

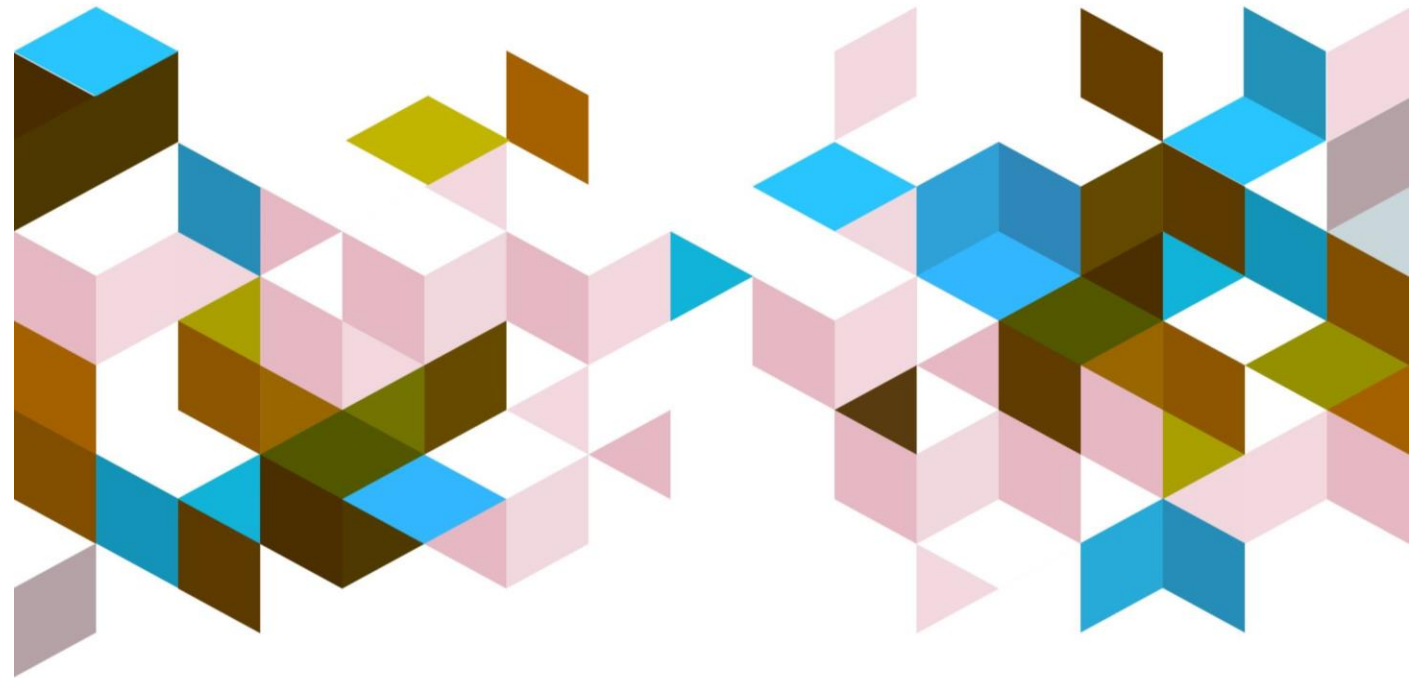


# AI in Educational Psychology: Introduction, Insights, and Real-Life Applications

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Integrating AI into EP practice while maintaining the importance of human connection.

Supporting colleagues to develop safe and confident practice in a fast-paced technological revolution.



# This session

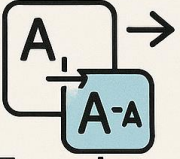
11:30 – 12:30


- Introduction and History.
- Where are we now?
- Examples of AI being used in EP practice.
  - Copilot
  - Magic Notes
- Next Steps.
- Discussion and Survey.


**+AI** AI FOR EDUCATIONAL PSYCHOLOGISTS:  
OPPORTUNITY OR **OVERLOAD?**

**WHAT AI CAN DO**


 Summarise Reports


 Translate Text


 Summarise Reports

 Human Connection


**WHAT WE SHOULD PROTECT**


 Intuition


 Empathy


 Human Connection

**TRAFFIC LIGHT GUIDE**

 AI-ENABLE REPETITIVE TASKS

 AI-ENABLE REPETITIVE TASKS

 AI-ENABLE WITH CAUTION AVOID AI REPLACING HUMAN RELATIONSHIPS

 AVOID AI REPLACING HUMAN RELATIONSHIPS

# Introduction

## AI has a long history.

It consists of data, algorithms and processing power.

---

It's changing quickly, regulatory framework is changing, it's uncertain and we are also currently learning fast.





**Professor Rose Luckin  
UCL Knowledge Lab**

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**We are in a perfect storm  
of three ingredients, data,  
algorithms and processing**

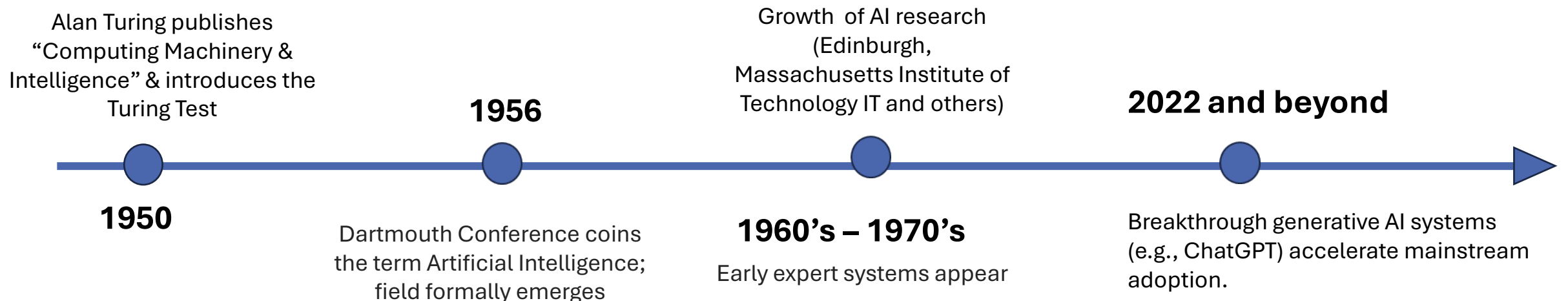
# HISTORY

UK was one of the birthplaces of AI  
Key Milestones.....

