VERSION 3 OF THE

Generative AI Guidance

for students and teachers

SHANGHAI AMERICAN SCHOOL

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Goals of This Document

A Shanghai American School education equips students with knowledge, skills and dispositions that transfer beyond the classroom to authentic settings connected to their lives. Furthermore, SAS believes that leveraging GenAI tools can help our community to achieve the school's Transdisciplinary Transfer Goals (TTGs).

This document establishes a unified understanding and set of expectations within our community regarding the use of GenAI technology in ways that align with our school's mission, values, and TTGs.

At SAS, we advocate for the responsible and thoughtful use of Generative AI. We do not believe in extreme approaches such as banning Generative AI entirely or integrating it into every learning activity. Instead, our focus is on using Generative AI intentionally to enhance learning experiences and develop essential skills. There may be a temptation to outsource thinking, reading, or writing in the name of convenience. However, these are fundamental skills that students must develop and continuously refine throughout their educational journeys. While we want students to be proficient users of Generative AI to remain competitive, we must also ensure they use it wisely and intentionally to augment, rather than replace, their own abilities. The remaining sections of this guidance document aim to address both practical and philosophical approaches to maintaining an intentional use of Generative AI at SAS while fostering critical thinking, creativity, and growth.

Recognizing the emergent and dynamic nature of GenAI, the GenAI Task Force has scheduled regular reviews each year to revisit school guidelines and incorporate feedback to ensure they remain comprehensive and up to date. As new scenarios emerge, we are committed to updating and adapting this document to address them effectively.

Introduction

What is GenAI?

"GenAI" denotes Generative AI, a technology that gained widespread public access between 2022 and 2023 through various platforms. These platforms generate content based on user-provided prompts. This term also includes platforms that have GenAI tools embedded within them, like Padlet, Canva, etc. These platforms represent current GenAI tools available, but it is important to acknowledge that new tools continue to emerge. As GenAI relies on extensive data and work samples, training data may contain biases, errors ("hallucinations"), copyright issues, or other concerns. Therefore, students and teachers must know how to critically evaluate this emerging technology's output. Additionally, as our community increasingly explores content-generating services, we will encourage students and teachers to use GenAI responsibly by providing guidance and establishing appropriate usage policies for these tools within our academic environment.

Rapid Development

It is important that our community understands GenAI is a technology that is likely to make a significant impact on our world in a short amount of time due to its rapid development. In the book "Co-Intelligence", AI and Education expert and author Ethan Mollick highlights a powerful point: GenAI is rapidly developing, and the versions that we are experiencing today will likely be outpaced and outperformed by newer versions. With the rapid emergence of this new technology, GenAI reminds us of other values the SAS community already holds regarding adaptability and lifelong learning. Furthermore, educators must stay flexible and anchored in SAS's core values around developing students who are collaborators, critical thinkers, communicators, and creators and encourage students to avoid the temptation of over-relying on these tools when it becomes easier or more convenient. In *Figure 1* you can see an example of rapid change over a short period of time through one AI-based tool.

Figure 1: We can see how one image generator called Midjourney has evolved over a two-year period, going from images that were abstract to hyper-realistic. Graphic by John Yap.

School-Provided Platforms

The GenAI Task Force has curated a list of resources that have been reviewed for their age-appropriateness and support of data privacy. This limited list is not comprehensive but rather a starting point for our community to use. We expect GenAI tools that we use to be available within China so that all learners have access; support children's development and well-being; protect children's data and privacy; prepare children for present and future developments in AI (UNICEF, 44-45). There are other tools that also exist that might be helpful for your students. Talk to a tech coach for more ideas.

	Description	Access
MAGIC SCHOOL	Magic School is a tool that is aimed at teachers and students. For teachers, it has many helpful tools to help with planning, assessing, and efficiency. For students, it has tools to help with feedback, ideating, and creating other things for class. It also supports image generation for students and teachers based on Adobe's technology.	Teachers, go to MagicSchool.ai and create an account with your email address. As of May 2024, teachers can access both ChatGPT ("fastest") or GPT-4o ("smartest") in the Raina chatbot. Students can access Magic School after a teacher launches tools and invites them to a "Room" with a join code or link. Each tool has been optimized with different LLMs.
Canva	Canva has several GenAI tools embedded within it (presentation, images, "magic write" text, create design, presentations, animations, etc.)	Go to Canva.com, log in with your Microsoft account, and you will see "Magic Studio". Access image creation by going to "elements" in any design and going to the section called "AI Image Generator". Access text generation by clicking the icon in the corner of most designs that looks like stars (✨) and select "Magic Write". There are many other tools throughout Canva and Magic Studio.
padlet	Padlet has three GenAI features. (1) Generate images from text with "I can't draw". (2) Generate new Padlets with content from text. (3) Generate discussion questions	Go to saschina.padlet.org (not Padlet.com) and log in with your Microsoft account. Access "I Can't Draw" by making a new post, clicking the three dots, and choosing this option. Generate new Padlets by clicking on "Make" and then "Create with AI" Generate discussion questions by clicking "Make" and then choose "Discussion Board" and follow the prompts.

