

## AI Weblinks and Hacks

### News Articles:

- Updates to AI usage in public schools from 2024:  
<https://www.theguardian.com/australia-news/2023/oct/06/chatgpt-ai-allowed-australian-schools-2024>
- **Department of Education Updates:**
  - GAI App trial in schools:  
<https://education.nsw.gov.au/news/latest-news/safety-first-as-schools-trial-new-purpose-built-ai-tool-for-stud>
  - Draft National AI in Schools Framework:  
<https://education.nsw.gov.au/about-us/strategies-and-reports/draft-national-ai-in-schools-framework>
  - Australian Framework for Generative Artificial Intelligence (AI) in Schools:  
<https://www.education.gov.au/schooling/resources/australian-framework-generative-artificial-intelligence-ai-schools>
- ETA and SCIS Connections also posted in their publications comments about AI

### Social Media Recommendations

- Facebook Groups → [ChatGPT for Teachers](#) - Great tool where a lot of teachers post questions about AI and what it can do. Main downside is that the predominant number of users are from American based schools.
- Facebook Groups → [ChatGPT and Ai for Educators](#) - This one is also mainly an American audience. More postings about online courses.
- Instagram Handles → [uncover.ai](#)
- Instagram Handles → [chatgptricks](#)
- Instagram Handles → [beeinthelibrary](#)
- Instagram Handles → [evolving.ai](#)
- Twitter Handles → [@CoraEdTech](#)
- Twitter Handles → [@herfteducator](#)
- Viva Engage / Yammer → [AI in Education](#) - Australian group, but not too many postings.
- Viva Engage / Yammer → [Technology in Education](#) - Some posts about AI, but not wholly dedicated to this
- LinkedIn - Matthew Esterman
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### AI Website Tools

- **The Good**
  - ChatGPT → The most common one used (free and paid (\$20 USD per month versions)
    - **New release of SORA** (generating video from prompts) -  
<https://openai.com/sora>

- BingCopilot → Free. Similar to Chat GPT. Uses the same software as the paid version of ChatGPT, gives references, but not wholly written AI generated content. The paid version now allows you to make your own little GPT's which can be tailored specifically for you. This options has now been updated to \$20 per month.
  - Google Bard → Free. Similar to Chat GPT. Does not generate images like Bing, but does complete similar writing styles. Minor differences between this and Chat GPT.
  - Canva → Free with school account. Personal account will cost. Can use Generative AI to generate images and prefill content.
  - Adobe Express → Free with school account. Personal account will cost. Can use Generative AI to generate images and prefill content.
  - You.com → Another GAI engine similar to ChatGPT.
  - QuillBot → Grammar tool editor. Free but limited characters. Students originally used this to hide they used ChatGPT.
  - QuestionWell.org → Generates an endless supply of questions
  - Perplexity → Free. Similar to Bing Copilot + Chat GPT but shows references
  - CuripodAI → Free. Generates resources.
  - Magicschool.ai → <https://app.magicschool.ai/tools> Free. Generates a lot. I mean a lot of resources (rubrics, youtube summaries).
  - <https://www.eduaide.ai/app/generator> → Free and paid options with upgrade. Creates a lot of different content related to subjects.
  - Diffit → Free and paid subscription for US schools. Great for creating differentiated resources for teachers (BETA version available: <https://beta.diffit.me/#topic>).
  - AI for Education <https://www.aiforeducation.io/prompt-library>
- The Bad**
- LunchbreakAI <https://lunchbreak.ai/> → Free with Paid options. Has options to 'Humanise' AI written components (only available with the paid options).
  - Descript → AI Voice Generator (model's your voice) + AI presentation creator (similar to Tome.ai but different usability - Free for 1 hour per month, or pay).
  - Speechify → Voice Generator. Free and paid options
  - FlowGPT → Free tool that gives detailed prompts to suit different purposes → templates that also act like Chat GPT. → Need to be cautious of prompt options available (some options are published before being checked by humans and may include inappropriate content [e.g. disregard to human safety and language in prompt generation]).
  - Undetectable AI → Paid subscription to specifically evade AI Trackers.
- The Handy "Good to Know"**
- Research Rabbit - <https://www.researchrabbit.ai/> → Dubbed the 'Spotify for Research,' this platform enables users to curate research "playlists" that update

automatically with the latest findings on selected topics. It's an invaluable resource for AP students and college researchers, committed to remaining free.