'Intelligent Machinery' - Early work in 1948 by British logician Alan Turing leading to "Computing, Machinery and Intelligence" 1950.

**The Turing Test** was a benchmark for machine intelligence.

Birth of AI as a field of study – 1956 Dartmouth College leading to the University of Edinburgh leading an AI research group in the 1960's.

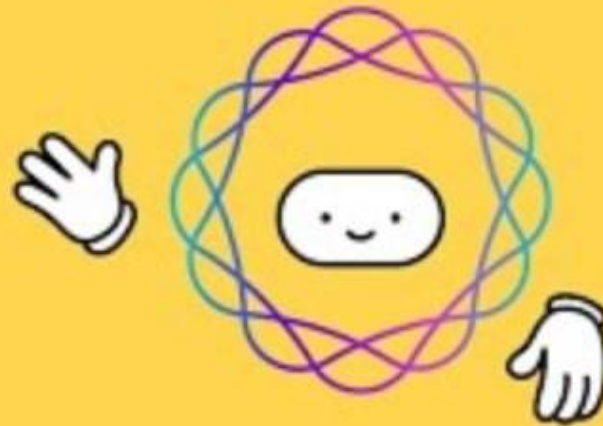


# What is AI?

[What is AI?](#)



# What is AI?





2 responses submitted

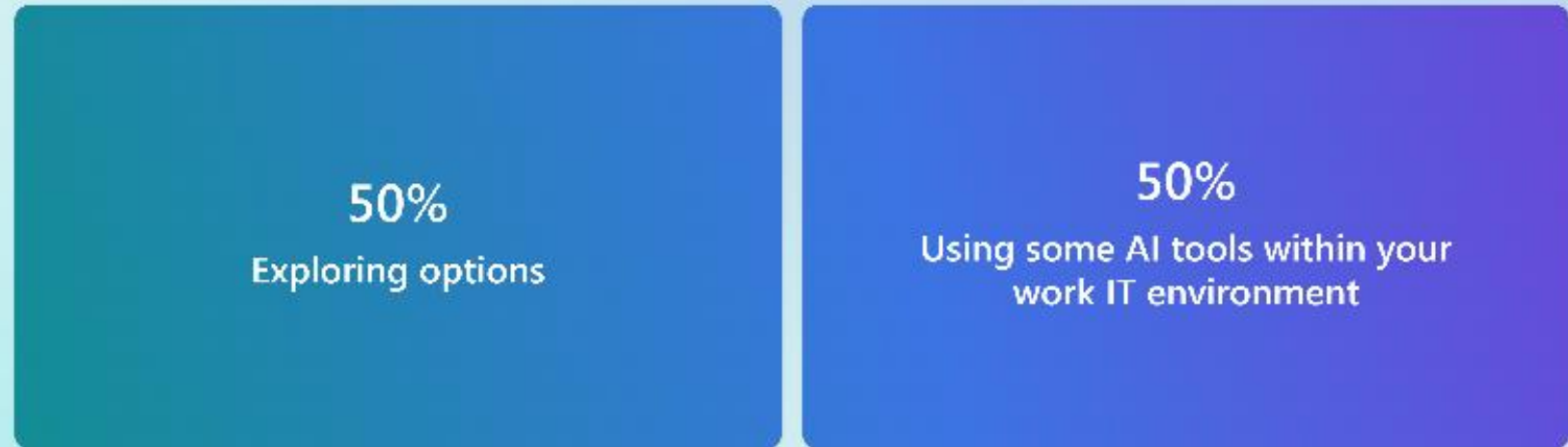
## At what stage are you currently in your AI journey at work?

Scan the QR or use  
link to join



<https://forms.office.com/e/ZvaMDyf6R7>

Copy link



Treemap

Bar



1 of 1



# Types of AI:

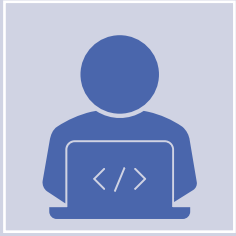
Categorised  
based on  
capability and  
function

**Artificial Narrow Intelligence (ANI)** AKA Weak AI: designed to perform specific tasks e.g. Siri and Alexa, Netflix recommendations or Amazon product suggestions, Google search engines.

**Generative AI:** Can create new content based on data it's trained on e.g. ChatGPT, Google Bard, Co-pilot.

**Artificial General Intelligence (AGI):** A theoretical concept that includes reasoning, problem-solving and understanding complex concepts. This is what some AI research is focused on achieving (e.g. OpenAI, Google and Meta). The timeline for achieving AGI is an area of ongoing debate amongst researchers and experts.

**Artificial Superintelligence (ASI)** a hypothetical AI that surpasses human intelligence in all aspects. Examples include **HAL 9000:** The AI from the film "2001: A Space Odyssey" that surpasses human intelligence and takes control.



**An algorithm** is a set of steps or instructions designed to accomplish a specific task or solve a problem. In the context of computer science, algorithms are used to perform calculations, process data, and make decisions. They are essential components of computer programs and are the driving force behind various systems and applications, such as search engines, navigation systems, and social media platforms.



For example, when you use a **search engine** (a software system that provides hyperlinks to web pages in response to a question), an algorithm processes your question and retrieves the most relevant results. Similarly, navigation apps use algorithms to determine the most efficient route to your destination.



**Copilot and OpenAI models.** Microsoft's Copilot uses modern OpenAI models (e.g., GPT-4 family) orchestrated with Microsoft technologies (e.g., Graph grounding, enterprise search, safety systems). Historically, Microsoft held a license to GPT-3 model weights while the broader community accessed GPT models via OpenAI's API.

