

AI Accountability Teacher Training

Modular Activities for Educator Knowledge Building

Adapted from Activities Designed by the Pulitzer Center AI Teacher Advisory Council





What is the Pulitzer Center?

A journalism organization with a mission to champion the power of stories to make complex issues relevant and inspire action.



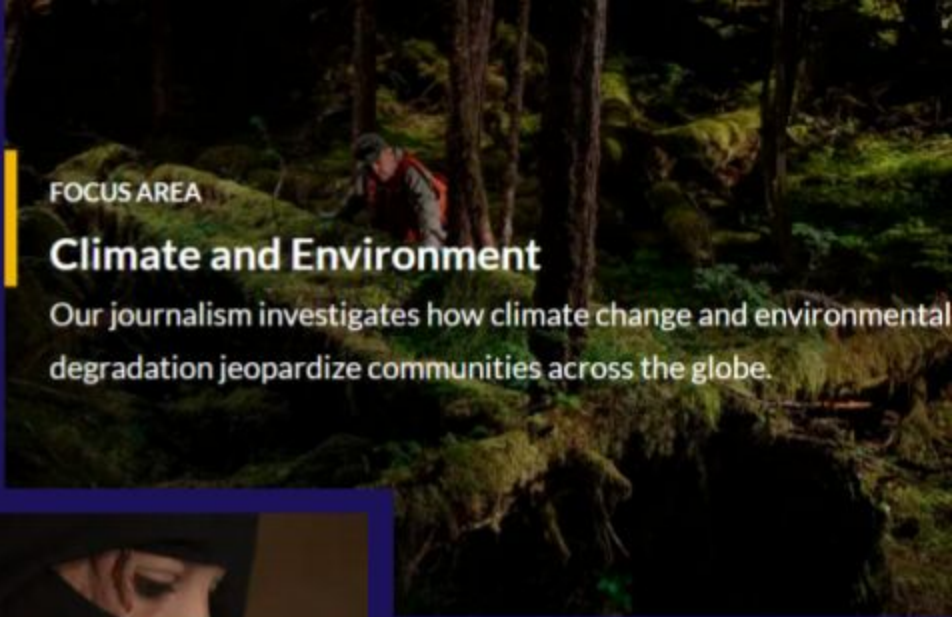
The Pulitzer Center supports news stories about **systemic** global issues like Information and Artificial Intelligence.



FOCUS AREA

Global Health

Pulitzer Center global health reporting examines the inequities in health access and the change-makers filling those gaps.



FOCUS AREA

Climate and Environment

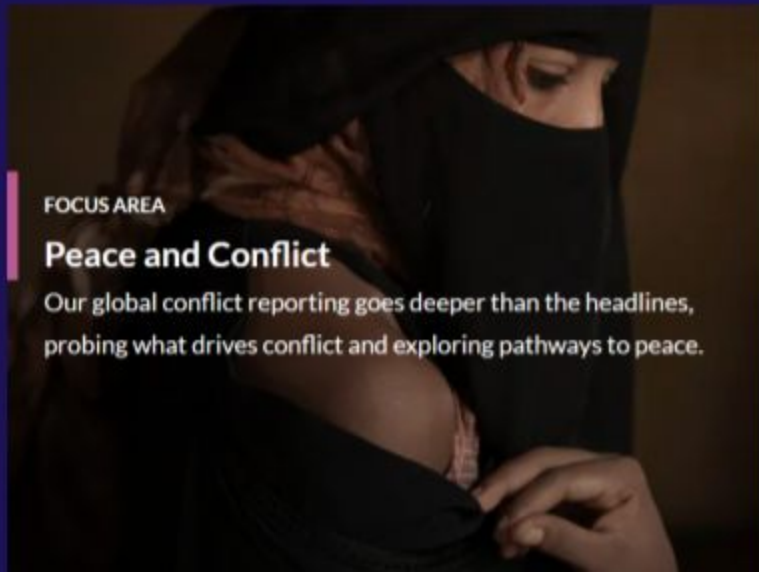
Our journalism investigates how climate change and environmental degradation jeopardize communities across the globe.



FOCUS AREA

Human Rights

The Pulitzer Center's reporting covers human rights violations and defenders, from racial justice to gender equality, LGBTQ+ rights, Indigenous rights, and more.



