

# VOICE FRAMEWORK FOR EDUCATORS

Using **AI thoughtfully** to strengthen learners' **authentic dialogue skills**.



## VERIFY *Model critical thinking*



### **Description**

Learners may think **AI is always right**, even when it can provide **biased, incomplete, or false information**. Educators can guide learners in using critical thinking with AI to recognize its limitations.

### **Guiding questions:**

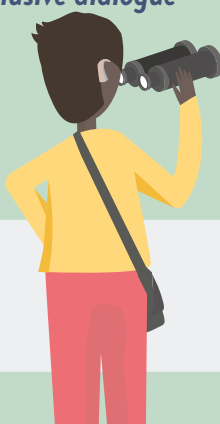
- How will I show that AI outputs must be **questioned**, not accepted as fact?
- What **classroom routines** will help learners **check evidence and bias**?

### **How to apply:**

- Run **fact-checking activities** where AI outputs are compared with **trusted sources**.
- Use the **RAVEN model (Reputation, Ability to Observe, Vested Interest, Expertise, Neutrality)** from Generation Global's Essentials of Dialogue to help learners decide if information is **trustworthy**.
- Essentials of Dialogue: <https://generation.global/resources/essentials-of-dialogue>



## OPEN-MINDEDNESS *Foster global and inclusive dialogue*



### **Description**

Learners can use AI to **explore perspectives**, but they may not notice **bias or missing voices**. Educators can guide them to **respect difference** and use AI to **bring multiple viewpoints into dialogue**.

### **Guiding questions:**

- What safeguards ensure AI does not **reinforce stereotypes or exclusion**?
- How can I show learners that **dialogue means openness to difference**, not automatic agreement?

### **How to apply:**

- Encourage learners to **reflect** on where their ideas come from and what **perspectives may be missing**.
- Bring **AI-generated viewpoints** into dialogue and ask learners to **analyze differences and compare perspectives**.

# I

## INQUIRE

Ask deeper questions



### Description

Learners may turn to AI for **quick answers** instead of **deeper thinking**. Educators can **model how to turn AI prompts into meaningful questions** and encourage **curiosity through inquiry**.

### Guiding questions:

- How can I help learners use AI as a **co-inquirer**, not just an **answer machine**?
- How do I help learners **balance AI support** with their own **creative thought**?

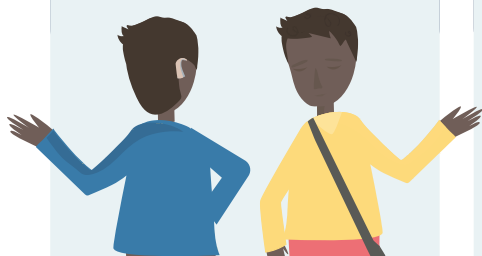
### How to apply:

- Have learners **prepare questions** before dialogue sessions.
- Use AI to **form open-ended questions** that encourage **reflection and follow-up questions**.

# C

## CONNECT

Prioritize Human Relationships



### Description

Learners may rely on AI tools for **interaction**, which can weaken **peer-to-peer dialogue**. Educators can ensure AI is used as a **bridge for understanding**, while keeping **empathy** and **listening** at the center.

### Guiding questions:

- How am I making sure AI fosters **human-to-human dialogue**, not replaces it?
- How can AI help learners practice **active listening** and **empathy**?
- In what ways can AI **support**, rather than **limit**, the **connections** learners build with each other?

### How to apply:

- Use AI as a **translation tool** so learners from different languages and cultures can join dialogue.
- Input **class or VC agendas** into AI to suggest ideas learners can **explore further with peers**.

# E

## EXAMINE SELF

Encourage Reflection and Authentic Voice



### Description

Learners need time to **reflect** on how AI shapes their **learning, voice, and identity**. Educators can create activities that highlight where learners' **personal values, creativity, and authenticity** go **beyond AI**.

### Guiding questions:

- How do I guide learners to notice when AI helps versus hinders **authenticity**?
- Am I reinforcing the **human advantage** such as **creativity, judgment, and empathy**?

### How to apply:

- **My Voice vs AI:** Learners create a response using AI, then write their own and reflect on which feels **authentic**.
- Use AI to generate **reflection questions** about **dialogue performance**.