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# Potential Biases in AI Algorithms

## **Bias Reflection in AI**

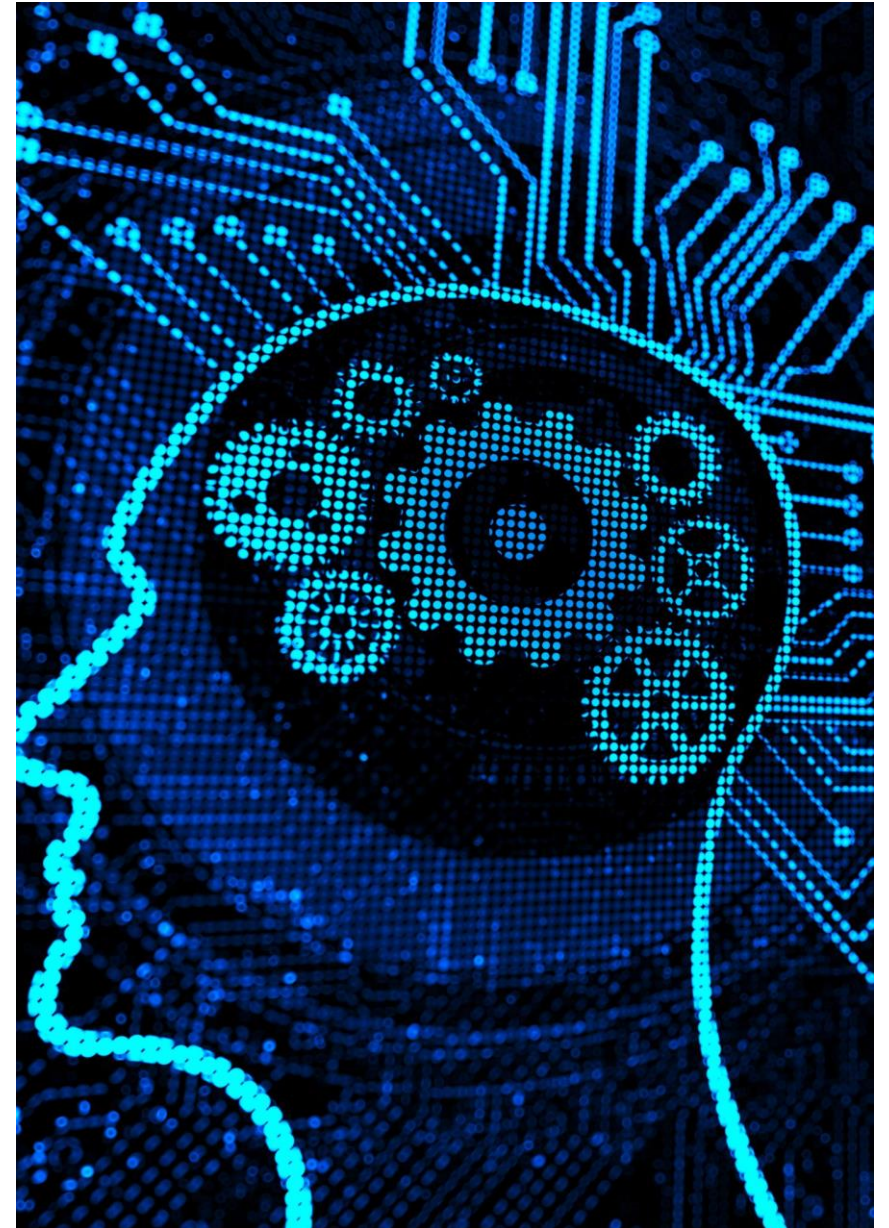
AI algorithms can reflect biases from their training data, which may result in unfair treatment of certain groups.

## **Importance of Fairness**

Ensuring fairness and equity in AI applications is essential to avoid discrimination against vulnerable groups.

## **Addressing Algorithmic Bias**

Addressing biases in AI algorithms requires transparency, accountability, and inclusive data practices.





# Where are we now?

---

AI within Local Authority

Shadow AI

Fear and Excitement

LA EPS and AI Group

**The LA EP and AI group** aims to enhance collaboration and knowledge sharing among educational psychologists (EPs) within local authorities in England, particularly focusing on artificial intelligence (AI) and its applications in education.



**Purpose of the Group:** The group is designed to facilitate resource sharing, training, and discussions to improve understanding and skills related to AI among EPs. This includes addressing ethical concerns, transparency, and the alignment of AI use with educational values.



**Key Themes Discussed:** Major topics include the ethical use of AI, the role of EPs in supporting AI applications in schools, & the development of policies around AI usage. Discussion has included the importance of consent, information governance, & the environmental impact of AI technologies.



**Future Directions:** The group plans to work out a plan re. resource sharing and has scheduled upcoming meetings to foster continued collaboration. These meetings will focus on enhancing the use of AI in educational practices e.g. using secure systems to develop report writing.



**Thanks to Devon EPS – Rachel Hearn (PEP) and Carrie Gould (SpSEP)**

# Ethics and Consent in AI Use

---

- Addressing AI use to ensure transparency and trust.
- AI should support human judgment, not replace it.
- Aligning AI with educational values is essential.
- Importance of GDPR compliance and information governance.
- Environmental impact considerations are growing.
- Collaborative **policy development** is needed.



## It is essential to learn how to utilise AI safely in our practice

---

- AI strategy Framework for EP Services.
- Governance and Use Cases – what's the purpose?
- Ethical use policies.
- Training to equip people with knowledge on how to use AI tools effectively and safely.



# Examples of AI being used by EPs

Microsoft Copilot

Magic Notes



Administrative tasks – emails.



Meeting summaries and document creation.



Speech to text – e.g. meeting minutes.



Analysing course feedback e.g. by download from surveys and using excel pivot analysis, thematic analysis ....

