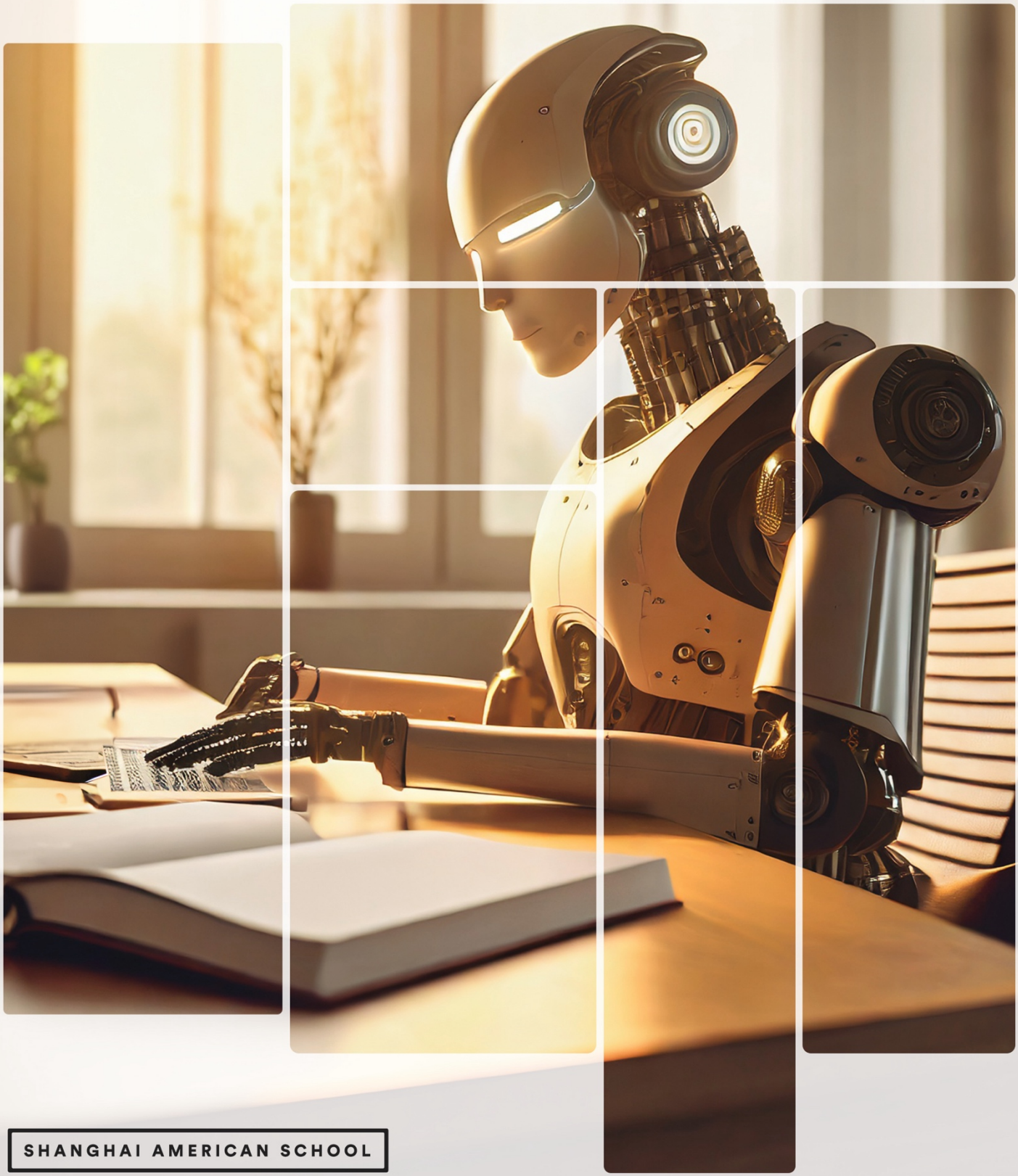
VERSION 2 OF THE

Generative AI Guidance

for students and teachers



SHANGHAI AMERICAN SCHOOL

Table of Contents

Overview

"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. It also includes platforms that have GenAI tools embedded within them, like Padlet, Canva, etc. These platforms represent GenAI tools available in November 2023, 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 evaluate this emerging technology's output critically. Additionally, as our community increasingly explores content-generating services, we will encourage students and teachers to use Gen AI responsibly by providing guidance and establishing appropriate usage policies for these tools within our academic environment.

Goal of This Document

This document establishes a unified understanding and set of expectations within our community regarding the use of GenAI technology. Recognizing the emergent and dynamic nature of GenAI, the GenAI Task Force has scheduled quarterly reviews each year to revise 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.