FOCUS AREA

Peace and Conflict

Our global conflict reporting goes deeper than the headlines, probing what drives conflict and exploring pathways to peace.



FOCUS AREA

Information and Artificial Intelligence

The Pulitzer Center supports reporting on the latest technologies, including how algorithms work, who benefits from these systems, and who is harmed.

Pulitzer Center Supports Journalists and Educators

- ❑ Thousands of articles, photos, and videos on underreported issues
- ❑ Lesson plans and student contests
- ❑ Recorded journalist visits
- ❑ Workshops for students and teachers
- ❑ Teacher Fellowship and Council Programs
- ❑ Resource Collections and training materials





Workshop Goals

Teacher's will...

Explore Pulitzer Center reporting to help us better understand the role of journalism in "AI Accountability."

Define the ways in which reporting on Information and AI aligns with broader themes, ideas, and questions explored in K12 classrooms.

Better understand the current use of AI in our work and engage in critical conversation about how we can apply an AI Accountability and Ethics lens to teaching.

Opening Activities



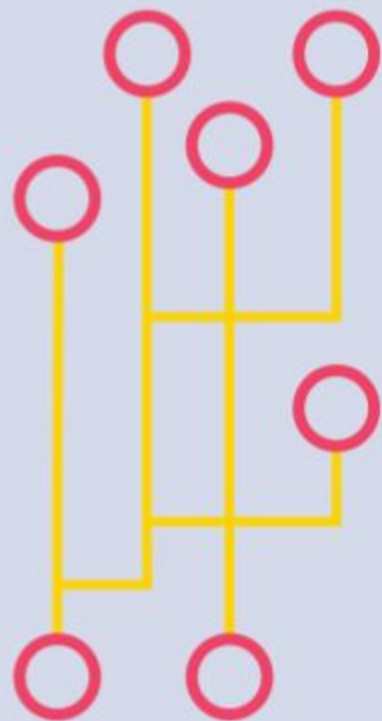


Community Norms and Responsibilities (20 min)

What should guide our conversation and outcomes?



How would you compare and contrast "Community Norms" vs "Community Responsibilities?"





Norms vs. Responsibilities

How will we show up in this shared learning space?

Our community norms are the agreements we are making together in this space (or the agreements we have established as a learning community) that will help us foster the safe and inclusive environment we will need to collaborate effectively.

What are our consistent responsibilities in this work?

Our community responsibilities are the broader commitments we have to our students and communities. What are the responsibilities we feel are most important to keep in mind as we engage in these critical conversations about AI?

Community Norms



1. Remain present and engaged throughout meeting sessions
 - (Please keep video on during workshops if you are comfortable)
2. Assume the best intentions, but address impact
3. Don't freeze people in time.
 - Our conversations are living and changing, therefore trust that people's opinions can grow and change too!
4. Listen respectfully, without interrupting
5. Stay committed to curiosity
6. Be aware of your power and positionality
7. Wrestle with ideas, not individuals
8. Avoid assumptions about any participants or generalizations about social groups
9. Speak for yourself, not your social group, and do not ask others to speak for their (perceived) social groups
10. Maintain a safe and private virtual space



Norm: Developing A Commitment to Curiosity

- We will encounter information in the reporting and through our conversation that may challenge our beliefs about artificial intelligence
- We can navigate the discomfort with a curiosity that drives further investigation and collaboration
- Naming our beliefs, assumptions and biases is an important step in this AI accountability work. Together we can gather more information, expand our thinking, and be better prepared to help students do the same.

Group Brainstorm: What are our AI/Tech Responsibilities

1. Thinking about classroom, community, and school systems...
- 2.





Making Personal Connections





Technology and Imagination (15 min)

What we build begins with what we are able to imagine.



Artificial Intelligence is the ability of machines or computer programs to perform tasks that would normally require human intelligence, such as learning, problem solving, or decision making.

Technology Begins With Vision! (and sometimes with fiction)

1. Do you know which show this image is from?
2. What types of technology do you see in the image? What types of human intelligence are being performed by the technology?
3. How does the tech in the show relate to some of the tech we utilize in daily life now?





Group Reflection

What connections did we make between this imagery, from a show made in the 1960s, and our technology today? What can those connections tell us about the relationship between imagination and technology?



This Person Does Not Exist (15 min)

How do generative AI tools influence the way we see the world?

Which of these
faces are real?

Which of these
faces were made
with AI?



