

Using AI Safely, Ethically, and Effectively in Schools

2025 Philippine Education Conference

04 DECEMBER 2025 (02:30 - 05:00 PM)
SMX CONVENTION CENTER, PASAY CITY



JOHNNY C. GO SJ

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AI
OPTIMIST
BOOSTER

OPTIMISTIC
ADVOCATE
OF TECHNOLOGY
EAGER TO REAP
ITS BENEFITS

AI
PESSIMIST
DOOMSTER

SUSPICIOUS CRITIC
OF TECHNOLOGY
ANXIOUS ABOUT RISKS
& UNINTENDED
CONSEQUENCES

MEASURED ENTHUSIASM
We ought to promote AI Literacy.

BIGUM & KENWAY (2005)

2



An **AI-SATURATED** SOCIETY

An **AI-DRIVEN** WORLD



3

AI PRAGMATIST

What should we
begin doing today
to cultivate a
“measured enthusiasm”
for technology?



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FAST CHANGING CONTEXT

OUR MISSION
OF EDUCATION
CALLS FOR
**RE-INTERPRETATION
+ REINVENTION**

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HOW PEOPLE USE CHATGPT

(Chatterji et al, 2025)

PRACTICAL GUIDANCE

How-To Advice
Creative Ideation
Tutoring or Teaching
Health, Fitness, Beauty, or Self-Care

SEEKING INFORMATION

Specific Information
Purchasable Products
Cooking and Recipes

WRITING

Edit or Critique Submitted Text
Personal Writing or Communication
Translation
Argument or Summary Generation
Write Fiction

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<p>RESPONDENTS</p> <p>280K EDUCATORS FROM 55 EDUCATION SYSTEMS Excluding the Philippines</p> <ul style="list-style-type: none"> • One in three teachers report having used AI in their work • 75% of teachers in the United Arab Emirates & Singapore • Fewer than 20% in France & Japan 	<ul style="list-style-type: none"> • 68% of the teachers use AI to summarize a topic. • 64% use it to generate lesson plans or activities, with most boosters in UAE & Vietnam (90%), and least in France (20%), Denmark & Finland (31%). • Only 25% use it in reviewing data on student participation or performance. <p>OECD TALIS 2024 TEACHING & LEARNING INTERNATIONAL SURVEY</p>
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TECHNOLOGY

**More than just an effective TOOL
that can improve our work and lives**

**A powerful FORCE
that shapes
and
transforms
the way
we work, live,
think, and relate.**



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3 STAGES OF DEVELOPMENT

PERSONAL COMPUTER + BROADBAND INTERNET



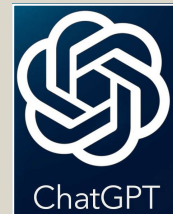
**World Wide Web
(1989)**
**High-Speed Internet
(Early 2000s)**

SOCIAL MEDIA + SMARTPHONES



Facebook (2004) **Instagram (2010)**
iPhone (2007) **TikTok (2016)**
iPhone 4 (2010)

GENERATIVE AI



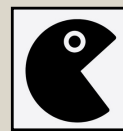
ChatGPT
30 November 2022

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Stage 1: PERSONAL COMPUTER & BROADBAND INTERNET