Agreements

- **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 responsibly. GenAI is incorporated into teaching and learning in developmentally appropriate ways.

Ownership and Plagiarism

If students or teachers use AI generatively (e.g. they use GenAI to create something, not necessarily helping to search or save time), it should be cited. In other words, the overall goal is that all members of the SAS community are transparent about the role GenAI plays in teaching and learning. Work created by Generative AI should not be claimed as original. We believe that an independently thinking human should always be at the center of interactions with GenAI, and behavior must demonstrate this.

Furthermore, AI-generated content does not necessarily belong to the user for all forms of usage. Users are encouraged to read the user agreement of the sites they use to determine the rules regarding the content created.

Citing Generative AI

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 – Full Citations

Example: "Examples of harm reduction initiatives." 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 – In-text Citations

Example: ("Examples of harm reduction initiatives")

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 on the long side. 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 – Full Citations

Example: Open AI. (2023). "Examples of harm reduction initiatives." *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 – 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

In cases where students have a longer interaction with GenAI and/or are unable to link to the chat itself, they should screenshot everything that is produced by GenAI. For example, the prompts they used and the answers that were produced. These screenshots can be added in an appendix to their work. Currently, the APA advises students to share transcripts of their chats as appendices.

Bias

We encourage users 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.

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.

We specifically expect students to:

- use GenAI in ways that are in line with our school's expectations and policies regarding academic integrity and familiarize themselves with the ways SAS would support them as well as the consequences of academic misconduct (intentional or otherwise).

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 (UNICEF, 44);
- protect children's data and privacy (UNICEF, 44);
- prepare children for present and future developments in AI (UNICEF, 45).

Assessment

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.

Role of the Teacher

- Teachers have a responsibility to use AI to improve teaching and learning and to model appropriate use of GenAI tools, such as: identify bias, discrimination, misinformation, other limitations of GenAI while also citing it appropriately.
- Teachers have a responsibility to develop a positive mindset around using GenAI.
- Teachers should take advantage of opportunities to up-skill, both on their own and through those provided by the school.
- Teachers should 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.

Setting Expectations with Students

Teachers should discuss what the responsible use of GenAI looks like in their classroom and on any given learning task or assessment and make expectations clear. See examples of two different approaches below.

Approach 1: Teachers should discuss what the responsible use of GenAI looks like in their classroom and on any given learning task or assessment and make expectations clear. One way to do so is “Green, Yellow, Red” by AJ Juliani.

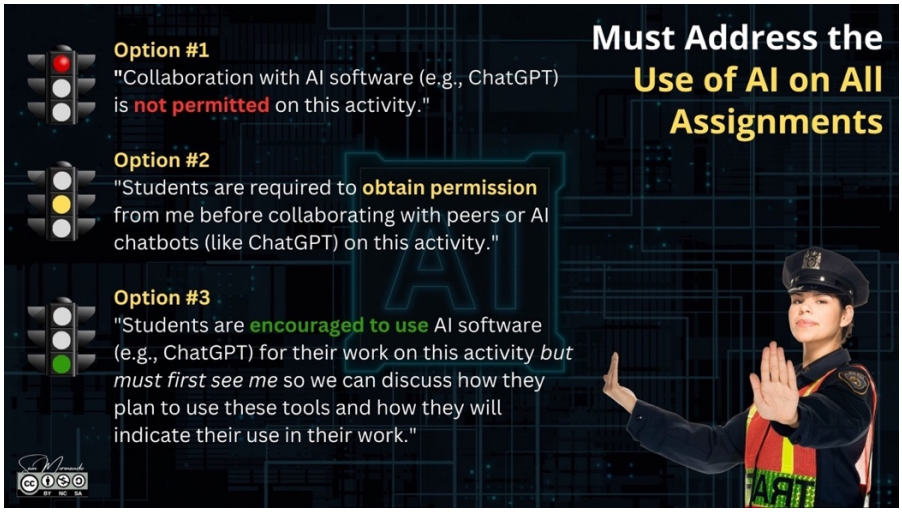


Figure 2

Approach 2: Use the following prompts to guide students’ thinking before starting a task or assessment. This method is helpful when you want to consider specific ways GenAI may (or may not) be used on a particular learning activity. This method could be particularly helpful with older students or more complex learning tasks. It can be used in most subjects.

For this learning task, to what extent can students use GenAI on its:

Appearance: form, structure, visuals, or aesthetics?

Ideas: ideas, or content for their work?

