



7

Things You Can Do With AI (But Really Shouldn't...)

The Digital Futures Group



Who we are



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SLOTH

LUST

PRIDE

WRATH

GLUTTONY

ENVY

GREED



What is one way that you have seen AI used really badly in education?

SUBMIT

Your Canva profile name won't be shared. Never submit passwords.



AI LITERACY

AI literacy must mean more than knowing how to use a tool. It is the ability to understand how systems shape information, opportunities, and relationships.

Citizen

Modelling ethical, responsible, and inclusive digital behaviour.

Collaborator

Learning with others and co-designing thoughtful uses.

Analyst

Using evidence and professional judgement rather than outsourcing decisions.

SLOTH

Outsourcing the Thinking



The Misuse:

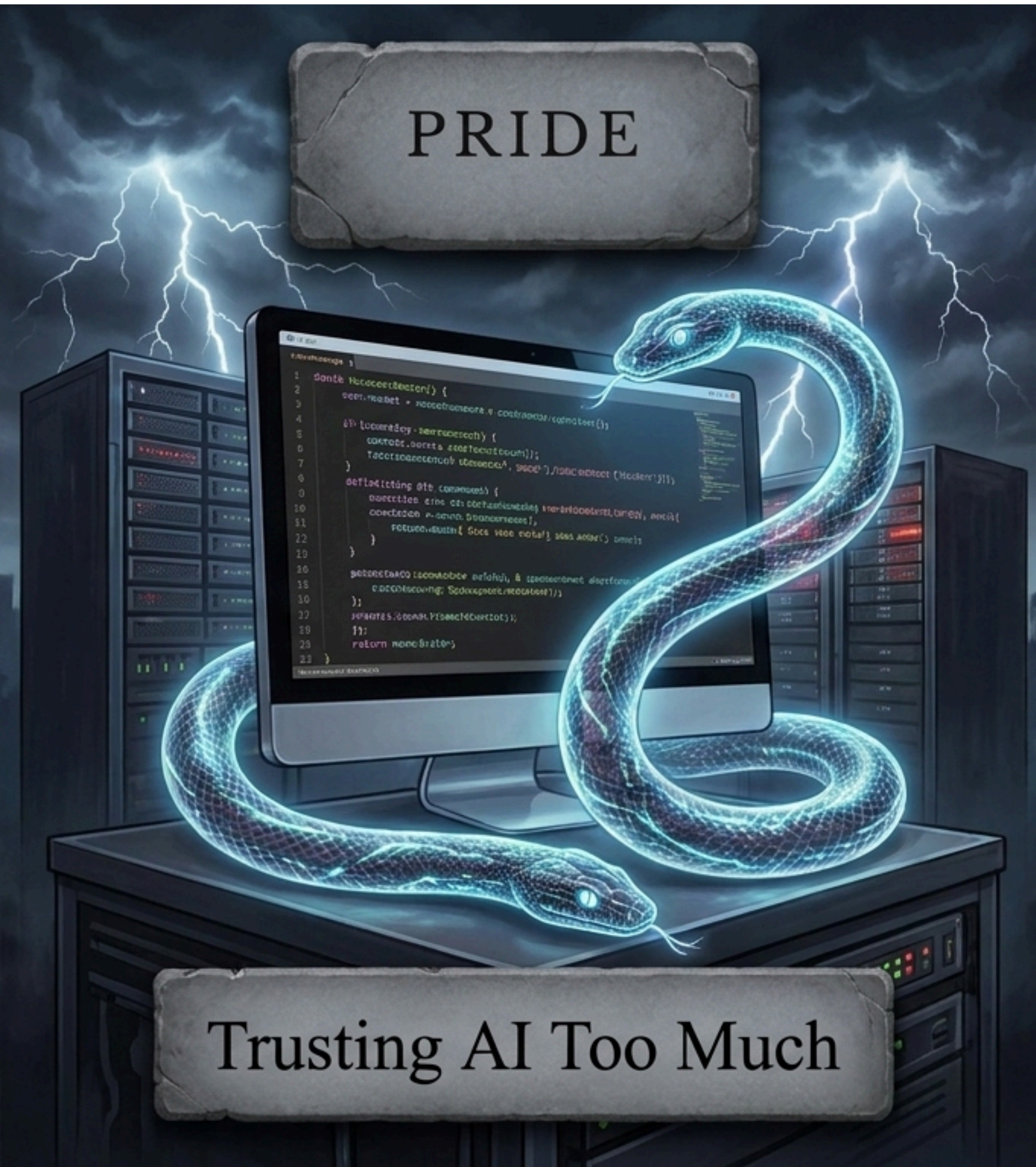
Skipping the cognitive struggle, drafting, and reflection where learning actually happens.