Shared Agreements for All

General Agreements

The objective of our agreements is to shift the paradigm surrounding the integration of GenAI within the learning environment. It is imperative to transition from a risk-averse standpoint that emphasizes the prevention of GenAI usage by students to a more proactive approach that explores how GenAI can be leveraged to augment and enrich student cognitive processes. Our agreements aim to ensure that GenAI applications are employed as tools to enhance critical thinking and creativity rather than replace intellectual effort. Our agreements are:

- **Impact on Learning.** We believe that GenAI is a powerful new tool that can be leveraged to enhance and transform learning.
- **A Part of Our School.** The school embraces GenAI. The school supports students and teachers to learn about and use GenAI in ways that are responsible and effective in enhancing thinking.
- **Competitiveness**. As our world changes, we believe that GenAI should be incorporated into teaching and learning in ethical and developmentally appropriate ways to help our students stay competitive. We subscribe to the spirit of the idea expressed by Dr. Richard Baldwin at the World Economic Forum in 2022 when he said, “AI won’t take our jobs, but those who can use it might.”
- **Humans in The Loop.** We believe that an independently thinking human should always be at the center of interactions with GenAI, and our behavior must demonstrate this.

Citing Use of GenAI

When content created by GenAI is used in academic work, regardless of whether it constitutes a major or minor component, full attribution is required. This means clearly citing the AI tool and its specific contribution and acknowledging that the work is not solely the individual's original creation. In other situations, such as writing an email, creating a presentation, or generating ideas for a project, a disclosure statement is suggested when appropriate. The key is to be transparent about the use of GenAI, especially when the content is being shared with others or presented in a professional or academic setting. This allows others to understand the role of AI in the creation process and evaluate the work accordingly.

More details can be found about how to cite GenAI in the “Role of Students” portion of this document.

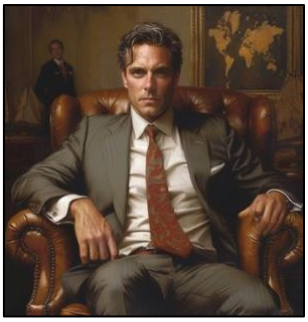
Ownership

AI-generated content does not necessarily belong to the user. A 2023 ruling in the United States by a Federal judge stated that absent human involvement, output from GenAI tools cannot be filed for copyright registration (Helyer). Users are encouraged to read the user agreement of the GenAI tools they use to determine the rules regarding the content created. As an institution, we want to educate our students by modeling these practices in and outside of our school.

Awareness of Bias

We encourage everyone in our community to:

- be aware that GenAI contains bias and inaccuracies; inaccuracies are the responsibility of the user to identify and correct;
- be aware that AI may under-represent the viewpoints of marginalized groups;
- critically evaluate information generated by GenAI to identify bias;
- further research, fact-check, and identify bias in AI-generated information;
- ask probing and clarifying questions of the AI to help reduce bias and ensure multiple points of view are represented.



MidJourney 6

Playground 2.5

StableDiffusionXL

Here you can see an example of bias that is embedded in different image generators. The prompt that was used was "show me a picture of a CEO." Notice what each model thinks a CEO looks like and how similar they are.

Privacy

As users of GenAI, we will not input sensitive data. The following information is based on pages 35-36 of the UNICEF document titled “Policy Guidance on AI for Children” which can be found in this document’s bibliography.

- **Follow a responsible approach for the handling of data for and about children**. We will be careful and intentional about the data used when interacting with a GenAI tool. We will not include people’s names, email addresses, phone numbers, grades, home addresses, passport numbers, government ID numbers, or any other sensitive information that could identify an individual.
- **Promote children’s data agency**. We will take responsibility to educate teachers and students about the need to take agency over their own data.
- **Adopt a privacy-by-design approach**. When using platforms that involve GenAI, we will not ask students to provide more information than is absolutely needed. Students’ data should also be kept for the shortest period feasible.

Ethics

We expect all community members to:

- use GenAI tools in ethical, appropriate, and lawful ways;
- be critical thinkers and users of information by evaluating the credibility and trustworthiness of the information they use;
- be ethical global citizens by recognizing that any source has a bias, and we should be considerate of all information (especially on the Internet);
- have integrity and cite all sources of information.

Guidance for Faculty and Staff

Faculty and Staff's Roles

- **Mindset**. Develop a positive mindset around using GenAI.
- **Focusing on Process**. We can ensure that deep learning is taking place by focusing on the process rather than the final product while simultaneously considering appropriate times GenAI can be used.
- **AI Lens**. Explore GenAI in generating assessment tasks, including creating the task in alignment with the assessment practices listed above, as well as examining potential responses it suggests to these tasks.
- **GenAI as Tool**. As with all technology used in the classroom, we believe that learning objectives should dictate when and how GenAI tools are (or are not) used.
- **Model**. Use AI to improve learning and teaching, and to model appropriate use of GenAI tools, such as identifying bias, discrimination, misinformation, and other limitations of GenAI while also citing it appropriately.
- **Set Expectations**. Set clear expectations with students about when and how GenAI tools can be used on learning tasks. Students might be tempted to automate some tasks with the use of GenAI; however, it is important for them to be capable of doing the work themselves.
- **Upskilling**. Take advantage of opportunities to upskill, both on their own and through those provided by the school.
- **Information Literacy**. Adults are better equipped to evaluate GenAI creations due to their life experiences and education. Teachers have a responsibility to teach students how to validate information.

Using GenAI to Mark Student Work

While we encourage the use of Generative AI broadly, we also emphasize its judicious application in reviewing student work. GenAI can serve as an effective tool for providing real-time formative feedback, acting as a personalized tutor that identifies areas for improvement in each student's learning.

However, we firmly believe in the irreplaceable value of teacher oversight, contextual understanding, and the teacher-student relationship. Teachers are familiar with each student's writing style, strengths, and areas needing growth, underscoring the importance of the human element in education. Consequently, our stance is that AI should not replace teachers but rather complement and enhance the learning experience.