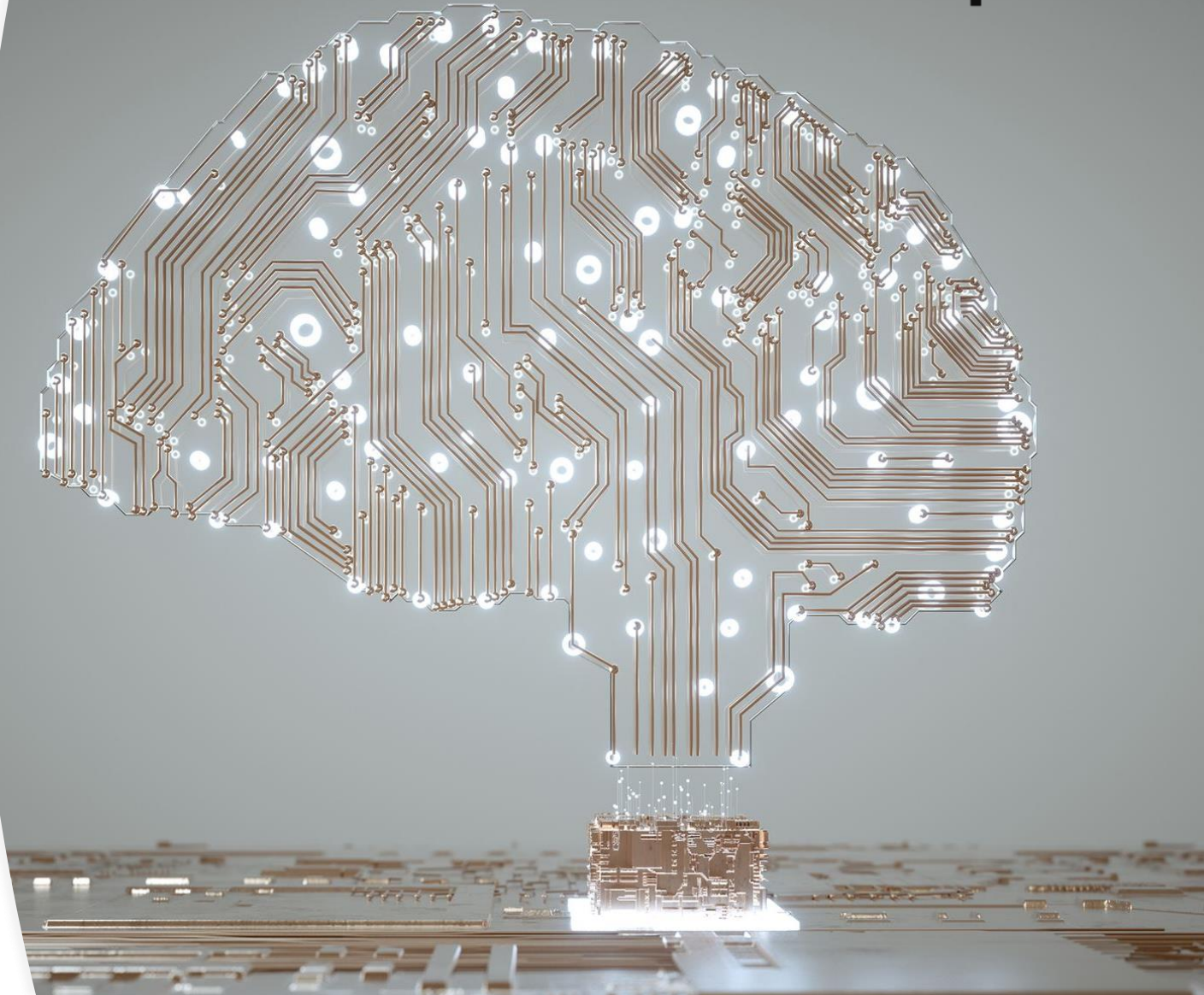
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Claire Darwin (PEP Suffolk)

## Understanding Copilot

---

A Microsoft AI product designed to enhance human capability and productivity by integrating seamlessly with various applications such as Outlook, PowerPoint, Excel, and Word



# Copilot editions (at a glance)

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**Copilot (web)** – the free version you can use in a browser to ask questions or get quick help.

**Copilot Pro** – a paid version for individuals that gives faster responses and adds extra features in some Microsoft 365 apps at home.

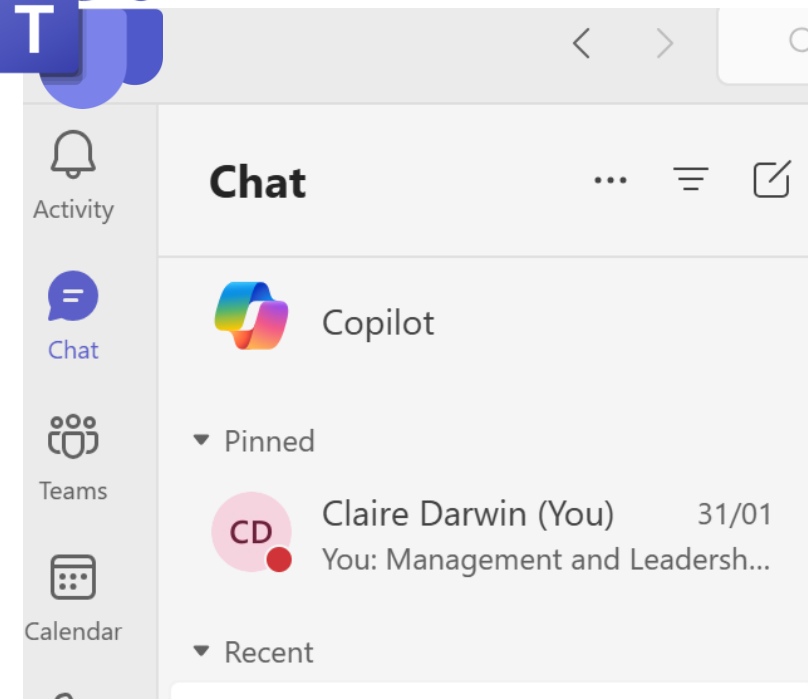
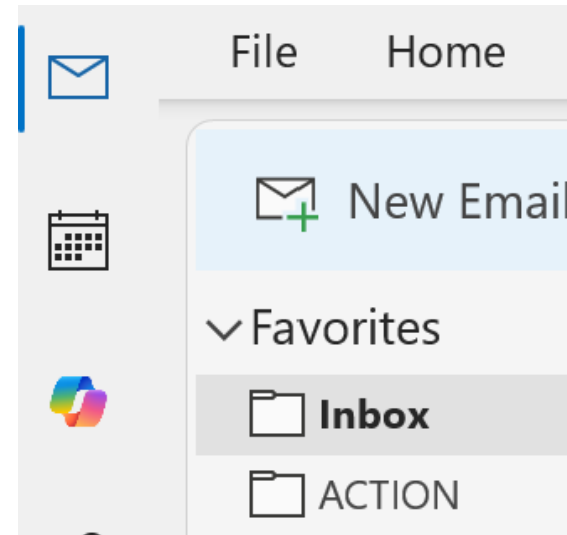
**Copilot for Microsoft 365** – the work version. It's linked to Outlook, Word, PowerPoint, Excel and Teams, and can safely use your organisation's data to help with emails, documents and meetings.