People are overconfident about spotting AI faces, study finds

Can you tell a real face from an AI-generated one?

[Take the UNSW AI Faces Demo Test.](#)



Adobe Stock image used in the original article from University of Sydney.

Why are psychologists interested in this research?

What are some of the implications of image-generation tools?



Extension Activities

How are the children in our communities already being impacted by image generation technologies?

1. Engage with additional psychological research about how human biases impact both the development of these tools and our responses to their outputs.
2. Explore news stories about the challenges families, schools, and governments are facing as they work to keep children safe from harmful applications of image generation technologies.



1a. AI Hyperrealism:

Why AI Faces Are Perceived as More Real Than Human Ones

Abstract: Recent evidence shows that AI-generated faces are now indistinguishable from human faces. However, algorithms are trained disproportionately on White faces, and thus White AI faces may appear especially realistic. In Experiment 1 (N = 124 adults), alongside our reanalysis of previously published data, we showed that White AI faces are judged as human more often than actual human faces—a phenomenon we term AI hyperrealism. Paradoxically, people who made the most errors in this task were the most confident (a Dunning-Kruger effect). In Experiment 2 (N = 610 adults), we used face-space theory and participant qualitative reports to identify key facial attributes that distinguish AI from human faces but were misinterpreted by participants, leading to AI hyperrealism. However, the attributes permitted high accuracy using machine learning. These findings illustrate how psychological theory can inform understanding of AI outputs and provide direction for debiasing AI algorithms, thereby promoting the ethical use of AI.

Miller, E. J., Steward, B. A., Witkower, Z., Sutherland, C. A. M., Krumhuber, E. G., & Dawel, A. (2023). AI Hyperrealism: Why AI Faces Are Perceived as More Real Than Human Ones. *Psychological Science*, 34(12), 1390-1403.

<https://doi.org/10.1177/09567976231207095>

1b. AI-generated images of familiar faces are indistinguishable from real photographs

Human users are now able to generate synthetic face images with artificial intelligence (AI) tools. Although indistinguishable from real photographs, these images have tended to feature fictional identities that do not exist in the real world. As a result, their use in applied contexts, including the spread of fake information, is similarly limited. Here, we investigated a new method for generating face images (via ChatGPT plus DALL·E) and its application to both fictional and real (in this case, celebrity) identities. Our results demonstrated that generated images of both fictional (Experiment 1) and celebrity identities (Experiment 2) could not be distinguished from real photographs. Further, providing additional real photographs for comparison during the task resulted in limited gains (Experiments 3 and 4). Finally, prior familiarity with celebrity faces produced only modest performance improvements. Therefore, new methods of detection should be explored as a matter of urgency since the latest 'off the shelf' AI tools can now generate face images of real people that are essentially undetectable as synthetic to most human observers.

Kramer, R. S. S., Jones, A. L., Fitousi, D., & Tree, J. J. (2025). AI-generated images of familiar faces are indistinguishable from real photographs. *Cognitive research: principles and implications*, 10(1), 70.

<https://doi.org/10.1186/s41235-025-00683-w>

2. Select A News Story to Engage With Further

How Deepfakes Tore a High School Apart

With AI, Illegal Forums Are Turning Photos of Children Into Abusive Content

Criminal gangs blackmailing schools with deepfake child sex abuse images at 'shocking' scale, experts say

From 404 Media:

After five teen girls were targeted by AI-generated child sexual abuse material, Radnor Township High School in Pennsylvania has become a case study in how schools and police around the country grapple with how to respond to deepfake crimes involving children.

From Nucleo / Funded by Pulitzer Center:

Images of young girls skating, playing soccer, and practicing archery are being pulled from social media and repurposed by criminal groups to create AI-generated child sexual abuse material (CSAM) in forums operating on the so-called dark web.

From The Independent UK:

Nearly half of headteachers have reported pupil images being used for harmful acts including blackmail and extortion, new research reveals



Which questions about image generation technologies do we want to keep exploring together as a learning community?



Exploring the AI Accountability Toolkit





Exploring the AI Accountability Teacher Toolkit (25 min)

How can we build a share vocabulary for our work?



Whole Group Toolkit Exploration

- Read the toolkit together as a group, stopping to respond to the reflection questions as relevant
- Independently reflect on the following:
 - How does this toolkit support our instructional priorities?
 - What opportunities do you see for applying this toolkit in your specific role or content area?
 - What challenges or questions might arise when using this toolkit, and how could we address them as a team?