There are additional concerns with automatic grading systems; they can be exploited by students to achieve higher scores, and student privacy may be at risk when work is uploaded to these systems. If a GenAI system is used, it is crucial to ensure student data is de-identified to protect privacy.

In conclusion, we recommend the following:

- **Assessment**. Employing GenAI tools for formative feedback but avoiding their use in high-stakes or summative assessments.
- **Privacy**. Any new tools that the school provides should be thoroughly vetted in advance by our Technology department (coaches, Tech Ops, Tech Director) due to the sensitive nature of assessments and the protection of personally identifiable information.
- **Integrating GenAI**. Overall, the integration of GenAI in our classrooms should be carefully managed under the guidance of our teachers and coaches, who will determine the most beneficial times for GenAI's use, ensuring it supports learning while preserving the personal touch and human connection between teacher and students.

AI Detectors

At the time of writing this document, numerous companies offer tools that purport to identify AI-generated content, yet the reliability of these claims is questionable for various reasons. Issues such as false positives, the potential for unfairly targeting the work of non-native English speakers, limited accuracy, the inherent challenge of detecting some AI-generated content, and the simplicity with which these tools can be bypassed raise significant concerns. Consequently, we advise against depending solely on AI detection websites. Instead, we recommend leveraging a more holistic approach that includes understanding the student's unique voice and style, monitoring their work process, and incorporating a structured learning approach that encompasses iterative drafts and feedback from teachers or peers. These strategies offer a more effective and dependable means of verifying the authenticity of student work. If educators opt to use an AI detector, it should only be considered as one component in a comprehensive evaluation process to determine the legitimacy of student work. Ultimately, it is the teacher's knowledge of their students, their voices, and their process that best determines the validity of their work.

Assessments

Assessment practices should:

- allow students to demonstrate what they know, understand, or can perform;
- allow teachers to evaluate the progress of learning and understanding;
- allow students to demonstrate their learning through a variety of assessment methods;
- be varied, valid, reliable, consistent, and yield meaningful results;
- guide students on how to use GenAI in assessments while keeping academic integrity in mind. Assessment guidance should clarify to what extent the use of GenAI will be allowed and for what purposes.

Assessments or projects that do not require providing evidence of work along the process toward the product (e.g., submitting final high-stakes essays without drafts) are vulnerable to the unethical use of GenAI. To avoid this, teachers are encouraged to collect samples of student work along the way to create a trail of evidence that can be referred to when academic honesty is being called into question. For more up-to-date information, please see our school's current assessment policies.

Guidance for Students

Expectations

We specifically expect students to use GenAI in ways that align with our school's expectations and policies regarding academic integrity and familiarize themselves with how SAS would support them and the consequences of academic misconduct (intentional or otherwise).

Being Transparent: Citing GenAI

According to current citation conventions, content paraphrased, quoted, or otherwise incorporated into one's work should be cited; this also includes GenAI content such as text, images, data, or other media. When applicable, citations should include the prompt or link to their conversation. Platforms like ChatGPT and Poe.com support sharing links to threads or conversations with AI bots. Below are ways that SAS approaches the citation formats of the Modern Language Association (MLA) and the American Psychological Association (APA) when using a Generative AI tool. Please note that the citation formats have been slightly adapted for our school by our librarian team; adaptations have been made to provide maximum clarity and transparency with student work. If you should need further guidance, our librarians are a helpful resource.

MLA Citation Format: Full Citations

Example: “Examples of responsible AI use.” ChatGPT, version GPT-4, OpenAI, 13 Oct. 2023, chat.openai.com/chat.

Structure: “Prompt if short (or brief summary of chat if long).” Name of AI tool, version of AI tool, Company, Date of chat, URL.

Prompts.
Many GenAI tools are prompt-based. In these situations, students should share their entire prompts. In situations in which longer prompts were used or a long chat full of interactions occurred, students can summarize the chat and provide a link to the chat. Students should not delete their interactions until after the course has been completed.

Name of AI tool.
The company you used or the tool they created. Examples include ChatGPT, MidJourney, QWEN, Ernie, Bard, Bing Chat, etc.

Version of tool.
The iteration of the tool you used. For example, ChatGPT has two different versions available (ChatGPT, GPT-4). If you do not know which version you used, indicating the name of the AI tool is sufficient.

Company.
The company that created the GenAI tool (e.g. Google, OpenAI, MidJourney, etc.)

Date of chat.
When you accessed the tool. This information can also tell us what version of the tool the student used based on what was available at that time.

URL.
The URL to your chat. You may or may not hyperlink this URL depending on the format of your submitted work.

MLA Citation Format: In-text Citations

Example: (“Examples of responsible AI use”)

Structure: (“Prompt or summary of prompt”)

Short prompt summary. Students should think about how much space they are taking up with their in-text citations when prompts are long. In-text citations should be short summaries that are easily connected to their works cited page. This is similar to the treatment of long book titles; your in-text citation would not necessarily be the entire book title.

APA Citation Format: Full Citations

Example: Open AI. (2023). “Examples of responsible AI use.” *ChatGPT-4* [Large Language Model]. https://chat.openai.com/chat.

Note: If you have multiple chats to cite from the same tool, use a lower-case letter for each SEPARATE chat (e.g. Open AI. (2023a), Open AI. (2023b), etc.)

Structure: Name of AI tool. (Date). “Prompt if short (or brief summary of prompt if long).” *Version of the AI tool* [Descriptor]. URL.

Name of AI tool.
APA treats name of the AI tool (OpenAI, Bard, etc.) as an author.

