

AI protocols: staff

What is generative AI?

Generative AI can create new content—like text, images, or music—based on patterns it has learned from the internet. This type of artificial intelligence is developing so quickly because

- ✓ The internet is so massive
- ✓ The algorithms are so sophisticated
- ✓ Today's computers/phones are unbelievably powerful

What's a sensible approach to using genAI?

AI for Education

How to Use AI Responsibly **EVERY** Time

E **VALUATE** the initial output to see if it meets the intended purpose and your needs.

V **ERIFY** facts, figures, quotes, and data using reliable sources to ensure there are no hallucinations or bias.

E **NGAGE** in every conversation with the GenAI chatbot, providing critical feedback and oversight to improve the AI's output.

R **EVISE** the results to reflect your unique needs, style, and/or tone. AI output is a great starting point, but shouldn't be a final product.

Y **OU** are responsible for everything you create with AI. Always be transparent about how you've used these tools.

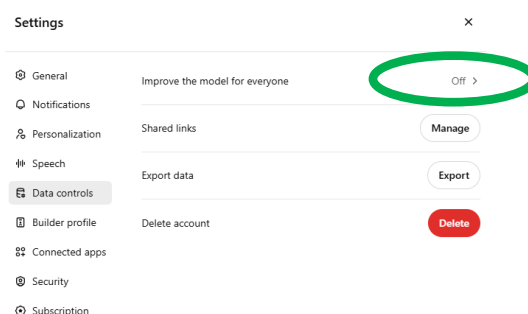
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Do...



- ✓ Try to default to Microsoft Copilot
- ✓ Remember GDPR! Please not upload **any** information that could identify another person – name, date of birth, contact details, etc.
- ✓ In ChatGPT, double-check your ‘data controls’ in Settings (shown here)



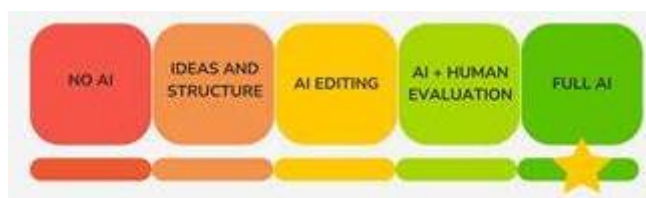
- ✓ In ChatGPT, try ‘Temporary Chat’ because...

Temporary Chat

This chat won't appear in history, use or update ChatGPT's memory, or be used to train our models. For safety purposes, we may keep a copy of this chat for up to 30 days.



- ✓ Try using Copilot or ChatGPT (remembering GDPR) for **drafting** your reports, UCAS references, or appraisals (‘draft’ is the operative word: you own the final output)
- ✓ In teaching, be explicit with pupils about how you’d like them to use AI. Consider the ‘AI Assessment Scale’



- ✓ Complete [this Form](#) before trialling, purchasing/**renewing** any new AI-enabled edtech
- ✓ Upload your own documents to improve the AI’s output. In terms of intellectual property (IP), the College supports this.

Don't...



- ✗ upload **any** information that could identify another person – name, DoB, contact details, etc.
- ✗ upload any documents where the copyright holder specifically denies permission to do so. *This is increasingly common, with many authors stating their position clearly at the beginning of the document.*
- ✗ use AI for marking pupils' work unless you have adjusted setting so that work will not be used to train the AI model. Regarding IP and copyright, the Department for Education writes:

Intellectual property

It is important to be aware of the intellectual property (IP) implications when using generative AI tools

Materials protected by copyright can only be used to train AI if there is permission from the copyright holder, or a statutory exception applies.

Materials created by pupils and teachers may well be copyright material, assuming the statutory standard for what comprises copyright material is satisfied. This standard is generally considered to be low and does not factor in the quality of the work produced.

Copyright law is distinct from data protection law, so any consents or data processing agreements for personal data are separate from issues of compliance with copyright law.

Many free-to-access generative AI tools will use the inputs submitted by users to further train and refine their models. Some tools, largely paid tools, allow users to opt out of inputs being used to train the models.

Examples of what may be deemed original creative work include:

- essays, homework or any other materials written or drawn by a student – it is unlikely that multiple-choice questions responses will constitute copyright work
- lesson plans created by a teacher
- prompts entered into generative AI tools

- ✗ use Grok Free or DeepSeek (until we are more confident re their data security!)



- ✗ simply accept the first thing AI offers. Apply the E.V.E.R.Y model in each instance and remember...we, the humans, own the output.