

Transcript for 2025-26 EdTech Sandbox Series: Claude vs. ChatGPT – Choosing the Right AI for the Job

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ADINA GRAY:

Okay. I'm going to move. I do have two screens. I'm going to move you on the other one. So if I go back and forth, it's because I do like to see some faces. At least Gwen, I think she's the only face right now, but it's nice that I'm not looking into a big black box. Thank you for joining us today for this session. As Gwen mentioned, my name is Adina Gray and I'm right out of my office. You can see behind me at Thompson Rivers University. I think Gwen already sent you an email with a slide for today's presentation, but you can also scan this QR code if you want to have them later on. I'm actually going to put them in the chat as well. So if you want to keep them later on, some of the information I put on the slide is more the resources. We'll see how time goes. I'm very mindful of the time that we have for 90 minutes, so I may skip on some. We're not going as much depth if we're a bit short of time, but I just want to make sure you have access to this. And the very last and the slides, I have a list of resources and free AI courses if you're interested in learning more. So ready to do it. Get started. As I said, I'm Thompson University here in Kamloops, B.C. and joining you from the traditional lands of the T'kém'lúps te Secwépemc within Secwepemc'ulucw which is traditional and unceded territory of the Secwépemc People.

For today's learning journey, I mentioned that we are focusing on two specific AI tools, ChatGPT versus Claude, and I'm sure most of you if not all of you have used the least ChatGPT, which is the more common one. I just want to give you an overview of how these tools compare. There are two giants in the industry. They are what they're called frontier foundational models. What are some of the differences between Claude and ChatGPT? And if you haven't tried one, especially Claude, then you may see what the benefits are. I'm going to share how I've been using it, how other educators are using it, also give you some opportunities for demos and hands-on practice. Gwen was asking me earlier if we're going to do breakout rooms and all of that, which we certainly could. But I think in the interest of time, I'm just going to ask you to do some hands-on things on your own and hopefully we'll have a few people to share with the rest of the class I call the class I'm used to teaching, the rest of the room on what you found out. If you have a minute right now, you can dig out some teaching materials. I have a course that you've taught recently or you're currently teaching. If you have the course outline, maybe the PowerPoint slides or reading materials for a particular chapter or topic, that would be really helpful later on because I'll demonstrate how I upload my own course materials to the AI models to help generate class activities or assignments or grading rubrics. I think it would be helpful if you had your own contexts and your own materials to try that as well. Over the next minutes or so, if you can dig out some course materials that would be helpful. We're going to try hands-on to practise a few different activities. Hopefully, you can share with me how you've been using it or what you think the differences are. And then wrap up at the end.

I do have a schedule here. I'm trying to stay on track. We're already I think a few minutes behind, but we will catch up later on. I'm mindful of everybody's time, so this slide will show up quite often because I'm constantly checking to make sure we're right on track. A few more things for the introductory part and then we're going to go straight into the tools.

As Gwen mentioned, I've been engaged with AI in education and AI tools for the last almost three years. I was an early adopter of ChatGPT. I think the ChatGPT came out in November 2022. By December, I had an account and I was using it quite heavily. If you were an early adopter of AI tools, you probably have a different appreciation of how far these tools have come. You know, how much AI as a topic is now penetrating not just education, but all areas, all industries, areas of society. These are just some of the things I had the opportunity to engage in. I've been at education conferences and AI conferences throughout Canada, US, Europe and I just recently came back from Chile, South America, was at a technology conference focused on AI, and I talked about the impact on AI on education, but also the workplace and the kind skills our students need in order to be successful in this really new AI-embedded workplace. There were conversations in AI in all sorts of government sectors, non-profit, but particular education, as I said, when I started three years ago, and this is just the photo of some of my colleagues. Maybe you'll recognize, we call us the GenAI Innovators, and we still meet once a month to talk about best practices, what we're doing, what's happening, and how we can help our students and faculty kind of engage with these tools in an ethical, thoughtful and productive way. So I started on campus and we've organized quite a few events. We had a couple of AI summits, and then I had the opportunity, as I said, to travel in all parts of the world, and it's interesting to talk to educators and the teachers and the interest in AI and some of the concerns and some of the excitement are really similar, I would say, across the globe.

Now, if you're interested in becoming more involved with this, I also started the AI and Education Network of British Columbia. So it's a group of us, there are about 30 of us who meet virtually once a month, and our next meeting is actually tomorrow. They're educators from across K to 12 to post-secondary. So in a teaching position, some are technology specialists, some are curriculum designers, instructors, and so on. So anybody who has an interest in AI for education, we kind of exchange ideas, resources, best practices. We have special presentations we have tomorrow. So if you're interested in being part of this network and keeping in touch, I can add it to our email list, just email agray@tru.ca. I'm in the process of setting up a website and we're on LinkedIn, but we're not quite that active yet. So I'm hoping in the new year we'll have a little bit more traction and we may even set this up as a non-profit at some point, but right now it's just an informal network, but there's a lot of really interesting people and interesting ideas. So let me know if you're interested in that and I will add you to our list.

That was just the introductions. I said, where I come from and why I'm interested in it. I've always thought that technology has a place to play in enhancing teaching and learning and engaging creating more engaging learning experiences for students. And when AI came around two or three years ago, I was really, really fascinated by the potential. And I noticed that there's

some ethical concerns, or some environmental implications and so on, but I think it's really a transformative energy, transformative technology that will really change the way we teach, the way we learn, it's already changing and definitely changing the workplaces. So it's good to kind of be informed and see where this is going.

Going into the actual topics of the day, ChatGPT versus Claude. I don't see if for an actual class, I would say by raising your hand, how many of you have used ChatGPT and Claude, but I have a feeling that there's a lot more familiarity with ChatGPT than with Claude as a model. They're both giants within the industry. ChatGPT, as you may know, was developed by OpenAI, and they're the first mover in the industry. Claude was created by Anthropic and as an interesting point, Anthropic was the company that was formed by a group of ex OpenAI employees. They both have strengths. I know people who are really early adopters of ChatGPT like myself, I use it a lot. I really like it. I know my style, I know what I do, know inside out. I have a hard time moving to other platforms. But I have experimented and I started using Claude more and more and I can see why certain people find it even more helpful than that. My colleagues who do use Claude, they often say that Claude is great at writing, that it really captures your voice and is more intuitive. So it'll be interesting as we do some of the activities today to see if you feel the same thing. But they're both great. They both are top-of-the-line models. They're giants in the industry. They can be used for brainstorming, for conversations, for developing knowledge based. ChatGPT is multimodal, meaning that it is chat based, text, audio, video has all these multimodal capabilities. Claude, you'll see it's a bit more intuitive. It gives you a more detailed analysis. I was playing with it just yesterday for the course that I'm currently teaching, I really noticed that there is quite a difference in the output. Even if you use the same prompts in both, you'll see that what you received sometimes is quite different. But good in different ways.