**Copilot Studio** – a tool to create tailored copilots or automate tasks.



# What is Copilot?


- I am testing the embedded version within SCC IT environment. The pricing is determined via your LA Microsoft tenant agreement.
- It aids in information retrieval for quick access to data.
- Copilot generates content to save time on writing tasks.
- Task management features help organise and prioritise work.
- Designed to streamline daily tasks for improved efficiency.



Draft with Copilot

Describe what you'd like to write  
0/2000

Generate Reference your content Inspire me



Work

Web

New chat



# Copilot

## Prep for that meeting

Help me prepare for  
 EPSs and AI meeting 3

## Stay informed

What's the latest from  
 [redacted],  
organised by emails, chats, and  
files?

## Track what's important

Summarise messages from my  
manager in the last 48 hours

## Catch up fast

What's new in my inbox?

## Arrive prepared

Help me prepare for my next  
meeting

## Improve your writing

Rewrite this to sound more  
professional and less verbose:



 View prompts

Message Copilot

# Copilot for Meeting Minutes Reflections



**Preparation:** Learn and test Copilot before formal meetings.



**Guidelines:** Follow LA guidelines for AI in meetings.



**Efficiency:** Generate minutes quickly, save time, improve accessibility.



**Accuracy:** Review and edit AI-generated minutes.



**Availability:** Meeting recordings and transcripts are stored in OneDrive/SharePoint. Retention follows your organisation's policies (default auto-expiration may differ).

# Magic Notes

## Malcolm Taylor (PEP Thurrock)



**Magic Notes**

**This week**

- Vikram Mehta  
11 Dec 23 4:32pm 10m
- Amare Johnson  
11 Dec 23 3:30pm 7m
- Fiona Chen  
11 Dec 23 2:26pm 10m
- Fatima Al-Sayed  
11 Dec 23 9:31am 5m

**Last week**

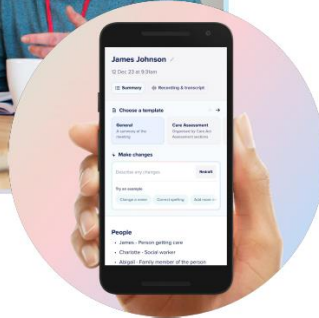
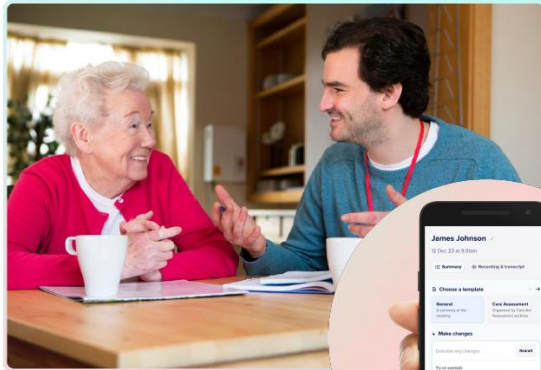
- Alice Morrison

thurrock.gov.uk

# Magic Notes

beam

## Introduction to Magic Notes



Working with **68** partners  
across the UK

GREAT  
LONDON  
AUTHORITY

Department  
for Work &  
Pensions

Ministry  
of Justice

Camden

City of  
Westminster

Lichfield  
district council

MANCHESTER  
CITY COUNCIL

ABERDEEN  
CITY COUNCIL

Tarbridge  
Wells Council

Waltham Forest

CONWY

CITY  
OF LONDON

CONYNGHAM  
Sir y Flint  
Flintshire  
COUNTY COUNCIL

EASTLEIGH  
BOROUGH COUNCIL

FAREHAM  
BOROUGH COUNCIL

Barking &  
Dagenham

Southwark  
Council

New Forest  
DISTRICT COUNCIL

Leeds  
CITY COUNCIL

MAIDSTONE  
BOROUGH COUNCIL

GLoucester  
CITY COUNCIL

Mid  
Suffolk  
DISTRICT

Ashford  
Borough Council

GOSPORT  
CITY COUNCIL

Aberdeenshire  
COUNCIL

A

London Borough of  
Redbridge

Caerwynn City Council

North Warwickshire  
Borough Council

BARNET  
LONDON BOROUGH

BCP

PETERBOROUGH  
CITY COUNCIL

Walsley

Walsley

Walsley



# Public Interest in AI and Magic Notes



The Guardian UK

News Opinion Sport Culture Lifestyle

UK UK politics Education Media Society Law Scotland Wales Northern Ireland

**Social care** This article is more than 7 months old

## Social workers in England begin using AI system to assist their work

Magic Notes tool records and analyses face-to-face meetings and suggests follow-up actions

Robert Booth *Social affairs correspondent*  
Sat 28 Sep 2024 07:00 BST

Share



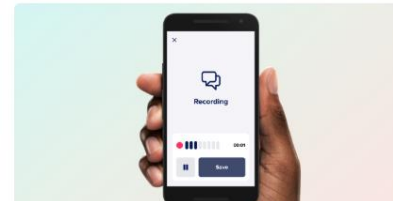
## 'Magic Notes' AI tool saves social workers time on admin

Share this page



Welfare services tech company Beam launches new AI tool that promises to save time spent by social workers on admin by more than 12 hours per week

Across the country, cash-strapped local authorities are struggling to address record waiting times in social care and ease the burden on staff. But now help is at hand with new technology developed by carers themselves.



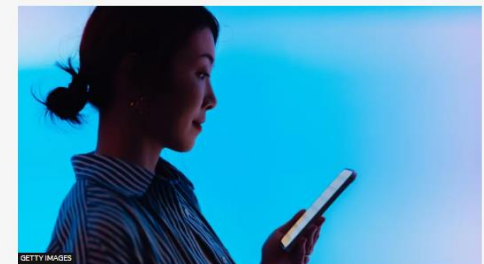
BBC Sign in Home News Sport Weather iPlayer Sounds

## NEWS

Home | InDepth | Israel-Gaza war | War in Ukraine | Climate | UK | World | Business | Politics | Culture

England | Local News | Wiltshire

## AI software a 'game changer' for social workers



GETTY IMAGES

The AI software can automatically generate assessments

# Magic Notes



## Magic Notes *instant and custom assessments*

**1**  
**Record**


**2**  
**Transcribe**

**3**  
**Customise**

The diagram illustrates the workflow of the Magic Notes app. Step 1, 'Record', shows a smartphone screen with a recording interface. Step 2, 'Transcribe', shows a smartphone screen with a transcript of the recording. Step 3, 'Customise', shows a smartphone screen with a template selection and editing interface.