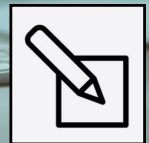


**World Wide Web
(1989)**
**High-Speed Internet
(Early 2000s)**



**FROM
CONSUMER**

**TO
CREATOR
& CURATOR**



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FROM CONSUMER TO CREATOR



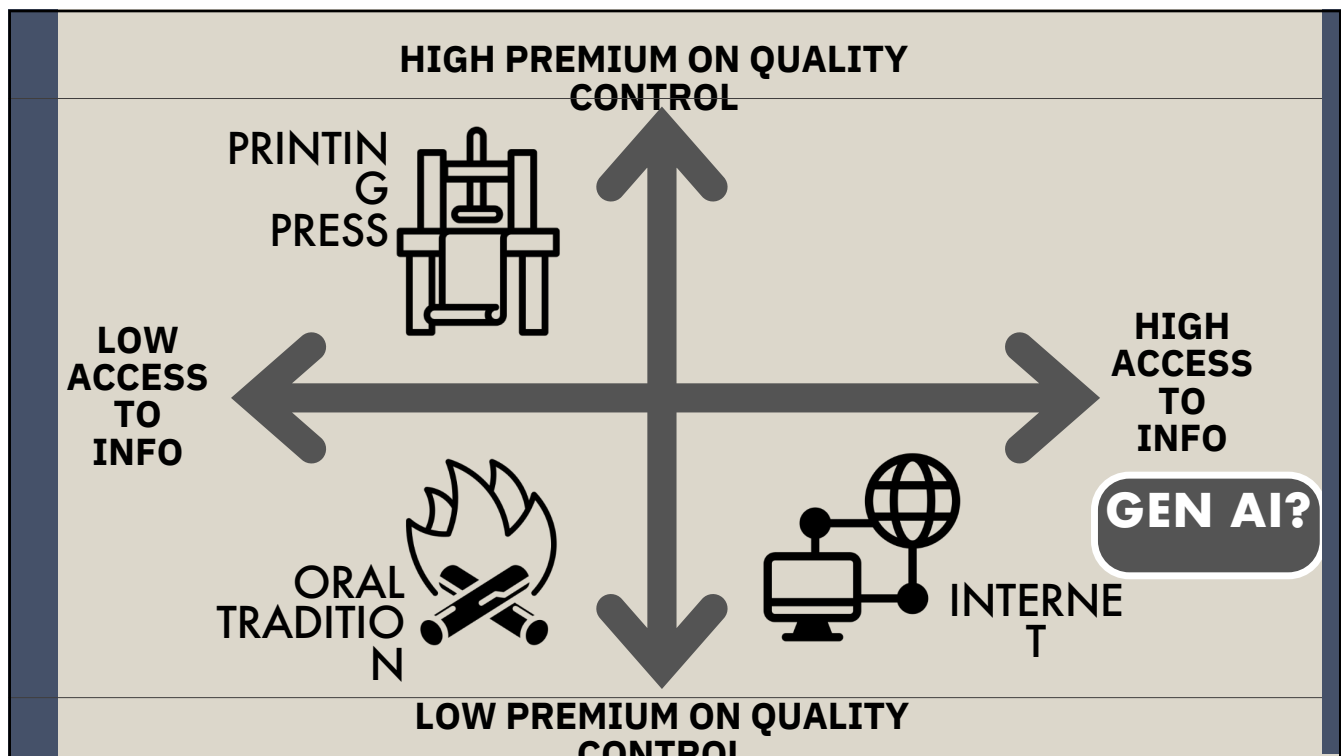


THE AGE OF
INFORMATION

ONLINE CONTENT POSTED PER SECOND

- 6 new websites
- 46 Spotify tracks
- 270 TikTok videos
- 500 minutes of YouTube video
- 1,099 Instagram posts
- 4,050 Facebook photos
- 5,878 Tweets

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THE WAY WE CONSUME

SKIMMING

NOT DEEP
READING OR
THINKING

It's still possible
but it's not our
natural tendency.

CARR

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WE USED TO BE **CULTIVATORS**
OF PERSONAL **KNOWLEDGE.**

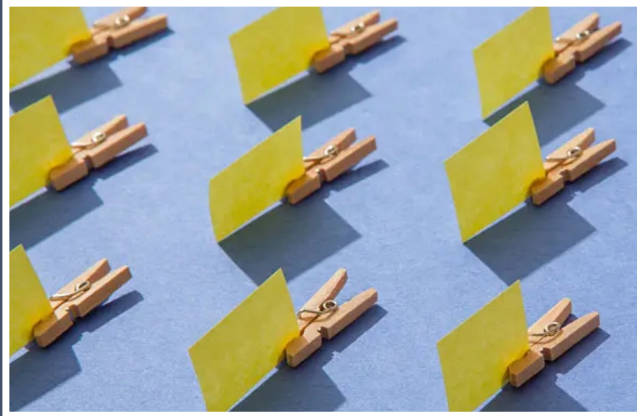


- **We patiently spent time and energy developing our knowledge.**
- **We critiqued and pruned unwanted or incorrect ideas.**
- **Our efforts did not always bear fruit.**

CARR (2011)

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TODAY MANY OF US HAVE LAPSED INTO HUNTERS & GATHERERS OF INFORMATION IN THE DIGITAL FOREST.



