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Supported by



An introduction to inclusive, responsible use of AI in education

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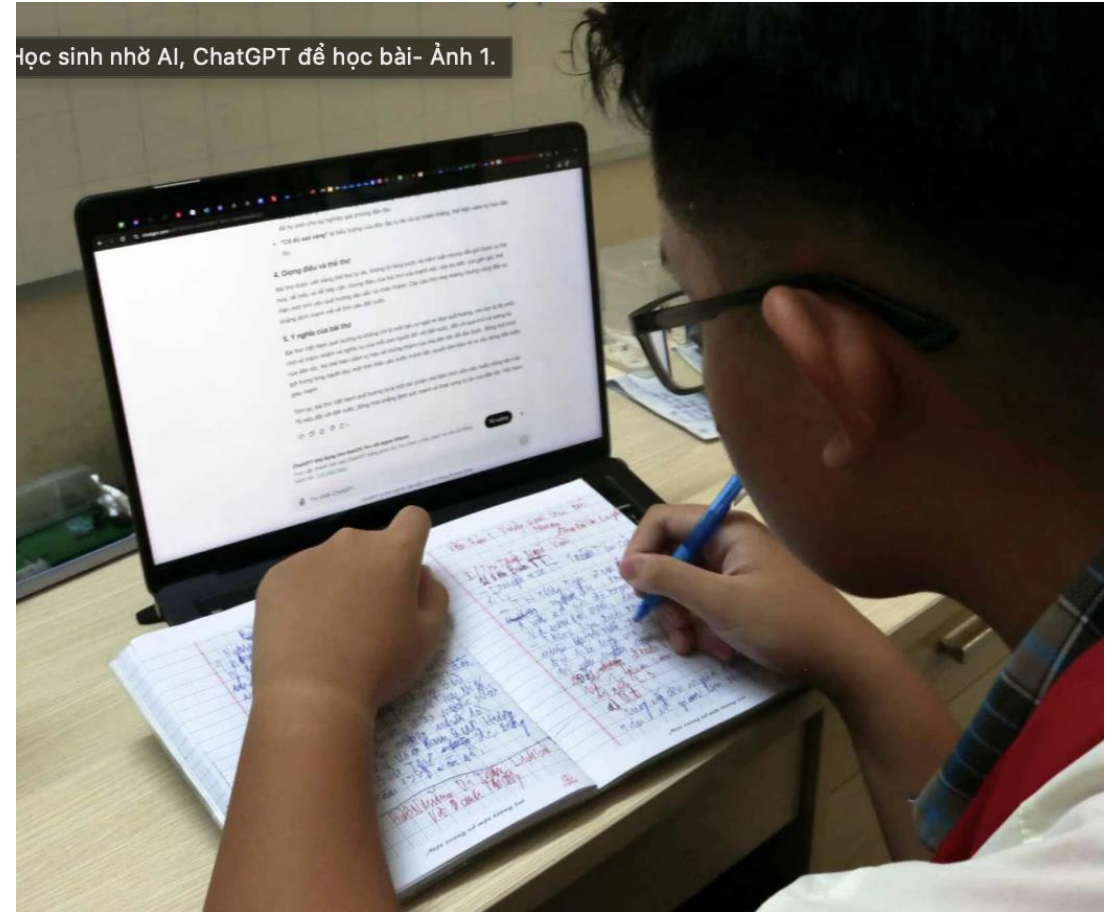
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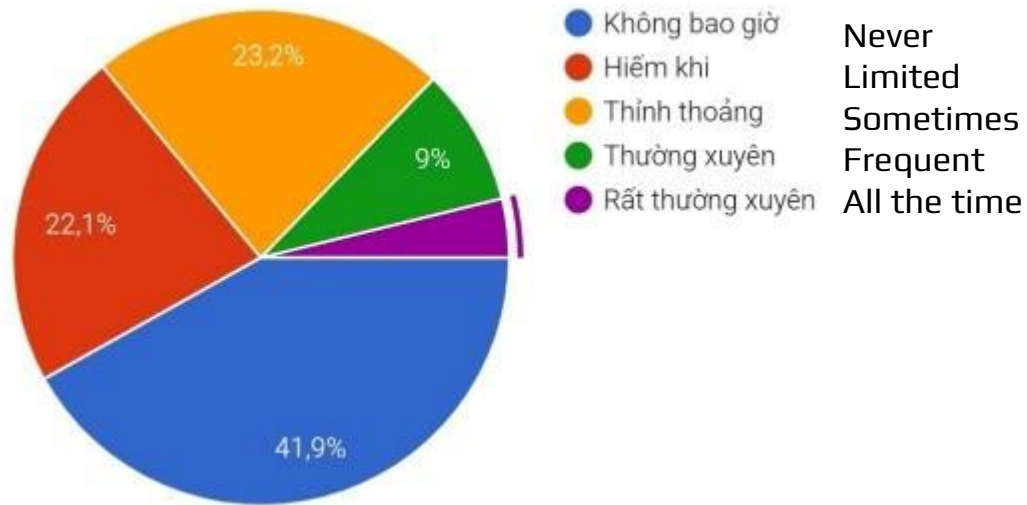