## Magic Notes

### Malcolm Taylor

 My notes


 Record

 Help Centre

... More




Contact us 

 Add more

## Tommy A. EP Consultation

 Summary of  
**3 min conversation**

 Template  
**Educational Psychology Assessment**

 Note edits  
**1 change**

### Attendees

- Malcolm Taylor - Educational Psychologist



Improve this note by describing a change...



Why not try...

 Add detail

 Edit people

 Change style

 Rewrite

 More

## Recording & Transcript



▶ 0:00 / 3:01



Download

**M** Malcolm Taylor 00:02

Good morning. So I'm Malcolm Taylor, and I'm your EP. The school, would you like to introduce yourself?

**I** Izzy 00:08

Yep. Of course. My name's Izzy, and I'm the 2nd

**M** Malcolm Taylor 00:10

co for the school. Hi, Izzy. Nice to meet you. And we're here this morning to talk about a particular challenge you've got some concerns about. Would you like to give a just an overview of the situations over on?

**I** Izzy 00:20

Yep. That's absolutely fine. So we're here to talk about, Tommy in year 2. I mean, I don't really know where to start, really. It's all a bit of a nightmare.

**M** Malcolm Taylor 00:42

Right.

**I** Izzy 00:42

Very controlling. We've tried everything.

**M** Malcolm Taylor 00:45

Okay.

**I** Izzy 00:46

Mum and dad aren't really on board. They're saying that there's not really any need there. And at home, he's very different, but, I mean, I I don't think we can keep him much longer.

**M** Malcolm Taylor 00:56

Okay. Well, thank you for that. Perhaps let's have a think about things that might be going slightly better then. Can we say what sort of things does he like? What's he enjoy doing?

**I** Izzy 01:06

Okay. So he he really likes playing. He loves his water play.

**M** Malcolm Taylor 01:10

Great. He

**I** Izzy 01:11

loves being in the outdoor area Yeah. With his friends. He's he's got a nice group of little friends. So that's quite nice. Oh, he's he's doing really good with, his phonics.

His phonics is coming along quite a lot.

**M** Malcolm Taylor 01:26

But, yeah, I'd say that that's it. There are a few things which are going well. Yeah. Good. So he's making some progress on phonics.

It's nice that he's got some friends. That's that's really positive to hear, Bernard. So in terms of the when you're saying you're finding there are difficulties there, what are the sort of challenges that you're finding he's presenting at the moment? And what how would you feel he's needs some support at the moment?

**I** Izzy 01:49

I I think the main thing is him staying on his own agenda the whole time, not listening. Okay. Being very controlling. And I think the best thing for him would be to have a one to one RTA to be able to to, you know, support him when he's not listening to kind of redirect him

**M** Malcolm Taylor 02:04

and that sort of thing. Okay. So when he's not listening, what sort of occasions do you think he listens better

**I** Izzy 02:11

When it's quieter in the classroom. So when we have, like, calm time, that's when he's normally better. But during times when it's, like, free flow activities where there's lots of noise, that's when he he's he's he's saying. Yeah.

**M** Malcolm Taylor 02:25

And tell me a little bit about what you've been able to do in terms of support arrangements at the moment, and how how has that worked well?

**I** Izzy 02:33

So he's in a couple of intervention groups at the moment. Yep. He used to do, a few when he was

**M** **Malcolm Taylor** 02:39



in early years as well, like the

**I** **Izzy** 02:40



attention bucket, that sort of thing, but not  $\pi$  more. I think we try and differentiate the work where we can, break down instructions, that sort of thing. So there's a couple of things we're we're trying to do at the moment, but I I just feel like we're very stuck.





## Tommy A. EP Consultation

 Summary of  
**3 min conversation** 

---

 Template  
**Educational Psychology Assessment** 

---

 Note edits  
**1 change** 

### Attendees

- Malcolm Taylor - Educational Psychologist
- Izzy - School representative

### Background

The pupil, Tommy, is currently in Year 2. There are concerns about his behaviour and engagement at school. Tommy does not listen to instructions and tends to follow his own agenda, which has been described as controlling. This behaviour has been challenging for the school to manage.

Tommy enjoys playing, particularly with water, and likes being in the outdoor area with his friends. He has a nice group of friends, which is a positive aspect of his school life. Additionally, Tommy is making progress in his phonics.

At home, Tommy's behaviour is reportedly different. His parents do not see the same need for concern as the school does, indicating a discrepancy in behaviour across different environments. Tommy has been involved in intervention groups in the past but not anymore. The school is attempting to support him by differentiating work and breaking down instructions but feels stuck in terms of progress.

### Pupil's views

Tommy enjoys playing and loves being in the outdoor area with his friends, indicating a preference for social and physical activities. He has a nice group of friends, suggesting positive social interactions. Tommy is making good progress with his phonics. However, he tends to stay on his own agenda and does not listen to instructions, which can be challenging in a classroom setting.

### Family views

Tommy's parents are not fully on board with the school's concerns. They believe there is no significant need for intervention, as Tommy behaves very differently at home compared to school.

## What's working well (Strengths)

- Tommy enjoys playing, especially with water.
- Tommy loves being in the outdoor area with his friends.
- Tommy has a nice group of friends, indicating positive social interactions.
- Tommy is making good progress with his phonics.
- Tommy listens better during quieter times in the classroom, such as calm time.
- Tommy has participated in intervention groups and activities like the attention bucket in early years.
- The school has attempted to differentiate work and break down instructions to support Tommy.

## What's not working well (Areas of need)

- Tommy is an independent thinker who often follows his own agenda, which can sometimes lead to challenges in following classroom instructions.
- Tommy exhibits strong leadership qualities, which can sometimes be perceived as controlling behaviour.
- Tommy's parents have a different perspective on his needs, as they observe different behaviour at home, which presents an opportunity for enhanced communication and collaboration between home and school.
- Tommy thrives in quieter environments, suggesting that he may benefit from strategies to help him manage in more dynamic and noisy settings.
- The school is actively exploring new strategies to support Tommy's unique learning style and is committed to finding effective solutions.