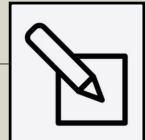
- “Copy-and-paste” culture
- The tendency **NOT** to read or think deeply—or to critique ideas.
- The premium on **PRODUCTIVITY**: “The faster and easier, the better!”

CARR (2011)

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FROM CONSUMER TO CREATOR



THE AGE OF
PLURALISM



UNPRECEDENTED SENSE OF
UNCERTAINTY

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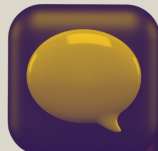
Stage 2: SOCIAL MEDIA + SMARTPHONES



Facebook (2004)
iPhone (2007)
iPhone 4 (2010)



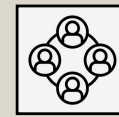
Instagram (2010)
TikTok (2016)



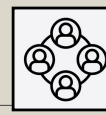
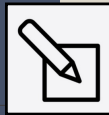
FROM
CONSUMER,
CREATOR
& CURATOR



TO
COMMUNITY



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FROM CONSUMER, CREATOR, & CURATOR TO COMMUNITY



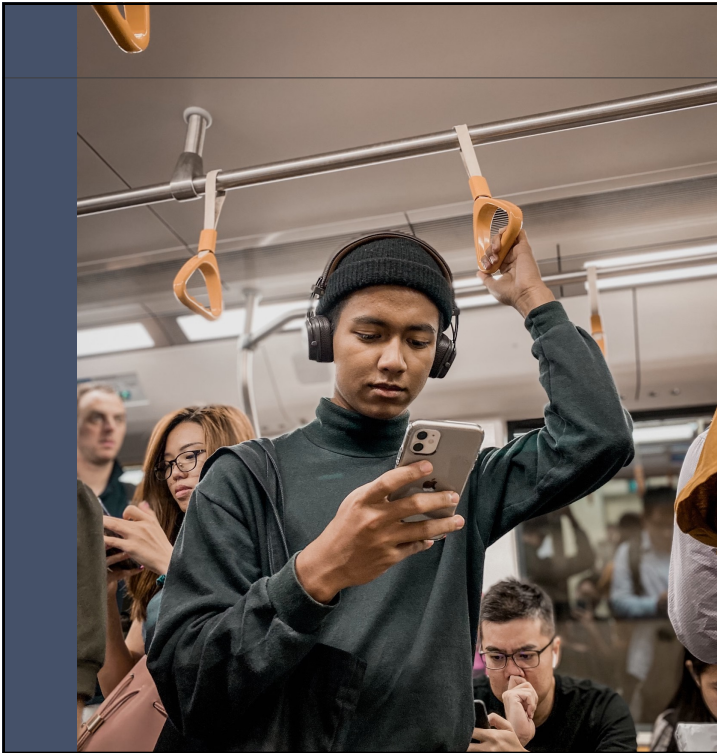
**TRIBALISM &
POLARIZATION**

Algorithmic feeds that
create digital silos.



**DISPOSABLE &
LOW-COMMITMENT
COMMUNITIES**

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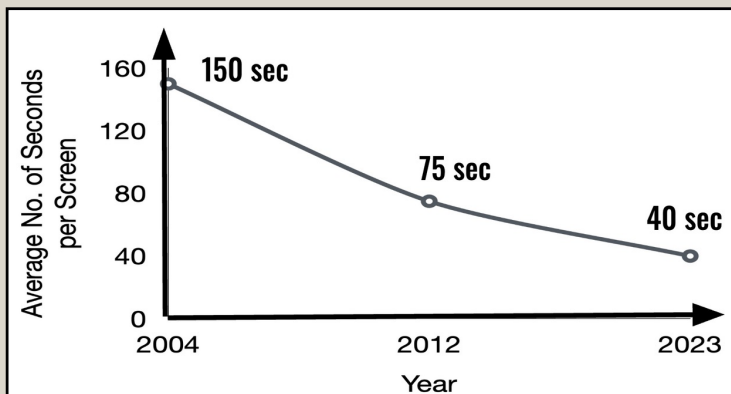


"Life with smartphones means we are forever somewhere else."

