



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HO CHI MINH CITY

A NORD ANGLIA EDUCATION SCHOOL



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PRINCIPAL'S AFTERNOON TEA

🕒 2:00 – 3:00 pm | Wednesday 29th November 2023

📍 Main Hall



CHÀO MỪNG QUÝ PHỤ HUYNH
WELCOME

CẢM ƠN QUÝ VỊ ĐÃ LUÔN KẾT
NỐI VỚI NHÀ TRƯỜNG

THANKS FOR ENGAGING AND
CONNECTING WITH US

Tháng 11, 2023
November 2023

PERFORMANCE BY:
MÀN TRÌNH DIỄN BỞI:



Khánh Linh 13V

OVERVIEW

TỔNG QUAN

- School updates since we last met: 'Friends of BVIS' – updates, proposed events and next steps
- The Impact of AI on Modern Education
- Q and A
- Future topics to cover for the next Principal's Afternoon Tea event
- Cập nhật kể từ lần gặp trước: Hội phụ huynh Friends of BVIS – cập nhật, các sự kiện đã đề xuất và những bước tiếp theo
- Sự ảnh hưởng của Trí tuệ Nhân tạo (AI) đến nền giáo dục hiện đại
- Giải đáp thắc mắc của Quý phụ huynh
- Những chủ đề cho Buổi Trà Chiều cùng Thầy Hiệu trưởng lần tới

ACADEMIC

1.1



Aligned Values

Integrity

Respect

Care

Perseverance

Reflection

Enquiry



Action(s)

Review, deliver and communicate the school's Mission, Vision and Values (MVV)



Justification for and Impact of Action

The school community to develop its understanding of the school's MVV to allow both present and future parents to fully understand our educational offer and to develop further community voice through a more formalised parent group.



Timescale

Jan 23

Aug 24



CIS Domain Recommendation

Domain B



Action Lead

SLT

UPDATES SINCE OUR LAST MEETING

CẬP NHẬT KỂ TỪ BUỔI TRÀ CHIỀU LẦN TRƯỚC

1. Mooncake Making
2. Halloween Movie Night
3. Appreciation Cards
4. Calendar sales
5. Xmas Funday
6. TET Fair



1. Làm bánh trung thu
2. Đêm phim Halloween
3. Làm thiệp tri ân
4. Bán lịch
5. Lễ hội Giáng sinh
6. Hội xuân/ Tết

NEXT STEP PRIORITIES (XMAS AND SUMMER)

NHỮNG BƯỚC ƯU TIÊN TIẾP THEO (GIÁNG SINH VÀ MÙA HÈ)

1. Primary classrooms and LTRs
2. Primary Canteen
3. Increased STEAM/DT provision – Year 1 of A level DT (24/25)
4. Student and Adult toilet upgrade
5. Theatre upgrade – seating and design
6. Primary Technology Learning Space
7. Secondary Canteen and Main Hall upgrade
8. Student flow – signing in and out of school for secondary

1. Phòng học khối Tiểu học và Phòng Học Chung
2. Căn-tin khối Tiểu học
3. Phát triển chương trình hoạt động củng cố kỹ năng môn STEAM/Thiết kế và Công nghệ - Năm học đầu tiên có môn Thiết kế và Công nghệ A Level (2024-2025)
4. Nâng cấp nhà vệ sinh học sinh và người lớn
5. Nâng cấp Nhà hát – chỗ ngồi và thiết kế
6. Không gian học tập công nghệ khối Tiểu học
7. Nâng cấp Căn-tin khối Trung học và hội trường
8. Quy trình ra vào cổng của học sinh khối Trung học