As I said, ChatGPT has more of a global dominance, has 38% of the market share in AI tools. So 10% is 700 million weekly active users. I've seen numbers as high as 800 million, but about 10% of the global population uses ChatGPT. Never mind all the other models. So we were talking earlier how interesting it is in terms of the adoption rate of this technology that it took, you know, the Internet, whatever, 20 years to penetrate all, you know, all countries and places around the world, you know, how long it took for electricity, if you look at other technologies and platforms from Netflix to Airbnb to Instagram Facebook, sometimes took, you know, years and even months to get to 1 million users and ChatGPT, reached 1 million users in five days back in November. So it took five days to reach 1 million users. So they're definitely the giant around the world. Claude is gaining traction as well. They have a smaller market share, but they are growing rapidly and especially in the enterprise and education sector. Interestingly, there are a lot of universities who are now forming partnerships with Claude and providing those to their students. So this is the difference in terms of who has a bigger market share.

Now, there were some studies that came out recently in terms of who uses ChatGPT versus Claude around the world. We know that a lot of people use AI in general, but I thought it was really interesting that ChatGPT has had really explosive growth in low and middle income countries. I've seen charts with, for example, India, China, United Arab Emirates, Argentina,

Brazil. They have 95% adoption rates, meaning that 95% of people engage with AI on a regular or on a semi-regular basis. Other countries like Canada and some Western Europe, they have a much lower adoption rate within the general population, so less than 50%. But ChatGPT tends to be more popular in low- and middle-income countries. Claude, on the other side is more popular in regions that have maybe better infrastructure, strong data privacy, like Canada, Australia, Israel is kind of the top country for ChatGPT, even though both platforms, of course, have free tiers, and most users of both are I think I've seen numbers 90% of users are free subscribers as opposed to paid one. So it's not a matter of necessarily access from a financial perspective, but just popularity for other reasons. ChatGPT really has a stronger grip in low and middle income countries where Claude is growing but growing in a different market.

What is ChatGPT and Claude used for in general? Then we're going to go to the education field, of course. Again, these recent reports show that over 70% of ChatGPT conversations are now non-work related, which I thought was really interesting. People are using them for personal getting as a personal therapist and we've seen that guidance with applying for jobs and resumes and just career or personal advice in general. That's a big percentage of that. Workplace writing still dominates. 42% people use them for writing tasks, refining, modifying, and they have a fairly small market share in coding. I don't know how many of any of you are coders, but AI has really impacted this profession and a lot of code is now written by AI, but you see, Claude has really a much stronger , holding that ChatGPT is only about 4.2% of messages are technical, most people use them for writing and just engaging both in a workplace and also personal setting.

Claude, on the other side, has had explosive growth in the coding industry and my husband creates websites and he dabbles with code, and he said that he did notice a huge difference between how ChatGPT writes code and ability to troubleshoot and Claude. They're on a different level altogether. Claude is also growing the education market, as I said, scientific research and automation, so a lot of enterprise use for automating tasks.

Now, some of the differences that you may notice as we engage in some hands-on activity or you might have noticed already. In terms of ChatGPT versus Claude. Again, if you're not using them to automate your work or not using them for code, you're just using them to maybe create teaching materials or engaging activities for your students. Even when you use the same prompt, you'll see that ChatGPT tends to be very fast, flexible. It's great for brainstorming for idea generation. I use it for anything, everything from creating class activities, based on my ideas for different assignments, even reading materials, I create my own reading materials. The students don't even use textbooks anymore because it's so easy to summarize and synthesize all different sources. I create images that I incorporate, attach videos to it. I use it for exam questions now, you can customize instead of going back to the textbook and the test bags that everybody was passing around. No, you can create customized exam materials and exam questions, whether they're multiple choice or open ended or whatever for your particular topic, for your particular learning outcome that you want. Claude on the other side uses you even when you use the same prompt, it will give you more structured, thoughtful, longer text and is

really interesting to see the difference, but they're both useful in different ways and depends on how you set it up.

Okay. Where are we for time? 10:25, am I on track? 10:15. Okay. Well, 10 minutes we had, so I'm going to pick up the pace. Okay, so I'm going to demonstrate how you can use both ChatGPT and Claude to generate a simple class activity. Again, because we are restricted for time here, I was just thinking of a demo and hands-on activities that we can realistically do within the time we have. If you haven't done it yet, I would strongly encourage you to find a course outline for your course, reading materials, PowerPoint slots, anything for a particular topic. After I demonstrate my own, then you can have a few minutes to engage with it yourself.

So for the first one, I'm going to use the course that I'm teaching this semester and I've taught for many years. It's called Business, Ethics, and Society. And as an interesting side fact, I received a grant for our Centre for Teaching and Learning for this semester, that came with a teaching assistant. To embed AI in the course to rethink this business ethics and society from the perspective of AI in mind. I've done a lot of work with my student assistant on incorporating AI into assignments, using it in classes, incorporate a bit of AI literacy, teaching students what the tools are, how to engage with them, and it's been really interesting. The course I'm talking about, I have a course outline here. I'm going to upload the course outline both in ChatGPT and Claude. I also have some reading materials, PowerPoint slides and just for this module. I'm going to ask both ChatGPT and Claude to generate a short class activity. I do this a lot. As I said, I've taught this course for almost, I think 13 years every semester. But I like to change in the spice it up. Sometimes you get tired of the same cases or the same class activities. You want something different, something that's current, and I find AI is great for that. It's 10:00 the night before. I don't have a lot of energy, but I want to put something new in the course, and this is, I think, the power of AI. So I'm going to copy and paste this prompt. I'm going to read it to you and when you have your course materials, maybe you can adjust it to your own context and your own course. "Based on the attached course outline and Module 2 readings, generate a short 15-minute in-class activity that helps students practise applying ethical frameworks to real-world situations." This is the course that I'm talking about, sorry right here. Get rid of that.

This is the course with the usual stuff and I'm focusing on Module 2 right here, Ethics of Business where we look at different ethical theories that students can use to help them decide whether a particular decision they make as a manager may be more right or wrong. This is usually an interesting one because there is some theory to it, but I also like to put it in the context of generating case studies that are realistic and relatable to the students is always a good way to learn and there are a number of ethical theories that are covered here.

For this module, I have the readings that I said that students are asked to read ahead of time, and it goes through, of course, the content of the course, it gives them some practise questions and so on. I'm going to upload both of them as well as I think I have, sorry, got here PowerPoint slides. I think those are the PowerPoint slides that I use in class. Again, for the same topic, that goes through it and you'll see there already some of the class activities that are also generated

with the help of AI. Whatever material you have for your particular course would be helpful. So copying and pasting this prompt. Control C. You do have the slides, as I said, I put in the chat. The link to the PowerPoint slides. So if you want, you can just copy and paste from this into ChatGPT and Claude.