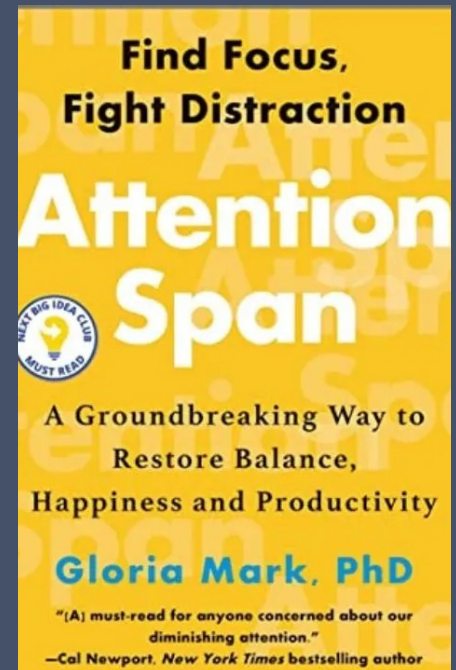
- Sherry Turkle

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An Environment of Constant Distraction & Disruption



The need to exert a constant effort just to hold a single train of thought



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THE GOAL OF FACEBOOK

“...to consume as much of your time and conscious attention as possible.”

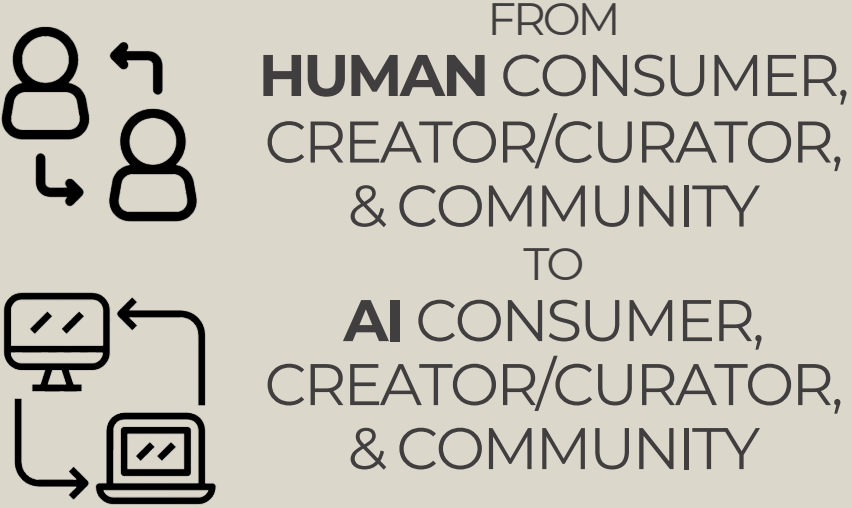
- Sean Parker, 2004
First Facebook President

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Stage 3: GENERATIVE AI



ChatGPT
30 November 2022



FROM
HUMAN CONSUMER,
CREATOR/CURATOR,
& COMMUNITY
TO
AI CONSUMER,
CREATOR/CURATOR,
& COMMUNITY

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AI AS CONSUMER

THE WAY AI LEARNS IS CALLED **MACHINE LEARNING**.

AI IS FED A HUGE AMOUNT OF DATA ("**TRAINING DATA**") AND LEARNS TO RECOGNIZE PATTERNS ON ITS OWN.

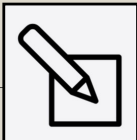
ONLY BY **CONSUMING** DATA CAN AI LEARN AND IMPROVE ITSELF.

If AI "learns from the world," problems will arise if the training data fed to it is...

PRIVATE, BIASED, or INTENTIONALLY FALSE/HARMFUL.