OVERVIEW TỔNG QUAN





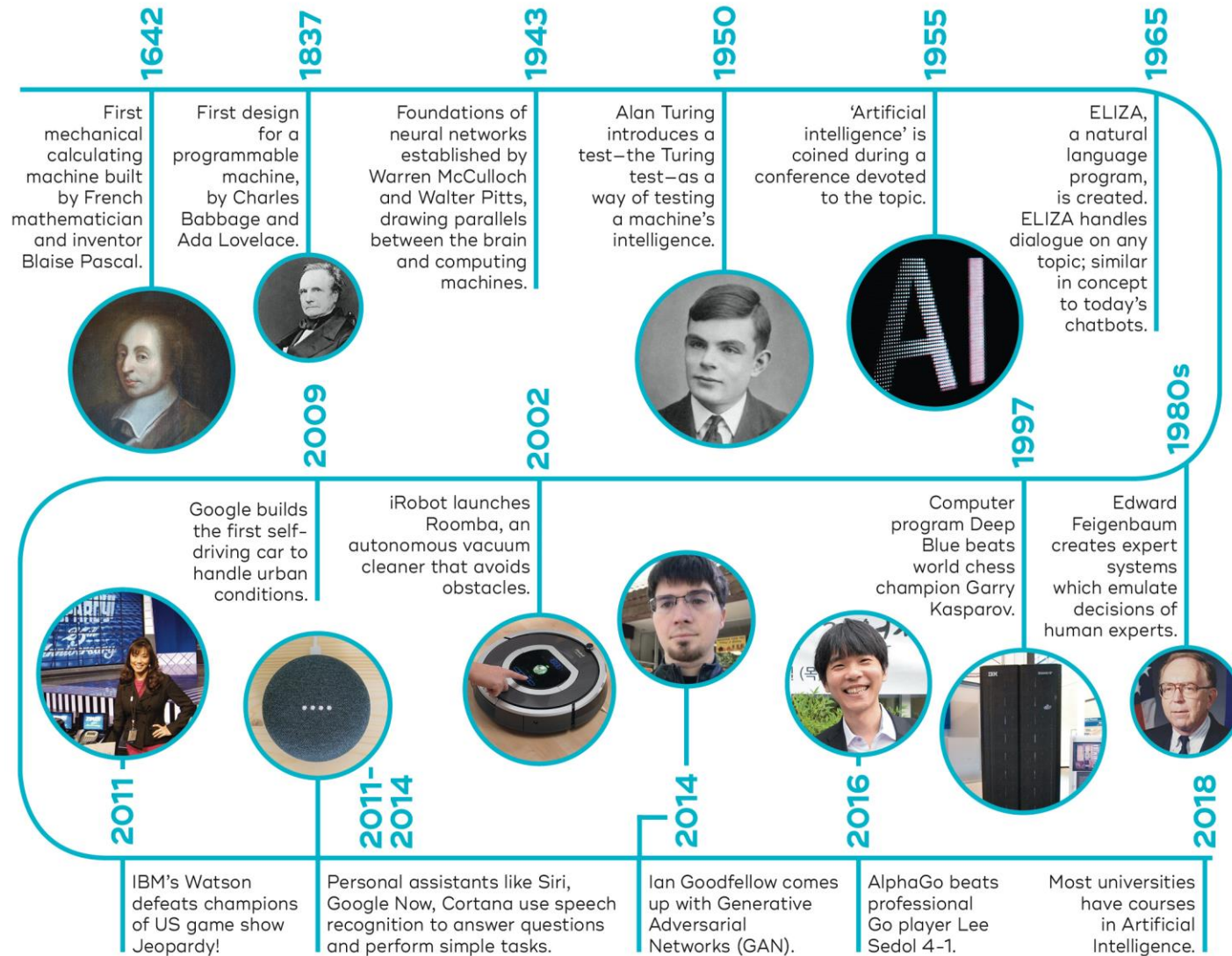
THE IMPACT OF AI ON MODERN EDUCATION

– MR TOBY BATE

A BVIS CONNECT EVENT

https://soundraw.io/edit_music?m=655c1694a7d545000ad81915

WHAT IS AI?



1956 – ARTIFICIAL INTELLIGENCE TERM WAS COINED

1997 - DEEPMIND (CHESS PLAYING PROGRAM)

2017 - ALPHAGO (GO PLAYING PROGRAM)

2022 – OPENAI – CHATGPT-3 AND LLMS

2023 – OPENAI – CHATGPT-3.5, CHATGPT4, BING AI, GOOGLE BARD.