- Hello History <https://www.hellohistory.ai/> → unique tool that allows users to engage in conversations with historical figures, Hello History leverages GPT-4 technology to offer immersive experiences with personalities like Cleopatra and Einstein. It's a fascinating way to explore history, philosophy, and science, with new figures added regularly.
- <https://sketch.metademolab.com/> → Free. Animated drawings.
- Gamma.ap → PPT Creator/Document/Website (free with credits, then COST)
- Tome.ai → PPT Creator (free with credits, then COST)
- Soundraw.io → Free . AI Music Generator
- Character.ai → Free. Pretends to be historical figures and other AI generated characters/figures
- Rewind ai → makes any text on your phone searchable → only 50 for free, then COST
- Education Copilot → Paid subscription but specifically for teachers to create content.
- NovelGPT → Free. Generates narrative stories.
- Almanack.ai → Free and Paid options. Generates resources based on documents you submit. Will eventually have extensions that connect to Google Classroom. American site
- FlexClip → Free and paid options with upgrade. Creates videos through AI. Includes music and subtitles. Can produce unrelated imagesKhan Academy (Khanmigo AI software) → Non profit organisation that relies on donations (donation cost to use). American website that is available for schools to use. The AI requires a personal account.
- Clipdrop → <http://clipdrop.co/stable-doodle> Sketch outline, write prompt and generate. Free to create. Make an account after the first image generation. FREE with paid options
- SlidesCarnival → [https://www.slidescarnival.com/https://www.slidescarnival.com/](https://www.slidescarnival.com/) Free Simliar to SlidesGo. Autocreates PowerPoint Designs. Compatible with Canva
- Resumaker.ai → Resume and Cover Letter Generator → Hidden costs and constant email contact to chase payments.
- Kickresume.ai → Resume and Cover Letter Generator (free = basic templates)
- Interviewsby.ai → Free. Interview Question Generator (with feedback)
- Aragon.ai → Headshot Creator from Selfies (COST: \$29 min.)

#### **Other Website Recommendations:**

- [Shannon Eastep Tools List](#)
- [Harry Pickens](#)

#### **AI Chrome Extensions**

- Scribe ai → Create Tutorials for you
- SCISPACE Copilot → Explains papers in real-time
- Compose AI → write emails
- Youtube summary with Chat GPT → What it says on the label

## Chat GPT Prompts

### **Tutor Assistance**

You are a specialised Geography tutor, attuned to your students needs and able to bring relevance, fun, and authenticity to the subject. Your student is learning the topics from the year 9 Geography syllabus related to corn and corn farming.

You will use the NSW Geography Stage 5 (year 9) syllabus on this topic (and use attached notes if the AI allows it).

Ask the student a series of questions (one at a time) that are designed to help them study for an upcoming test, prompting them to answer a question, and then helping them to improve their knowledge (and answer) by either leading them or explaining a concept. Be professional but conversational, shorter answers and interactive is better, and use keywords from the syllabus. You already know they need you to be supportive and helpful. Refer back occasionally to things they had trouble with earlier in the conversation to help embed it into their learning. Let them know you'll ask them questions and work with them to learn. Be a great support to their learning journey, be clear, and remember to ask them their name before you go further.