Date.
Year of the version you used. You only need to include the year and not the exact date.

Prompts.
Many GenAI tools are prompt-based. In these situations, students should share their entire prompts. In situations in which longer prompts were used or a long chat full of interactions occurred, students can summarize the chat and provide a link to the chat. Students should not delete their interactions until after the course has been completed.

Version of AI tool.
The iteration of the tool you used. For example, ChatGPT has two different versions available (ChatGPT, GPT-4). If you do not know which version you used, indicating the name of the AI tool is sufficient. This should be italicized.

Descriptor (if appropriate).
In APA, the descriptor is used for references outside of the typical peer-reviewed system. For example, ChatGPT describes itself as a “large language model”. Depending on how the publisher describes itself, the text in the descriptor may vary.

URL.
The URL to your chat. You may or may not hyperlink this URL depending on the format of your submitted work.

APA Citation Format: In-text Citations

Example: (OpenAI, 2023)
If more than one chat: (OpenAI, 2023a)

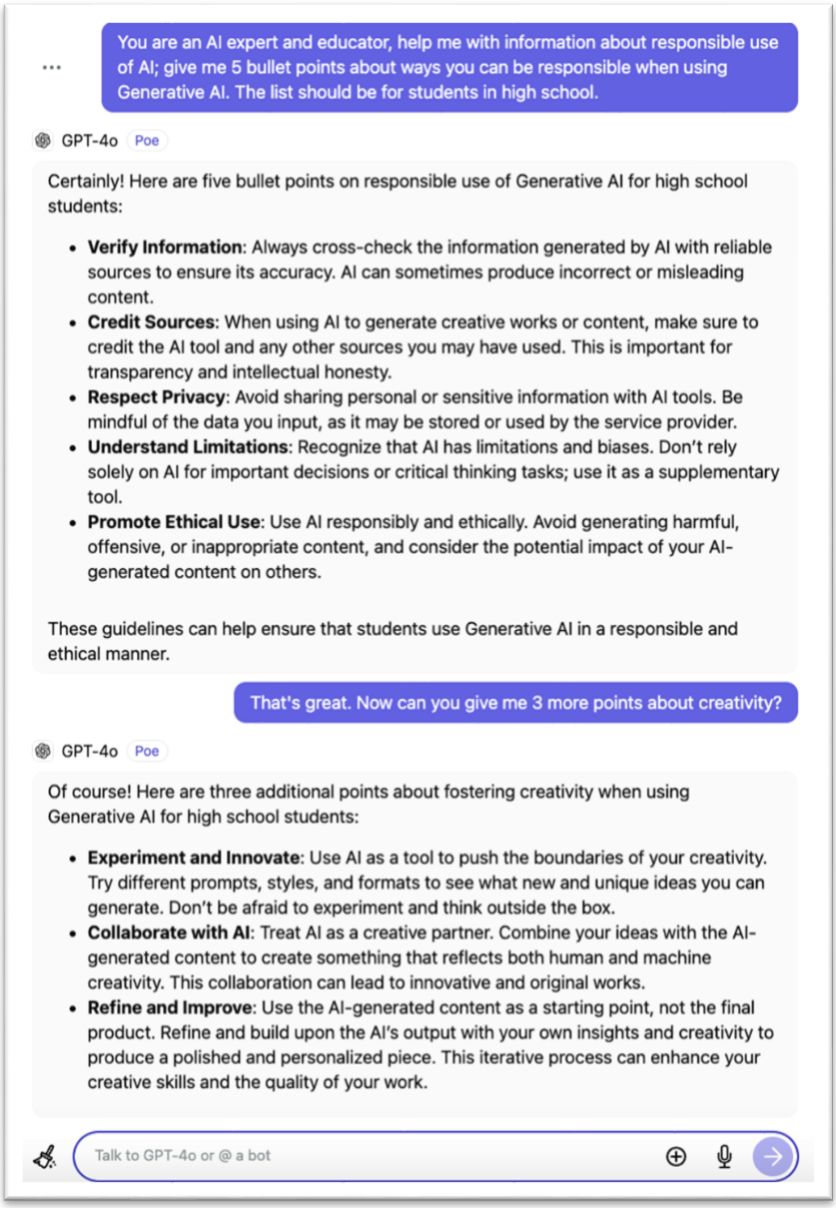
Structure: (Name of AI tool, Date)

Name of AI tool. APA treats name of the AI tool (OpenAI, Bard, etc.) as an author.

Date. Be mindful of which entry in your bibliography you are citing. If you have cited more than one session with the same GenAI tool, be sure to label the date with a corresponding a, b, c and so on.

Screenshots

When students have a longer interaction with GenAI and/or are unable to link to the chat itself, students can screenshot anything that is relevant to their use of GenAI. For example, a screenshot of the first page of interactions with the initial prompt they used and the answers that were produced. These screenshots can be added to an appendix of their work; this is in line with the current recommendations of the APA. Below is an example of a screenshot that students might share in the spirit of transparency.



Disclosure Statements

At times, fully citing GenAI may not be appropriate (e.g. GenAI supported improvements or ideation). In these cases, it is best to disclose the use of these tools.

Below are a few sentence starters that can be used in many situations:

- Ideas from _____ (insert GenAI tool).
- Language adjusted by _____ (insert GenAI tool).
- Content improved by _____ (insert GenAI tool).
- Translation provided by _____ (insert GenAI tool).
- Format/structure/design supported by _____ (insert GenAI tool).

Or sometimes students might be working on a project that includes an AI generated image. In this case, students can write:

- _____ (insert GenAI tool) was used in the creation of this image.
- Picture by _____ (insert GenAI tool).

