
AI Advisory Teacher Council Resource Collection

The Pulitzer Center's [Information and Artificial Intelligence \(AI\) initiatives](#) support journalism and audience engagement on in-depth AI accountability stories that examine governments' and corporations' uses of predictive and surveillance technologies to guide decisions in policing, medicine, social welfare, the criminal justice system, hiring, and more.

About The AI Teacher Advisory Council Program

The AI Teacher Advisory Council is a program that equips educators with resources to engage meaningfully with Pulitzer Center's in-depth reporting on information and artificial intelligence and apply the questions of AI ethics and accountability raised by the reporting to their everyday work in the classroom.

The program recognizes that, as target audiences for many AI tools, educators, students, and the school communities they are a part of can offer meaningful contributions towards addressing the challenges and opportunities in AI development. Each AI Teacher Advisory Council Cohort participates in learning workshops facilitated by Center staff, explores critical questions about AI Accountability in education, and produces resources that support engagement with AI journalism for a variety of learning environments.

About the 2025 Cohort Resource

The 2025 AI Council Cohort focused on designing learning activities that support school and/or district-wide training around AI Accountability. After designing their activities, Council Members tested their training materials by implementing them in their own communities. Pulitzer Center staff organized the activities into a single training resource, refining them for publication.

The AI Accountability Training Resource includes several learning activities that can be used independently or implemented in the provided sequence for a comprehensive training. The activities are provided in a template agenda format with estimated time allotments to support modification and alignment to school community needs. Educators can access an accompanying template slide deck in the download folder. Educators and school communities hoping to extend their learning can review and utilize materials from [Pulitzer Center's AI Spotlight Series Open-Source Curriculum](#) for journalists reporting on AI.

Session Title

Subtitle or Additional Notes

Goals: Participants will...

1. Explore Pulitzer Center AI Accountability news reporting, determining points of critical connection to educators, students, and classrooms.
2. Define the ways in which reporting on Information and AI aligns with broader themes, ideas, and questions explored in K12 classrooms.
3. Directly engage in conversations about AI Accountability and Ethics as it relates to their teaching and/or learning environment and context.

Guiding Questions:

- What roles have schools and education spaces played in the history of AI development? How does academia cultivate and inform questions about AI accountability and ethics?
- What role can reporting on information and AI accountability play in helping teachers and students better understand and engage with AI technologies?

Recommended Community Agreements:

1. Remain present and engaged throughout the session
2. Stay committed to curiosity
3. Listen respectfully, without interrupting
4. Assume the best intentions, but address impact
5. Wrestle with ideas, not individuals
6. Don't freeze people in time (Trust that opinions can grow and change)
7. Be aware of your power and positionality (Consider the roles, experiences, and relationships of those in the group. What needs to be true for everyone to feel capable of full participation?)
8. Avoid assumptions about any participants or generalizations about social groups
9. Speak for yourself, not your social group, and do not ask others to speak for their (perceived) social groups
10. Maintain a safe and private conversational space

Workshop Preparation:

- Attendees can take a [pre-training survey](#) to be utilized as part of the Personal Connections activities
- Attendees can be sent the [AI Classroom Toolkits](#) for review in advance of the workshop

Workshop Building Blocks

Opening

Est. Time	Opening Activities
2 minutes	<u>Welcome</u> 1. Welcome your participants and open the workshop 2. Provide any necessary instructions related to the pre-work activities your participants completed.
4 minutes	<u>Pulitzer Center Introduction</u> 1. Present the Pulitzer Center introduction slides to your participants and explain that their training for the day is adapted from materials created by the Pulitzer Center AI Teacher Council.
4 minutes	<u>Goals & Agenda</u> 1. Review the workshop goals and structure with your participants.
20 minutes	<u>Community Norms & Responsibilities</u> <i>What should guide our conversation and outcomes?</i> 1. Invite your participants to consider the differences between norms and responsibilities. Have a system for recording replies and ideas as folks share 2. Reveal the provided definitions, that the norms will help guide how folks show up in the workshop together, but the responsibilities speak to the ways all of the commitments and considerations you have in your day to day work should be present in your conversations and outcomes. 3. Review the recommended norms together, making adjustments and additions as agreed upon by your group. 4. Highlight the norm of staying committed to curiosity and invite conversation about why this is an important one to prioritize throughout this workshop. 5. Then, transition the conversation. Invite participants to reflect, discuss with a partner, and then share ideas about what AI/tech responsibilities you have as a community and how you want to keep them in mind during the discussion. 6. Document ideas and share them in an accessible way to be used as reference throughout the session.

