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# INTRODUCTION

In November 2022, ChatGPT-3 took the Internet by storm. Many declared that it would change the world (O'Malley, 2023). However, fears began circulating among teachers that generative artificial intelligence (GenAI) such as ChatGPT would enable students to cheat, thus opening a Pandora's box that would destroy the teaching of writing across all content areas. Though GenAI can certainly generate code, develop a slide presentation on the metamorphosis of a butterfly, and write a decent five-paragraph essay outlining the character development of Atticus Finch in *To Kill a Mockingbird*, it will not diminish the need for students to learn essential skills. Like any other technological innovation, it will, however, change how we teach and will ask us to develop new essential skills.

Monolithic technology is not new to teaching. Consider spellcheck, the graphing calculator, Internet search engines, and typing vs. handwriting. When these technologies were first introduced teachers expressed their concerns. They worried students would not need to learn essential skills and traditional learning would become obsolete. But as teachers learned how to leverage these tools they became essential components in our classrooms. Teachers no longer worry that Google will destroy research skills. Instead, we teach students how to effectively keyword search to find the relevant information they need. The Internet has not dumbed down education; rather, it allows students and teachers to be better informed. And since the advent of the smartphone, we can acquire up-to-date information about any topic whenever we want and wherever we are.

A common byproduct of new technologies in education is efficiency, which helps afford us time to do more meaningful things. Take spellcheck, for example. Spellcheck did not displace the need to learn how to spell. It helps us write more clearly and communicate our ideas more effectively. Teachers of writing whose students use spell check no longer need to highlight and comment on spelling errors. Instead, time can be spent commenting on the ideas of the writing to help promote deeper thinking. Not having to mark grammatical errors allows teachers to ask probing questions on student essays that enables students to expand upon their writing. Tools such as spellcheck have also helped make writing more accessible for language

learners and students with IEPs by decreasing the amount of effort students need to spend on correcting spelling and grammar.

This book will help teachers leverage GenAI in their practice to streamline the rudimentary tasks we do regularly, such as lesson planning, assessment, and differentiating materials, in order to free up time to do more meaningful work such as building relationships, providing thought-provoking feedback, and personalizing learning to support the growth of all students in our classrooms. This is not a “how to use AI” book. Although we provide some instruction on AI tools, the intent of this book is to move teachers beyond basic use of AI and help them raise rigor, increase engagement, and promote more meaningful learning opportunities in their classrooms.

The book addresses the following topics:

- Understanding generative AI
- Empowering teachers with generative AI
- Supporting student learning with generative AI
- Ethical uses of generative AI
- Shifting pedagogy with generative AI

Each chapter starts with a narrative from either Aaron or Jason that shares their personal experience with GenAI as educators. These are meant to help humanize the role of AI in education. Each chapter concludes with a chapter review that highlights the main takeaways from the chapter, a You Try It activity to help readers apply some of the strategies learned in the chapter, and reflective questions that can be used to help readers grapple with some of the challenging topics in the book or to facilitate book studies within professional learning communities. Finally, a QR code and URL will be included to link teachers to resources mentioned in the book.