SECURITY UNFAIRNESS
COPYRIGHT OTHER RISKS

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AI AS CREATOR

AI-CREATED FRANCIS



gloria.perricone 1d

imagine 🍌❤️


The most beautiful video ever created with AI

Credits: twai

#popefrancis #papafrancisco #papafrancesco
#vaticano #ai [See original](#)



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**“AI?
Just another tool!”**

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AI AS COMMUNITY

GEN AI

**“Not just a tool,
but an **agent**.”**

YUVAL NOAH HARRARI



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Next Breakthrough

**AUTONOMY +
PROACTIVITY**

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AI COMPANION APPS

**ARTIFICIAL
INTIMACY**

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THREE VERSIONS OF AN AI APOCALYPSE

IN THE WRONG HANDS



AI TAKEOVER



AI DEPENDENCY



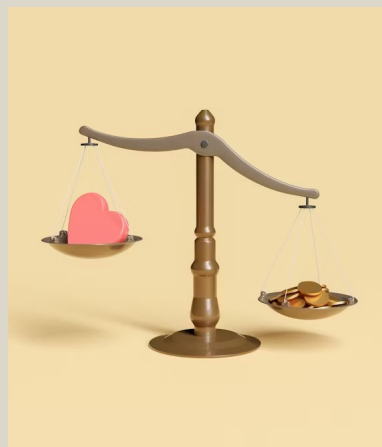
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S.E.E. : 3 ISSUES IN AI USE

SAFE




ETHICAL



EFFECTIVE



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THE EFFECTIVE USE OF A.I.

HOW

WE USE GEN AI
WILL TELL US

WHO


IS DOING THE LEARNING
OR THINKING:
OURSELVES
OR THE MACHINE?

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THE MATRIX THEORY OF THE MIND

DOWNLOADING
Knowledge + Skills
as fast and
as efficiently
as you can

MAXIMUM
Productivity
but
MINIMUM
User Effort



EZRA KLEIN

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THE TEMPTATION TO **OUTSOURCE** THE WORK ENTIRELY

But what happens
to the process
of thinking
and learning?

QUICK CONTENT
MAXIMUM
PRODUCTIVITY
MINIMUM TIME & EFFORT
LITTLE PAIN



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COGNITIVE DEBT



The loss of
critical thinking
because **one forgoes**
the process of thinking
in order to get answers
without understanding
why the answers are
what they are.

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COGNITIVE STRUGGLE

**It is important.
It grows the brain.
Mistakes spark the brain.
DON'T SKIP IT.**

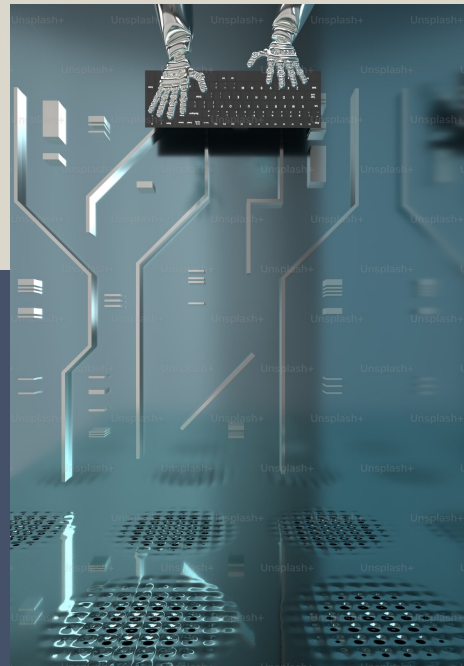


**The most creative ideas are born
through the process of cognitive struggle.**

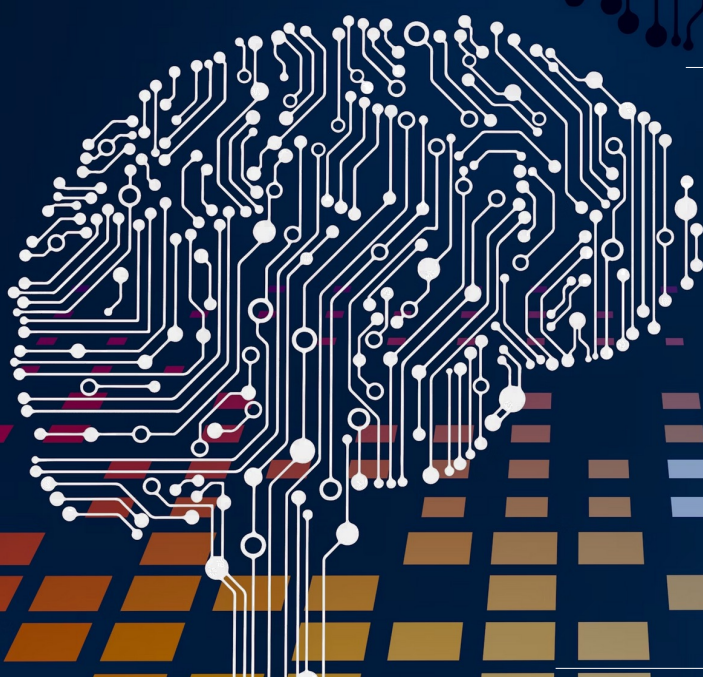
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**Reflect on how you have
been using technology,
especially AI technology.**