This is what ChatGPT looks like. Most of you know, Claude is very similar. I do have accounts created and that's why it has my name and ChatGPT I use quite heavily. I can see I have probably thousands of interactions. With Claude, I also use not as much as ChatGPT but more and more Claude is definitely winning me over. I'm going to copy and paste the prompt here that I read to you and upload the materials to see what we get for both Claude and ChatGPT. Those are the PowerPoint slides. I'm giving you the course I like because I want it to have the general context of what this course is all about rather than just narrowing it down on the topic because it does take that into account. I'll do that. I'll ask you to work on it and why it's working on it. I'm going to do the same with Claude so we can see what we get in terms of the difference. Upload desktop. Same ones. That's interesting. It doesn't look like Claude takes PowerPoints. It would only take the reading materials. Maybe I'll convert this to a PDF, just so it has exactly the same information. I didn't notice that. I usually just upload the reading materials because they're quite detailed for my class. But just so everything is equal. There you go. I think I converted that to a PDF, go back here. On the way. Now we should be able to find it. Slides, I think those are the slides. I think Module 2, Part 1. Okay. The same prompt, exactly the same reading materials for Claude.

Let's go to ChatGPT and see what it gave us. So this is a very basic prompt. I didn't give a lot of details, I am doing this on purpose. We're going to look a little bit later. What is a good prompt? What is a good request that would give you a nice output. I just said, this is a course outline. I didn't give it a lot more information and it gives me a clean interactive activities. I don't have time to read a lot here. Three Lenses, One Dilemma, quick scenario. So the scenario is quite brief, individual media analysis, right? So usually if I do this, I usually ask it for three to five. Give me three or five ideas. We don't have time right now, but I'll ask it three to five. I will read them, scan through them, and then zero in on the ones that makes more sense for me. This is what ChatGPT based on that prompt, and then Claude.

Let's see the difference. In class activity, gives me the setup, gives me scenario, group analysis, quick share output, materials needed, right? So maybe fairly similar. I see that Claude gives you more, more details on which ethical theories to assign to each group, maybe in terms of that. This is just a first take at it. It's not like, I'm going to take this run with it. It's good to go.

I think the helpful part is once you have a starting point, some ideas is to really revise and iterate and ask it for more. Depending on how much time I have in class, but there's 10, 15, 20 minutes, you can ask it to give me a more detailed scenario, for example, and I just put some examples here, make it more industry specific. Sometimes it tends to give you the same industry like the pharmaceutical or health care industry. I've done a lot of those. I just want a different industry. You can ask it to add quantitative data to increase ambiguity, to introduce

cultural factors, whatever you want, and of course, it depends on the course you have. I'm just going to try maybe giving a more detailed scenario for both. I would say it's pretty brief. I'd like a more detailed scenario and the same here to see what it gives. I would probably also like to make it more industry specific as I said, if I've already had health care or tech or maybe I want to talk about financial, some of the ethical concerns within the financial sector. If you ask you for a more realistic, of course, or more detailed scenario, it expands on it. My student assistant and I were working on developing the questions for the final exams. This is the one thing we already have, some cases are a bit short on the details. We're working on how do we get more details or zero in on a specific ethical dilemma or expand on this particular topic. It's just like having a personal assistant that is available 24/7 and you can brainstorm and you can, you know, browse ideas from. That's the one, what did Claude do, give it a more detailed situation, gives it a little bit more information, additional context, the decision. I find it when I use it for ethics, it depends on the course, but sometimes it makes the ethical dilemmas too obvious or too easy. Sometimes I think, well, put in more unintended consequences or increase the ethical ambiguity makes it too clear what the ethical concerns are.

Maybe I'm going to give it this. To change it a little bit and make it a bit more challenging for students to identify. They have to pick through the scenario instead of just giving them the answer right away. Again, this is a pharmaceutical company, we'll go through that. This is just gold. I use it a lot and I've had so many new fresh and interesting cases and depending on students' interests, I know there's an interest in health care or an interest in tech or technology, I just cater those cases based on what they would be most likely to relate to. All right. This is an example, as I said, of a simple activity, and really the main point is to have a starting point with a basic prompt, but also iterate. So sometimes it takes me 2 or 3 hours because I just get so much into it, but I end up with something that I would have never had the time or the ideas for in the end. I thought I would give you a few minutes now individually. Hopefully, you're able to find some course materials there to try this on your own.

So if you can upload, if you have PowerPoint slides, any written materials or course outline for any major topic that you choose, whatever your courses. For the prompt, you can just copy and paste the one I have or you can adjust it to your own scenario. As I said, I have a few tips on how to improve your prompt. This was a really basic one. but for now, just to get us started.

Write a prompt and then put them both in ChatGPT and Claude. Let's see if you see a huge difference between two of them in terms of clarity, usefulness, alignment with your teaching goals. Do you find one better than the other? Just wait a little bit. Maybe I'll check the chat. If you do have any questions or you want to jump in, feel free to do so. Sometimes it's hard to monitor the chat when I'm on different screens.

Jennifer was saying that she uses a lot of AI-generated scenarios in anthropology courses. I think I remember Jennifer, you shared with me some really interesting things. Always include AI declaration with ways to use, teach students how to declare in their assignment. Yeah, that's a very good point. I'm very open with the students on how I use AI and also quite generous in

terms of allowing them to engage with the tools as long as they're honest and transparent about it. That is 100%. Somebody ask you what obligation is there to reference, cite class activities, supported materials that were AI generated? I use AI disclosure statement with others. Many educators should do that. I think from both a student and instructor perspective, I think we do have a responsibility to make sure that we're transparent. Always when I start a semester and I start talking about the use of AI and you ask the students, how many of you use AI for academic or personal work? There's always a reluctance at the beginning because I think students are quite a bit nervous about what is acceptable, what is not. But as soon as you start you know, sharing how you use it to enhance their learning experience, how you use it for teaching, how you use it in your personal, in your career. The students are a lot more willing to open up and share what works and what doesn't work for them. So I am very transparent in my classes that a lot of the things we do, you know, are created with the assistance of AI, and students use AI heavily on all of their assignments. Now, they have a presentation and next week and all semester long, they worked on developing a business, a business idea using AI tools along the way. So it'll be interesting to see how it goes. Just going back to the time here while you do that, make sure we are on track, it's 10:20. While you do that, I'm going to look at that chat again.