These sentence starters are not exhaustive, but rather a starting point. When in doubt, disclose your use of AI or better yet, cite your use of the tool.

Glossary of Terms and Tools

Introduction. In this section you can find terms that clarify concepts behind GenAI and AI in general as well as a non-exhaustive list of GenAI platforms. SAS does not necessarily use or endorse the platforms listed below; however, the list is meant to help our community to understand terms they might encounter. Furthermore, it is worth noting that some platforms are not available in China and might have age restrictions for their users as well. Finally, some terms related to AI come from the UNICEF document titled “Policy Guidance on AI for Children” and the GenAI Task Force’s experience and knowledge. A full citation can be found in our Bibliography should readers like a more comprehensive list of terms related to Generative AI.

Adobe Firefly. Adobe has a website called “Firefly” that is based on Sensei technology (see more about Sensei below). It can do generative fill, text to image, generative artistic text, generative recoloring, 3D model into images, and placing an object anywhere in an image. It is available in China. To use Adobe’s tools, they stipulate that users must be 13 years old to create an account; if users are under 13, the school should create and manage accounts on behalf of students.

Adobe Sensei. Adobe is the company that makes Photoshop and other creative applications, many of which now have GenAI embedded. For example, Photoshop can replace portions of pictures or expand a picture to make it wider. Illustrator has the ability to generate vector graphics based on a prompt. Premiere Pro can create a transcription of videos which will help you edit your work through words. Our school has limited licenses for Adobe tools reserved for Art and Inno students as well as others who have a demonstrated need. It is available in China. To use Adobe’s tools, they stipulate that users must be 13 years old to create an account; if users are under 13, the school should create and manage accounts on behalf of students.

Apple Intelligence. A personal intelligence system integrated into iPhone, iPad, and Mac devices, launching in Fall 2024. It combines generative models with personal context to provide helpful and relevant intelligence to users, transforming what users can do with Apple products and what the products can do for them. Key features include Writing Tools for rewriting, proofreading, and summarizing text; an Image Playground for creating fun images; Genmoji Creation for personalized emoji; enhanced photo features; deeper Siri integration; and a strong focus on privacy with on-device processing and Private Cloud computing. It is not clear if this will be available in China or how old users must be at the time of writing v3 of this document.

Assistive AI. This is a category of AI tools that are embedded in other platforms. For example, some platforms have a tone or grammar checker built in. This would be closer to Assistive AI than GenAI. Assistive AI helps you with a task, while GenAI creates something new. Unlike GenAI, Assistive AI use does not need to be cited so long as it is not generating something for you. A disclosure statement could be appropriate at times. When there is a doubt about whether something is assistive or generative, err on the side of caution and cite/disclose your use of the tool in the spirit of transparency.

Bard. See Gemini.

Baichuan (百川). This is currently the model with the most memory (i.e. it can read the longest prompts compared to other LLMs [Large Language Models] in China). It supports dozens of languages including English and Chinese. There is no specific age restriction for its usage.

Bing Chat. Microsoft's search engine, Bing, has access to Open AI's GPT-4 because Microsoft and Open AI have a business relationship. As such, users of Microsoft's Browser called "Edge" can freely use Open AI's GPT-4 without payment and chat with images. Chat is in China, while image generation is not; it does not specify the age of users.

Claude. This is Anthropic's LLM which is being integrated into services like Notion, Quora, and DuckDuckGo. It is available through a web interface and through other services like Poe.com. There are two versions: Claude and Claude Instant. Claude is more reliable while Claude Instant is faster. Claude is not available in China or Hong Kong. Users must be 18 years old to use it.

Character AI. Students can have a conversation with different historical figures or they can create their own bot with its own persona as well. It is not available in China and users must be 13 years old to use it.

Chat-GPT. Open AI's text-based chat bot. GPT stands for Generative Pre-trained Transformer. Chat GPT is currently in version 3.5 which has limited features and quality of output. It requires a foreign phone number to register and make an account. It is not multi-modal (I.e. it works only in text). It allows sharing of chats with a link. It is blocked from the OpenAI side and not accessible from China. Available to people 13 years old or with parental consent to those not yet 13. For more information, see GPT-4 below.

Computer Vision Techniques. "Techniques that provide computers with understanding of digital images or videos, such as for facial recognition" (UNICEF 16).

Copilot. Microsoft Copilot is an AI assistant integrated into Microsoft 365 and Edge, using GPT-4 technology. It helps generate content, automate tasks, and provide suggestions in Word, Excel, and PowerPoint. Currently, it is available in China but is not included in our school's Office 365 license. Age requirements are not specified for this product; users should follow our school's O365 user agreement.

Data. "Facts, figures or information that are used to train AI about humans and the world" (UNICEF 16).

DALL-E. This is a text to image generative tool by OpenAI, the same company that created Chat GPT and GPT-4. It is currently integrated into GPT-4. It is also integrated into Padlet and can be found under "..." then "I can't draw". This is an ideal tool for our school given the fact that we subscribe to Padlet, and students have access to it. Dall-E is not directly accessible in China, however, through Padlet it is. According to Dall-E terms of use: "You must be at least 13 years old to use the Services. If you are under 18 you must have your parent or legal guardian's permission to use the Services."

Eleven Labs. A text-to-voice generator that supports multiple languages and voices. It is not available in China. The site does not specify a minimum age for users; however, it states that they do not knowingly collect data on users under 18.