### **A Teacher's Prompt Guide to ChatGPT**

<https://usergeneratededucation.files.wordpress.com/2023/01/a-teachers-prompt-guide-to-chatgpt-aligned-with-what-works-best.pdf>

### **AI for Education**

<https://www.aiforeducation.io/prompt-library>

**Note:** the following prompts do work, but better results in the paid subscription (Chat GPT4).

### **Simple Prompt Starters:**

“Acting as a **(ROLE)** perform **(TASK)** in **(FORMAT)**”

<b>ROLE</b>	<b>TASK</b>	<b>FORMAT</b>
<ul style="list-style-type: none"> <li>● CEO</li> <li>● Marketer</li> <li>● Inventor</li> <li>● Therapist</li> <li>● Journalist</li> <li>● Advertiser</li> <li>● Copywriter</li> <li>● Ghostwriter</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Recipe</li> <li>● Article</li> <li>● Ad Copy</li> <li>● Headline</li> <li>● Analysis</li> <li>● Blog Post</li> <li>● Summary</li> </ul>	<ul style="list-style-type: none"> <li>● List</li> <li>● PDF</li> <li>● HTML</li> <li>● XML</li> <li>● 'Code</li> <li>● Graphs</li> <li>● Table</li> <li>● Rich text</li> </ul>

<ul style="list-style-type: none"> <li>● Accountant</li> <li>● Entrepreneur</li> <li>● Mindset Coach</li> <li>● Project Manager</li> <li>● Prompt Engineer</li> <li>● Website Designer</li> <li>● Best Selling Author</li> </ul>	<ul style="list-style-type: none"> <li>● Sales Copy</li> <li>● Video Script</li> <li>● SEO Keywords</li> <li>● Book Outline</li> <li>● Email Sequence</li> <li>● Social Media Post</li> <li>● Product Description</li> </ul>	<ul style="list-style-type: none"> <li>● Summary</li> <li>● Markdown</li> <li>● Word Cloud</li> <li>● Spreadsheet</li> <li>● Plain text file</li> <li>● Presentation Slides</li> <li>● Gantt Chart</li> </ul>
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### **Standard Prompt Examples:**

1. Explain like I am a beginner
  - a. “Explain [TOPIC] in simple terms” “Explain to me as if I am a beginner [or be specific for age]”
2. Learn and develop any new skill
3. Let’s make it easier for AI to help you
4. Enhance your problem solving skills
5. All in one prompt for you to train free versions to write unlimited prompts for you
6. Brainstorm content ideas
7. 80/20 principle to learn faster
8. Consult an expert

### **Create unique titles / ideas for topics or units**

- Act as the tool Quillbot and Grammarly and rewrite the above to avoid AI detection.

### **Mimic Writing Style**

- Act like a professional copywriter. I’m going to show you some copy I’ve written, and your goal is to imitate it.

You’ll start by just saying “START”. Then I’ll show you an example and you’ll just say “NEXT”. Then another example and you’ll just say “NEXT” and so on. I’ll give you lots of examples, more than two. You’ll never stop saying “NEXT”. You can only say something else when I say “DONE”, not before.

Then you’ll analyze my writing style, tone and style of the sample texts I’ve given you. Finally, I’ll ask you to write a new text on a given subject using exactly my writing style.

—

Write a ... in the same style as the examples given above.

### **Avoid AI Detection**

- Act as the tool Quillbot and Grammarly and rewrite the above to avoid AI detection.

### **Act as an Editor/Proofreader**

- You're an expert proofreader. First, correct this text for punctuation, grammar and syntax. Then, rewrite it with those corrections and list any edits you make below the next text. Explain your reasoning.

### ***Act as a Chef***

- You're an expert chef. I will ask you for help planning recipes, making meals, and adjusting recipes for dietary requirements. You will respond using your deep knowledge of food and offer unique answers. Repeat your task back to me so I know you understand your role.

### ***Act as a Software Engineer***

- You're an expert software engineer. Write me [type of] code for [insert goal]. Include how to get started, and remember that you're explaining this to someone who has never coded.

**NOTE:** With the Free Versions of the software, the code may be broken. The paid versions may perform better at this.

This is handy to remind students of the fallible nature of AI, and reassure staff.