Someone is asking, are there any ethical concerns uploading institutional materials or are they maybe copyrighted? Yeah, so there's definitely something to be cautious of. If you upload, I guess, the course outline that you created or if it's the standard course outline for the course, PowerPoint slides, usually I create my own. Most of the materials I have loaded are the ones I created myself and I co-created with AI, but that is something to keep in mind.

Are you using the free or paid version of the website? I would say for the people who are just starting to engage with them or use AI on a semi-regular basis, the free versions for all the AI platforms are plenty. In terms of performance and capabilities, they all work the same. The paid version is no better than the free version, it's just how frequently you use it. Sometimes if you're trying to generate images and you're on the free version, you'll see that and say, you're out of credit, the same with AI. Because I use them heavily for my teaching, I also have an AI training and consulting business, so I use them a lot. I do pay for ChatGPT, I don't pay for Claude. I don't know. Maybe I pay for two or three. I paid for Gemini because I started using Gemini a lot more for generating videos and images and things like that, and I do like it. I pay for Gemini and NotebookLM, I don't know if you use NotebookLM. That's another great tool. I pay for Gemini, ChatGPT and Gamma, the slides that I'm showing you, they're created with Gamma AI, which is another great tool for slide deck PowerPoint. I think those are the only three that I pay right now. I don't pay Claude and I use probably six or seven on a regular basis. I wouldn't worry too much about it, unless you use it so much that it starts to be limiting. With Gamma, you can only create so many free slides before you have to pay for it. For most people, that's perfectly fine. Natalie says she has the ChatGPT paid version, asking if you want to upgrade to AITOPIA which includes Claude as well. Actually, I'm not familiar with that. To upgrade to AITOPIA. Maybe AITOPIA Yeah, I'm not familiar with AITOPIA but I know there's some platforms that you can sign up for that gives you access to multiple AI tools. I haven't

tried that myself. I know there is this guy who has a great podcast and always promotes the fact that he has the AI Toolbox, I think it's called, you pay a monthly subscription and then you have access to ChatGPT and Claude and many other tools. I just paid for them individually at this point, but Poe is one platform I've heard of Poe. I haven't used it myself. Okay. Anybody who's willing to share, maybe you can bring this in. Maybe you can see a few faces. If you've tried Claude ChatGPT, the same prompt, if you have noticed a difference, and you can unmute yourself and be great or you can put it in the chat as well, whichever.

MARIA:

I have a question. I use Copilot to create film review assignments for first year degree program social workers. These are social workers working in the field. They're all employed. They have completed their diploma. because it was a film review assignment, students created slides and I used Copilot to summarize their slides and created an infographic and gallery. So because I have 60 students and they're all over, all Indigenous students, but they are from different tribes in Alberta and North West Territories and British Columbia. My question is, I want to create a reusable assignment and use this assignment I created. But the content which I have created, can I really use it in open access? Because some of the videos are not in the open domain. I don't want to use copyright content and create an open resource, but my students have really created fantastic content, and it's Indigenous content. And the film review assignment had a part where students had to have discussion questions. So why are those discussion questions, I was so fascinated. I'm a learner myself. I told my students, although I'm an instructor. There was such good cultural practices, like rites of passage. How can we decolonize social work for children and youth, you know, like my question is, if the video is copyright content, but my students have given me permission that I can create an open resource. The institution is also supporting creation of an open resource. But the film review them had the films, they were copyright. They were not in the public domain. Like I had a CD about past system of film produced somewhere in Saskatchewan. I have the details. My question is when I'm using copyright content as initiation to generate ideas and I'm using AI, which really works very effectively with infographics with the work which is created and a gallery, does it fall under open domain? Like how can I create an open education resource with this content created by my students?

ADINA:

Yeah. That's an interesting question. You may have to check with your institutions. In terms of AI, at least, it's a pretty gray area right now. I don't think the laws have really caught up with, when you generate AI content, is it your own? Because you created it based on the prompt, who owns the copyright? Can you just use it for your own purpose? And then that's perfectly fine. But what if you're trying to sell it to monetize it? I think, if you're trying to sell this material while using copyrighted content, that'd be an issue. But if you're just using open resources, there may be a different one. I don't really, I don't really know the nuances of it. I don't want to give you advice or anything, but I just know when it comes to AI, there's always the questions that come up. Well, is it my own? Do I have intellectual property to it or not? If you're using outside videos that do have copyright, that's something, of course, to keep in mind when you

incorporate the open resources. Maybe check with your institution. I know our university is quite supportive of open education materials as well. But I'm not sure I don't really have the insights on when you combine all these different sources. Copyright, your own, AI. I think it's really a tricky area to navigate.

Sorry just looking at the time here, Daniel is asking, In your view, what are the advantages using ChatGPT or Claude or versus NotebookLM? Well, we should do another session on NotebookLM's a great tool for generating audio and video overviews for summarizing information, for creating practice questions. Also the course materials is one of my other favourite tools outside of ChatGPT for sure. ChatGPT and Claude, I think it's more of a personal preference. As I said, some people say that it's much better at writing than ChatGPT sounds more human-like. I use ChatGPT a lot and I've trained it with my own voice. It knows a lot about me. Switching to from ChatGPT may not make sense for me because I'm really a heavy user ChatGPT, but I can see that it creates different content and sometimes it's more intuitive, I find with Claude, you just give you the same content and it's more intuitive in what you want and it's more of a follow-up.

I'm just going to move on a little bit because I don't want to fall behind here with the timing.

Some of the reflection questions, again, on your own, something to think about as you look at ChatGPT versus Claude for the same prompt or the same request. Was one more polished and ready to use than the other? That's another concern, especially if you're short on time. Maybe one that requires more iteration, follow up back and forth. Maybe your teaching style, maybe one is better for your particular teaching style. How much editing did one require over the other? Was one more creative than the other one? So as I said, if I were to briefly compare the two from just my own experience and talking to other educators, they said, ChatGPT is very creative. It's a great brainstorming partner. Claude is a much better writer. You can always use it in combination. There is, ask both and then, you know, decide what works for you and kind of pick and choose on which makes sense.

Now, just a few things about prompting tips. As I said, the prompt that I gave you before here, I just called it a basic or generic prompt where we didn't give it a lot of information just says, Here's the course outline. Here's a 15-minute activity, give me, you know, some ideas to make an interactive class activity based on it. But garbage and garbage out. You often hear about engaging with AI tools or materials and the more details and more specific you are, the better the output.