Ernie or Wenxin Yiyuan (文心一言). Baidu's text-based chat bot. It is capable of engaging in conversations, answering questions, assisting in creative work, obtaining information and inspiration. It supports English, Chinese, and other languages in its prompts. You must be 17 years old to use it.

Gemini. Google has used several names for their emerging GenAI tools like "Bard" and "Duet". They are currently referring to their LLM as "Gemini". Gemini can produce text and images. It is embedded into Gmail, Google Docs, Slides, Sheets, and the rest of Google Workspace. There are different versions of Google Gemini; there is a free version, a paid version, and one that is run on smartphones. It is not available in China. Depending on where users are based, you must be between 13 and 18 years old to use this tool.

GenAI or Generative AI. Platforms that generate content based on user-provided prompts.

GPT-4 and GPT-4o. Open AI's more advanced version of Chat GPT. It can analyze documents, data, pictures, drawings, etc. It can openly browse the Internet via Bing. It is a paid service and not available in China; more details can be found in *Chat GPT* above. You must be 13 years old to use it.

GrammarlyGo. Grammarly has several features, including spell-checking, syntax suggestions, etc. These features are not considered GenAI, rather those features could be thought of as assistive AI. Grammarly has an app called GrammarlyGo that can be downloaded onto computers and has generative capabilities. Similar to ChatGPT and other LLMs, GrammarlyGo asks users via a prompt what they want to create and what tone they would like to use. Here is a quotation from Grammarly's terms as they refer to age requirements: "To use our products, you must be at least 13 if you reside in the United States and 16 if you reside anywhere else. If the law where you reside requires that you are older for us to lawfully provide our products to you without parental consent (including using your information), you must be that age. You may not use our products if you don't meet these age requirements. However, if your parents or guardians have allowed you to join a Grammarly for Education team, you may still use our products." Grammarly is available in China and it has a free tier that students may use.

Hallucination. This is when LLMs (Large Language Models, see definition below) creates false information that does not come from the data it was trained on. They can "hallucinate" facts, citations/references, mathematical solutions, etc. It is important for users of GenAI tools to be aware of the content they are creating to double-check the accuracy of the output of the tool.

Large Language Model (LLM). They are a kind of artificial intelligence that has been trained on vast amounts of text. They can understand and generate human-like text, helping with things like answering questions, translating languages, and creating content. Chat GPT, Claude, ERNIE, Bard are all examples of LLMs.

Machine Learning. "A programming technique in which a software system is provided with thousands of examples of a concept and searches for patterns by itself" (UNICEF 16).

MidJourney. This is a text-to-image generative tool. It is based on a chat tool called Discord. To access it, a user must create their own chat group called a "server", then they must install Midjourney into their server. Finally, Midjourney is a paid service and costs $10 US dollars a month. You must be 13 years old to use it.

Mizou. A tool similar to Magic School and SchoolAI that allows teachers to customize bots and deploy them to students with oversight about how they are using them. This allows students to have a customized learning experience and for teachers to evaluate student understanding through chat-based interactions. The site does not specify age limitations for using the site, but interactions with the site should be managed by schools or teachers. Mizou is available in China.

Neural Networks. "A number of information processing units that send information between each other, similarly to the way neurons work in our brain. Combined with ever-powerful computers and large amounts of data, this technique enables more efficient machine learning" (UNICEF 16).

Notion. This is a popular tool amongst secondary students to take written notes and collaborate. It has GenAI built into it as a writing assistant. It is a freemium model in which some features are available, and others are paid. Users must be 13 years old to use it.
Perplexity. This is a research assistant that will browse the web and synthesize findings. Conversations can be shared with a link. It is free and available in China. You must be at least 13 years old to use it. If you are under 18 you must have your parent or legal guardian's permission to use the Service.

Personally Identifiable Information (PII). When using GenAI, we avoid using any information in our prompts, uploaded media, etc., that contains people's names, email addresses, phone numbers, grades, home addresses, passport numbers, government ID numbers, etc.

Pika. A text to video generator. It is not available in China. Users must be 16 years old to use it.

Poe.com. Poe is a website with a collection of different text and image chatbots. It includes Chat GPT, GPT-4, Claude, Stable Diffusion, and more. It has a "freemium" model in which there are some free features, but others are paid. It is not available in China. You must be 13 years old to use it.

Prompt. The input (often words) that a person gives to a GenAI tool. The input is often in the form of a request that describes the desired format of output, the role the user would like the GenAI to play, the tone you would like it to take, or stylistic decisions you would like it to make. An example of this might be to tell Chat GPT: *"Serve as a language tutor for me and give me feedback about my letter. Focus on my use of grammar. Show me your advice in bullet points."*

QWEN-VL or Tongyi Qianwen (通义千问). Alibaba's text-based chat bot. It is an extremely large-scale language model that can engage in interactions that include dialogue, writing text, logical reasoning, multimodal input, and it supports multiple languages including English and Chinese. The required age of users is not specified at the time of writing this document.

Natural Language Processing. "Systems used, for example, by chatbots and voice assistants, are designed to understand and generate human language, either written or spoken" (UNICEF 16).

Runway. A multipurpose website that focuses on video-related services. The tool is not available in China, and users must be 13 years old to use their services.

School AI. A tool similar to Magic School and Mizou that allows teachers to customize bots and deploy them to students with oversight about how they are using them. This allows students to have a customized learning experience and for teachers to evaluate student understanding through chat-based interactions. The site does not specify age limitations for using the site, but interactions with the site should be managed by schools or teachers. School AI is not available in China.

Sora. This is OpenAI's text-to-video generator. It was announced, but not released yet, in early 2024. It made waves due to its high quality. Details about Sora's availability and age restrictions are not available at this time.