The Pedagogical Reframe:

Shift AI from an Answer Machine to a Thinking Partner.

Better Practice Prompt:

Ask me three questions that will help me develop my argument before I start writing.



The Misuse: Accepting polished outputs as accurate, neutral, or complete because they sound confident.

The Pedagogical Reframe: AI outputs are not final answers; they are first drafts requiring rigorous verification.

Classroom Strategy: Annotate the Error

Turn AI errors into teachable moments by asking students to identify:

- What is accurate?
- What is unsupported?
- What is misleading or missing?

LUST



Objectification & Representational Bias

The Misuse:

Intentionally or unintentionally reproducing misogyny, narrow beauty standards, and historical stereotypes about identity and power.

The Pedagogical Reframe:

AI is not neutral. Treat biased outputs as material for critical digital citizenship.

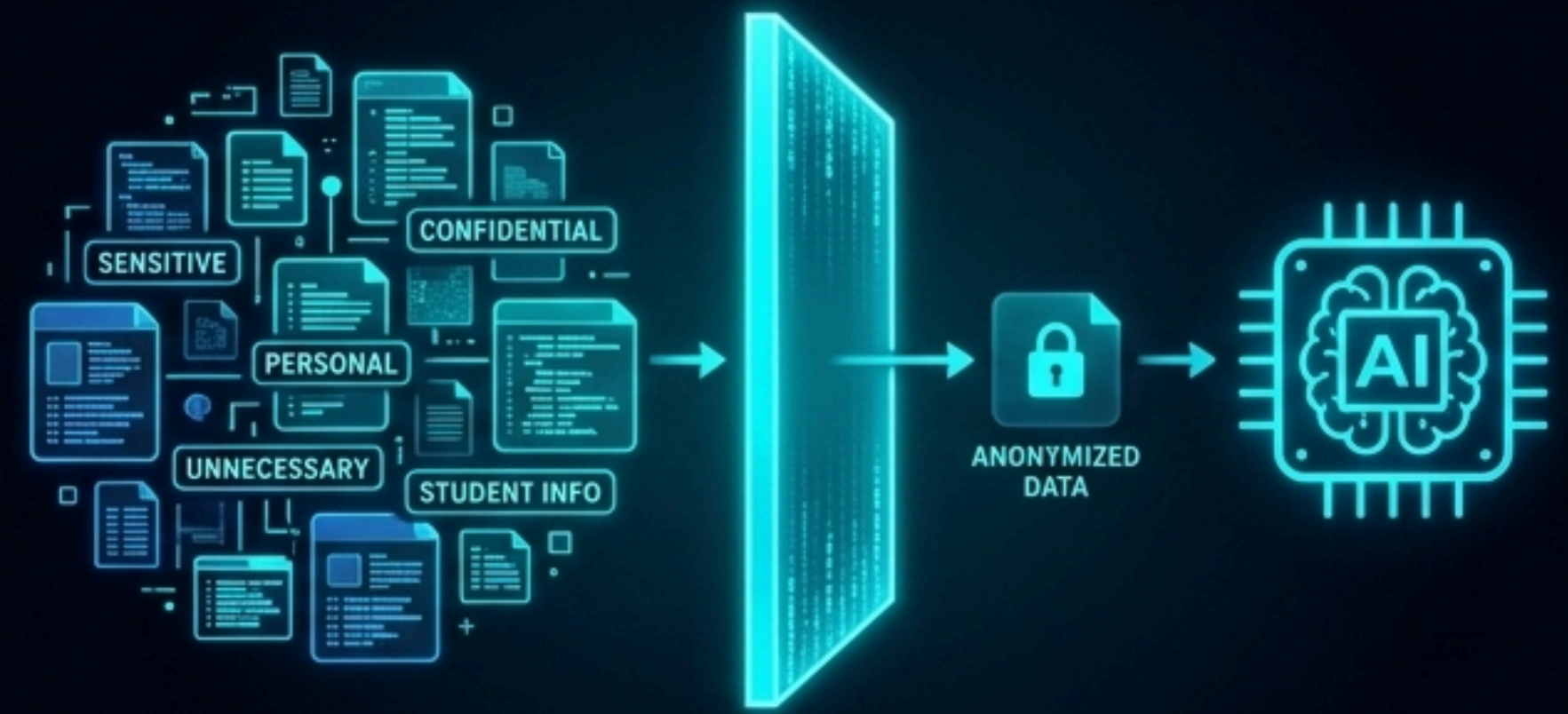
Interrogate the Output:

When generating examples or images, ask:

- Who is centred and who is absent?
- Who is given authority?
- Who is described by appearance rather than action?



Feeding AI Too Much Data



The Misuse:

Pasting sensitive, personal, confidential, or unnecessary student information into AI tools for convenience.

The Pedagogical Reframe:

Practise aggressive Data Minimisation. Use anonymised or synthetic data.

The Golden Rule:

If you wouldn't put it on a public presentation slide, pause before putting it into an AI tool.

WRATH



AI as Policing & Punishment

The Misuse: Using unreliable AI detection tools as definitive proof of cheating, damaging student trust and belonging.

Surveillance

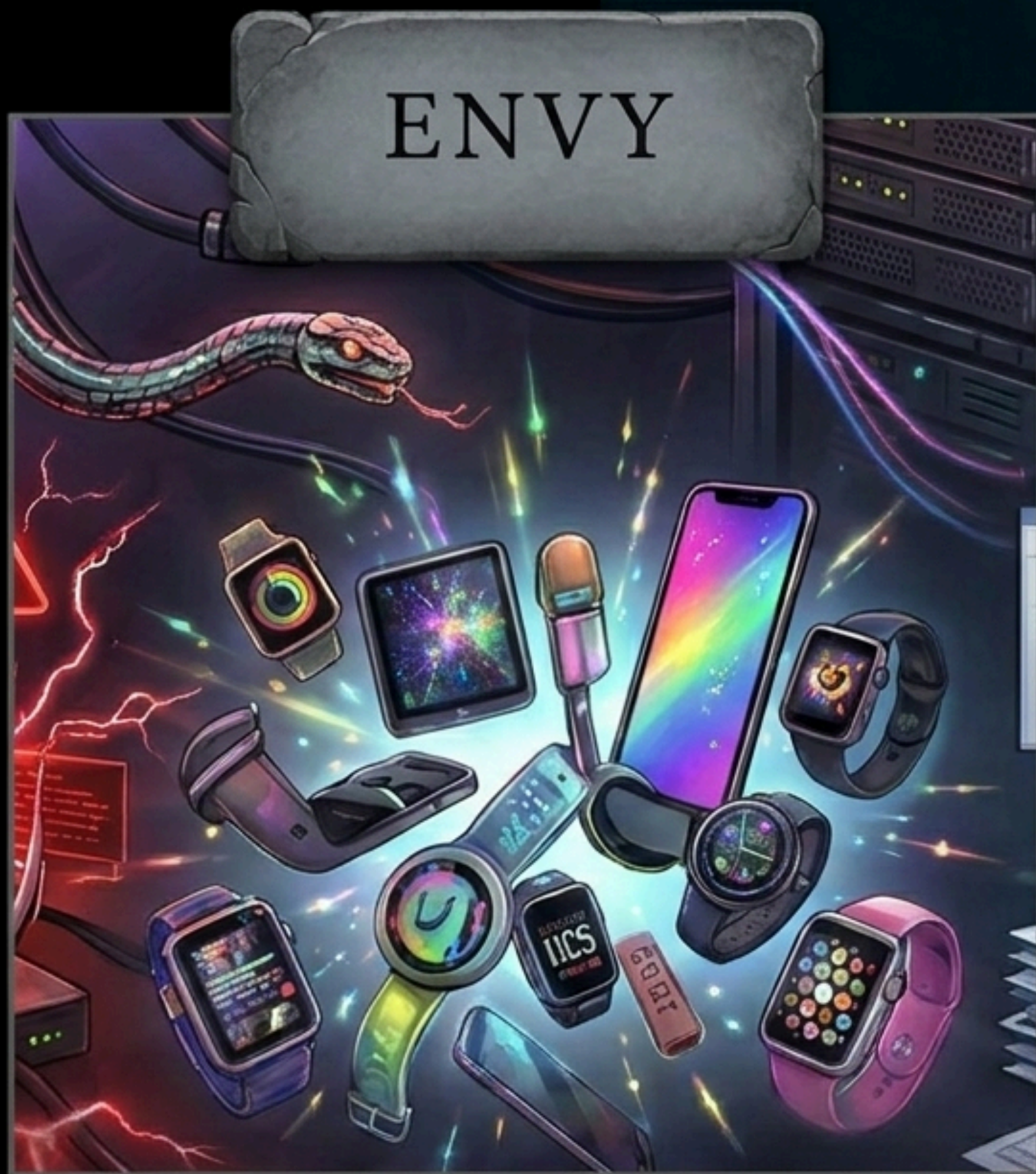
Using unreliable AI detection tools as definitive proof of cheating, damaging student trust and belonging.