Now, there's something called the art of prompting and this used to be a lot more important early on. If you had engaged with AI tools back in December 2022 and throughout the last couple of years, the way you asked the model to do something really had a huge impact on the output. Now these models are getting a lot more intuitive. I think we're moving from prompt engineering to really conversational, that you have to be a great conversationalist now, know how to engage with them, how to ask for what you want. You don't need necessarily a really

detailed prompt because they are becoming more intuitive, knowing what you're looking for, and they always give you follow up prompts like, Is this okay? Do you want more? Do you want me to do this, which is great. But it doesn't hurt in general to know that the more specific you are, the better. Instead of just saying, Create a class activity for this course and put the outline. That's a huge topic and say, for this topic, for this chapter or module, and this is what I have in mind and how long you want it. Is this a group activity or is this an individual activity? The more specific you are, the better outcome. You get a list initially. Otherwise, you have to go back and forth. If you have examples and I do this a lot, I create what are called GPTs, these little apps inside ChatGPT, where I train them. I say, these are examples of great class activities that I had in the past or great assignments or whatever, great presentation. When you create a new one, keep those in mind because those are the type that I liked and worked well for my class. If you can provide examples, upload any materials, it will do a much better job. Give it a role and this may be counterintuitive. Just saying instead of just saying, Give me this, say you are an experienced curriculum designer or an instructor with 20 years of experience teaching the scores or award winning, give me a role that you're professional in whatever field or topic, and it will assume that role, maybe surprisingly so and it will give you a much better output than just say, give me this. And of course, I think number 4 is the most important one and something that a lot of beginners who engage with AI tools and especially students don't quite understand, that you can't just ask for it and take what it gives you and run away. It's a conversation and I iterate back and forth and ask it to change it, ask it to be more details, different industry, as I said, and so on. In the end, it will take a bit longer, but it will give you a much better output.

Some of the things not to do. To be too vague, create a lesson plan for what? Or be too complex, give it too much. I always do one step at a time, create this assignment, then a grading rubric. Then when I'm happy, go to the next one. Instead of giving five different ideas for assignments, give me grading rubric, all of that. I will do it for you. But I don't think it produces the same outcomes as if you try to do it individually and then you can have your voice and iterate along the way as opposed to looking at the final output and as specific and constraint as possible better. This is just for you for later on if you're looking for more detailed ideas on how to create better prompts in terms of being specific and again define who your audience. Is it first year students? Is it second year social work students? Is it business students? That will have obviously a huge impact on the outcome.

My favourite one and this has only been possible fairly recently, I would say the last six months or so, because these models are progressing, or they're developing so fast that they have become very good at creating their own prompts. I don't know if you've ever tried this, but again, this is my favourite one where I just say in simple words, this is what I want. Can you give me, can you write a prompt that would help you do an excellent job with it? Right? You'd be surprised because sometimes we don't know what we want. I want class activities, but I may not be thinking about all the different elements. I just created a really detailed prompt and then you can go and add your own spin to it. I want more of this or less. So rather than try to create a detailed prompt, am I specific enough? Did I give you the context, this was necessary. Even a

year ago, this really was necessary for you to be able to write very specific instruction and details because these models weren't as intuitive. I know many educators and companies would create data banks, banks or prompt banks are called, where they give you detailed prompts for whatever the task was, which may or may not apply to your own context. So I just like it now that it just creates its own prompt. So if you want to see what that looks like, I have it here.

So if you open up a new window for ChatGPT and Claude and I'll just do it quickly here, so we start from scratch. There you go, and upload the same materials you had before and then give it a similar prompt that you need class activities and all of that. But instead of just hitting Enter, ask it to write an excellent prompt for you and just see what you get are the curiosities. I'm going to give the same materials here. Sorry, I think I have the flu. I do for the next few days and didn't want to cancel this session, so I'm trying to get through it, so copy paste. Each one has Write an excellent prompt that would help you do a good job with it, and this is just my own way of saying. Let's see what it gives us. and the same here. I need your help, write an excellent prompt. I use this a lot, to be honest, especially when I prepare. I use it for proposals, for different events, conferences, for creating presentation. It gives you a very detailed prompt and I don't know about you, but I wouldn't have thought necessarily all of it. Here is an excellent prompt for creating 15 minutes and it tells you what I'm teaching, use the outline, create activity, must be interactive source scenario, and then I'll see what Claude did. Claude you see, it's a little bit more intuitive, more detail, create a prompt, gives you the context, gives you the requirements with time constraints, practical, multiple framework and so on. What I like with ChatGPT, especially recently, it always has the follow up. Before I would have to copy and paste okay now use this prompt. But it literally asked me, here's the prompt. Do you want me to use it? I said, Yeah, sure, go ahead. Maybe after you read the prompt, when you realize, actually, I want something else, I want it, focus on whatever. You can certainly change it or you can say, just go ahead or use this prompt. This is a tip that I find it works best for me where I ask you just to create its own prompt and then I edit and iterate that prompt as opposed to me having to come up with something from scratch. Again, it gives you another really interesting material you need it, and so on. You can try this for yourself maybe to see. How that goes. Class debrief. I would say ChatGPT is a little bit more curt and brief. Maybe you have to work with it more back and forth to really end up with something that you may want to use in class. Even visually, I find Claude a little bit more pleasing to the eye the way it organizes and displays information and it gives you sample answers, so more like instructor manuals, even though we didn't ask for it, but again, a bit more intuitive. I think I'm going to start using this even more, especially for this use case. Okay. Those are some of the tips as I said in terms of prompting. Where are we for time, 10:50, I think we're pretty go on track.

Let's see if you have any questions here that I can address. I'll have to wait until the very end. Oops, going through here. Pluma says, Even if you don't ask the bot to improve the prompt, it will do that when prompting the same thread. You're right. You don't necessarily have to start a new chat. You can do it in a new one. Ashley said, Another idea is to ask AI to make this prompt 10 times better. That's a great one. Great success. That's a great one. Thank you, 10 times

better. Another one that just occurred to me as you were saying, I asked it to grade its own response. So not necessarily the prompt, but whatever output is it. I said, On a scale, I try to see what it says on a scale of 1 to 10, how would you grade your response or output or whatever you want to call. I see what it says for Claude. It would assess its own answer and it will try to improve on it. Similar to what you said, make it 10 times better. That's what it says. Often when I do this, you will tell me that it's either 9 out of 10 or 10 out of 10. It tells you what it was strong, we could push it to a 10. If you want, I can revise it to a perfect 10. Again, I don't know what that means you have to read it. Yeah, it's always very modest. Claude says he would give it an 8 out of 10, is an honest assessment, how to improve it, improve it. Latana that's a good one. Make it 10 times better. I'm going to try that. I haven't tried that one. That's another great one. Make it 10 times better.