Personal Connections

Est. Time	Personal Connections Activity Options
(Time dependent on number of participants and amount of data available to review)	<u>Survey Review Activity</u> Before Workshop 1. Use the Suggested Questions to Build A Pre-Workshop Survey for your audience 2. Distribute your survey to participants and review their feedback prior to the workshop During Workshop 1. Share data visuals and key points with the whole group to begin the activity 2. Divide participants into small groups to engage in deeper discussion about the survey results 3. Come back together as a group to share brief summaries of the group discussion
15 minutes	<u>Technology and Imagination (Jetson's Activity)</u> <i>AI begins with Imagination! What we build begins with what we are able to imagine.</i> 1. (2 min) Share this definition of Artificial Intelligence from the AI Student Toolkit to the group: a. Artificial Intelligence is the ability of machines or computer programs to perform tasks that would normally require human intelligence, such as learning, problem solving, or decision making. 2. (8 min) Present the image (or a very brief clip) of the Jetson Family. Invite participants to share... a. Do you know which show this image is from? b. What types of technology do you see in the image? What types of human intelligence are being performed by the technology? c. How does the tech in the show relate to some of the tech we utilize in daily life now? 3. (5 min) As a group, discuss what the connection between this imagery, from a show made in the 1960s, and our technology today can tell us about the relationship between imagination and technology?
15 minutes	<u>This Person Does Not Exist</u> <i>How do generative AI tools influence the way we see the world?</i> 1. (2 min) Begin by holding time for participants to look at the photos on the slide and discuss which may be generated

Est. Time	Personal Connections Activity Options
	(3 min) Reveal to the group that all of the images are generated and taken from the website, This Person Does Not Exist.. None of the people pictured are real. Explain that multiple recent studies have shown that people are having a harder time distinguishing AI Generated faces from real ones, especially when the faces are white. (7 min) Share the article, "People are overconfident about spotting AI faces, study finds," with participants. Read through it together and ask, what takeaways there might be for teachers, students, and other school community members? (3 min) As a whole group, discuss why psychologists might be interested in this research. What are some of the implications of image-generation tools?
10 - 30 minutes	<u>This Person Does Not Exist- Extension Activities</u> Learn more about how the technology works (10 min) Share the three highlighted research studies with participants and ask what questions jump out to them as they read each abstract. What connections do they see to their day to day work? Allow participants to further explore their choice of research study (you could also assign groups for a more structured discussion) Learn more about who the technology impacts (10 min) Present the article summaries to participants (this could be done with slides or via a more active approach like a gallery walk). Read and respond to the summaries as a group. Ask participants which of the topics they are familiar with and which are new and/or surprising. (10 min) Give the participants time to independently read one of the provided articles in full. Then, direct them to share their learnings with a partner and any remaining questions they have with the full group. Make a list of questions to continue exploring together as a school community.

