Digital


in Schools

Breaking down barriers
and embracing innovation

#PearsonDigitalRoundtable





 What's your key takeaway from today?

- We should not project our notions/definitions of digital on students. Let's place them at the heart of the change that digital and AI
- Embracing and committing to change because our students will live AI in the future with or without the support of schools and educators
- Personalised Learning: Data Driven Insights - AI can adapt to each student's learning pace and style, providing personalised resources. This will help my students who might be left behind in a traditional one-size-fits-all approach.
- Much potential, excitingly scary! We need to embrace AI, act quickly but carefully. AI can help closing the digital divide, but it can also make it grow exponentially if we don't look at it holistically.
- Inequality is a political choice
- So much positivity and desire for collaboration - excited to build on this
- Considering the power of digital assessment and AI to create more equity across our student cohort.
- How much support educators need with the rapid pace of change in technology and the rapid changes of learner behaviour and expectations that follow.
- disciplinary nuances and differences in attitudes towards AI
- Tech can revolutionise and improve education but the sector needs more financial support to do it...
- Inequity is a real problem that won't go away without real and concentrated effort and intentional action

Here's the visual summary of today, as depicted by Eleanor Beer

Looking at the bigger picture

DIGITAL in Schools

Future of Assessment
Online exams helped me to feel comfortable, I could take regular breaks
Reflections from AMELIA
I have sensory issues
We need to be flexible with online and offline learning

AI and Innovation
68% student say they're getting better grades with AI
AI can help with BLANK PAPER SYNDROME
What are your feelings on using AI?
EXCITED!

CHALLENGES
Class income
Students - opportunity to SHOW WHAT WE KNOW!
Empower pupils and teachers with **DEVICES**

SOLUTIONS
There are many **innovators** out there
How can we make young people feel **INCLUDED** in education?
What skills do teachers need for the future?
Tech helped me to fulfill my **PURPOSE**

DIGITAL DIVIDE
Lella Violet Hallom
We need a guarantee of devices for **pupils in POVERTY**
Everyone needs Wifi access
Let's make the most of small scale devices
Raspberry-Pi

PANEL TALKS
How can we advocate for change?
Pupils being able to type is **important**
Tech for learning, not just **ASSESSMENT**
Not too much emphasis on **CHAT GTP**
Personalised assessment for the future

ASSESSMENT FEEDBACK
What skills will we lose?
MULTI-MODAL
Assessment needs to be
What do we do with our data?

EXPLORE TOGETHER
How should **LEADERS** be thinking about CPD?

Les, Melanie, Tom, Karen, Stephen

#PearsonDigitalRoundtable

Visual by EleanorBeer.com 2023

Looking to the future

- We believe in the power of digital and curiosity and challenging what's possible. And it's clear from what we've heard at the roundtable that so many others do too.
- From reports and guidance to calls for positive change, we'll be sharing reflections on these discussions and taking action to practically and tangibly support schools in the now as well as in future.
- Let's continue the conversation via [#PearsonDigitalRoundtable](#).
- [Get in touch](#) if you've got any questions or suggestions.
- [Explore the latest from Pearson](#) on digital learning and innovation.



Pearson