Aside from grading class activities, which I use it a lot because I said, I always try to make learning engaging with students and I don't necessarily have a lot of ideas. Sometimes I want to zero in on a specific topic, and you have the textbook, have instructor manuals, you have your own materials, but you may get tired of it, they may not be out of date, or you just don't have ideas for that particular one. This is great for that. Creating assignments and grading rubrics is another one. Assignment, even if you have an existing assignment, you want to spice it up, improve it, focus on different things, different industries, creating a grading rubric that is customized again to that assignment, is a great use. At least as a starting point. Sometimes, I think the biggest hurdle with introducing a new assignment to class other than the fact that you have to really think it out. But creating a grading group that goes with that. That's a lot of work and sometimes I just don't have the time to do this. I'm not going to do it this semester. I'm going to do it next semester. But I find with these AI tools, I constantly put in new content and fresh content in my course because it becomes a lot more doable, easier and I have somebody to bounce ideas off.

As an activity for this, because we already have this, let's say, I'm going to go with whatever the last class activity gave for me, you can ask you to convert that class activity into an assignment or create a brand new assignment altogether, whichever way it works. I'm going to try this prompt, convert Use this activity and ask both to convert into a structure and comprehensive assignments for students. Once you're satisfied with it, create a grading rubric. You can ask for both in one prompt, but I think it makes more sense that just create the assignment so you can iterate, go back and forth until you're happy with it. Once you're happy with it, I'll create a grading rubric that I attach to it and the grading rubric can have different or my different structures so it often goes back and forth. Sometimes, as I said, an hour or two, I spend at least iterating until I get something that I'm happy with, but it's something that I probably would never have started to begin with because I would just have the time or sometimes the energy to really begin from scratch. It's really a great starting point.

If I'm going to copy and paste this and know what ChatGPT gave me in the end, I'm on the second one, let's see what activity, this would be good. Dilemma, step by step, individual group. Okay. So let's say that, you know, I was happy with that activity, but I want to convert it into a

take at home assignment. Oh, sorry. I copied the wrong prompt. This one, maybe ask it to create a prompt that would convert that. I'm really lazy now. Write an excellent prompt that would help you do a great job with converting this activity, this class activity into an assignment. Let's see what it does for us. We'll use the same for Claude and see. Hopefully, I can't really see you much because of the different screens, but hopefully you're able to follow along on your end too just to see how it works for your writing. An excellent prompt ChatGPT says is an excellent prompt. Use this collectivity to convert it to a formal assignment, create learning objectives, clear scenarios, step by step task. As you know, if you've taught for a long time, this is a very time-consuming job. You make sure the assignment is clear, has specific instructions, aligns to learning objectives and outcomes and everything. This is a great starting point. If you want, I can run the prompt.

I'm going to take. Was it Ashley? Ashley said I'm going to take your advice and ask you to make it 10 times better. Make it up front. Ten times better. See what it does. There you go. Then ChatGPT, this is the prompt. Wow, that's a very long prompt. Detail grading or is just the assignment itself> This is the prompt, I think. This is a perfect example. This is the prompt that ChatGPT created right here based on the same request, the same ask, and this is the one that ChatGPT created, maybe a little more thorough and intuitive included tone and styles and pedagogical principles and so on. Let's see, did they make it 10 times better? Here's a far superior, extra precise. You can copy and paste. Elite level prompt. There you go. The 10 times better version format. I would say if you were to compare, maybe again, I don't have time to read it all, but this 10 times better, it's probably more comparable to the original Claude prompt that was quite detailed, right? Is anybody trying this on your end? I'm just curious to see what you find. Anybody who wants to share how they're finding it for their course? I'm going to ask you to use the prompt. Use the prompt you created, the same one, 10 times better. I can run this upgraded prompt right now. ChatGPT always has a follow-up. I don't think Claude does that necessarily. Claude just gave me a much more detailed prompt. But then it just waits for me to tell you what to do for instructions. Whereas Chat GPT, again, if you use it a lot, you notice, this is fairly recently in the last three months or so, where he always gives you a follow-up, do you want me to do this? Sometimes he has suggestions for things that I never even consider doing. He says, do you want me to create a slide or do you want me to do this? Often I'd say, Sure, do it and I see what you got. I say, yes. So let's see what assignment. This is an assignment package from Claude, ethical framework analysis. Again, word count, and you can specify that. I didn't give it a lot of details, assignment overview, the dilemma, the CEO position. I have to go through this. Oh that's funny. Look, it did its own AI use policy for this assignment. Don't you find that interesting? Again, not having asked for it. This course emphasizes ethical responsible use of AI. This is very interesting. This is what you're allowed and not allowed to use. And then penalties, and again, you can go, even a graded one. I didn't ask for grading rubric; it created one. That's very interesting. A lot more intuitive on what you may want and maybe you're okay with it or maybe you wanted to go just one grade conversion. Oh my god, it's still working on it. Sample response. Look at that, partial result. Students often when you give assignments, do you have samples from previous semesters and you may or may not, if it's a new assignment, you definitely don't. But this is an example of what a good. Wow,

that's amazing. ChatGPT, what did you do? Created assignment overview, learning outcomes, scenario, student tasks, apply, final recommendation, length. Both of them did grading aerobics, even though I did ask for that. And then it always gives you more. If you want, I can always he likes to poke you. Where do you want to go next and give your idea on marking key for teaching assistant. A sample student answer whereas Claude did it automatically without asking for you. You may find this a bit too much. It's like, Oh my god, I have to go through all of this. I prefer to go one step at a time. If you do want that just specify, let's work on this one step at a time. I don't want the grading rubric. I just want to make sure that I'm happy with the assignment. I'm going to stop for a second, look at the chat and bring this here. Anybody else who wants to jump in, unmute yourself and share how it's been working for you? Where is the chat, I lost it right here.

So people are trying to class. That's great. No problem. Okay. Anybody who would like to share how it's working for them? If you're creating an assignment, what does it look like? Is it something that would be helpful? What was the difference? Yeah. Claude definitely a lot more intuitive and more detail in depth. I move this wrong way. No, you're students in class, nobody wants to jump in. I see a, raise your hand, I think. Yeah, go ahead.

PARTICIPANT:

Great. I just wanted to say that my approach to this has been rather than asking the boss to generate the whole lesson plan, I'd rather have it work on a particular task because I'm still wary of using this plan without checking it. So it takes me a lot of time having to go through the whole plan and just adapting it. So as I said, I like when I prompt the button in a way that it can enhance a particular task or when I ask it, is there something that I'm missing? Do you think that this task can be approached or maybe designed in a different way? I just wanted to share that. Thanks.

ADINA:

Yeah. Yeah, definitely. When you go one step at a time. Because I think it can be overwhelming when it gives you the whole thing, the assignment, and the grading rubric. Sorry, all of that. And I'm the same. I usually either if I forget to put in the initial prompt and it gives me too much, I said, Okay, go back. No, I just want to do it one step at a time. I was doing something yesterday and I forget now I can't think of what it was that required multiple steps, and it gave me the whole thing. No, let's go back to number one. Even when I prepare for example, I use it all the time. Prepare for this AI training sessions presentation say, No, I want to start with introduction. Let's work on it until I'm happy. Then we move on to the next one. If you let it, it will give you the entire presentation, and give you the entire proposal, whatever. But I think it's like you said, it's more beneficial then you can have your own or your input and you're really a true collaborator along the way as opposed to just taking the final result. Somebody else has their hands up which just says I am support there.

