

Teaching With and Around AI: Equity, Empowerment, and Ethics

Molloy University - Fall 2025

Instructor: Dr. Audra Beberman

Phone: (516) 909-8070

Email: abeberman@molloy.edu

Social: Bluesky @dralb813.bsky.social

Course Dates: 10/6-10/17/25

Course Description

Artificial Intelligence refers to a set of technologies that allow computers to perform tasks that typically require human intelligence. AI uses math, logic, and computer science to simulate human cognitive functions like learning, problem-solving, and decision-making. How does “AI” intersect with education?

Of course, basic AI is all around us every day! SIRI, Alexa, Rufus, CoPilot, Gemini...depending on your phone, computer, and tools around your home!

Using free versions of tools such as ChatGPT, Canva, Magic School AI, Claude, and many more, you will learn to use, create, and explore interesting, easy, and information-rich ways for you to use AI safely and creatively with your students, as well as ways to use it in your non-direct-teaching work. This will inform and enhance the teaching of each child in your class.

Note: This course will be offered online through Canvas. To participate, you'll need to become familiar with Canvas to demonstrate your learning.

Email Accounts

Students are to utilize their Molloy e-mail account or via Canvas when communicating throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication in a timely fashion relating to this course. Instructors will respond to emails from students

within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

Getting Started with Canvas

- Log into Canvas using your Molloy email username and password
- Click the "Courses" tab and select "Teaching With and Around AI: Equity, Empowerment and Ethics"
- Log in before the course to ensure your account is correctly set up
- Take the [Canvas Student Tour](#) or visit the [Canvas Student Quickstart Page](#)

Grading

- 60% Completion of Assignments
- 40% Class Sharing/Collaboration
- The grading scale at Molloy University's graduate programs follows a traditional letter grade system with specific numerical equivalents.
 - An **A grade** represents exceptional achievement and ranges from 93.0 to 100
 - An **A-** falls between 90.0 and 92.9.
 - A **B+** will receive this grade for scores between 87.0 and 89.9,
 - A **B grade** corresponds to scores between 83.0 and 86.9.

Molloy University and School of Education and Human Services Policies and Supports:

Expectations of Academic Integrity for All Students

- [Honor Pledge and Academic Honesty Policy](#)

Course Withdrawals

- View [Withdrawal Policy](#) for potential financial implications
- View [the Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

Incompletes

- [Incompletes Policy](#)

Health and Wellness

- [Student Health Services](#)
- [Student Counseling Center \(SCC\)](#)

Center for Access and Disability (Access)

- [Center for Access and Disability](#)

Technical Support

- [Student Account, Technology and Canvas](#)

Ally for Canvas

- [Supportive Tools and Resources/ Ally](#)

Technical Support

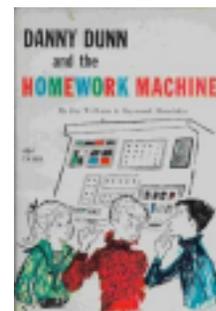
- **Canvas Support:** Access through the HELP feature in the lower left-hand corner of Canvas. Call Canvas at (844) 408-6455 or use the online chat feature. Both services are available 24 hours - 7 days a week.
- **Technology Support Services:** Located in Kellenberg 022, (516) 323-4800, helpdesk@molloy.edu or via Twitter: @molloyTSS
- **Information Commons:** Second floor of Public Square, (516) 323-4817, slewis2@molloy.edu; Check their website for hours: <http://www.molloy.edu/tss>

Here's a checklist to see that you've completed the tasks:
(I'll be placing an X in the box to show you what you've completed)

CHECKLIST

Course Overview

Before we begin, you might find this article interesting: [What a Sixty-Five-Year-Old Book Teaches Us About A.I.](#) I read this book when I was about eight years old (about 17 years after its publication!)...it always fascinated me. (This is not required, just a look into the past that foretold the future!)



So, What is Generative AI?

Generative AI refers to artificial intelligence systems that can create new content based on patterns and data they've been trained on. These models use machine learning algorithms to

generate responses, complete tasks, or produce creative outputs that resemble human-made content.

3 of 14

AI Best Practices

- **Check for Bias:** AI might occasionally produce biased or incorrect content. Always double-check before sharing with students.
- **The 80-20 Approach:** Use AI for initial work, but make sure to add your final touch, review for bias and accuracy, and contextualize appropriately for the last 20%.
- **Your Judgment Matters:** See AI-generated content as a starting point, not the final version. Always adhere to your school's guidelines.
- **Protect Privacy:** Don't include personal student details like names or addresses.