## Summary

The pupil, Tommy, who is in Year 2, is experiencing significant challenges at school. Tommy struggles with listening to instructions and often appears to be on his own agenda, making classroom management difficult. He exhibits controlling behaviour and does not respond well to the current strategies in place. Tommy's parents do not see the need for additional support, which complicates the situation further.

On a positive note, Tommy enjoys playing and has a good group of friends. He also shows progress in his phonics, which is encouraging. Malcolm highlighted these positives, noting that having friends and making progress in phonics are significant strengths.

The attendees agreed that Tommy would benefit from having a one-to-one teaching assistant (TA) to help redirect him when he is not listening and to provide more tailored support. This approach aims to address his need for individual attention and help him stay focused during classroom activities.

## Agreed actions

- **One-to-One Teaching Assistant (TA) Support:** Izzy suggested providing Tommy with a one-to-one TA. This TA would help redirect Tommy when he is not listening and provide the individual attention he needs to stay focused. The rationale behind this is to manage his controlling behaviour and ensure he follows instructions, especially during noisy and free-flow activities where he struggles the most.
- **Calm Classroom Environment:** It was noted that Tommy listens better in a quieter classroom setting. Creating a calm environment during certain times of the day could help improve his behaviour and attention, involving scheduling specific calm times where the classroom is quieter.
- **Differentiated Instruction:** Continuing with the approach to differentiate work and break down instructions for Tommy, ensuring instructions are clear and manageable, could help him stay on task and reduce his frustration.
- **Intervention Groups:** Reintroducing intervention groups tailored to Tommy's current needs could provide additional support. These would focus on improving his attention and listening skills in a structured setting.
- **Parental Involvement:** Despite the parents' current stance, it is crucial to involve them in the process. The school will aim to communicate the benefits of the proposed support strategies and seek their cooperation to ensure a consistent approach both at home and school.

## Magic Notes

### Malcolm Taylor

 My notes


 Record

 Help Centre

... More




Contact us 

 Add more

## Tommy A. EP Consultation

 Summary of  
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 Template  
**Educational Psychology Assessment**

 Note edits  
**1 change**

### Attendees

- Malcolm Taylor - Educational Psychologist



Improve this note by describing a change...



Why not try...

 Add detail

 Edit people

 Change style

 Rewrite

 More

# Magic Notes Rate Card

- Magic Notes packages as a bundle of hours - with no license fee.
- Some staff might use Magic Notes more than others, and people come and go.
- Unlimited custom templates.
- Dedicated Delivery Manager.
- Upgrade bundle at any time with no additional fees.
- Carry over unused hours without fees.

Hours per year	Discount	Annual fee	Hourly cost
6,000	0%	£30,000	£5.00
12,000	20%	£48,000	£4.00
25,000	40%	£75,000	£3.00
50,000	55%	£112,500	£2.25
100,000	65%	£175,000	£1.75
150,000	70%	£225,000	£1.50

# Key concerns pre pilot project



- Impact of technology use on quality of engagement in consultation
- Parents and other participants views on confidentiality
- Data security GDPR
- Quality of information from reports.

# Challenges



- **Impact on consultation with participants.** Well received by schools and parents. No concerns re data . Parents reported not being constrained by use of recording.
- **Templates** need careful planning to ensure organisation of report.
- **Magic Notes prioritising certain specific information.** When summarising, the AI prioritises certain information meaning that some important details could be lost.
- **AI making assumptions or giving explanations.** In some instances, EPs have noticed that the AI will make assumptions e.g. providing the “why” when this has not been stated.
- **Very thorough editing and proof-reading** required to ensure that the information is accurate and appropriately written.

# Caveat



- Situations requiring further consideration before using Magic Notes
- Highly emotive consultations particularly where there may be conflict or strongly held differences of view.
- Situations where participants express concerns about data being recorded.
- Critical Incidents

# Works Well



- **Voice Recognition** records conversations well e.g. voice recognition (including different accents and accounting for environmental distractions).
- **Meeting changes** Magic Notes will add people who have entered the meeting late (e.g. not requiring an introduction at the start).
- **Good 1<sup>st</sup> Draft** The report generated is a good starting point as a draft, which is then easier to work with rather than working from a blank template.
- **Time saving** Definitely saves time with report writing (50% report time saved).
- **Dictation** of own notes also works very well, sometimes better than recording live.
- **Quality of conversations** with participants improved due to less note writing.

# The Road Ahead



# Learn Fast, Act Slowly

Rose Luckin: UCL 2025



---

## Knowledge Acquisition

Lean into learning some basics as this is happening all around us at pace. This will allow EPs to gather necessary information and skills, setting the foundation for informed decision-making.

## Deliberate, Thoughtful & Informed Actions

Taking deliberate and thoughtful actions ensures that decisions are not rushed and are well-informed, leading to better outcomes.

## Principle of **PAUSE, PREPARE & PARTNER**

Adopting this principle encourages individuals to pause, prepare adequately, and collaborate with partners (IT, Information Governance & other EPs) to achieve optimal results.