Design

The Pedagogical Reframe:
Shift from punitive detection to transparent assessment design.

Make Learning Visible Through:

- Process checkpoints & draft histories
- Oral explanations & personal reflection
- Transparent AI-use expectations



Chasing the Shiny Tool



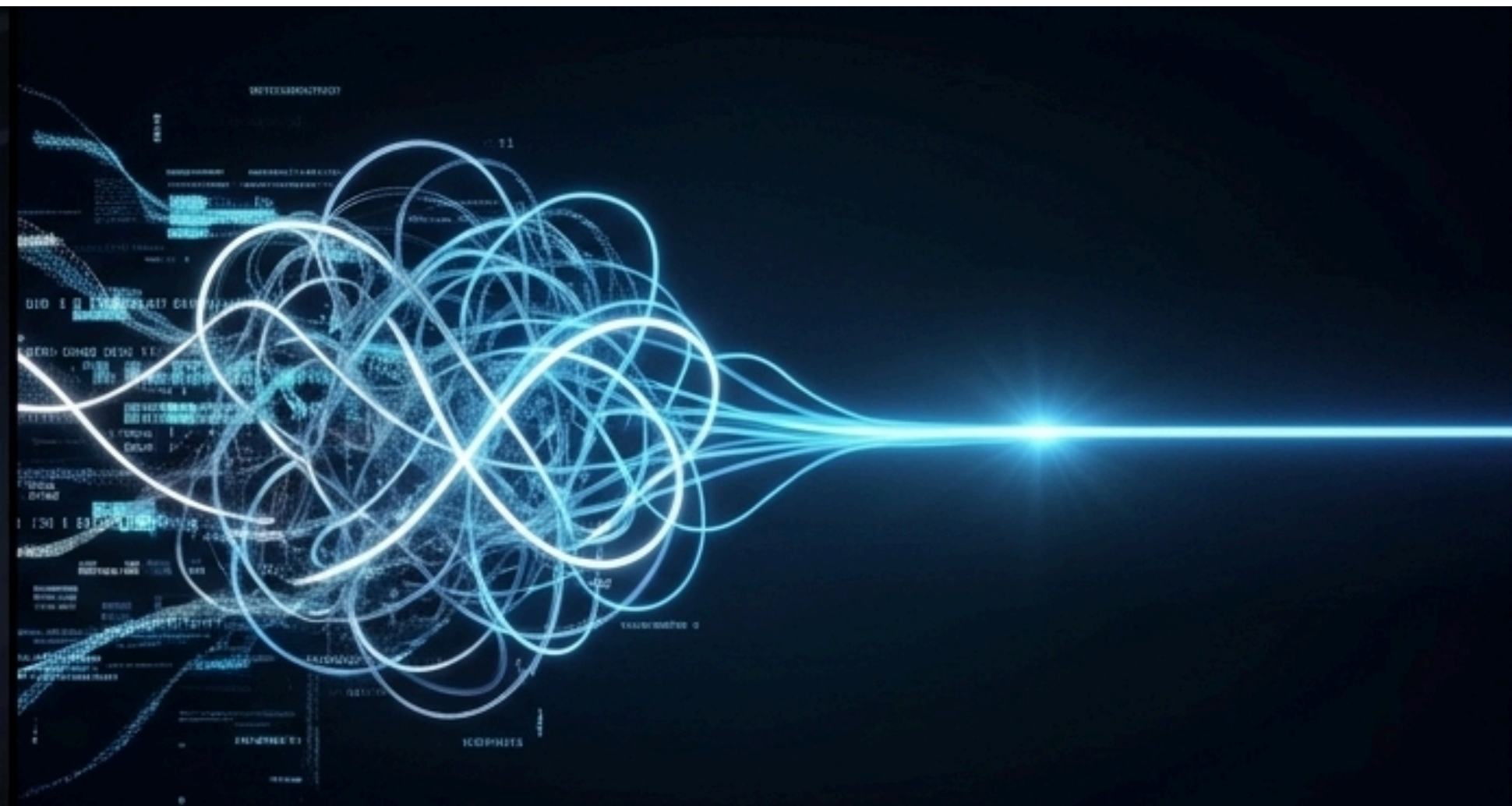
The Misuse: Adopting impressive or popular AI tools without a clear learning purpose, distracting from curriculum and creating inequity.