**Is your use of AI
ENHANCING your thinking?
Or is it diminishing—
or altogether replacing—it?**



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BIG IDEA 1

A.I. can enhance human agency, thinking and learning
—OR diminish & replace them.

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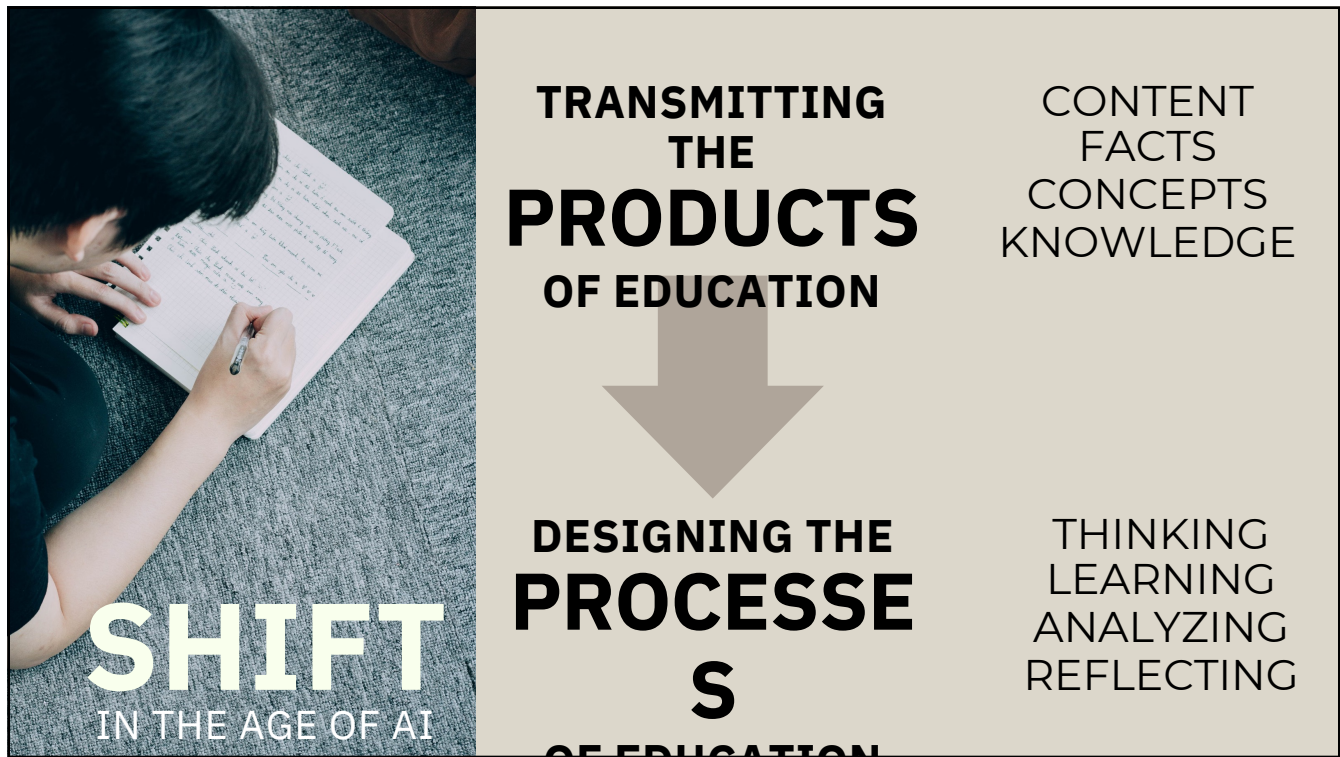


SHIFT

IN THE AGE OF AI


TRANSMITTING PRODUCT TO DESIGNING PROCESS

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A NON-MATHEMATICAL CALCULATOR?



