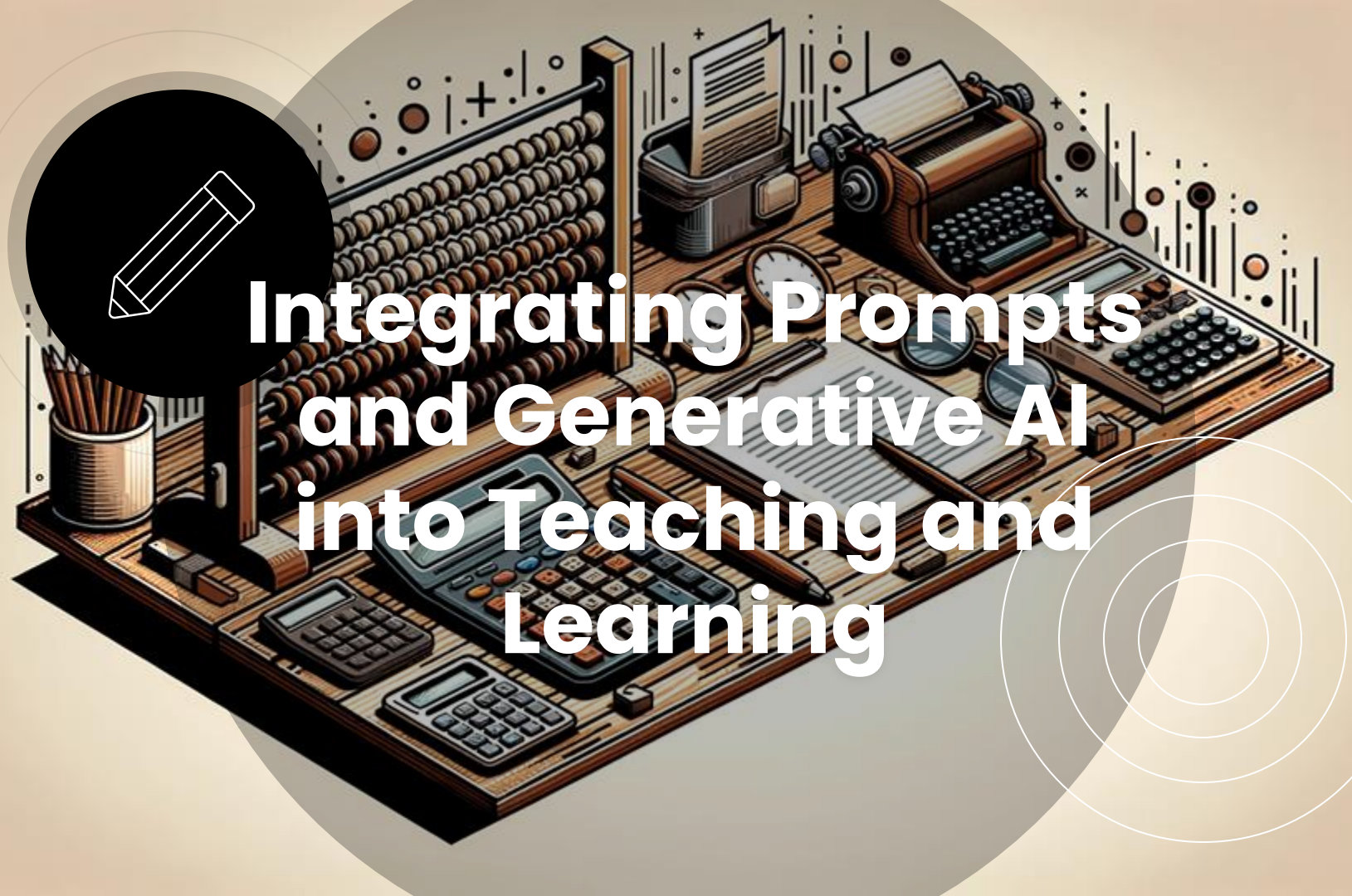


Integrating Prompts and Generative AI into Teaching and Learning

AGENDA

1. The story so far
2. Prompters block
3. Studio Activity 2
4. Learning with bots
5. Studio Activity 3

Tools for this Session

- Chat GPT https://chat.openai.com/
- https://talkai.info/ (If you do not want to use ChatGPT)
- POE https://poe.com/
- Document: https://bit.ly/Studio23Doc

The story so far..