Ethics and AI in Education

- Bias and Fairness
- Privacy Concerns
- Transparency and Accountability
- Autonomy and Teacher Roles
- Student Agency and Equity
- Misinformation and Ethical Use

Ethics and AI in education raise several important issues:

1. **Bias and Fairness:** AI systems often inherit biases from the data they are trained on, which can lead to unfair treatment of certain student groups. If AI tools favor specific demographics or learning styles, they may reinforce existing inequalities in the classroom.
2. **Privacy Concerns:** The use of AI in education often involves collecting vast amounts of student data, raising concerns about data security, privacy, and consent. Students may not have full control over how their data is collected, stored, or used, potentially putting sensitive information at risk.
3. **Transparency and Accountability:** Many AI algorithms operate as "black boxes," making it difficult for educators and students to understand how decisions are made. This lack of transparency can create challenges when AI systems make incorrect or biased recommendations, leaving no clear accountability for errors.
4. **Autonomy and Teacher Roles:** Over-reliance on AI in classrooms could diminish the role of teachers, reducing their autonomy in instructional decisions. It may also shift the focus from human-centered teaching to

data-driven learning, which could overlook the emotional and social needs of students.

4 of 14

5. **Student Agency and Equity:** If AI is used to monitor and predict student behavior, it may unintentionally restrict student agency by labeling or categorizing students early on. Low-income or underserved students could be disproportionately affected by AI systems that reinforce existing educational gaps, exacerbating inequalities.
6. **Misinformation and Ethical Use:** Without proper instruction on how to use AI responsibly, students might misuse AI-generated content or rely on AI tools without critical evaluation. Teaching students about the ethical implications of AI is essential to fostering responsible and informed digital citizens.

Addressing these ethical concerns requires balancing AI's potential with policies that prioritize equity, transparency, and data security in educational settings.

Course Schedule and Assignments

Days 1-2: Introductions and Generative AI

Assignments: 1, 2, 3, 4

Activities:

1. **ASSIGNMENT:** Introduce yourself on this [Padlet](#), sharing your current feelings about AI. (Use the **VIDEO** feature so we can all see each other! You get 2 minutes to share: Where you teach, what you teach, how long you've been teaching, your feelings about AI, and anything else you'd like to share...do you like to travel? Read? Skateboard? Skydive? (You have 2 minutes!) Please feel free to respond to anyone about anything they post in this intro! (Including me!)

What is Generative AI?

Generative AI refers to artificial intelligence systems that can create new content, such as text, images, audio, or even video, based on patterns and data they've been trained on. These models, like GPT-4 and DALL-E, use **machine learning algorithms** to generate responses, complete tasks, or produce creative outputs that resemble human-made content. Generative AI is commonly used in applications such as chatbots, content creation, image generation, and more,

enabling new possibilities for automating creative processes and problem-solving.

I think what we're seeing in academia and with higher education is that this technology will perhaps have a more transformative impact on education than almost any other industry.

5 of 14

The Wall Street Journal's Joanna Stern basically said that if you're interested in a high-paying job, think about prompt engineering.

We're going to start by really understanding what is different about generative AI. Why is it so transformational, and what is that going to mean for K-12 and university campuses? And then we're going to look at industry and how industry is changing. What skills are expected of our students? And what do we need to be thinking about as we think about how to prepare our students, how to change our educational practices? And really, how to ensure that our students are prepared to succeed and be the next generation of leaders.

2. Read two *articles* ([AOne](#), [ATwo](#)) and watch two *videos* ([VOne](#), [VTwo](#)) about AI. (The second video is a good one to use with students.)
3. **ASSIGNMENT**: Contribute to the shared [Padlet](#) on AI in education. Contribute one answer in all four columns, and respond to a *minimum of three* other comments by your fellow students using the Padlet comment feature.
 - What grade or age would be suitable for introducing AI to students?
 - How do you/have you explain(ed) AI to your students?
 - What is **your** biggest fear with AI in your teaching/school/students?
 - What is an AI Competent Society?
4. Read this [Blog Post](#) on AI and kids.
5. **ASSIGNMENT**: Explain AI to one grade level/age on this [Padlet](#). (Use the video feature - you have 2 minutes, this is just the intro to your students.) This can be your grade or another - that's up to you.
6. Compare ChatGPT and KidsChatGPT results using the same prompt. 7. In this assignment, you will be creating a single document with all of your findings. 8. Go to [ChatGpt.com](#) and <https://kidschatgpt.com/> and ask each generative AI to write a paragraph on something that would be useful to a **3rd grader** (no matter what you teach) (biography of a famous person, New York history, science of simple machines - or some idea of your own) use the same prompt on each site.
9. The better your prompt, the better your results!
10. If you need help writing a "stellar" AI Prompt (what you say to an AI to get it to do what you want it to do), look to Columbia's Digital Futures Institute [Guide](#)
11. **ASSIGNMENT**: Copy and paste the prompt and each result into a single doc so you can compare the results. Upload the doc to the correct assignment in Blackboard!

