

Bias Checklist for AI Image Creation in Education

Pre-Creation Planning

☐ Learning Objective Alignment

- Does this image support the specific learning objective?
- Is an AI-generated image the best choice, or would authentic photography be more appropriate?
- Have I considered how this image fits within the broader curriculum context?

☐ Audience Consideration

- What is the age range of my students?
- What cultural backgrounds are represented in my classroom?
- Are there any sensitive topics I need to approach carefully?
- Have I considered students with different learning needs and abilities?

☐ Educational Context Review

- What subject area does this support? (Different subjects may have specific bias risks)
 - Will this image be used for assessment, instruction, or enrichment?
 - How will students interact with this image?
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Representation & Inclusivity

☐ Demographic Representation

- **Gender:** Are multiple genders represented when showing groups of people?
- **Race/Ethnicity:** Does the image reflect diverse racial and ethnic backgrounds?
- **Age:** Are different age groups represented appropriately for the context?
- **Body Types:** Are diverse body types and abilities shown naturally?
- **Family Structures:** Do family depictions include diverse family configurations?
- **Socioeconomic Status:** Are different economic backgrounds represented without stereotypes?

☐ Cultural Sensitivity

- Have I avoided reducing cultures to stereotypical symbols or clothing?
- Are cultural practices depicted accurately and respectfully?

- Have I considered global perspectives, not just Western viewpoints?
- Are religious or spiritual elements represented sensitively?
- Does the image respect cultural context and avoid appropriation?

☐ Avoiding Harmful Stereotypes

- **Professional Roles:** Are careers shown across gender and racial lines?
 - **Leadership:** Are leadership roles depicted diversely?
 - **Academic Subjects:** Do STEM images include diverse representation?
 - **Behavioral Traits:** Are positive and negative traits distributed fairly across groups?
 - **Geographic Assumptions:** Are locations and settings diverse and accurate?
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Subject-Specific Considerations

☐ Science & Mathematics

- Are scientists, mathematicians, and engineers shown as diverse?
- Do lab/research settings include people of various backgrounds?
- Are "smart" or "successful" traits distributed across all groups?

☐ History & Social Studies

- Are historical perspectives from multiple viewpoints included?
- Do images avoid reinforcing "savior" narratives?
- Are contributions from diverse civilizations and cultures highlighted?
- Is historical accuracy maintained while ensuring inclusive representation?

☐ Literature & Arts

- Are creative roles (writers, artists, musicians) shown diversely?
- Do artistic expressions represent various cultural traditions?
- Are reading/learning activities shown across all demographic groups?

☐ Health & Physical Education

- Are healthy activities and bodies shown in diverse ways?
- Do sports and physical activities include various abilities and backgrounds?
- Are health concepts presented without bias toward specific body types?

Accessibility & Universal Design

☐ Visual Accessibility

- Is there sufficient contrast for students with visual impairments?
- Are important details clear and not overly complex?
- Would this image work well with screen readers if described?

☐ Cognitive Accessibility

- Is the visual information clear and not overwhelming?
- Does the image support different learning styles?
- Are cultural references accessible to all students?

☐ Physical Representation

- Are people with disabilities included naturally in group images?
- Are assistive technologies shown as normal parts of daily life?
- Do activity images include adaptive versions when relevant?

Prompt Engineering for Bias Reduction

☐ Inclusive Prompt Writing

- Have I used specific inclusive language in my prompts?
- Did I explicitly mention diversity when requesting groups of people?
- Have I avoided gendered assumptions in role descriptions?
- Did I specify "diverse," "inclusive," or "multicultural" when appropriate?

☐ Iterative Refinement

- Did I generate multiple versions to compare representation?
- Have I tested different prompt variations?
- Did I review for unintended biases that emerged?

☐ Example Inclusive Prompts

- Instead of: "Students in a classroom"

- Try: "Diverse group of students of different ethnicities and abilities learning together in an inclusive classroom"
 - Instead of: "Doctor examining patient"
 - Try: "Healthcare professionals of different backgrounds providing care to patients in a modern medical setting"
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Post-Creation Review

☐ Bias Assessment

- Does this image reinforce or challenge existing stereotypes?
- Would any student feel excluded or misrepresented by this image?
- Are all depicted groups shown in empowering, respectful ways?
- Does the image align with my classroom's values of inclusion?

☐ Educational Effectiveness

- Does the image clearly support the intended learning outcome?
- Will students focus on the educational content rather than potentially biased elements?
- Is the image age-appropriate for my specific students?

☐ Peer Review (When Possible)

- Have I shared this with colleagues from different backgrounds for feedback?
 - Would I feel comfortable using this image in a diverse, inclusive classroom?
 - Have I considered perspectives different from my own?
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Documentation & Transparency

☐ Source Attribution

- Have I documented that this is an AI-generated image when sharing?
- Am I transparent with students about AI use when educationally appropriate?
- Have I kept records for potential future review or improvement?

☐ Student Feedback Integration

- How will I gather student input on image representation?

- What process do I have for making improvements based on feedback?
 - How will I address any concerns students raise about representation?
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Continuous Improvement

☐ Regular Review Process

- Do I periodically audit my collection of AI-generated images for bias?
- Am I staying updated on best practices for inclusive AI use in education?
- Have I established a process for updating problematic images?

☐ Professional Development

- Am I engaging in ongoing learning about bias in AI systems?
 - Do I collaborate with colleagues to improve inclusive practices?
 - Am I aware of my own unconscious biases that might influence my prompts?
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Emergency Red Flags - Stop and Reconsider

Immediate Review Needed If:

- Any group is shown exclusively in negative or limiting contexts
 - Cultural elements are used as decoration rather than meaningful representation
 - The image reinforces harmful stereotypes about intelligence, behavior, or capabilities
 - Students from marginalized groups are consistently underrepresented
 - The image could cause harm or distress to students from any background
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Resources for Further Learning

- Review your institution's diversity and inclusion guidelines
 - Consult with cultural liaisons or diversity coordinators
 - Seek input from parent/guardian advisory groups
 - Connect with professional development resources on inclusive education
 - Engage with educational technology specialists familiar with AI bias
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Remember: The goal is not perfection, but continuous improvement in creating inclusive, educational content that serves all students effectively.