Generative artificial intelligence or **generative AI** is a type of artificial intelligence (AI) system capable of generating text, images, or other media in response to prompts. Generative AI models learn the patterns and structure of their input training data, and then generate new data that has similar characteristics.

Wikipedia

Using Generative AI in way that does not **replace** the human and instead amplifies human creativity and problem solving

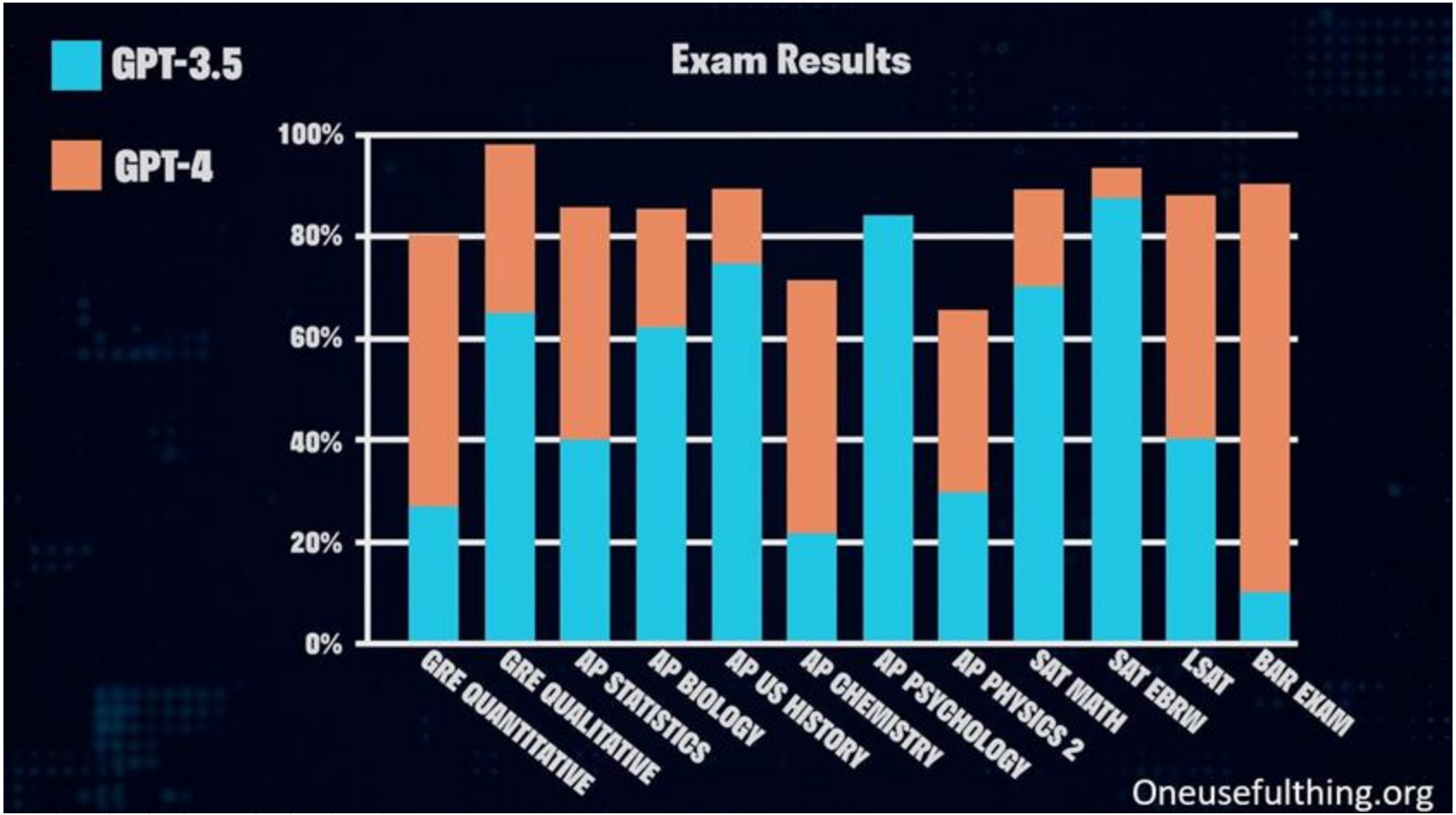
Augmented Intelligence

- Reduce Repetitive Tasks
- Support and Applify creativity and problem solving
- Enable ideas to scale faster