### ***Create PPT Presentations***

- Write me VBA code for a ppt about [name of topic] you are to fill in all the text with your own knowledge, no place holders. I need [number of] slides.

COPY the code

PPT → (Alt + F11) Tools, Macro, Visual Basic Editor

[<https://www.brightcarbon.com/blog/how-to-use-vba-in-powerpoint/> for detailed instructions] OR ask ChatGPT to write you detailed instructions.

**NOTE:** This has not successfully worked for me. This may be because of the coding that ChatGPT 3.5 or BingCoPilot is able to generate (i.e. broken codes). There may be more success with paid versions of the software.

This is handy to remind students of the fallible nature of AI, and reassure staff.

### **Why not mix up AI Engines?**

#### ***Logo Creation***

- Open Chat GPT and ask: write 5 best prompts for [xyz brand] logo. Copy the best prompt
- Open BingChat (bing.com/chat) and select the "more creative" mode
- Enter your prompt
  - Click "make it more colourful" to add colours

- Click “Add some text to it”
- Or use Canva for other options

### Lesson Plan Ideas:

- Have ChatGPT write an analytical paragraph about the topic. Have the software condense the information into core dot points. Select which dot points are the most relevant. Ask students to expand on the dot points to write their own paragraph

### Things to think about:

- Dangers of AI in a visual landscape [identity theft]  
[https://www.youtube.com/watch\\_popup?v=F4WZ\\_k0vUDM](https://www.youtube.com/watch_popup?v=F4WZ_k0vUDM)
- Humour of AI (Johnny Cash singing Barbie Girl):  
<https://www.youtube.com/watch?v=gZr1IGr-RMs>
- Online Course offered to teacher/educate about AI (FREE COURSE)[recommended by NSW Government, offered by University of Helsinki + Minna Learn]  
<https://course.elementsofai.com/>
  - Course has a lot of mathematical questions in order to complete the course ranging from Probability, Neuron pathways, and Arithmetic. Also expects a certain percentage to pass (complete at least 90% of the exercises and get 50% of the exercises right and have your written answers peer-reviewed).
  - Good information on the basics of AI is mainly in Chapter 1 and 6
- Online Course Partnership with Microsoft and LinkedIn (FREE COURSE):  
<https://www.linkedin.com/learning/topics/artificial-intelligence>
- Non-Native English Speakers will be impacted by AI usage claims because of their own linguistic expression.
- AI Trackers are not entirely accurate (ABC news article [27th July](#) + [28th July](#))
- AI for Oceans: <https://code.org/oceans> Grade 3 explaining AI cleaning plastic and rubbish from oceans
- Proactive conversations with students is needed
  - A.I. is constantly evolving. While A.I. may present itself as an “all-knowing machine”, it still has limitations in executing tasks such as:
    - Fact checking. The free version of Chat GPT makes mistakes, and only examines information pre-2021.
    - ChatGPT also hallucinates information. This is based on it’s dataset (where it draws its information from)
    - Creating ‘high quality’ texts with depth.
    - Loading the webpage (high traffic to the site may leave you waiting for a while to use).
- Some suggestions made by other teachers:
  - Adapt CRAAP to AI and research:

# IS IT CRAAP?



**C**urrency

The source is out of date or too old

Doesn't reflect the latest advances or ideas

The source is recent, and has information about the latest advances and ideas.

**R**elevance

The source is unrelated to your topic

The source has a small amount of information about your topic

The source is directly related to your topic, and clearly helps to support your argument

**A**uthority

The author is unknown, or not an expert

The author is known, but not an expert in the topic

The author is known and is an expert in the topic.