Stable Diffusion. This is a text-to-image generative tool like Midjourney. It is available through various websites.

Token. This refers to the smallest unit of data that an AI model can understand and generate. It could represent a single character, a word, or even a part of a word, depending on the specific language model and the task it's designed to perform. At the time of writing this document, Chat GPT can process 4,000, Claude 100,000, and GPT-4 can process 32,000 tokens.

Xunfei Xinghuo (讯飞星火). Also known as "Cognitive Big Model," is a product released by iFLYTEK that can generate text, understand language, understand questions about knowledge and generate responses, reason with logic, and work with math and code. It has multimodal capabilities. It is free and supports the Chinese language. The required age of users is unknown.

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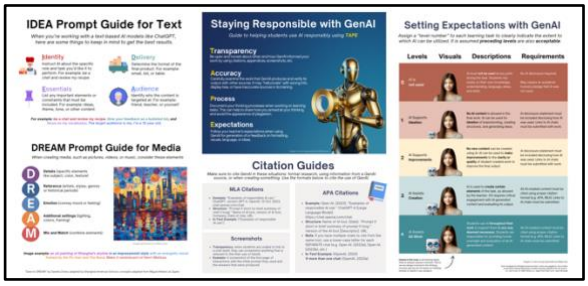
Appendix

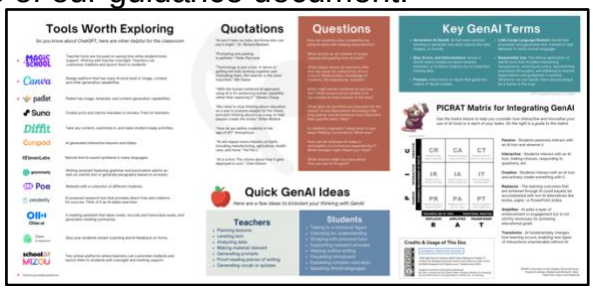
GenAI Integration Ideas: Companion to GenAI Guidance

This companion document is designed to assist GenAI users by providing example uses for both teachers and students. Use it as a source of inspiration and idea generation. Click here to access the document (internal for SAS only).

High School GenAI Quick Reference Guide

This printable guide is available in print in the PX and PD high schools and contains reference material that you might want to have on hand to quickly refer to. Its content is consistent with version 3 of our guidance document.





Access this document here (for SAS only)

Middle School GenAI Quick Reference Guide

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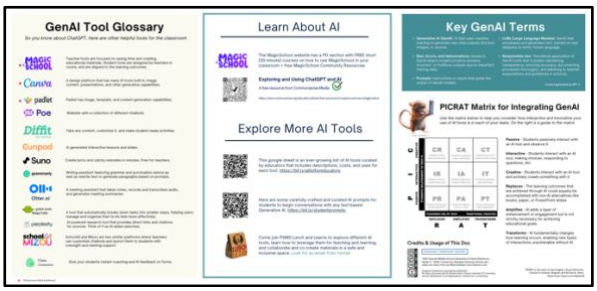

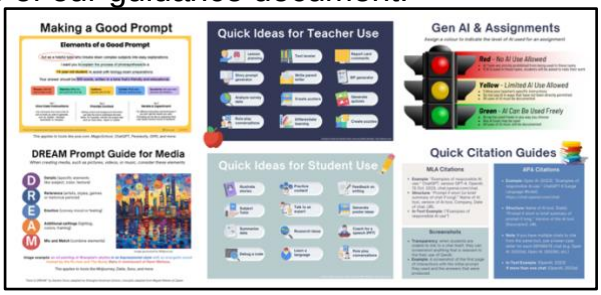

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Elementary GenAI Quick Reference Guide

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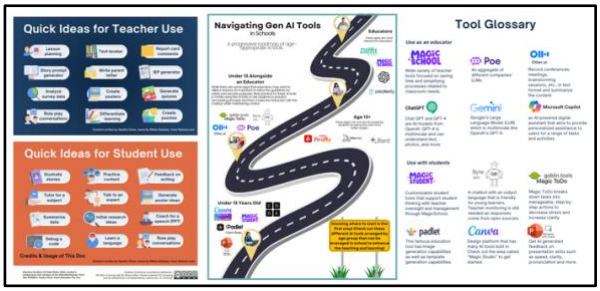