The Pedagogical Reframe: Pedagogy first. Sometimes the best AI decision is to use it differently, use it later, or not use it at all.

The Decision Question: What can students do, understand, practise, or question better because AI is part of this experience?



More Content, Less Learning



The Misuse: Generating endless worksheets, slides, and resources that simply increase cognitive load for students and workload for teachers.

The Pedagogical Reframe: Education suffers from a lack of time and attention, not a lack of “stuff”. Use AI to do less, but better.

Better Practice Prompt: Here is my existing lesson. Suggest three ways to reduce cognitive load, increase student discussion, and make the learning goal clearer.

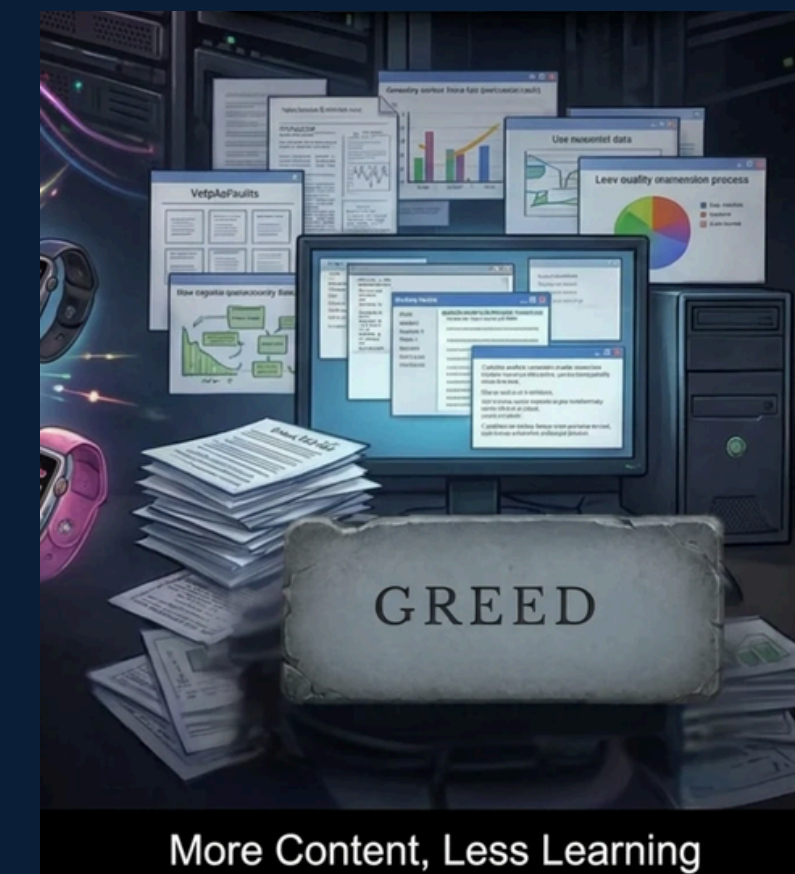
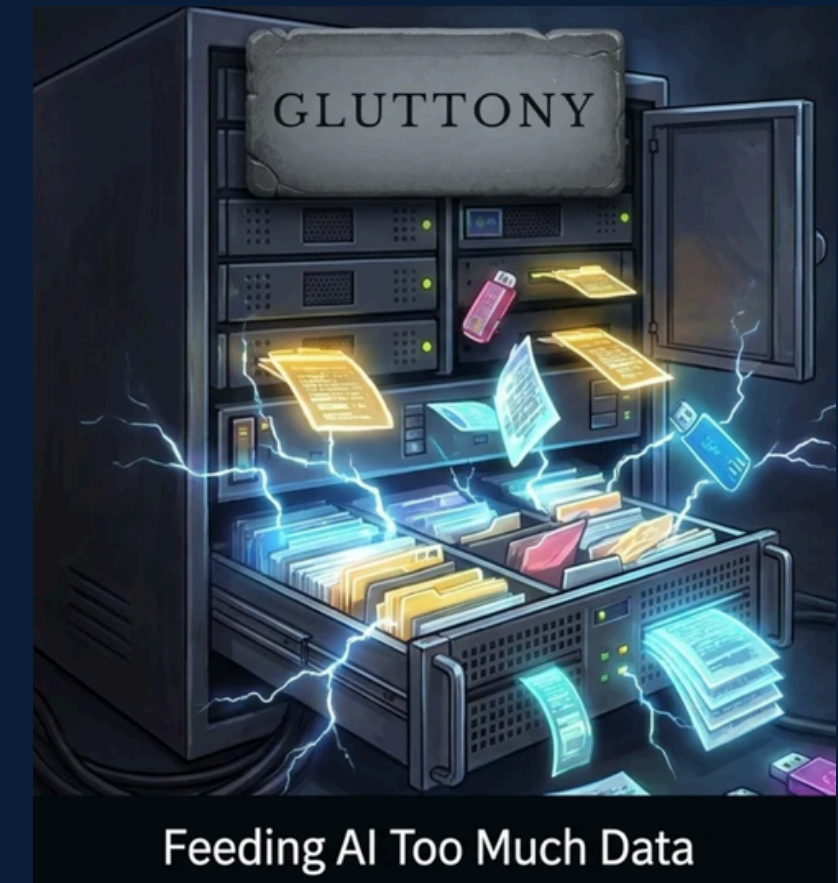
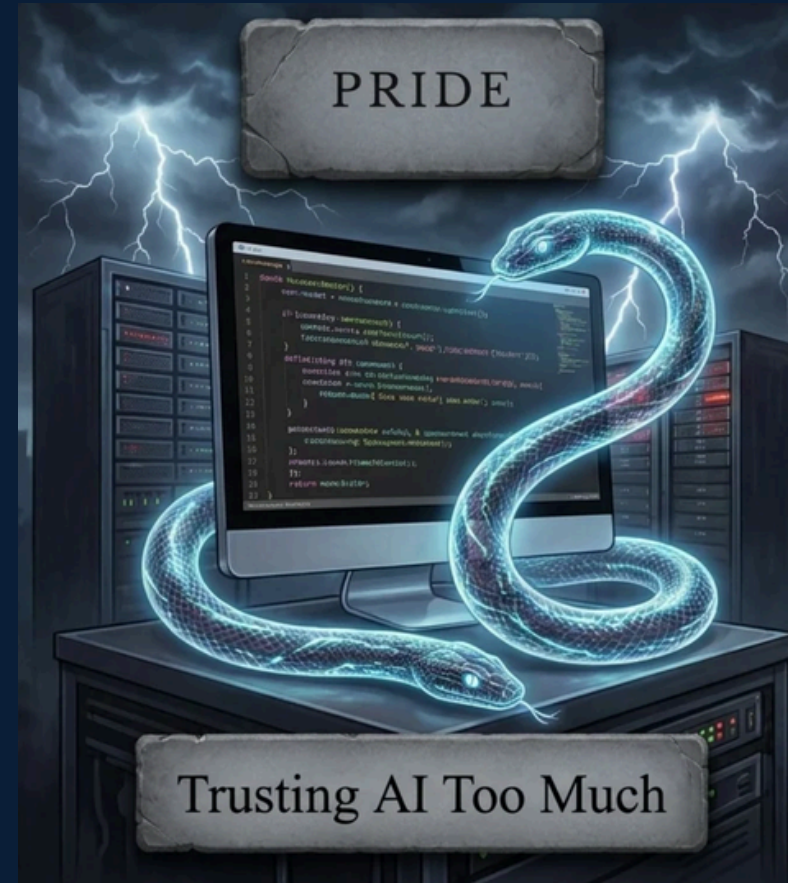
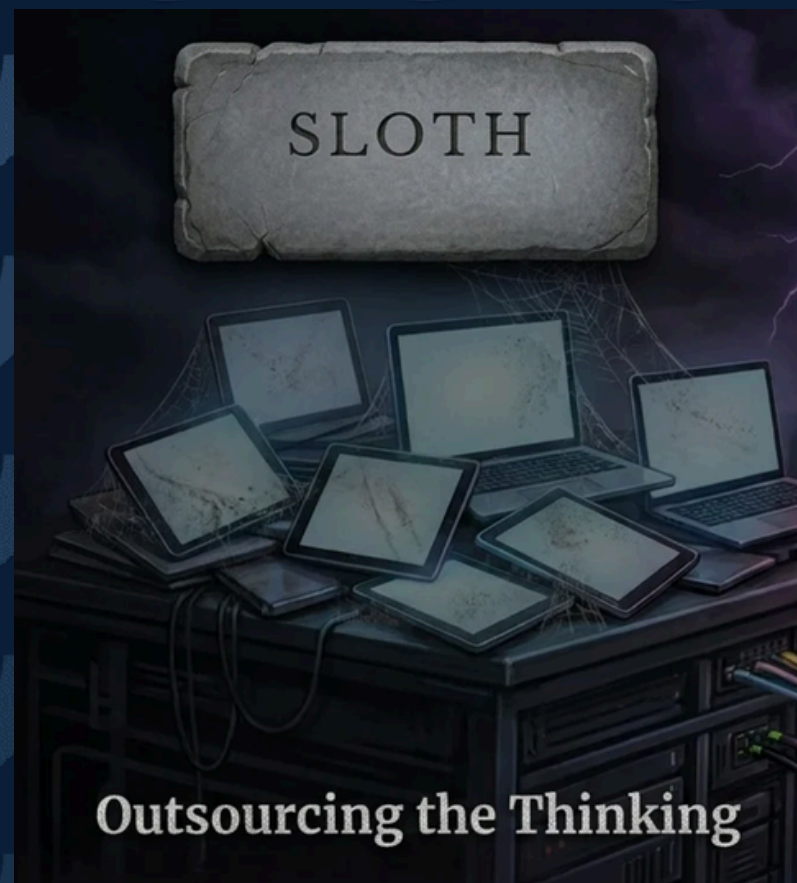
Pattern Recognition: The Common Thread



Across all seven misuses, the root problem is never just the technology. The failure occurs when we **automate** or **remove**:

- **Judgement** (Believing the machine over the professional)
- **Care & Dignity** (Reducing students to data or stereotypes)
- **Agency** (Skipping the friction of real learning)
- **Boundaries** (Ignoring privacy and ethical limits)

*The shift we need is from
careless automation to mindful
judgement.*



Which AI sin poses the biggest risk in your own educational context?

Which AI sin poses the biggest risk in your own educational context?

Sloth

Pride

Lust

Gluttony

Wrath

Envy

Greed

Submit

Your Canva profile name won't be shared



From Sin to Strategy

AI should not be the ghostwriter of education. It is a tool we must use deliberately, critically, and humanely. Before using AI, ask:

1. Purpose:	What learning or professional goal does this serve?
2. Judgement:	Where must a human remain in the loop?
3. Transparency:	Who needs to know AI was used?
4. Equity:	Who might be helped, harmed, excluded, or misrepresented?
5. Evidence:	How will we check the quality of the output?

Resist the hype; put pedagogy first. Protect privacy and keep human judgement at the centre.

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