GENERATIVE AI - GENERATIVE AI (GENAI) MODELS, THIS IS AN UMBRELLA TERM FOR ANY AI SYSTEM THAT CAN GENERATE CONTENT--SUCH AS IMAGES, TEXTS, AUDIO, AND CODE BASED ON THE DATA ON WHICH THE LARGE LANGUAGE MODEL (LLM) IS TRAINED



FAKE OR REAL?

**FAKE POST BY DONALD TRUMP TO
HIGHLIGHT THE DANGERS OF AI
GENERATED IMAGES**

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ChatGPT



Examples

"Explain quantum computing in simple terms" →

"Got any creative ideas for a 10 year old's birthday?" →

"How do I make an HTTP request in Javascript?" →



Capabilities

Remembers what user said earlier in the conversation

Allows user to provide follow-up corrections

Trained to decline inappropriate requests



Limitations

May occasionally generate incorrect information

May occasionally produce harmful instructions or biased content

Limited knowledge of world and events after 2021

Send a message.



Free Research Preview. ChatGPT may produce inaccurate information about people, places, or facts. [ChatGPT Mar 23 Version](#)



ANOTHER FAKE

BUT HOW EASY ARE THEY TO SPOT?

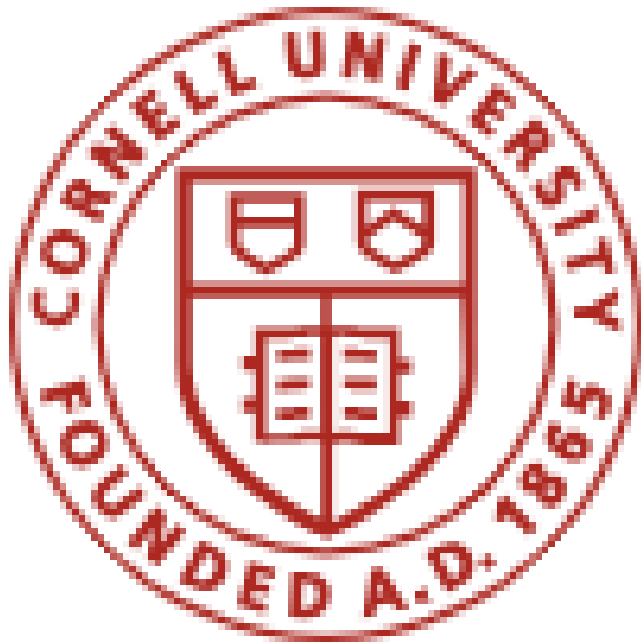
[How to spot deepfakes created by AI image generators
\(axios.com\)](https://www.axios.com)



Statement from the IB about ChatGPT and artificial intelligence in assessment and education

LATEST DEVELOPMENTS IN ARTIFICIAL INTELLIGENCE (AI) SOFTWARE, SUCH AS CHATGPT, THAT CAN WRITE SOPHISTICATED ESSAY RESPONSES HAVE GENERATED A GREAT DEAL OF INTEREST AND DISCUSSION. THE IB WILL NOT BAN THE USE OF AI SOFTWARE. THE SIMPLEST REASON IS THAT IT IS AN INEFFECTIVE WAY TO DEAL WITH INNOVATION. HOWEVER, THE USE OF AI TOOLS SHOULD BE IN LINE WITH THE IB'S ACADEMIC INTEGRITY POLICY. WE EXPECT ALL OUR SCHOOLS TO DISCUSS THE VARIOUS TYPES OF ACADEMIC MISCONDUCT WITH THEIR STUDENTS.

CORNELL RECOMMENDATIONS



THE COMMITTEE ALSO RECOMMENDED INSTRUCTORS CONSIDER THREE KINDS OF POLICIES:

- PROHIBIT** THE USE OF GAI WHERE IT INTERFERES WITH STUDENTS DEVELOPING FOUNDATIONAL UNDERSTANDING, SKILLS OR KNOWLEDGE;
- ALLOW** WITH ATTRIBUTION WHERE GAI COULD BE A USEFUL RESOURCE, AND REQUIRE STUDENTS TO TAKE RESPONSIBILITY FOR ACCURACY AND ATTRIBUTION OF GAI CONTENT; AND
- ENCOURAGE** AND ACTIVELY INTEGRATE GAI INTO THE LEARNING PROCESS.