It is perfectly appropriate and desirable to use a calculator—*but if and only if* we have learned **the basic arithmetic operations.**

Likewise, what processes do we need to learn first in a discipline before we should avail of the shortcuts provided by AI?

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LEARNING THE WRITING PROCESS



- BRAINSTORMING
- OUTLINING
- WRITING A DRAFT
- REVISING

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**What PROCESSES
do we consider
essential that
our students need to
learn in our subjects?**

READING
WRITING
ANALYZING DATA
GENERATING INSIGHT
VERIFYING A HYPOTHESIS
CREATING A HISTORICAL ACCOUNT



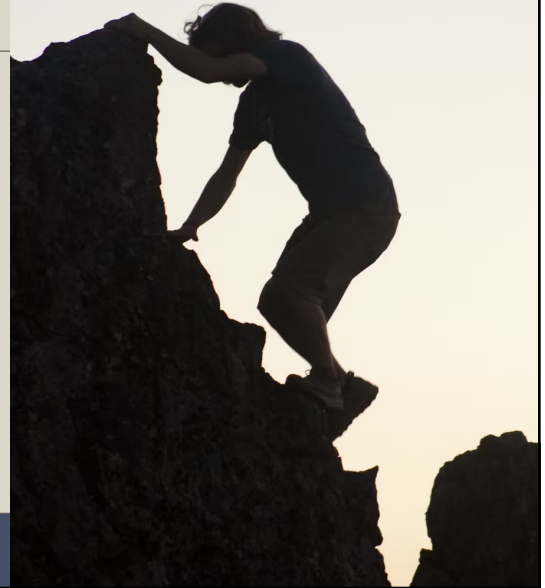
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“DESIRABLE DIFFICULTIES”

SCAFFOLDED

Deliberately designing challenges to slow down learning for the purpose of enhancing the thinking process and producing more durable & flexible learning.

R. A. BJORK (1994)



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UNDESIRABLE DIFFICULTIES *to be minimized*




DESIRABLE DIFFICULTIES *to be designed*

Challenging tasks and experiences that entail effort, discomfort, and cognitive struggle, but when scaffolded properly can improve learning and student performance.

Bjork & Bjork (1992, 2020)



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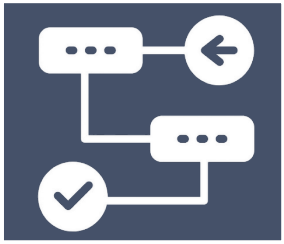

The way we design the use of AI should not only **preserve** the thinking & learning process, but also **enhance** it—including the cognitive struggle that is inherent to learning?

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TWO DESIGN QUESTIONS

1. What processes do we consider essential in our disciplines (and IRL) that we ought to preserve and promote so that our students will learn them in our class?
2. Can we guide students to use AI in ways that can enhance these processes for our students?

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AI PESSIMIST DOOMSTER	AI PRAGMATIST DISCERNER	AI OPTIMIST BOOSTER
DEFENSIVE	RESPONSIVE	FANATIC
		
PROHIBITION AI-Free	DESIGN AI-Free, AI-Assisted OR AI-Integrated	CITATION “Free for All”

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NOT PROHIBITION
NOT JUST CITATION
BUT DESIGN

Which **learner tasks** or **assessments**,
given these **learning outcomes**,
& these **learning needs**
should be **AI-FREE**,
AI-ASSISTED
(optional or mandated),
or **AI-integrated**?

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LEARNING IS AN ENDANGERED SPECIES.



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OUR MISSION OF EDUCATION

Our aim is not
to produce
second-rate AIs
who will never
be able to keep up
with GenAI
in creating
PRODUCTS.

Our mission is to form
**first-class
human persons**
who embrace all the
PROCESSES of being human
—thinking, feeling, learning,
creating, relating, loving,
even erring!—
in order to make a difference
in the world.

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