PARTICIPANT:

Sorry, that's me. Using the wrong account. Yeah. Yeah, you can. But yeah, some of the same feedback where it's too much information. I was doing a slightly different prompt because I often have to do copyedits or reviewing edits of other people in curriculum. I just found interesting with Claude, it's caught something like, oh, you said you're going to define something, but you didn't define it. Then I went and I looked in the upload and it was because the definitions were in SmartArt. So it's not able to fully read the upload. It's always watching out for those kinds of things. With ChatGPT, the free version, you're just limited. You can upload a document once. But then if you try to upload again, it says you have to wait 24 hours or whatever it is. So it's like these little things that you just have to be aware of and then you don't know until you start playing around with it. But yeah, I would agree just getting really deep because I asked it, can you just check the general flow of this document, this guide? And then both of them just gave way too much information. They'll say Claude even more than ChatGPT. But I think you have to go piece by piece, and then at the end ask it for overall feedback.

ADINA:

Right. Yeah. Like you said, be specific and give it the constraints, sometimes people say, I've used it, it doesn't work well and he gave me too much or not enough. But think of it, as somebody said once, it's an eager intern knows a little bit about everything and just wants to please you. But you have to guide them along the way. They can't read your mind. What are you looking for? And if it's too much tell us, that's too much and it will go back. But like you said, it takes a lot of practise and go back and forth to get a sense of how to work with these tools and what they are, what they can and cannot do. Another thing that I do with mine in terms of creating fresh materials. Let's say I have a case study that I've used sometimes for years when I really like it and it's really great for this particular topic for my ethics. But I'm just sick of it. If I hear one more time, discuss and analyze, I'm going to lose my mind. Instead of asking the AI tools to create a case for those topics. It just says, here's a case that I've used. I really like you know, these are the questions. It's really engaging. I'm just tired of that. Can you change the industry? Can you change some of the characters? I still maintain the same good learning outcomes, but it's just a different scenario, so I'm not so bored with it. It does a really good job because that's giving it an example, rather than ask it to create from scratch, which may or may not fit what you had in mind. So examples are a great one, whether it's an assignment that you really liked or like I said, a case study, we use a lot of cases in classes. I found that I got better results when I gave it. This is a case I really like, I'm just sick of it. Can you create something similar? And then you did a great job. Thank you. Okay. Any other thoughts?

Sorry, Brad, bring you back here, Zoom. No, I have it here. If I'm still sharing or not, I'm going to stop and share again because I can move the screen a little bit. There you go. I have about 15 minutes left.

Just a few parting thoughts and I'm going to look at the chat again if you have any other thoughts and ideas in terms of which tool is better for which task. I think as we've seen in the short amount of time you had that Claude tends to be a lot more thorough and intuitive and

maybe gives you more than what you necessarily want at the beginning. I think if you were to go through the writing is probably better. ChatGPT tends to be more focused and precise. It gives you ideas or prompts on where you want to go next and not necessarily give it to you from the very beginning. You may like that style or maybe you like the more intuitive nature of ChatGPT versus Claude. Those are some things to think about.

What are the practical applications? What task would you trust for AI versus some things you may just enjoy doing it yourself. I know ethical considerations and some people are asking, what about copyright issues and uploading materials that maybe are institutional or otherwise, something to keep in mind. And in the end, it comes to personal preference. There are so many tools out there. Often people who haven't engaged with AI yet. One of their main concerns says, I don't even know where to start. There's so many out there and I feel like I'm already behind. Some of my colleagues says, You're lucky because you started early. It's like, Well, anybody could start early, but start with anything. Start with ChatGPT, start with Claude, start with NotebookLM is a great one. I use some other Gemini or Copilot and just play with it. There's no owner manual, and you are the best-suited person to apply to your context. You're the expert in your area, in your teaching in your course. There is no better person to experiment and become a pro using the tools than yourself because it's a different context for everybody. Those are some of the key takeaways, using it to assist and rather replace you.

I just find it's a lot of fun for me because I like to create this course material. I like to put on a fresh presentation and all these things, but we're just limited by the time we have, we're limited by creativity or energy or whatever. I just find that I have this personal assistant brainstorming partner that I can co create with, and I just gave me a whole new appreciation, I think, and excitement about teaching, especially if you teach the same courses I've had for many, many years. Sometimes it's like, oh, god, I don't want to teach this again, but it can always be fresh and new if you have the time to engage with and experiment and reflect what works, what doesn't, prompting that's becoming, you know, less of an issue now because they're so much more intuitive.

Now, if you're looking for other free AI resources or courses and often people ask at the end of these presentations. It's like, where do I start? I've taken some of them. This is on my to do list for the December and new semester, Open AI, Anthropic, Google, Coursera. There's lots of free AI courses and some of them are just general how to use AI. Some of them focus on the ethical issues. Some of them are for teaching, in particular, AI fluency for educators, I think. There's some really great courses on helping you teach students how to use AI. So I just teach you how to use it in your own context, but how to incorporate AI literacy within your courses, which I think is where we're going now. We're trying to, even my university, try to rethink and redesign courses with AI in mind. So those are the links, something to think about. We don't have a lot of time is limited, but often these courses require only 2 or 3 hours of your time. There, video materials. You can just watch a few demonstrations here and there. That may be helpful.

Again, if you'd like to join the AI Education Network and meet with us monthly or just kind of be on the mailing list for any new events we have, send me an email. I'm also on LinkedIn. I spend a lot of time. A lot of things I learned about AI, especially early on, was just engaging with other educators and other people in the AI space on LinkedIn. I follow the newest developments, I follow who's going to what conferences, what event? There's no better place to learn about AI, I believe, than LinkedIn, especially once you start engaging with it and the algorithm, of course, feeds you more AI related things. In this case, it's a good thing.

So I'm going to go to the chat now to see. Again, if you have any other thoughts, feel free to unmute yourself jump in. I'm going to stop sharing so I can actually see some people.

