# Using AI at Patana

At Bangkok Patana School, we embrace the potential of AI to enhance teaching, learning, and productivity, while upholding the highest standards of safety, ethics, and integrity. We are committed to using AI responsibly to support creativity, critical thinking, and authentic learning experiences for all members of our community.

Our Agreed Approaches

Patana has chosen to adopt amenu of approaches, in order to offer a structured yet flexible framework that empowers educators and students to navigate the integration of AI in education responsibly. By delineating clear stages of AI involvement—from no AI use to full AI integration—it facilitates informed decision-making, promotes ethical usage, and upholds academic integrity across diverse learning contexts. Please note this is not a suggested progression, according to your learners needs, you can dip in and out of each approach.
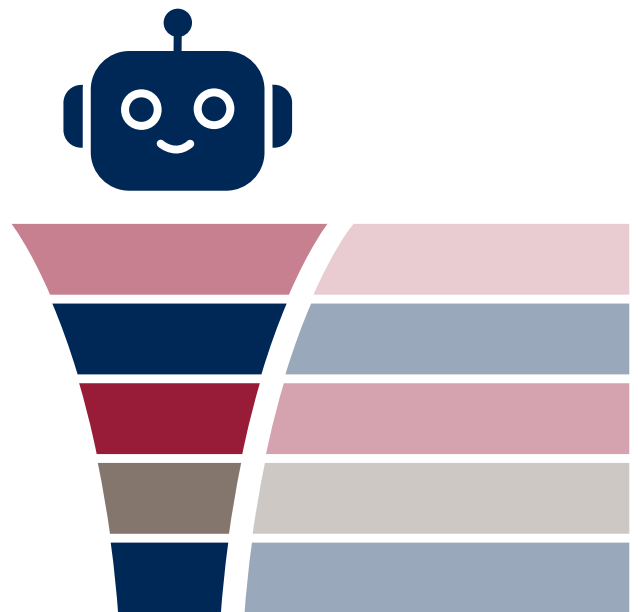
Perkins, Furze, Roe and McVaugh (2024). The AI Assessment Scale

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Approach 1 - Exploring AI

During an exploratory AI task/assessment, the student is actively encouraged to explore the world of AI and is exposed to a range of age and stage appropriate tools in a safe and supervised manner. This is also a good time to explore online safety and ethics as it pertains to AI.

This kind of learning task/assessment showcases the potential of AI in the particular field of study.
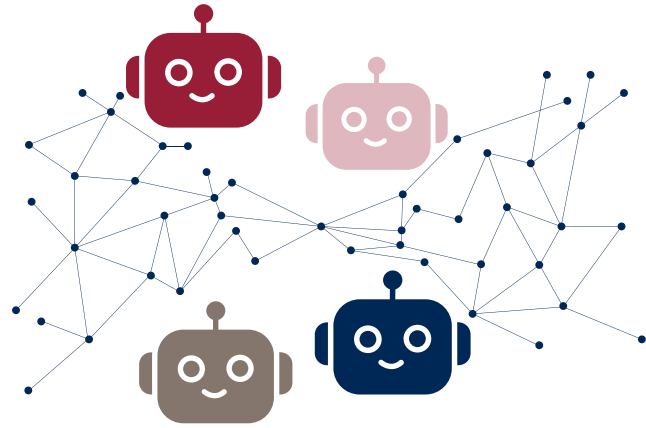
Approach 2 - AI Free

During this kind of learning task/assessment, the student may not use any AI at any stage of the process.
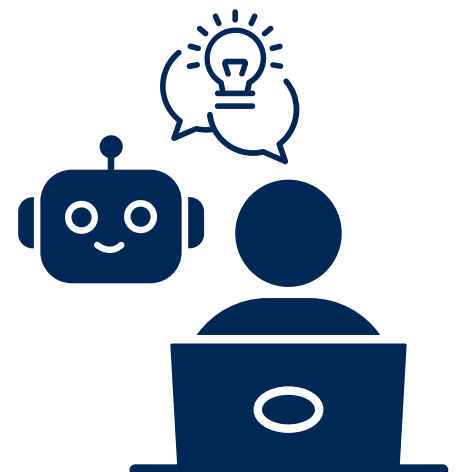
This kind of learning task/assessment showcases only the students' ideas, knowledge and understanding.

Approach 3 - AI for Planning

During this kind of learning task/assessment, the student may use the AI as a "first step". They can use the technology to brainstorm, research and for planning. However, the final product must be original and show the development and critical assessment of this early exploration.

This kind of learning task/assessment showcases the students' ability to develop and refine a concept through a critical lens and add their own unique insights. No AI content should be included in the final product.

Approach 4 - AI as a Collaborator

During this kind of learning task/assessment, the student may use the AI for brainstorming, drafting, editing and evaluating in order to give feedback. Students must critically examine any AI generated content and modify to make sure their own voice shines through.
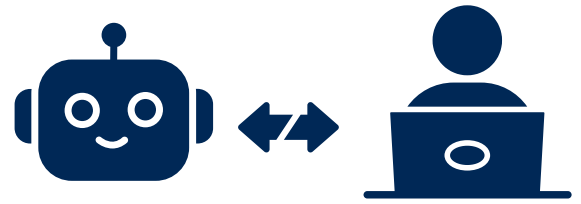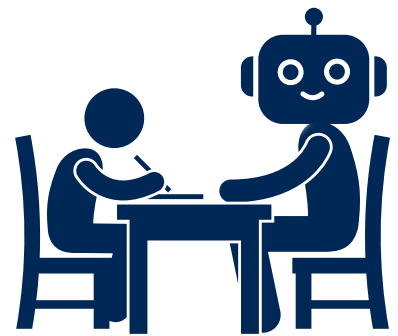
This kind of learning task/assessment showcases the students' ability to utilise AI as a powerful collaborative tool and hone their critical thinking and demonstrate their deep understanding. All AI use must be cited.

Approach 5 - AI as a Tutor

During this kind of learning task/assessment, the student utilises AI as a Tutor or uses an AI powered tool that is adaptive and helps to personalise their learning.

This kind of learning task allows for highly individualised support and/or assessment. It can be highly specific and self-paced to grow motivation and engagement.

Approach 6 - All AI

During this kind of learning task/assessment, the student may use AI in any element of the task in order to meet the assessment goals. The student is encouraged to really utilise the power of AI to level up their output.
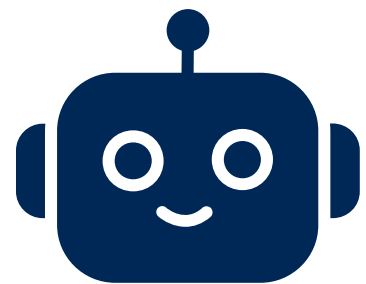
This kind of learning task/assessment showcases the students' ability to utilise AI of all types to take their learning to another level. All AI use must be cited.

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