Exploring The AI Toolkit

Est. Time	AI Toolkit Activity Options
25 minutes	<u>Whole Group Exploration of the AI Teacher Toolkit</u> 1. Introduce the AI Accountability Classroom Toolkits created by the 2024 AI Teacher Council Cohort. Explain that you are going to take some time to read and explore the Teacher Toolkit together as a means of building shared language for the remainder of the session. 2. Provide participants with a structure for reading through the 7 sections of the toolkits, responding to the reflection questions it provides, and making note of additional questions participants develop. 3. After 20 minutes of group exploration, invite participants to reflect on the following independently: a. How does this toolkit support our instructional priorities? b. What opportunities do you see for applying this toolkit in your specific role or content area? c. What challenges or questions might arise when using this toolkit, and how could we address them as a team?
25 minutes	<u>AI Toolkit Jigsaw</u> 1. Introduce the AI Accountability Classroom Toolkits created by the 2024 AI Teacher Council Cohort. Explain that you are going to take some time to read and explore the Teacher Toolkit together as a means of building shared language for the remainder of the session. 2. Use your own system to divide participants into small groups (Ideally there would be 7 groups, each exploring a section of the toolkits, but divide sections as reasonably as possible) 3. Provide groups with 10 minutes to explore their section of the toolkit. During the allotted time they should discuss the following guided questions a. How does this toolkit support our instructional priorities? b. What opportunities do you see for applying this toolkit in your specific role or content area? c. What challenges or questions might arise when using this toolkit, and how could we address them as a team? 4. Come back together as a full group. Have a representative from each small group take 2-3 minutes to share out highlights from their section.

Bridging Journalism & Education

Est. Time	Bridging Journalism & Education Activity Options
15 minutes	<u>Independent Reading and Reflection: Pulitzer Center Reporting</u> 1. Give participants a couple minutes to select the reporting they would like to review during this time. 2. Allow participants up to 10 minutes to begin reading through their selected reporting 3. Prompt participants to use the remaining 3-5 minutes to answer the reflection questions from the AI Teacher Toolkit a. What type of AI is being discussed (Generative/Predictive)? b. How is the tool (you read about) supposed to work? c. Impact: Who does it work for? d. Impact: Who does it leave behind? e. Is this a local or global issue?
10 minutes	<u>Review: 10 Takeaways for Journalists</u> 1. Take 1-2 minutes to introduce the “10 Takeaways from Journalists at the Forefront of AI Reporting” resource to participants 2. Give participants up to 8 minutes to review the list of takeaways and consider which most resonate with their site/district.
10 minutes	<u>Reframe: 5 Takeaways for Educators</u> 1. Review the directions for the activity with participants a. Select the Journalist takeaways to reframe for educators (goal of 5) b. Replace the word or subject matter impacting journalists with analogous words/connections for educators c. Rewrite the takeaways as complete sentences reflecting your group’s discussion and learning d. Be prepared to share out your rewritten takeaways 2. Share the example slide reframing takeaway 1 3. Give groups time to work on reframing up to 5 of the 10 journalist takeaways 4. Hold time for each group to share out at least one takeaway and the reasoning behind it at the end of the activity.

Group Discussion and Reflection

Allotted Time	Activity Options
10 minutes	<u>AI & Equity Snap Judgement</u> <i>Evaluating Personal Beliefs</i> 1. Inform participants that they are going to do an “Agree, Disagree, or Not Sure” activity and explain how they should signal their opinion when the time comes. 2. Read the first statement on the slide and prompt participants to signal whether they agree, disagree, or are unsure. 3. Spend 1-2 minutes discussing any trends you see in the room and/or allowing participants to speak about their position. 4. Repeat with the other two statements.
5 minutes	<u>AI Ethics Round Robin</u> <i>Critical Thinking About AI’s Implications</i> 1. Share the round robin questions with participants and let them know how much time they will have to provide quick answers as you go around the group. 2. Give participants a moment to reflect on their response and then begin the round robin.
15 minutes	<u>Download Complete</u> <i>Collectively Processing the Session</i> 1. Ask participants to surface any remaining questions they have about AI technologies and/or AI Accountability. 2. Allow time for group discussion of the remaining questions and how they might be explored following the session.

Closing

	Closing Activities (Reminder: the Workshop Evaluation is required)
7 minutes	<u>The Final Upload: Greatest Takeaways</u> <i>Sharing Our Learning</i> 1. Present the three closing questions to participants and hold space for the group to either discuss out loud or respond in writing.
3 minutes	<u>Workshop Evaluation</u> <i>Providing Session Feedback</i> 1. If you have a Workshop Evaluation, introduce it to participants as an opportunity to provide feedback and help improve sessions for other educators in future. 2. Hold a few minutes for educators to begin/complete the survey before they leave