

AI Software

ChatGPT and other AI language software present a grave danger for most assessment styles but it also provides us with an opportunity to learn from it and use it as teachers as a tool for teaching. We would like to present the way we, at The Ostrava International School, have decided to move forward with AI software.

We will speak about our strategy to prevent misuse. This will include some tips from our Academic Integrity Coordinator as well as concerns and solutions from the teachers themselves. We will also cover interesting ways Language AI can be used as a tool for learning in and beyond the classroom.



Lasse Nielsen is a Dane working in the Czech Republic. He is in charge of Academic integrity at the Ostrava International School and works with some truly dedicated teachers to uphold the academic integrity of all students. Lasse has worked in all levels of education, from Pre-K to High School, and is currently teaching Design, and Theory of Knowledge in the Middle Years and High School IB program.



My educational background is in Broadcast Journalism and French from the University of Southern California in Los Angeles. As a teenager, I was deeply interested in human rights. I wrote my university admissions essay on how I would like to be part of helping to free Nelson Mandela and bring down apartheid in South Africa through reporting and honest journalism. That was in case Plan A – become a professional baseball player – fell through.

In my junior year of university, I joined a study-abroad programme at the Sorbonne and Sciences Po in Paris. This was in 1987, and I spent that Christmas break going through Czechoslovakia and Hungary by train to have a peek behind the Iron Curtain. Perestroika was rumbling, but the people I met were still very closed – cautiously curious, but not in a position to communicate openly. It was a considerable risk for them. The impending collapse of communism across Central and Eastern Europe was certainly not on anyone's radar at that moment.

Fast forward to the fall of 1989: communism was crumbling, and I was fascinated. Back in Los Angeles to complete my university degrees, I had become inspired by Czech writers, especially Václav Havel – playwright, philosopher, and general thorn in the side of the Czech Communist Party. With books like *Letters to Olga*, *Open Letters*, and *The Power of the Powerless*, written from prison and addressed to his wife, the country's

leadership, and ostensibly the whole world, Havel led me to a greater understanding of the importance of Civil Society, and how, without firm democratic principles and mechanisms in place, none of us can be free. By December 1990, I was the proud owner of two freshly-minted university degrees and hungry to be a part of a democratisation process that seemed to be happening all over the globe. In January 1991, I decided to spend some time in the country that had just re-cast its playwright-philosopher into the role of President of Czechoslovakia. I wanted to write first-hand accounts of the social, economic, philosophical, and ecological impact of the country's transition to democracy. Maybe to teach a little English on the side to help pay the bills, for a year or maybe two.

Well, it is thirty years later, and I am not writing news articles, but leading The Ostrava International School, an organisation that promotes academic excellence, with a mission and core values that are tightly aligned with the principles of the United Nations Declaration of Human Rights and the International Baccalaureate Learner Profile.