Days 3-5: Teacher Time Savings

Topic: How AI can help with lesson planning

6 of 14

Assignments: 5, 6

Read [Lesson Planning With AI](#) (article). This article is a nice overview of lesson planning with AI. The time savings you can experience are almost incalculable!

Tools to Explore:

- Create Slides from Videos (BRISK)
- Quiz from text (Magicschoolai)
- Making Awards (Canva)
- Interventions (ColleagueAI)
- Worksheets (Diffit)
- Bibliographies in all formats (Gemini)
- Pulling Vocabulary from text (Claude.AI)

Let's Get Specific:

1. Creating Slides

1. Turn a YouTube Video into slides!
2. Here's a 13-minute Video:
3. [Lecture 1.1 - What is Life? - Biol 101](#)
4. Using [BRISK](#), I turned it into a ten-slide [presentation](#) for 6th grade. You can fix the fonts, colors, number of slides, and so on, as you see fit! (This is AMAZING for differentiation and different abilities, as you can control the information generated! You can control the level of reading, the amount of info, etc.) Here are the [steps](#)
5. Here's a great list of other tools: [LIST](#)

Assignment: Try this out on your own. Find a video of any length and create slides for your grade using BRISK! Give it a shot! Upload the Slide Deck to Blackboard. Be sure to give the link to the video you used! (You don't have to pretty up the slide deck, unless you plan on using it - then feel free!)

Other time-saving tools you will want to use:

- A. Creating **Quizzes** Check [here](#)! MagicSchool AI generates quizzes from text by utilizing AI tools that analyze the input text and create multiple-choice questions, often with text alignment and customization options for different grade levels. Educators can input their text, and the AI will then generate questions relevant to

that specific content. Remember the 80/20 rule and check for accuracy!

- B. To **Create Awards** using AI in [Canva](#), you can leverage the "Magic Design" feature, which allows you to input a text prompt describing the type of award you want, and Canva's AI will generate design templates based on your description, including layouts, colors, and fonts, which you can then customize further with specific details like the recipient's name and achievement details. For the steps: [Look Here!](#)

7 of 14

Get your free **CANVA** Educator Account (with all the good stuff!) By following this [guide!](#)

- C. Intervention: [Colleague.ai](#) is here to help! The platform allows teachers to:
- Create tailored lesson materials that address specific learning gaps
 - Generate meaningful and challenging questions to boost engagement during intervention sessions
 - Develop resources that explain complex concepts in accessible language
 - *Check out this doc with a real-world problem/solution created with Colleague.ai [Link](#)*

- D. [Diffit](#) creates worksheets ([Video](#))
- Input Content: Type a topic, paste a text, or provide a link to a video.
 - Select Grade Level and Language: Choose the appropriate grade level and language for your students.
 - Generate Resource: Click the "Generate Resource" button.
 - Customize and Edit: Review the automatically generated worksheet, and adjust the reading passage, vocabulary, questions, etc. as needed.
 - Export and Share: Once you're satisfied, export the worksheet in a format suitable for your students (e.g., PDF, Google Docs).

- E. I have a bibliography in APA format. Can an AI generator change it to Harvard referencing style?
- But of course! [GEMINI](#) (from Google) can do that! Check out my results here: [LINK](#)
 - (It can also do all the other Bibliography Formats!)

- F. AI app extracting vocab lists from a text:
- [Claude.AI](#) can do it!
 - Prompt it with something to the effect: "I'm a teacher for (English) students in the (11th) grade. Make a list of (20-25) vocabulary words for these students from this text. Give me the word and a short definition." Then paste the text after that prompt. Of course, this will work for social studies and science texts as well. Many of your textbooks are online now, so it is simple to get that text if you'd rather use an existing text book for this next assignment.

ASSIGNMENT: Let's find a passage on the internet to accomplish "F" above. This is a great time-saver!

How? If you search for "Novels in the public domain," I'm sure you can find a novel you are familiar with that is in the public domain. I chose Faulkner's "Sound and the Fury," which was just added to the public domain this year. Many of the CLASSIC MS/HS novels, novellas, and poetry are in the public domain, so you can copy and paste. (Google "Novels in the Public Domain" to start.)