AI in Learning – Opportunities and Risks

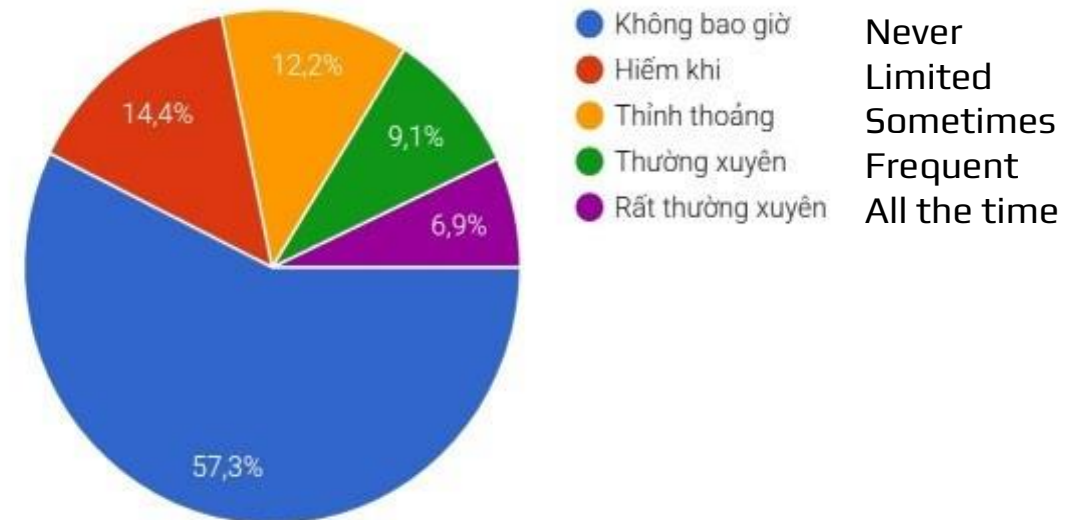
- Generative AI programmes, such as ChatGPT, are commonly used by students from grades 5-12 to study their academic subjects (e.g. Maths, Literature, English).
- Many students use Generative AI programmes to generate entire assignments, resulting in similar assignments, incorrect content, and lack of creativity.
- Some students use it effectively: checking answers, summarising books, making outlines, and expanding knowledge.
- <https://thanhvien.vn/hoc-sinh-nho-ai-chatgpt-de-hoc-bai-185241114202030595.htm>



Students' use of ChatGPT in Vietnam



Number of students using ChatGPT to do homework



Number of students using ChatGPT to relieve stress

<https://giaoduc.net.vn/hoc-sinh-thpt-dang-su-dung-chatgpt-vao-nhung-viec-gi-post250253.gd>

Teachers' use of AI in Vietnam

Our project research with 543 teachers from eight high schools shows:

The majority of teachers use AI tools/applications in their work: 390 teachers said “they use some kinds of AI in work” and 74 teachers said “they don’t use them at all”.

Q 13. Do you know the ethical issues in using AI in education?	N=543	%
No, I’m not aware at all.	71	13.1%
Yes, but only very limited awareness	260	47.9%
Yes, I know about some key ethical considerations	212	39.0%
Yes, I know about all the key ethical considerations	0	0.0%

Q16. Are you taking steps to address ethical considerations with using AI in your teaching?	n=543	%
No, I don’t use AI in my teaching	0	0
No, I don’t know how to address ethical considerations	266	49.0
Yes, but my actions are limited	256	47.1
Yes, I take active steps to address ethical considerations	21	3.9

Overall framework – AI literacy

AI literacy is a concept and a set of practices that empowers users to make decisions on using AI ethically and effectively.

AI literacy involves:

- Recognising what AI is and understanding its capabilities and limitations,
- critically evaluating AI technologies before, during and after using it,
- And being able to use it safely, responsibly and effectively.

