



AI Tutor Pilot Learning Safeguards Check

Use before a student-facing AI tutor or course assistant goes live. The goal is not to approve a tool in the abstract. It is to test whether a specific deployment supports learning without displacing practice, feedback, course materials, or human help.

1 Define the learning job

- ☐ Name the learning target and the independent performance students must eventually demonstrate.
- ☐ List tasks the AI may support, and tasks where giving an answer would defeat the learning goal.
- ☐ Identify the course materials, accessibility supports, and source boundaries the tutor must use.

2 Build tutoring guardrails

- ☐ Require an attempt, reasoning step, or choice before a full answer when the task calls for practice.
- ☐ Use hints, questions, worked examples, feedback, and source links before solution delivery.
- ☐ Create an escalation path for confusion, crisis, bias, access failure, or suspected error.

3 Protect human learning

- ☐ Keep teacher, peer, office-hour, and help-desk routes visible and easy to use.
- ☐ Do not let the AI replace required discussion, feedback, revision, or collaborative work.
- ☐ Tell students what staff can review, what is logged, and what data should never be entered.

4 Plan an evaluable pilot

- ☐ Start with a bounded course, unit, or learner group and a comparison period or condition.
- ☐ Set measures and stop rules before launch; do not rely on usage or satisfaction alone.
- ☐ Disaggregate results and check whether access, disability, language, or first-generation status changes impact.

READY TO PILOT ONLY IF:

The instructional purpose is explicit; direct-answer behavior is bounded; human help remains available; privacy and accessibility have been checked; and the team has outcome measures, subgroup checks, and a stop-or-adjust rule.

IF ANY BOX IS UNCLEAR: HOLD THE ROLLOUT AND REVISE THE DEPLOYMENT.



Pilot Monitoring Sheet

Complete before launch, at an early checkpoint, and at the end of the pilot.

Pilot / course: _____

Dates: _____

Owner: _____

Checkpoint: ☐ pre ☐ early ☐ final

Outcome to protect	Evidence to collect	Trigger to adjust or stop
Independent learning	Common assessment, transfer task, delayed check	Performance declines or gains vanish without AI
Engagement	Materials viewed, practice, revision, discussion, help-seeking	AI use replaces required practice or human contact
Quality & safety	Error samples, citation checks, teacher review, incident log	Repeated unsupported answers or unsafe guidance
Equity & access	Results by subgroup; accessibility and assistive-tech checks	A subgroup shows worse outcomes or avoidable barriers
Student behavior	Prompt sample: answers, hints, practice, feedback, navigation	Direct-answer requests dominate without productive follow-up

CHECKPOINT DECISION

☐ Continue as designed ☐ Continue with changes ☐ Pause ☐ Stop

What changed in learning or engagement? _____

What will we change, by when, and who owns it? _____

REVIEW WITH EDUCATORS, STUDENTS, ACCESSIBILITY STAFF, AND SUPPORT TEAMS - NOT USAGE DATA ALONE.

Evidence / authority note

Adapted from Liu et al. (2026), a large randomized university trial posted as a working paper. It is not peer reviewed, K-12 guidance, or a legal mandate. Source: doi.org/10.26300/y3f8-vh05

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