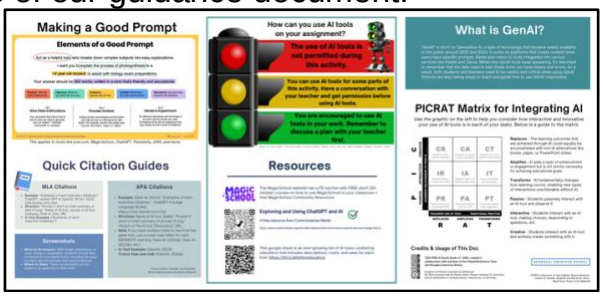

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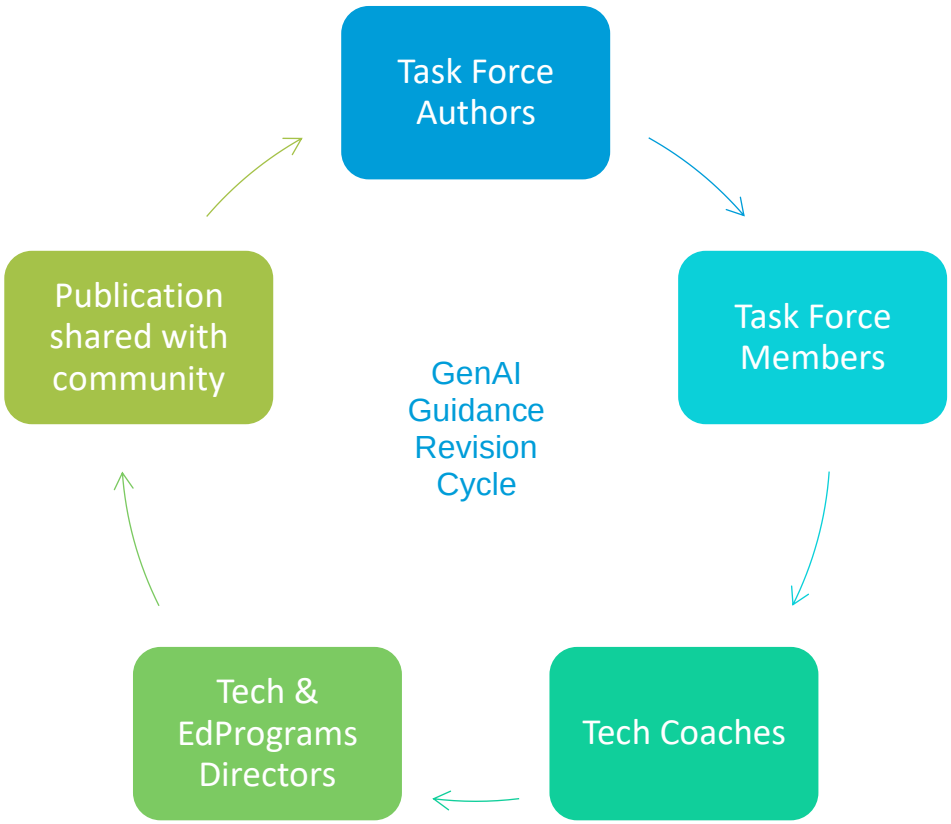
GenAI Guidance Revision Cycle

Our team strives to maximize transparency and to include the voices of our community in our work. Below is our revision cycle for each version of the GenAI guidance.

1. The Task Force Authors will draft GenAI Guidance and prepare to share this work with the task force's members.
2. Task force leaders work with representative stakeholders from our school across divisions and ask for input. The team considers current research, publications, best practices, and our school's values.
3. The task force leaders will speak with our tech coaches, ask for feedback, and collaborate on materials.
4. Our finalized draft will be reviewed by the Tech Director and the Ed-Programs Director. They will distribute the final work to our community.
5. Our community will provide feedback to the task force, which will guide our next iteration.



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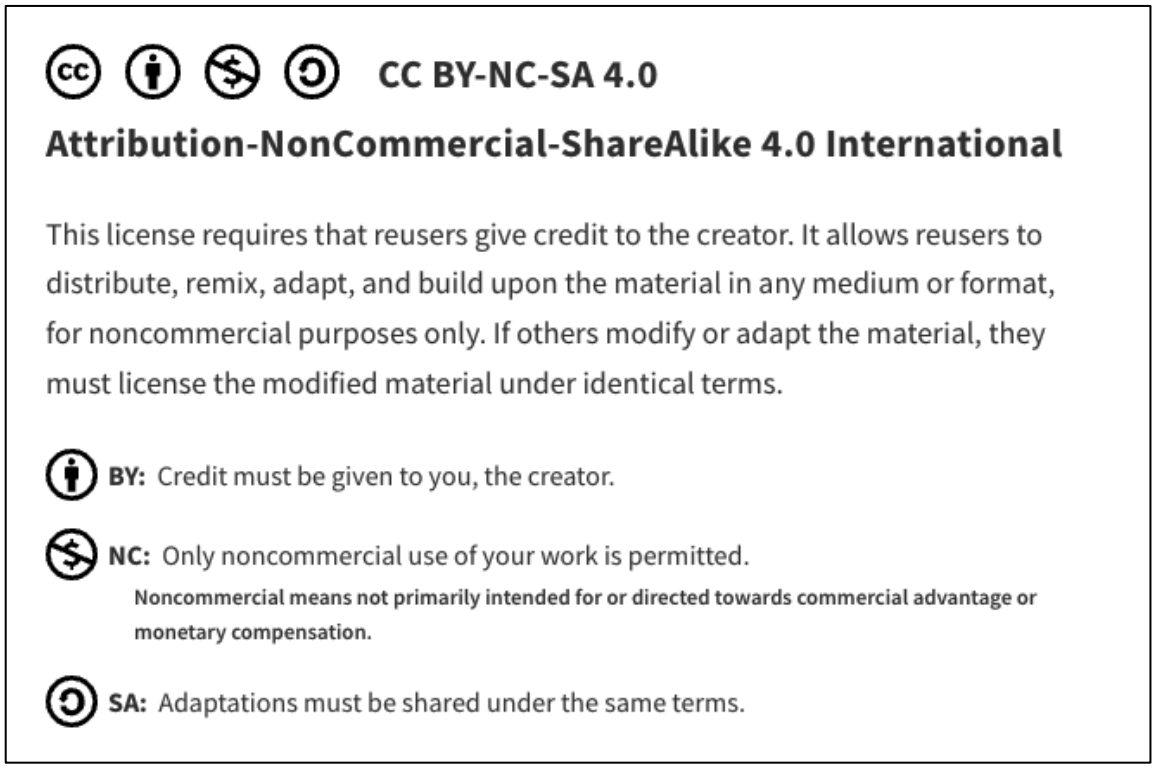

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