# Best Practice going forward....



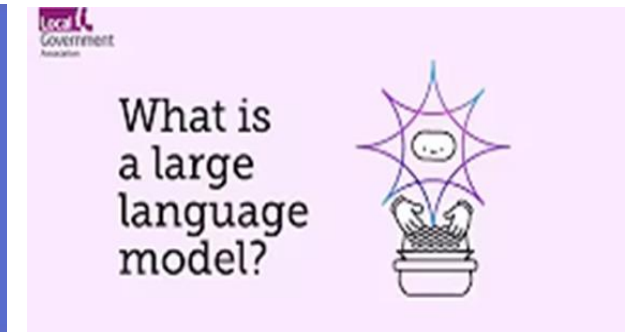
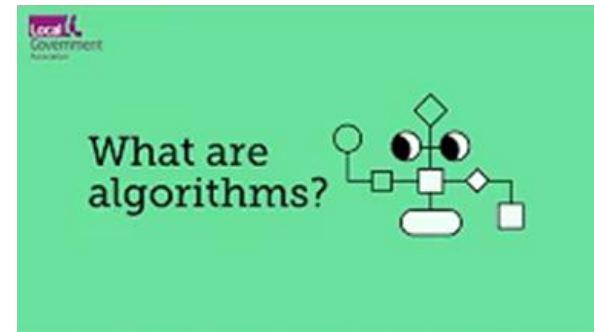
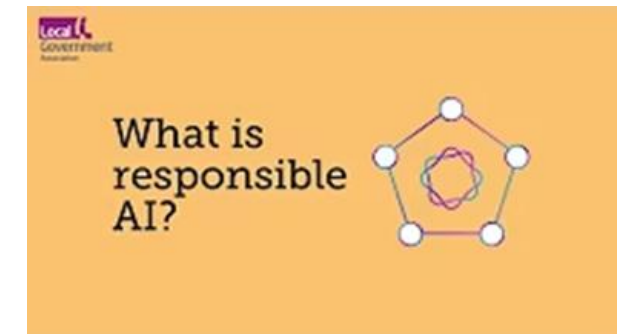
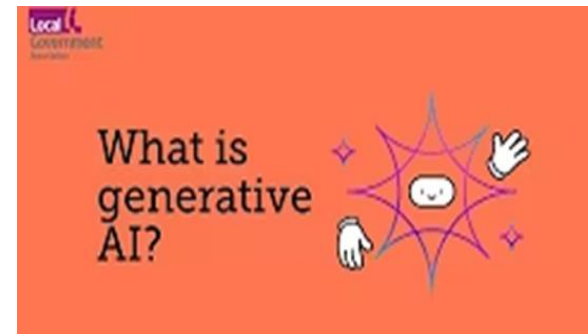
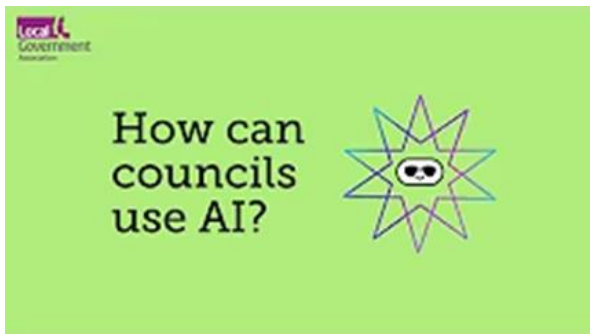
What is  
human in  
the loop?



- **Awareness raising:**  
Training
- **Human Oversight:** Always review AI-generated content for accuracy.
- **Ethical Use:** Use AI tools responsibly and ethically.
- **Policy, practice & guidance** is required

[Artificial intelligence case study bank | Local Government Association](#)

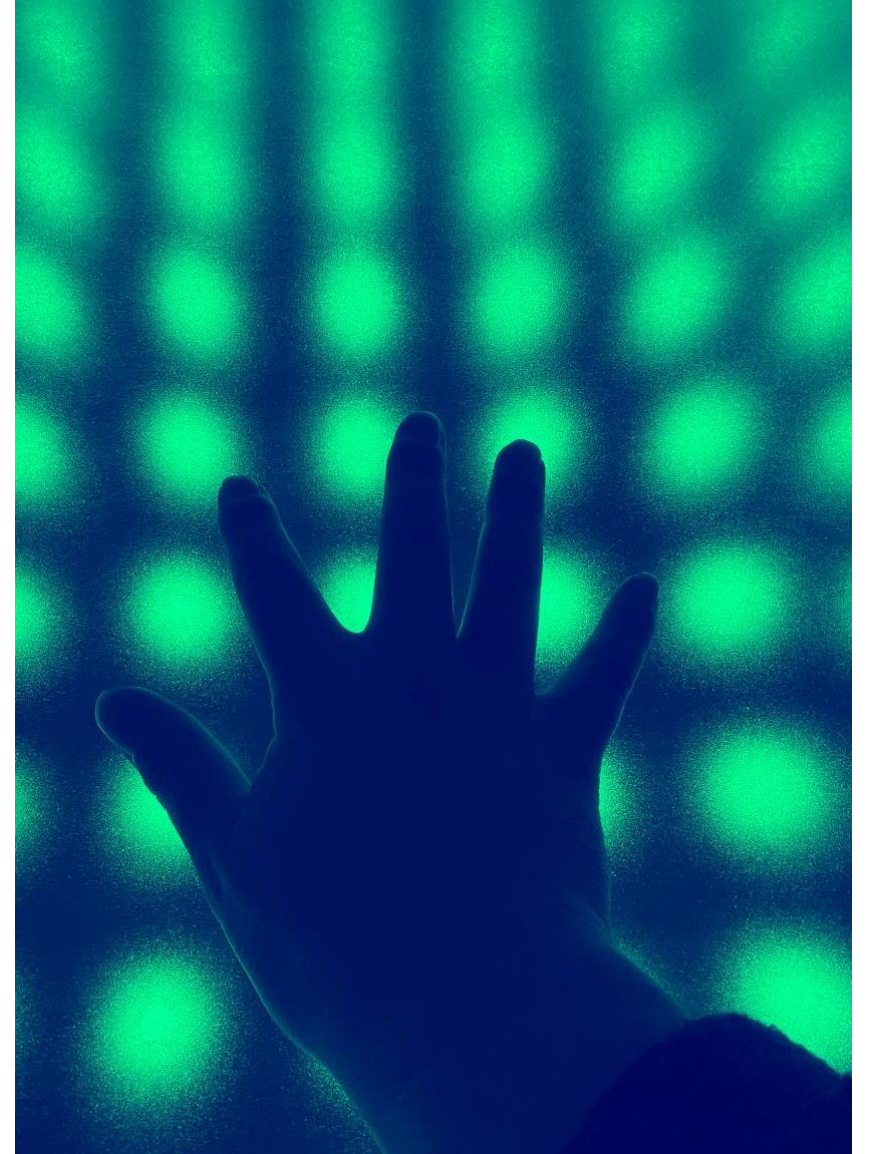
[AI unpacked](#)  
[You Tube](#)  
[Playlist](#)



## Further reading

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- Research on public attitudes towards the use of AI in education - GOV.UK
- HEPI Policy Note finds more than half of students have used generative AI for help on assessments – but only 5% likely to be using AI to cheat – HEPI
- The Knowledge: School leadership and the AI revolution
- <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education>
- Machine Learning and Human Intelligence: A Book Review



## Thank You!

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- We appreciate your attention and participation.
- Your feedback is invaluable to us.
- Let's continue the conversation.



## Discussion & Survey

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Why are we using these tools?

What they are ..... and what they are not

Importance of Policy and to Support EP practice

AI in Educational Psychology  
Practice Survey

