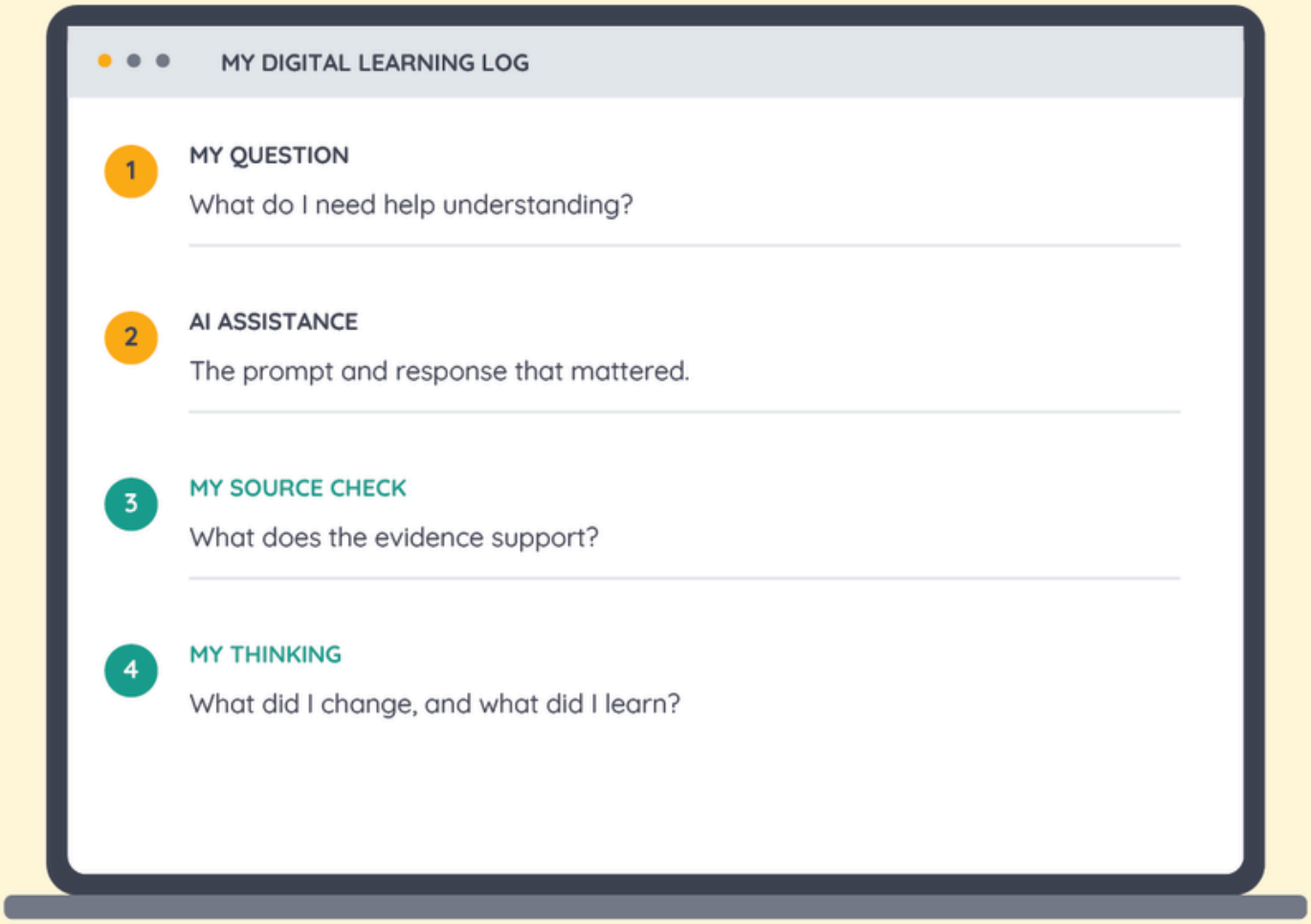


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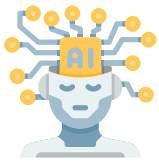
Learning with AI

A Teacher Guide to the AI Learning Log

Help students show their contribution, check information, and explain how their understanding develops.

A useful record of learning, one decision at a time.

For middle school and up



Introduce the AI learning log

The AI learning log helps students show how they used AI, checked information, and developed their own understanding. Use it with an assignment you already teach, and adjust the amount of documentation to fit the task.

Words you can use with students

When you use AI, your finished answer only shows part of your work. Your learning log shows what you asked, what you checked, and how you developed your answer. You are responsible for the information you submit and for being able to explain it.

You do not need to save every message in your log. Choose the exchanges that show something important about your learning. Explain what you kept, changed, or rejected - and why.

Show their contribution

Students should identify how AI helped and what they contributed through their reasoning, research, corrections, and revisions. This supports honest authorship: being clear about how the work was developed.

Check the information

AI can provide inaccurate, incomplete, or misleading responses. Students need to check important claims against class materials or reliable sources they actually read.

The log provides evidence of students' decisions and learning. It does not prove authorship by itself.