(Ng et al 2021)

Critical evaluation of AI technologies

UNESCO AI competency framework for teachers

Key areas:

- AI foundations and applications
- Human-centred mindset: what are your rights and your students' rights when it comes to the use of digital technologies like AI?
- Ethics of AI: what are the moral, value based considerations we need to make when it comes to the use of AI? This involves understandings of the impact AI technologies can make to human, animals and the environment (physical and digital)
- AI pedagogy: what are the key pedagogical considerations for teachers when use AI? This is what this project is all about!
- AI for professional development: how can AI support the professional learning and development of teachers individually? How can schools and universities use AI to support organisational and sector wider teacher professional development? How can teachers develop their knowledge and competencies on using AI?

Critical evaluation of AI technologies

Digital AI literacy includes asking ourselves important questions before using any AI tools, e.g.:

1. Do I understand the **data security and privacy** settings of this AI tool?
2. Does this use of AI serve a **legitimate** (and permitted) educational/research/administrative purpose?
3. Does this use of AI **respect the privacy** of others? Have I obtained **consent** and ensured **anonymity** where necessary when I put the information in?
4. Am I being **transparent** about my use of this AI tool (**acknowledgement**), and will I take responsibility for such use?
5. What is the potential **impact** on involved parties, and is this impact **fair**?
6. **Is this the right tool to use for the kinds of students I teach?**

Critical evaluation of AI technologies

Let's dig a bit deeper:

United Nations Convention on the Rights of the Child: General comment No. 25 (2021) on children's rights in relation to the digital environment:

1. **Non-discrimination:** children should not be discriminated against and should not be excluded digitally.
2. **Best interests of the child:** the best interests of the child should guide the development of any digital technology provision and practice.
3. **Right to life, survival and development:** children should be protected from risks to their 'life, survival and development'.
4. **Respect for the views of the child:** digital technologies should be harnessed so that children can express their opinions and give their views on matters that relate to them.

Critical evaluation of AI technologies

When you use AI in your teaching, do the following checks:

1. Assess the appropriateness of the AI tool
2. Assess the accuracies of outputs created by the AI tool
3. Assess the potential biases of outputs created by the AI tool
4. Assess the potential breach of data use in outputs created by the AI tool

Inclusive use of AI in education in Vietnam project -
Teacher learning resource

Checklist of responsible use of AI for teachers



Resource on the project website. Go to <https://ai4gv.edu.vn/resourcesforteachers>

Critical evaluation of AI technologies

When you ask students to use AI in learning, some additional things to consider:

1. Assess the benefits and potential risks of students using AI
2. Check if they can access the AI technology
3. Check if the AI technology potentially exclude some students
4. Check if the AI technology is age appropriate

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- Bạn không được sử dụng bất kỳ Đầu ra nào liên quan đến một người cho bất kỳ mục đích nào có thể có tác động pháp lý hoặc vật chất đối với người đó.
- Dịch vụ của chúng tôi có thể cung cấp Đầu ra không đầy đủ, không chính xác hoặc mang tính công kích, không đại diện cho quan điểm của OpenAI.

Critical evaluation of AI technologies

Apply the basic:

Many behaviours associated with using AI tools are what many of us already teach. We educate around why we shouldn't Google something harmful or inappropriate; the same critical thinking must apply with AI.

Some restrictions may be in place to prevent harmful instructions or media but we need to acknowledge that the technology is young and appropriate, effective safeguards may not be in place yet.

Talking with students about how AI works and the use of AI can help students navigate these tools with more reassurance and support.

Always remind students that they don't have to use AI so ensure they can feel empowered to not engage if they feel uncomfortable or unsure about it.

Critical evaluation of AI technologies

Understanding limitations:

AI is astoundingly impressive, but as we have seen, it isn't perfect. If students are hoping to use these tools to create content, it is important to reiterate how essential their involvement is as a human. Many of these platforms will openly state that they have limitations. This can involve creating content that may be harmful, inaccurate, biased or offensive. Research and knowledge is still a key component - human connection must never be lost.

Remember that any content they publish from an open AI tool will be seen by others. Remind students about this, and to ensure we all need to take responsibility to make content appropriate and safe.

Critical evaluation of AI technologies

- **Stay vigilant:** Due to the realistic nature of AI generated content, it is very common to believe that we are interacting with a human. This has unfortunately opened up more opportunities for scamming through the means of emails or online messages.
- **Safeguarding:** Centring children and young people's rights when it comes to use AI in education means we put young people's safety and wellbeing first. Currently, research and policy on young people's use of AI and their rights are still in development, so teachers, schools, parents and young people themselves need to play an active role in making sure the use of AI for teaching and learning is responsible and safe.