Language: translation, selection of words, grammar, syntax, etc.?

GenAI Tools that Can Be Used at SAS

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.

Tool	Description	Access
	Poe.com is a website that has access to many different GenAI models. It can generate text in many different languages and images. While it does have free features, it also has a pay-wall to access other features. To access Poe, students and teachers will need to use the school's network. Users must be at least 13 years old to use this tool.	Go to poe.com, log in with an email address. If students use their SAS email, they will be prompted for a phone number for secure sign-in. If they use a personal email, that is enough, and no further prompting will happen other than verifying their email address.
Canva	We have access to Canva.com which has several GenAI tools embedded within it (presentation, images, "magic write" text, create design, presentations, animations, etc.) Canva is available in China and is available to all students and staff at SAS with a Microsoft account.	Go to Canva.com, log in with your Microsoft account, and you will see "magic studio".
 padlet	We have access to Padlet which is connected to Dall-E to generate images by using the "I can't draw" feature. It is available in China and available for students and a limited number of teachers.	Go to saschina.padlet.org, in any Padlet, make a new post, click "...", then choose "I can't draw" to generate images.
MAGIC SCHOOL	This is a tool based on Chat GPT technology that is aimed at teachers. It has many helpful tools to help with planning, assessing, and efficiency. It has a chat assistant built into it. It is available in China; it is free but designed for **teachers**.	Go to MagicSchool.ai and create an account with your email address.

Mnemonic for Students: “TAPE Method”

This is an easy to remember graphic about the responsible use of GenAI. Students can also use it to remember some of the main points found in this document. To access this graphic, use the following methods:

- A presentation version can be found on Canva (public).
- An A3-sized, printable version can be found here on SAS’s cloud storage (must be a school member to access).

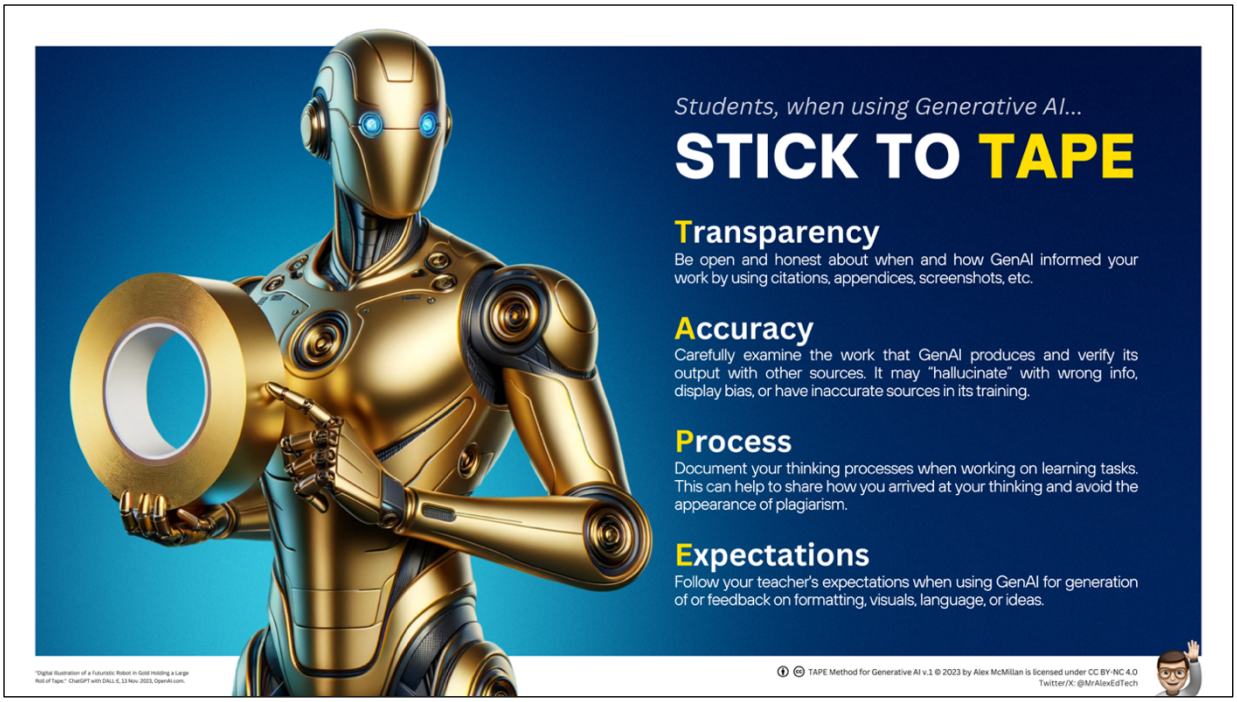


Figure 3

Glossary of Terms

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.