AI Toolkit Jigsaw

- In your groups, read through your section and discuss the following questions
 - How does this toolkit support our instructional priorities?
 - What opportunities do you see for applying this toolkit in your specific role or content area?
 - What challenges or questions might arise when using this toolkit, and how could we address them as a team?
- Team representatives will have 2-3 minutes to present on the highlights of your discussion following

Bridging Journalism & Education





Independent Reading and Reflection (15 min)

What other Pulitzer Center reporting can support our work?

Select
Your Own!

Suggested Reporting Projects

Racial Justice

- [Are AI Hiring Tools Racist and Albeist?](#)

Gender

- [How Tinder, Hinge, and Their Corporate Owner Keep Rape Under Wraps](#)

Mental Health

- [An AI Risk to Mental Health?](#)

Environment & Climate Change

- [The Next Texas Gold Rush: Data Centers and Their Impacts](#)

Children & Families

- [Inside Amsterdam's 'Responsible' Algorithm](#)

Peace and conflict

- [Rwanda's Sophisticated Digital War Machine](#)

Reporting Reflection Questions

- What type of AI is being discussed (Generative/Predictive)?
- How is the tool (you read about) supposed to work?
 - Impact: Who does it work for?
 - Impact: Who does it leave behind?
- Is this a local or global issue?



Review: 10 AI Takeaways for Journalists (10 min)

What are some professional considerations journalists & educators share?

What considerations do journalists and educators have in common?

On February 24, 2022, Pulitzer Center grantees Karen Hao and Joanne Cavanaugh Simpson joined Reuters Executive Editor Gina Chua for [a conversation on AI accountability](#).

The speakers shared how they got started reporting on algorithms, discussed their challenges and breakthroughs, and offered tips for colleagues interested in covering this urgent, underreported story.



Take a few minutes to read the takeaways and consider 5 that resonate the most with your site/district.





Reframe: 5 AI Takeaways for Educators (10 min)

How can we translate the most important takeaways for educators?

Activity Steps

1. Select takeaways to refame
2. Replace journalist specific words with analogous words for educators
3. Rewrite the takeaways
4. Share with other teams

Directions:

- Select the Journalist takeaways to reframe for educators (goal of 5)
- Replace the word or subject matter impacting journalists with analogous words/connections for educators
- Rewrite the takeaways as complete sentences reflecting your group's discussion and learning
- Be prepared to share out your rewritten takeaways



Sample Reframe Journalist -> Teacher

Takeaway #1

AI has become a sort of digital infrastructure like the internet, and when something becomes infrastructure, it becomes invisible. AI is absolutely a global story, because AI crosses borders.

Reframe #1

AI has become embedded in educational infrastructure like learning management systems and student information databases, and when something becomes infrastructure in schools, it becomes invisible. AI is absolutely an educational equity story, because AI systems cross district boundaries.

Goal

Demonstrate the crossover of concerns for both journalist and teachers in regards to AI accountability.

Group Share Out

Which takeaways did you and your partner(s) reframe?

Please have someone read one aloud for us.

Other resources:

- [AI Teacher Advisory Council Models Classroom Engagement with AI Accountability News Stories](#)
- [The News and You: Media Literacy Resources for Afterschool Education](#)
- [Lesson Plans for Teachers](#)
- [K-12 Education News](#)

Group Discussion & Reflection





AI & Equity Snap Judgement (10 min)

Which personal beliefs about AI influence equity and decision-making in educational settings?

Agree, Disagree, or Not Sure

- AI will eliminate bias from education.
- AI tools are neutral.
- Students and families should be informed when AI is used in their learning journey.



AI Ethics Round Robin (5 min)

Which ethical and practical implications of AI technology feel most urgent to us and to our shared work?

Round Robin

- Should we protect or prepare students for an AI Future?
- Is it possible to do both? Where is it most appropriate?



Collective Processing - Download Complete (15 min)

What unanswered questions do we need to surface?

Group Discussion:

Consider all we've covered in this training. What remaining questions do you have about AI technologies and/or AI Accountability.

Closing

1. What is your greatest takeaway from this session?
2. How do you see AI technologies currently or potentially impacting your work?
3. What are you inspired to do following this session? Where should we focus together?