Shannon is asking, what time is the AI and Education Network meeting? Tomorrow it's at 4:00 p.m. 4:00 to 5:00 p.m. On Thursday. What I do is after each meeting, I send a polling question to everybody in the group saying for next month, what would be the best time for you and I give a few options. Usually, we do it in the afternoon because a lot of our members are K to 12 educators, so they work until 3:00. so we do 3:00 to 4:00 or 4:00 to 5:00 sometime on a Thursday, sometimes we'll do Fridays or Fridays, sometimes don't work because it's the weekend coming up, but the one this month is tomorrow at 4:00 p.m. As I said, but it may varies on the month because I'm trying to see what is the time that most people are available. So yeah, so if you're interested Shannon, let me know, go and share the resource and another chat. There is also a link to the new EdTech Sandbox Series that's coming up. Any other thoughts or ideas on how to use AI in general doesn't have to be necessarily related to Claude or ChatGPT. Any other tools that you're excited about that you like to share? We talked about NotebookLM is a great one. If you haven't tried NotebookLM, I highly recommend it, especially the video overview and audio overview, what I call the podcast. What I do right now is I have a lot of papers and reports that I like to read and many of them, how it's AI impact in the workplace and so on, and I upload them into NotebookLM and I create podcast and I just listen to them especially when I drive from campus to Vancouver, I almost exclusively listen to AI-generated podcast and they're very, very good, very engaging and it just kind of helps you learn in a different way. Okay. Anybody else? Any other tools that you use other than ChatGPT, Claude, Copilot, I heard, NotebookLM. A chat here. Emily says she loves a podcast option. Yeah, go right ahead.

PARTICIPANT:

I am a language educator, so I teach English and I work with English as an additional language, and I use Brisk teaching a lot. It's amazing for formative assessment, you have to download it as a browser extension and then it will pop up on your screen, and then you can create a number of different things. But I would also recommend that you talk to your students. I send out informal surveys, I ask my students what tools they're using and I like to meet them midway. I think it's better to know what tools your students are using and then you can kind of learn about them. For lesson planning, I started using Twee and then I moved into MagicSchool. Now I think that SchoolAI is actually very, very effective for lesson planning. I just want to share that.

A :

So those, yeah. I've heard I've never used Bisk. I've looked at it briefly. I do have a T-shirt from them. I was at the education conference in San Diego last April, and they were one of the main sponsors and I have a T-shirt from Brisk so I have heard of Brisk. What was the other one that you mentioned, other than Brisk?

PARTICIPANT:

SchoolAI. It is good for lesson planning. I think it also works with CLB, and I think it does. I'm not sure if it supports anything in B.C., but it's definitely working with Ontario-based curriculum. It's definitely worth taking out.

ADINA:

Great. And just remind you since we do have a few minutes maybe I'll show you this. Some people are using them heavily and those who are very happy with them and other people haven't engaged with it yet. So for ChatGPT, I'm going to move this out of the way. I think Claude has its own version of it as well. But GPTs I don't know if anybody can put in the chat. Anybody who uses GPT or has created GPTs within ChatGPTs, very confusing. They're very similar name. Natalie, she says she created a few. What kind of GPTs have you created Natalie for what purpose? What do you use them? I'll get that in a little bit. I started playing with. They've been around for a long time. I don't know what that is. They've been around for a long time. I started, you know, maybe six, eight months ago and I use them heavily. So GPTs are the little apps inside ChatGPT that you can train for a specific task. I'm just going to show you what the ones I have and we can create one in the last 5 minutes. So I give them names and I even generate photos to go with it. For example, I do a lot of LinkedIn posts, so sometimes I need help with just the writing. So there's a GPT, this little person agent who helps me write effective LinkedIn post and often it's just I write my own. I put it there and just enhances the writing, report summaries, help with writing reference letters. What is it? Proposals for conferences, keynotes, sometimes I enhance writing on emails. I think I got Natalie, a reflective learning coach. That's interesting. Flamen says they only have to have a paid version to create a GPT. It only works with a paid plans. If you do have a paid plan and create it, a lot of my colleagues create the GPTs for a course and then share it with the students. You can use one, even if you have a free plan, but you can't create one unless you have a paid plan. But this is how it works. Let's say in the next 3 minutes or so that you want to create a GPT that will help you generate questions, like multiple choice questions for quizzes, like low state quizzes, midterms, final exams. Again, I use it a lot. What the benefit is instead of constantly starting a new chat and explaining what you need and the kind questions you want, what the course is all about, you can create this environment where you already knows. That whenever you go there, it's for creating exam questions. It has samples of your exam questions from before, so it knows what style you want, the level of difficulty. Again, you can ask you to use Bloom's taxonomy when creating and so on. Then whenever you go there, it's the same one. Now, before you had to figure out, well, how do I create a GPT and was a bit of a learning curve. But now you just literally ask it to help you create and I think you will even create it for yourself. Let me see quickly. I need you to help me create a GPT, you just ask it. I give you the instruction, we create

it for you automatically. I forget now to create a GPT for generating questions. Let's say I just want multiple choice from now, it can be any type for my Business Ethics class attached outline. Of course, you would have to add content and course materials and all of that if you wanted to focus on the specific topics. I'm just going to give it all of it again and see if it just gives me the instructions or it will create... Upload it. Quebec French email writing translation tool, create a body in Mizo. It's a bit slow. I was reading the documents. Let's see if I think it will create. That's another one, the reasoning models. Now, it shows the thinking behind it, which is fascinating and creepy at the same time. Understand. We're just thinking through what we're asking it. Preferences. Read flexible, I thought. Instructions. So looks like it gives me the instructions. I'm sure I tried it before and we just created it for me. Anyways, maybe thinking a little bit too much. But anyways, you can copy and paste and go up here, Explore and then search for GPTs here. There you go. Those are the ones I already created, and then you can just create your own. It's fairly intuitive. As I said, you can ask ChatGPT to help you answer all those questions, upload your course material. Then whenever you go into here, you just say, Create a questions for this topic and it will do it for you in the format that you like with the level of difficulty and focusing on certain things. As I said, I often ask him to create and categorize them by Bloom's taxonomy, so just remembering, understanding, applying. Now I have a variety of questions that I can mix and match for the exam. Again, this may be taking an hour or two to sort through them and some are really good and some are not that great, especially for business settings, that's a gray area. But definitely or if you want to create different versions of the same question, that's great for that.

I think we're getting close to the end of it. And Gwen is shaking her head, we've done pretty good staying on track. Thank you again, everyone for joining us today. I know some people had to leave early because of teaching and other commitments. I hope you got a few interesting things about it. I find that whenever I attend a lot of presentations, I deliver training sessions myself, but I also sign up for a lot of them because I find that for every session, if I just get one or two ideas or one or two new tools or tips, it really helps and it makes, you know, helps us with this feeling of being overwhelmed. There's so many tools, so many tools out there, but you don't have to try them all. You don't have to be an expert in all. Just pick and choose the ones that work for you, use it, experiment, share with others. I think that's how we improve our practice and become better at this. Thank you so much and hope to see you again at other events. And as I said, if you're interested in AI and Education Network, send me an email. I'll add it to the list, and perhaps I'll see you there.