Assistive AI. This is a category of AI tools that are embedded in other platforms. For example, using Grammarly as spell check. 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. When there is a doubt about whether something is assistive or generative, err on the side of caution and cite your use of the tool in the spirit of transparency.

Bard. Google text-based chat bot. It is not available in China. Users must be 18 years old to use this tool.

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.

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).

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."

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.

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

GPT-4. 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.

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.

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.

Poe.com. Poe is a website with a collection of different text-based chatbots. It includes Chat GPT, GPT-4, Claude, 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).

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.

Bibliography

"AI Text Generators: Sources to Stimulate Discussion Among Teachers." *Google Docs*, https://docs.google.com/document/d/1V1drRG1XlWTBrEwgGqd-cCySUB12JrcoamB5i16-Ezw/edit#heading=h.qljyuxlccr6. Accessed 30 March 2023.

American School in Japan. "Use of Artificial Intelligence at ASIJ." 2023, https://docs.google.com/document/d/1aND3pF-ArldPdV7gl6zT_80lbymr8DpDeIF-dU6sY-8. Accessed 25 October 2023.

Brittain, Blake. "AI-created images lose U.S. copyrights in test for new technology." *Reuters*, 22 February 2023, https://www.reuters.com/legal/ai-created-images-lose-us-copyrights-test-new-technology-2023-02-22/. Accessed 30 March 2023.

Buolamwini, Joy. "How I'm fighting bias in algorithms." *TED*, https://www.ted.com/talks/joy_buolamwini_how_i_m_fighting_bias_in_algorithms/transcript?referrer=playlist-what_are_we_really_teaching_ai&autoplay=true. Accessed 30 March 2023.

Burns, John. *Using ChatGPT & Generative AI to Foster the 4 C's*. Presentation via Zoom about AI in education. ISS, 2023. Zoom workshop and presentation.

Common Sense Media. "Common Sense Privacy Program." *Common Sense*, https://privacy.commonsense.org/. Accessed 30 March 2023.

Elgersma, Christine. "ChatGPT and Beyond: How to Handle AI in Schools | Common Sense Education." *Commonsense.org*, 14 February 2023, https://www.commonsense.org/education/articles/chatgpt-and-beyond-how-to-handle-ai-in-schools. Accessed 30 March 2023.

Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators. Publications Office of the European Union, 2022. Accessed 25 October 2023.

European Commission, editor. *Ethical Guidelines on the use of artificial intelligence (AI) and data in teaching and learning for Educators*. 2022. *European Education Area*, https://education.ec.europa.eu/news/ethical-guidelines-on-the-use-of-artificial-intelligence-and-data-in-teaching-and-learning-for-educators. Accessed 28 February 2023.

Furze, Leon. "Teaching AI Ethics – Leon Furze." *Leon Furze*, 26 January 2023, https://leonfurze.com/2023/01/26/teaching-ai-ethics/. Accessed 30 March 2023.

"How do I cite generative AI in MLA style? | MLA Style Center." *MLA Style Center*, 17 March 2023, https://style.mla.org/citing-generative-ai/. Accessed 10 November 2023.

localgravity. “Generative AI (types) : r/coolguides.” *Reddit*, 17 January 2023, https://www.reddit.com/r/coolguides/comments/10ema1x/generative_ai_types/. Accessed 30 March 2023.

Lodge, Jason M. “ChatGPT consistently fails (most parts of) the assessment tasks I assign my students. Here's why.” *LinkedIn*, 30 January 2023, https://www.linkedin.com/pulse/chatgpt-consistently-fails-most-parts-assessment-tasks-jason-m-lodge/. Accessed 30 March 2023.

McAdoo, Timothy. “How to Cite ChatGPT.” *APA Style*, 7 April 2023, https://apastyle.apa.org/blog/how-to-cite-chatgpt. Accessed 16 November 2023.

Miller, Matt. “ChatGPT, Chatbots and Artificial Intelligence in Education.” *Ditch That Textbook*, 17 December 2022, https://ditchthattextbook.com/ai/. Accessed 30 March 2023.

Spencer, John. “The Future of Writing in a World of Artificial Intelligence #ChatGPT.” *John Spencer*, 20 February 2023, https://spencerauthor.com/ai-essay/. Accessed 30 March 2023.

Spencer, John. “The Future of Writing in a World of Artificial Intelligence #ChatGPT.” *John Spencer*, 20 February 2023, https://spencerauthor.com/ai-essay/. Accessed 30 March 2023.