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PROFESSIONAL ENQUIRY

LET'S DIVE IN

1. Do you understand what GenAI is? (1 – Yes, I understand completely, 5 – No, I don't understand at all)
2. Did your understanding of GenAI match the definition provided? (1 – Yes, very similar, 5 – No, very different)
3. How often do you use GenAI to help you learn? (1 – Almost every day, 5 – Almost never)
4. What sorts of GenAI do you use? (Open-ended question)
5. What kinds of schoolwork do you use GenAI to help you complete? (Choose from list: Research, Exam questions, non-schoolwork, other)
6. Do you always use AI correctly? (1 – Yes, almost always, 5 – No, almost never)
7. Do you believe your parents understand how to use GenAI? (1 – Yes, they help me with it, 5 – No I believe they don't know anything about it)
8. If you want to contribute further to this research, please include your name and school email address here: (Open-ended question)
9. Is there anything else you'd like to say about GenAI? (Open-ended question)

- 1. WHAT BENEFITS DO YOU BELIEVE GENAI OFFERS TO THE STUDENTS OF TODAY?**
- 2. WHAT DANGERS OR RISKS DO YOU BELIEVE GENAI OFFERS TO THE STUDENTS OF TODAY?**
- 3. OVERALL DO YOU BELIEVE THAT GENAI PRESENTS MORE BENEFITS OR MORE DANGERS?**
- 4. WHAT DO YOU BELIEVE THE SCHOOL SHOULD COMMUNICATE TO YOUR PARENTS ABOUT THE USE OF GENAI?**

TABLE 1: SUMMARY OF QUANTITATIVE QUESTION RESULTS BY KEY STAGE (KS)

Cohort	No. of responses	Do you understand what GenAI is?	Did your understanding of GenAI match the definition provided? (1 – Yes, very similar, 5 – No, very different)	How often do you use GenAI to help you learn? (1 – Almost every day, 5 – Almost never)	Do you always use GenAI correctly? (1 – Yes, almost always, 5 – No, almost never)	Do you believe your parents understand how to use GenAI? (1 – Yes, they help me to use it, 5 – No I believe they don't know anything about it)
KS3	40	3.00	2.33	3.54	2.48	2.73
KS4	64	3.03	2.44	4.06	3.25	3.69
KS5	105	3.01	2.10	3.71	2.68	3.51
All	209	3.01	2.24	3.79	2.81	3.42

TABLE 3: SPECIFIC GENAIS THAT ARE UTILISED.

Cohort	ChatGPT	MidJourney	Bing Chat	Google Bard	Others
KS3	8	2	2	3	1
KS4	12	2	5	5	1
KS5	28	0	4	11	7
All	48	4	11	19	9

TABLE 4B: WHAT IS GENAI USED FOR AS A % OF THE COHORT SIZE

Cohort	Research	Learning New Content	Revision Content	Non-Schoolwork	Exam questions	Other
KS3	67.5	30.0	22.5	30.0	10.0	5.0
KS4	32.8	17.1	21.8	35.9	6.3	6.3
KS5	53.3	30.4	37.1	41.9	22.8	1.9
All	49.7	26.3	29.6	37.7	15.3	3.8

1. What benefits do you believe GenAI offers to the students of today?

“Summarising the key points of large pieces of information.”

“Moving between languages, some simple word translation or to define meaning. English is the main language of input, the answers from prompts in English are more accurate.”

“Useful for the structure of specific text types, longer answer questions.”

“Research, more flexible than a search engine, follow up questions and options. For example website suggestions.”

“Homework resource e.g. photomaths – can be used to provide solutions when you get stuck.”

2. What dangers or risks do you believe GenAI offers to the students of today?

“Inaccuracy, Bard seems more reliable than ChatGPT for some subject areas. Examples of essay answers referenced that changed topic midway through.”

“Over-reliance on GenAI. Lack of understanding on the process and how to complete questions.”

“Students need to learn how to write prompts/interact with GenAI.”

“Danger of undermining basic skills sets, master these before moving onto using GenAI.”