Set expectations before students begin

Explain which tools and uses are allowed, what students must complete independently, what evidence to include, how to acknowledge AI and cite sources, and how to submit the work.

Follow school requirements for accounts, privacy, and access. Provide an equivalent option when students cannot use AI. For a short assignment, one or two meaningful exchanges may be enough; the full conversation can remain available without being submitted in full.

Worked Classroom Example | Middle School History

Model the process with your class

Use this middle school history example to demonstrate the learning-log process. The completed sample on page 4 shows what a student might record.



Example Assignment

Explain how the Stamp Act contributed to tensions between Britain and the American colonies.

Prepare the class resources

Use an assigned reading about the Stamp Act and a teacher-selected excerpt from the Stamp Act Congress's Declaration of Rights and Grievances of 1765. Resolutions III-V are especially useful for examining consent, representation, and taxation.

1 Start before AI

Ask students to write two or three sentences explaining what they already know. Have them identify a question or an idea they need help understanding.

2 Ask for specific help

Students might ask AI to clarify a concept or give feedback on their initial explanation.

Here is my explanation of why colonists opposed the Stamp Act. What important idea might I be missing? Give me feedback rather than rewriting my answer.

3 Select and check an exchange

Students save the prompt and the response excerpt that influenced their thinking. They compare important claims with the assigned sources.

Guide students to ask: Are the dates, events, and details accurate? What reason or perspective is missing? Does the source support the claim? Does the response imply that all colonists thought alike?

4 Develop and explain

Students revise their explanation using checked evidence. They explain what changed, why it changed, and how AI helped.

Look for learning in the decisions

Review whether students chose useful evidence, checked important claims, explained their decisions, and can discuss their response. Ask: How did your explanation change, and which evidence helped you change it?

Completed Learning Log | Stamp Act Example

What the completed log can look like

This completed sample follows the Stamp Act classroom example on page 4-5. Use it to show the evidence and explanation students should include.

The student writing and AI response are illustrative. Model the source check using the materials your class actually reads.



My Starting Point

I thought colonists opposed the Stamp Act mainly because they did not want to pay more money.

AI Assistance

My prompt: What important idea am I missing in this explanation?
AI response excerpt: Consider the colonists' objection to taxation without representation.

In an actual log, the student also records the tool and date.

My Checks

I compared this suggestion with our class reading and the teacher-provided excerpt from the Stamp Act Congress's declaration. Resolutions III-V helped me understand the argument that taxes required consent and that the colonists' own legislatures had authority to tax them.

My Decisions

I kept the AI suggestion because the source supported it. I revised my explanation:

The Stamp Act increased tensions because it raised a dispute about Britain's authority to tax the colonies. Opponents argued that taxes should require the consent of their own representatives. Their objections involved political rights as well as money.

- # My Learning

  I now understand that opposition to a tax can involve questions about rights and government, not just its cost. AI suggested an idea to investigate; I checked the source and developed my explanation.

Historical sources for the classroom example

Stamp Act Congress, Declaration of Rights and Grievances, October 19, 1765, resolutions III-V. Text hosted by Yale Law School's Avalon Project: https://avalon.law.yale.edu/18th_century/resolu65.asp

U.S. Department of State, Office of the Historian, Parliamentary taxation of colonies, international trade, and the American Revolution, 1763-1775: https://history.state.gov/milestones/1750-1775/parliamentary-taxation



Student Handout | Share or Copy Into Your Assignment

Your checklist and digital learning log

Save the exchanges that show your learning. Explain what you checked, what you decided, and why.

Before you submit

Review whether students chose useful evidence, checked important claims, explained their decisions, and can discuss their response. Ask: How did your explanation change, and which evidence helped you change it?

01	I recorded my starting ideas before using AI.	☐
02	I saved the relevant prompt and AI response excerpt.	☐
03	I checked important claims and recorded my sources.	☐
04	I explained what I kept, changed, or rejected - and why.	☐
05	I submitted work I understand and can explain.	☐
06	I acknowledged how AI helped and what I contributed.	☐

Create your digital log

Copy these headings into Google Docs, Word, or another approved editor. Add notes as you work.

1 My Starting Point

What did I think before using AI? What help did I need?

2 AI Assistance

Which tool did I use, and when? What did I ask? Paste the exact response excerpt that mattered and explain why I chose it.

3 My Checks

What did I check? Which source or test did I use? Include a link or location and explain what I found, including anything still uncertain.

4 My Decisions

What did I keep, change, or reject - and why? Include a short example of how my work developed.

5 My Learning

What do I understand better now? Give an example. Explain how AI helped and what I contributed.

Keep the conversation, select the evidence

If your approved AI tool saves chat history, keep it available until your assignment is reviewed. Save important exchanges in your log as you go. If history is unavailable, copy the relevant text or take a screenshot. Your teacher does not need every message. Include enough context to understand the exchange, then explain what it shows about your learning. Follow your teacher's sharing, citation, and AI acknowledgment instructions.



Let’s Build Something Different Together

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