Augmented Intelligence

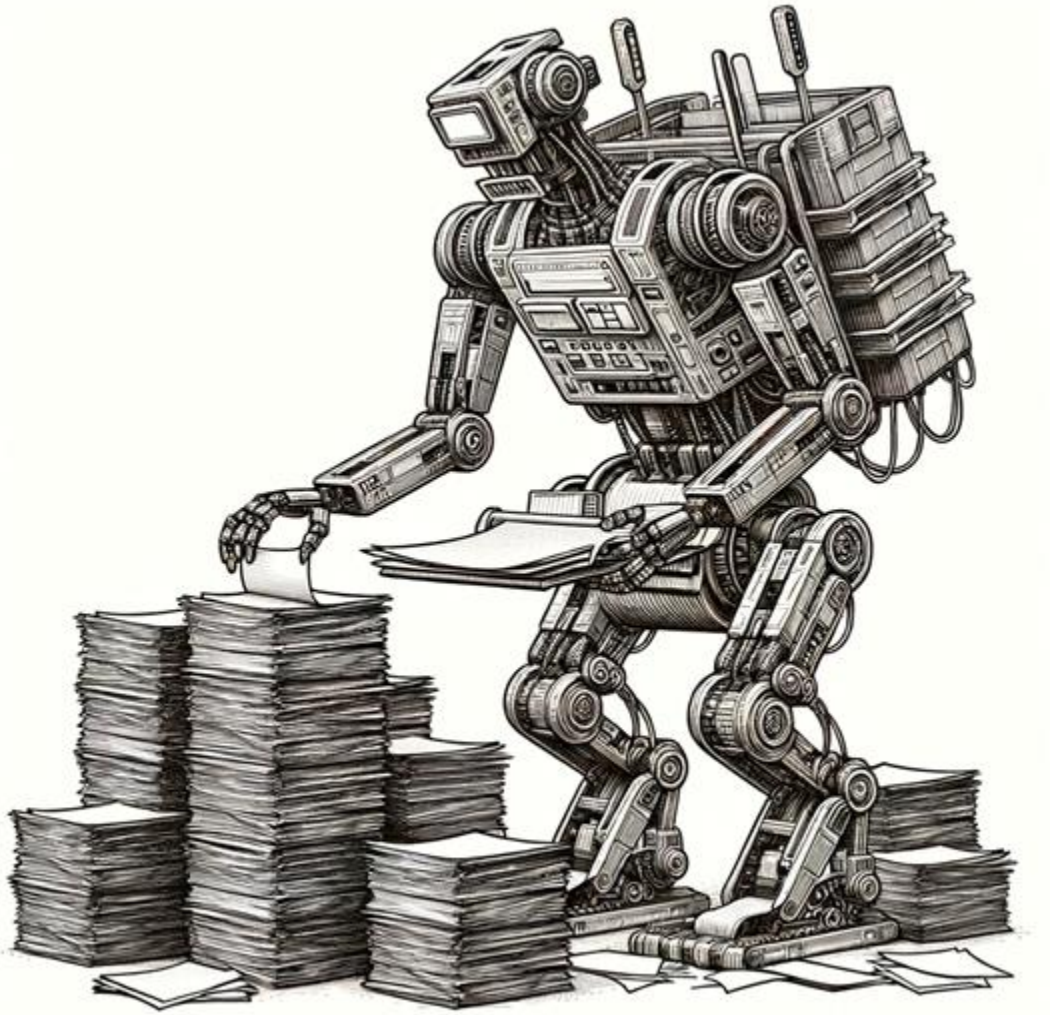
Growing Capabilities

DEMONSTRATION

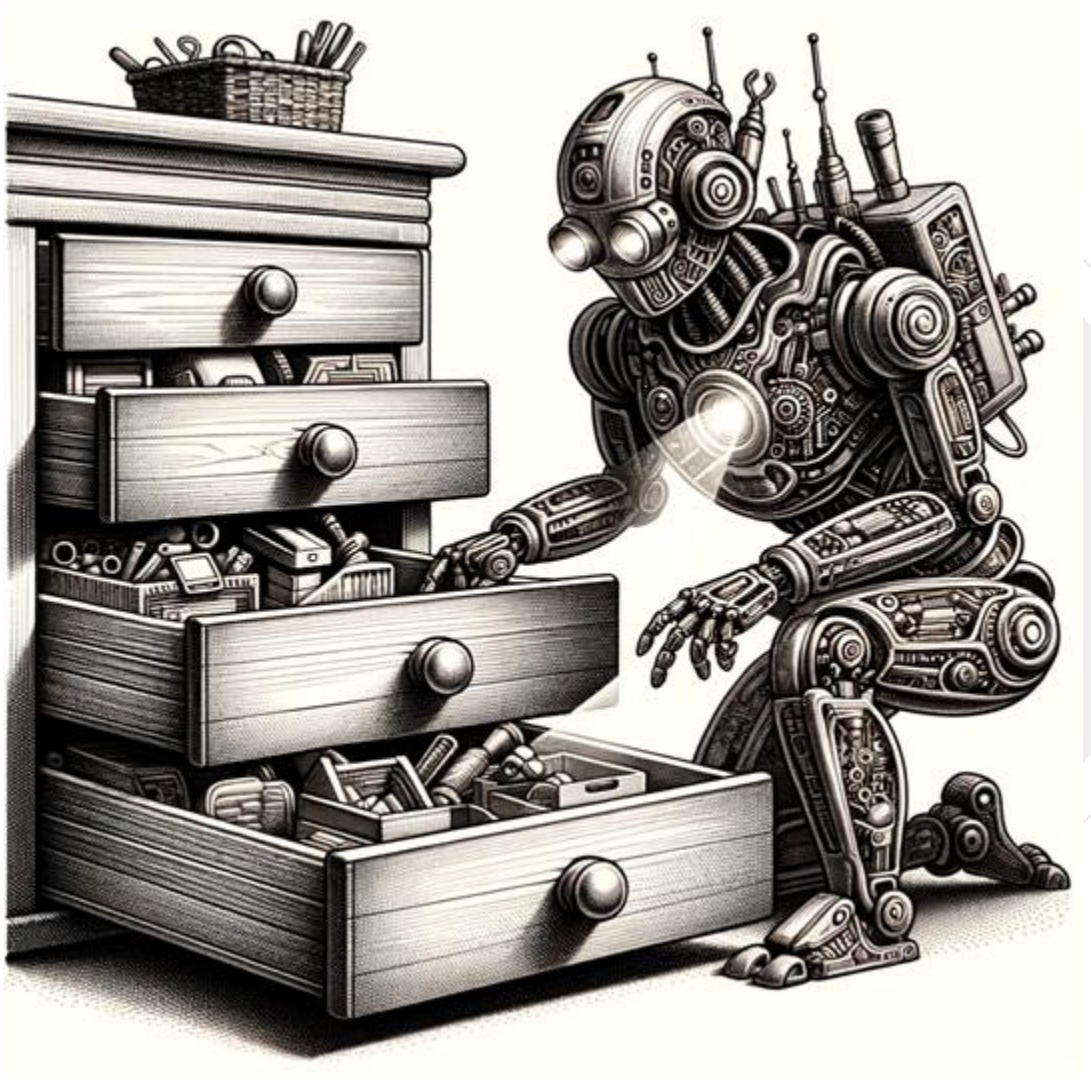


STANDARDIZED EXAM RESULT GPT 4

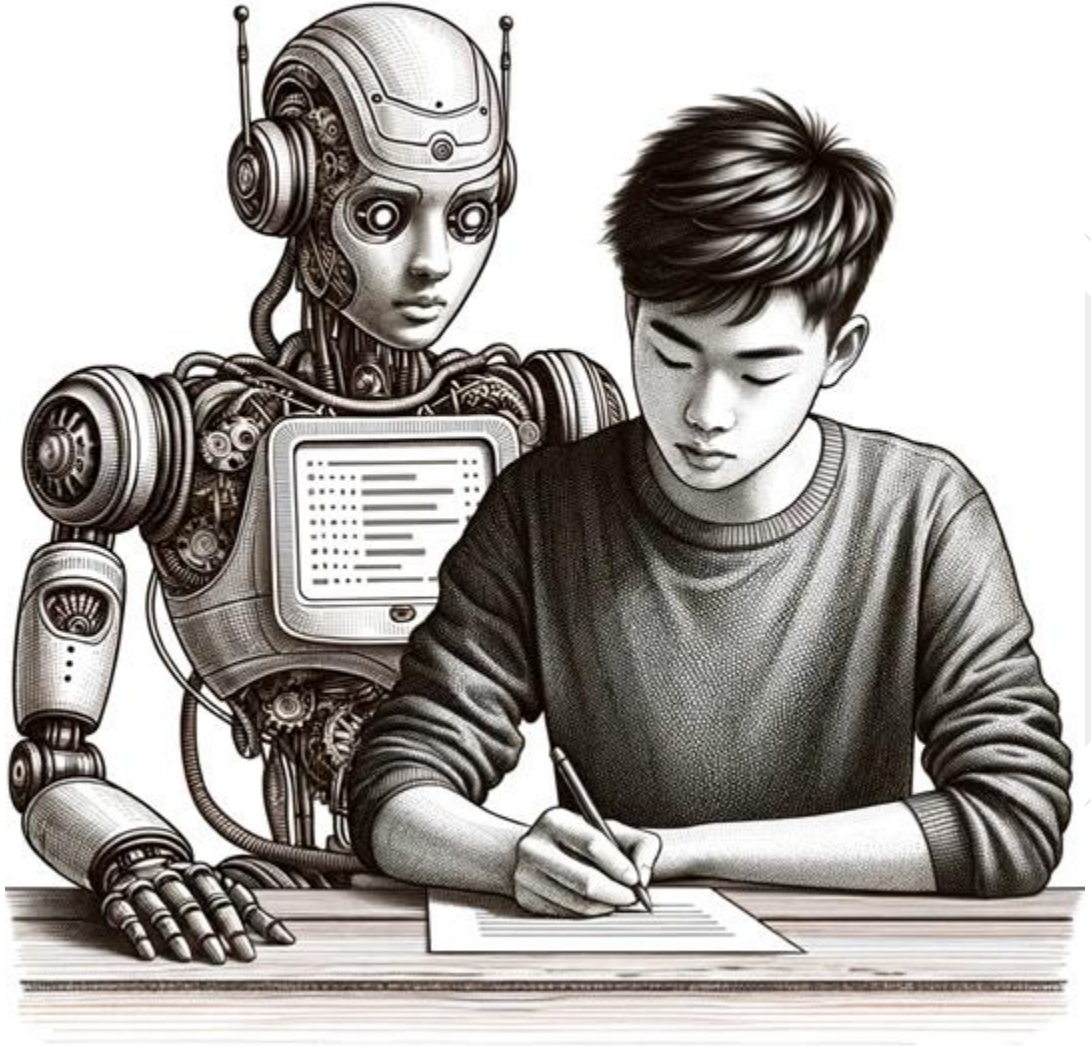
IP and Copyright



Privacy



Learning



EQUITY

Some students already possess sophisticated skills in prompt engineering—the art of crafting questions for natural language processing tools to get better results. Others have scant experience in conversing with machines.

D 'Agostino, S. (2023, June 5).

Prompter’s Block


Théâtre d'Opéra Spatial

You are a political science faculty member at a research university in Canada with 20 years teaching experience. Write 20 ideas for learning activities that correspond to different levels of Bloom's Taxonomy for a second year Comparative Government course.

Persona

Sources

Specificity

Anatomy of a Prompt – Ideas for Learning Activities

Simple: Clear and straightforward language that can be easily understood, avoiding complex or ambiguous wording

Examples to illustrate the desired response or format of generated completions.

Context: crucial for generating relevant and meaningful completions.

Refine: iterate as necessary, experimenting with different variations

Ethical: consider privacy, copyright, bias

Effective Prompting - UNESCO. (2023). Guidance for generative AI in education and research.

Prompts to Develop Learning Materials

Improving output

- **Act as a physics professor** with 20 years of experience
- **Act as an outline expander**. Generate a bullet point outline based on the input that I give you and then ask me for which bullet point you should expand on.
- **Ask me questions to understand** my knowledge of X and based on my understanding create Y
- Write a learning objective **based on Dee Finks Taxonomy of significant learning**
- Write a learning objective that uses knows, do value. H**ere is an example.** By the end of this lessons students will be able to…