“Students should have to prove they can do the work/task without GenAI before being able to use it.”

“Should be seen as an aid, not a solution.”

“Students should be able to assess when it is correct and when it is incorrect.”

3. Overall, do you believe that GenAI presents more benefits or more dangers?

“Overall, more benefits when used correctly. Use AI for explanations to answers, rather than for answers directly.”

“Magnifies learning behaviours – makes the lazy student lazier and gives a hardworking student more opportunities.”

“Cannot replace a teacher.”

4. What do you believe the school should communicate to your parents about the use of GenAI?

“Students need to learn specific skills on how to write a good prompt for GenAI.”

“There are dangers for using GenAI, but these don’t outweigh the potential benefits.”

“GenAI should be an aid, answering questions that help understanding.”

“Limit GenAI use for younger students as they are not mature enough to use it correctly.”

“Avoid overreliance on GenAI.”

“GenAI magnifies the kind of student that you are.”

An abstract painting featuring two women's faces. The woman on the left has dark hair, wears glasses, and has red lipstick. The woman on the right has dark, curly hair and red lipstick. The background is a vibrant, abstract composition of vertical and diagonal strokes in shades of purple, blue, orange, and yellow. The text "WHAT NEXT" is centered over the image in a bold, white, sans-serif font.

WHAT NEXT

LOOKING AHEAD

PARENTAL GUIDE

- **TALK TO YOUR CHILD, WHAT ARE THEY USING AI FOR AT THE MOMENT?**
- **CHECK THAT THEY ARE USING IT TO DEVELOP THEIR LEARNING, NOT TO REPLACE THEIR LEARNING.**
- **ASK THEM TO COMPARE “FACTS” THAT COME FROM GENAI WITH OTHER SOURCES.**
- **TRUST THEM, BUT QUESTION THEM.**

SOME THINGS TO BE AWARE OF...



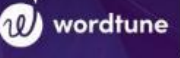








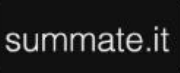












Bing (Microsoft) [Bing AI – Search](#)

Bard (Google) [Bard \(google.com\)](#)

ChatGPT (OpenAI) <https://chat.openai.com/>

CrAlyon (Craiyon) [Craiyon, AI Image Generator](#)

DALL-E (OpenAI) <https://labs.openai.com/> (image generator)

Text	 Notion AI	 ChatGPT	 wordtune
Images	 BRIA	 Midjourney	 EVoto
Video	 vidyo.ai	 Maverick	 tavus
Research	 scholarcy Read smarter.	 ADEPT	 summate.it
Design	 PhotoRoom	 Galileo AI	 uizard
Presentations	 Quinvio	 SlidesAI	 Prezo
Spreadsheets	 AJELIX	 Botsheets	 Sheet+
Productivity	 typly	 Merlin	 xembly



SOME ADDITIONAL RESOURCES

BASIC OVERVIEW OF HOW CHATGPT WORKS (COURSE CHATGPT IN EDUCATION - OVERVIEW (DIGITALACCESSPASS.COM.AU))

[HTTPS://DIGITALACCESSPASS.COM.AU/COURSES/CHATGPT-IN-EDUCATION/#/](https://digitalaccesspass.com.au/courses/chatgpt-in-education/#/)

GENERATIVE ARTIFICIAL INTELLIGENCE (AI) | HARVARD UNIVERSITY INFORMATION TECHNOLOGY
[HTTPS://HUIT.HARVARD.EDU/AI](https://huit.harvard.edu/ai)

MIT COURSE ON WHAT AI IS (COURSE)

DAILY (MIT.EDU) [HTTPS://RAISE.MIT.EDU/DAILY/INDEX.HTML](https://raise.mit.edu/daily/index.html)

HOW WILL SCHOOLS RESPOND TO THE A.I. REVOLUTION?

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=KGYGRCDHBMC&T=16S](https://www.youtube.com/watch?v=KGYGRCDHBMC&T=16S)





TOBY.BATE@BVISVIETNAM.COM

THANK YOU

READ ISSUE 1
'IN PURSUIT OF HAPPINESS' HERE:





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Tháng 9, 2023

September 2023