Taylor, Stephen. “Learn - AI - WAB Learns at Western Academy of Beijing.” *WAB Learns*, 6 November 2023, https://learn.wab.edu/innovation/ai/ai. Accessed 13 November 2023.

UNICEF. *Policy Guidance on AI for Children*. 2 ed., New York, 2021.

U.S. Department of Education, Office of Educational Technology. *Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations*. Washington, DC, https://tech.ed.gov. Accessed 25 October 2023.

Various. “Classroom Policies for AI Generative Tools.” *Google Docs*, https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit. Accessed 30 March 2023.

Various. “Creative Ideas to Use AI in Education.” *Google Docs*, https://docs.google.com/presentation/d/1wVgLWgeEvJm3fznlm0aV8ZiuWsW3o3aUQUCcvuM5vxQ/edit#slide=id.gbe1617e406_0_0. Accessed 30 March 2023.

Figure 1 Cover Art:

Version 1. McMillan, Alex. “A robot studying at its desk in a hyper-realistic style during golden hour.” *Adobe Firefly*, version 2.0, 17 Nov. 2023, firefly.adobe.com.

Version 2. McMillan, Alex. “A robot’s bedroom.” *Generative Expand Using Adobe Sensei* in *Adobe Photoshop*. 17 Nov. 2023.

Figure 2 “Green, Yellow, Red” Graphic:

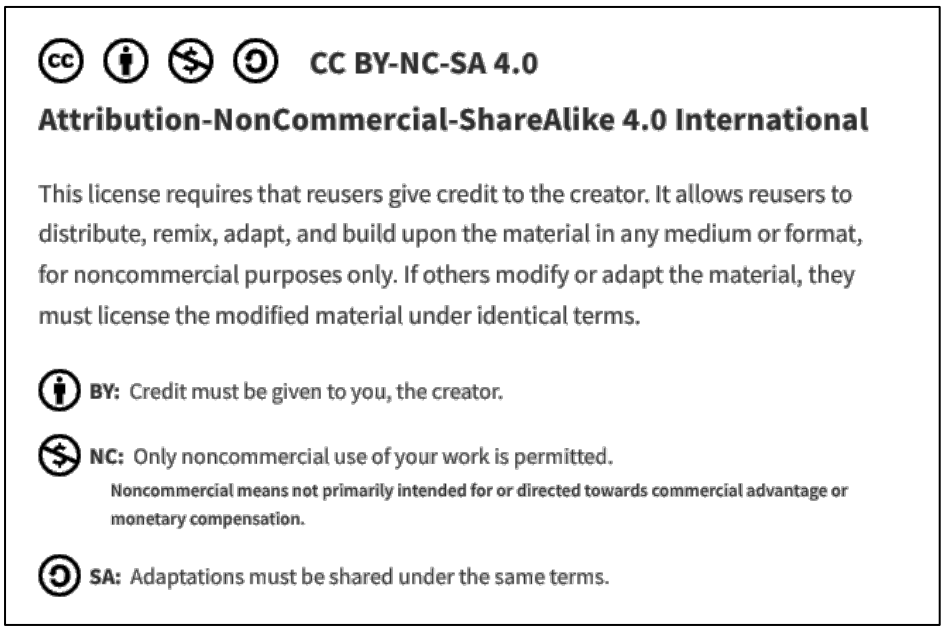
Juliani, AJ. “Green, Yellow, Red: A Simple Way to Manage the AI Classroom — A.J. Juliani.” A.J. Juliani, 7 September 2023, https://www.ajjuliani.com/blog/green-yellow-red-a-simple-way-to-manage-the-ai-classroom. Accessed 19 November 2023.

Figure 3 TAPE Mnemonic:

Illustration. "Digital Illustration of a Futuristic Robot in Gold Holding a Large Roll of Tape." ChatGPT with DALL·E, 13 Nov. 2023, OpenAI.com.

Reference for poster. McMillan, Alex. TAPE Method for Generative AI. 1, 15 November 2023.

Usage and Credits



Below are additional details to credit and give attributions to the team that made this document possible. This is version 2 of this document, and it was finalized on November 15, 2023, at Shanghai American School, Shanghai, China.

This document was written by the GenAI Task Force:		**This document was reviewed by**:	
Alex McMillan	Tuesday Loza	Renee Couturier	Alan Preis
Amy Hossack	Josep Capilla		
Yi Jin	Joel Warren		
Sharon Townshend	Scott Willams		

This document was written in consultation with:

Brenna McCandless	Jeremy Willette