8 of 14

Now, find the text of chapter one of your novel. Search "Chapter 1 text, Book Title."

You can use the prompt I gave you from above (add in your class and grade and how many words you want in your list), into [Claude.AI](#) and then copy and paste the entire text of the first chapter of your chosen novel.

Please paste your novel Title, Author, Chapter Text, your prompt, and AI-generated vocab list into One Document and upload to Blackboard in the assigned spot.

Days 6-7: Spark Creativity and Research

Tools to Explore:

- **Writing:** StoryJumper, Storybird for creative writing prompts
- **Research:** Notebook LM, Anara

Assignment 7

Inside your students, stories swirl. Yarns wait to be plucked from their minds' most inventive corners and then shared with the world. Yet, many of them just need a little help to tease them out. AI can be that conduit, inspiring you to guide those students' strands of imagination from their heads to their screens, where you can help polish them into personal, maybe even powerful tales or tableaux.

Here's the point, though: *Creativity doesn't come from AI. It comes from people.*

Let's look at tools that can help bring creativity to the surface:

Writing:

Story starters and prompt generators - Tools like [StoryJumper \(Video\)](#) ([Instructions](#)) and [Storybird \(Video\)](#) ([Instructions](#)), you can use AI to generate creative writing prompts tailored to different age groups and interests.

Research:

Notebook LM is an AI-powered research assistant from Google that helps users analyze documents, take notes, and generate summaries. It's designed to help users become experts in their documents and collaborate with them to organize their ideas. ([Instructions](#))

Here's a video on how to use it with your students: [Video](#)

Anara: (Formerly UNRIDDLE) Anara is an AI for researchers. Quickly understand complex papers, books, and audio; organize findings, and write well-cited documents. Anara has a free version that would be great for HS Students! Here is a guide I put together on how to use it. It's a sophisticated version of Noodle Tools. If your school has used that. If you, as a teacher, are

9 of 14

pursuing research or additional degrees, this is a great tool to help you get through the research you need to do. (And at \$12 a month, it is reasonably priced for you to use.) [Instructions](#)

Here's a video on how to use it with your students: [Video](#)

ASSIGNMENT: Choose one of the four tools from above and decide how you might use it with your class, and create the assignment. (Depends on the grade.) OR you can find something in the AI world you'd like to try! Then please post your assignment, the instructions, the grade level, and the tool your students will be using, as well as your "WHY" in a doc on Blackboard.

Days 8-10: Using AI to Assist with Teacher Tasks

AI Detection Tools:

- Brisk Chrome extension
- Quillbot
- Teacher Tools AI "detector"
- Draftback Chrome extension

Grading and Note-Taking:

- CoGrader - AI-powered grading assistant
- Tools for recording meetings and creating notes

Assignment 8

AI Detecting: As a teacher, you're always a detective! Now you can add AI Detective to your list of titles. Schools have been using "[TurnItIn](#)" for over a decade, looking for plagiarism, but things have become a bit trickier. Of course, TurnItIn is still reliable (and a very early AI), but it is not free, and your school district needs to subscribe.

1. Using one of these tools, you can run your students' written work through an AI that

detects other AI! Plenty of AI detectors are out there, but be careful when using them.

None are 100% effective, and many give false positives. Use it as an initial flag that AI may have been used, but do more research before accusing students of using AI. You know your students and their writing styles better than AI, so factor that into the equation.

- a. The [Brisk](#) extension for Chrome: Educators can use this to inspect student writing and potentially detect AI-generated content or plagiarism. It allows teachers to replay the student's revision history, identify copy-pasted sections, and access an AI detector. While Brisk can offer valuable insights into student work, it's crucial to remember that AI

10 of 14

detection tools are not always accurate and should be used in conjunction with other methods of assessment. ([Video](#))

- b. [Quillbot](#) is an AI-powered writing assistant that offers a suite of tools to enhance and improve writing. It includes features like a paraphrasing tool, a grammar checker, a plagiarism checker, a citation generator, a translator, and an AI detector, among others. These tools help users refine their writing, check for errors, and ensure originality. (The free version allows up to 1200 words per check) ([Instructions](#)) ([Video](#))
- c. [Teacher Tools AI](#) "detector" asks students questions about their work and then flags answers inconsistent with the work. (This works best with Google Classroom.) ([Instructions](#))
- d. Using the [Draftback](#) Chrome extension will tell you if there was a blank page, and then suddenly, an entire essay was pasted onto a page. (Not free)

2. [CoGrader](#) - *You've been waiting for this your whole teaching life!*

AI-powered grading assistant for writing that saves 80% of your time while providing detailed, standards-aligned feedback. Average time to grade 30 essays? 4 hours. With CoGrader? 15 minutes! Yes, this requires set up and some training, but it is worthwhile! Assign more writing and get your students the practice they need.