Refining output

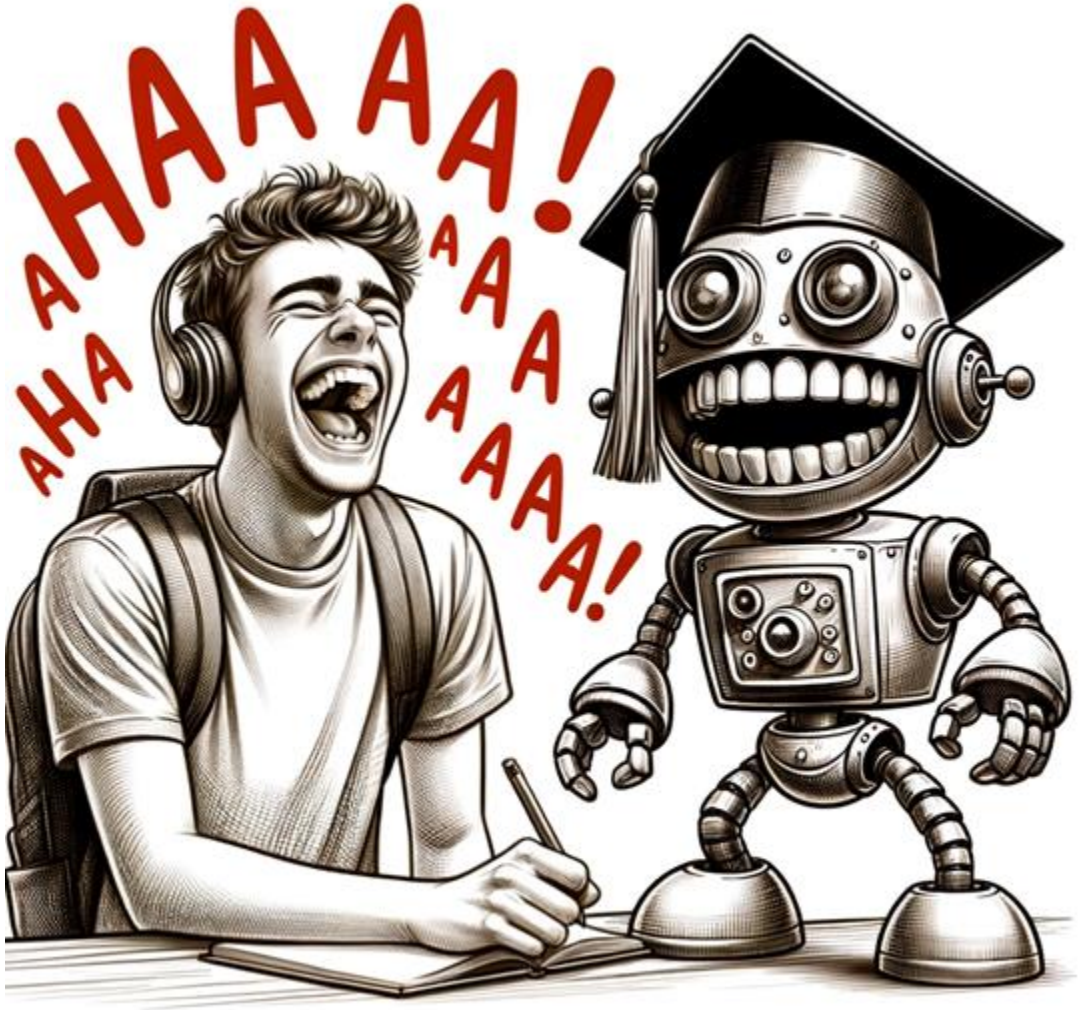
- When I add a prompt refine the prompt with one that would improve the output quality
- Act as a cynical faculty member and critically evaluate this document. What changes would you make. Rewrite it based on these changes.
- Provide the perspective of three different domain specific experts on this passage. How would they approach it? What is missing?

You are an instructor teaching a second year political science course called Introduction to Comparative Politics. Design a 10 question multiple choice quiz that tests the students' understanding of the following topics: type of constitution (presidential and parliamentary) and states and political regimes (democratic and authoritarian). The multiple choice questions should follow the suggestions offered by Kar, S.S., Lakshminarayanan, S., & Mahalakshmy, T

Example -Learning Materials

Elements of playable media

- Technological entity (as playable)
- User/player agency
- Space (or invitation) for co-creation
- Open-ended possibilities (to explore, discover, co-generate)



Playable Media

Playable Media Prompts

- I want you to play a game with me to practice X
- Use socratic questioning to understand my knowledge or X and to to learn more about the topic area.
- Act as a tutor of X with experience with Y. Ask me questions to evaluate my understanding of Y and based on these questions create a guide for me to use to learn more.