[Instructions](#). Oh, and yes, CoGrader integrates seamlessly with Google Classroom ([Video](#))

3. Record a meeting, then get bulleted Notes! *Use caution with these types of tools - some of the record and note taking do not uphold FERPA standards, and consent needs to be given by all participants if they are being recorded...not the fun answer but a concern to be aware of! Find out the legalities of recording meetings in the*

Country/State where you live.

- a. If you record it on your phone or computer and upload it to ChatGPT, ChatGPT will create written outlines, bulleted notes, etc for you.
- b. Otter.ai
- c. Lecture.new
- d. Glean (Plus at least a dozen more, including Zoom, Google Meet, and Microsoft Teams)

ASSIGNMENT: When trying a new tool like one of these AI helpers above, or one of the earlier tools we've seen with students, what is it that worries you the most? Is it flopping in front of students and/or colleagues? Is it finding that the tool doesn't work the way you want/expect it to? Do you feel like just continuing on "the old way" will serve you just as well as trying something new, while your students are either getting a leg up on you or using tools you are unaware of? How do you mitigate these worries before they come to fruition, and how can you

11 of 14

help your colleagues adapt and adopt new ideas easily without being a know-it-all or pushy? Let's chat about it here! [Chatzy Room](#)

Days 11-12: Bias and AI

Topic: Teaching AI Bias to K-12 students

Assignment 9

When discussing AI ethics with K-12 students, key considerations include teaching them to be aware of potential biases in AI outputs, the importance of proper citation when using AI-generated content, respecting privacy concerns related to data collection, and understanding that AI should be used as a tool to enhance learning, not replace critical thinking and independent work; essentially, emphasizing responsible and ethical use of AI technology in their academic pursuits.

ASSIGNMENT:

1. What are some tools you can use to help students understand Bias? First, read this [article Here](#)
2. On this [Padlet](#), discuss how you explain bias in Artificial Intelligence to the grade you currently teach.
3. On the same [Padlet](#) How would you use this [webpage](#) with your students? (*What is AI for Kids? An Introduction to Artificial Intelligence for Kids*) Find something on the page to use in a lesson, a center, or an assignment!

Day 13: Reflection/Wrap It Up

Assignment 10, 11

Assignments:

- Reflect on how your feelings about AI have changed during the course. [Padlet](#) How do you feel about AI today versus how you felt ten days ago? This reflection is recorded back on the original padlet! Do not be afraid to be honest.
- Complete your [Digital Exit Ticket](#) to receive full credit for this course.

Course Summary and Due Dates

12 of 14

Date Assignment Due Mon. Oct 6, 2025 Introduction on PADLET!

11:59pm Tue. Oct. 7, 2025 Generative AI Questions 11:59pm

Wed. Oct. 8, 2025 Video Into A Slide Deck 11:59pm

Thur. Oct. 9, 2025 Extracting a Vocabulary List From

Fri. Oct, 10-11, 2025

Mon. Oct 13, 2025 Text 11:59pm Guide Research

Tue. Oct. 14, 2025 and/or Creativity 11:59pm Let's Chat

Wed. Oct 15, 2025

Thur. Oct 16, 2025 About Our Worries... 11:59pm Exit
Explain AI to one grade level/age

11:59pm Comparison of ChatGPT
Ticket and Reflection 11:59pm

and kidschatGPT 11:59pm Turn a

Note: The instructor is flexible with due dates. Please complete all assignments by October 17, 2025.

=====

About this syllabus: Don't be surprised to learn things from this syllabus! Since we cannot see each other, I'm throwing in knowledge wherever possible! The third column has nuggets of wisdom (HA!), plus your readings, videos, and assignments. You will post some assignments here on Blackboard and some on Padlet, just for variety! I posted the assignments in the assignment tab, so you know where to upload the Blackboard docs, slides, or what have you. **I AM NOT STUCK TO THOSE DUE DATES! JUST GET EVERYTHING IN PRIOR TO 10/17/25!** I just need to add due dates so Blackboard will like me! If you have any questions, feel free to text, call, or email me! I am friendly and don't bite! (I send my doggo in for that!) See Khali (Khaleesi) below. Very tough! ;)

13 of 14