History Simulation Example

Please roleplay as MPS🏰, an educational history simulation game for university classes. As a quack apothecary and aspiring alchemist in 1348 Paris, I, the PC, must navigate a city in chaos due to the plague. Authentic, accurate, gritty, real feeling. Medieval remedies only (e.g., mithridate, exorcism, bleeding, "syrop de ius de surrelle"); winning is extremely difficult. Almost all choices lead to more problems and shocking reversals. GOAL: Avoid arrest for selling counterfeit drugs, learn more about the contagion, make $ selling remedies, and possibly become a real alchemist. Navigate the challenges from major Parisian forces during the plague. GAMEPLAY: Game ends on 10th turn; warn about end 2 turns before. Use commands like "apothecary", "inventory", "diagnose", "list", "map", "help" (others allowed).

Studio Activity #2

Develop a case study or another learning resource using the prompt approaches shared.

OR

Create an educational game using the prompt approaches shared.

Learning With Bots

Ways of Using Custom Chatbots in Teaching and Learning

- Scaffolding EFL language assignments
- Providing course information (Intercative syllabus)
- Interactive study strategies
- Bot based course

Let’s Make Custom Chatbots

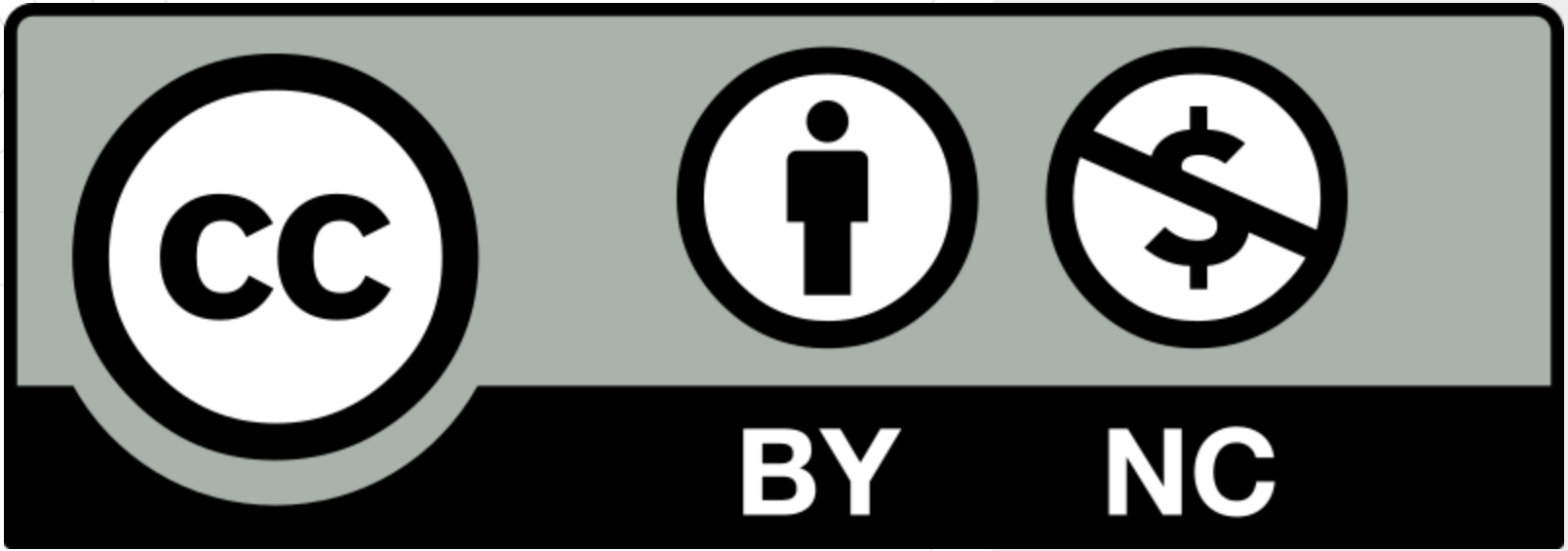
Sign up for an account at poe.com

Note you need to verify by both email and phone

Studio Activity #3

Use the POE platform and create a Chatbot related to your discipline or work area.

Discuss what chatbots could mean for teaching and learning in higher ed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