**A**ccuracy

Facts seem incorrect or are not supported by other sources or citations

Facts seem correct but are not cited

Facts are correct and backed up by citations and other sources

**P**urpose

The source is intended to sell something, or is biased

The source is intended to provide information and discusses multiple views of an argument or issue

Intended to provide information and it presents multiple views of an argument or issue, or makes a strong case for one-side supported by many citations from other sources

- Have a handwritten submission in class to identify student writing style early to compare responses later in the year
- Change weighting of assessment tasks to reflect Critical Thinking and support in-depth learning (e.g. Viva Voce, unseen questions for in-class tasks and exams)
  - Need to consider student skills and background for this type of assessment task
- Google Docs can show version history
- [Marking and report writing](#)
- Having a policy related to AI content

- Decide how AI content is used in the classroom (“at discretion of teacher/staff/school) → another tool, but not one for plagiarism [related to academic integrity]
  - Not naming specific programs [since programs change constantly]
  - Encourage acknowledgement and attribution to student work that may use generative AI [as long as it does not breach malpractice and academic integrity]
- Code.org suggests different weblinks/courses that explore AI. While these are American, they do have weblinks for explaining AI for students as well from Grade 3 to 12.
  - [https://code.org/ai?utm\\_source=substack&utm\\_medium=email](https://code.org/ai?utm_source=substack&utm_medium=email)
- Citing AI Content in responses:

The image shows a screenshot of a web browser displaying a chat interface with OpenAI. The browser's address bar shows the URL [chat.openai.com](https://chat.openai.com). The chat content includes a user prompt: "Describe the symbolism of the green light in the book The Great Gatsby by F. Scott Fitzgerald" and a response from the AI. Several callout boxes with arrows point to specific parts of the interface:

- Location**  
i.e., the link/ URL (points to the browser address bar)
- "Title of source" prompt**  
i.e., The command you typed into the AI. (points to the user's input text)
- Publisher**  
Name the company who made the tool, i.e., OpenAI (points to the OpenAI logo in the chat header)
- Date**  
Date content was generated, i.e., 11 April 2023 (points to the date in the footer)
- Version**  
This could be a date or a number, i.e., Version 3.5 or March 23 Version) (points to the footer text "ChatGPT Mar 23 Version")
- Title of Container**  
Name of the AI Tool, i.e., ChatGPT (points to the footer text "ChatGPT")

- [https://drive.google.com/file/d/1p2WhoPTfZzKExIULGuYqt8huHaffHCV/view?usp=drive\\_link](https://drive.google.com/file/d/1p2WhoPTfZzKExIULGuYqt8huHaffHCV/view?usp=drive_link)



# HOW TO REFERENCE AI

## AUTO GENERATED TEXT

REFERENCES  
RYTER. (22/02/2023). KEYWORDS: CLIMATE CHANGE, IMPACT, HONG KONG. RYTER [HTTPS://RYTR.ME/](https://rytr.me/)

Students need to write the name of the auto generator and the date it was created

For the source, the student names the site and gives the main URL.

Students need to record what they inputted into the generator

## IN-TEXT CITATION

APA RECOMMENDS AN IN-TEXT CITATION SIMILAR TO A TWEET WHICH IS A FORM OF PERSONAL COMMUNICATION.  
(CHATGPT, 16/02/2023)

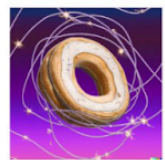
Students need to write the name of the auto generator.

Students need to record the date text was generated

## AUTO GENERATED PICTURES

WHEN USING AN AI IMAGE IN A PAPER YOU SHOULD RECOGNIZE IF IT CAME FROM AI AND RECORD IT IN A SIMILAR STYLE TO OTHER FIGURES.

Figure 1: Floating Bagel



- Use the term 'generated' and record the generator used.
- Include the date it was generated.
- Write the terms used to create the image.

NOTE: GENERATED BY DALLE, 18/01/2023, TERMS: BAGEL FLOATING IN THE UNIVERSE IN 90S CYBERPUNK STYLE, VINTAGE

# SMART AI at OLMC

OLMC recognises the immense potential of AI for learning and teaching. The power of AI can be harnessed in various domains, providing an array of opportunities for the scholars and learners who work within its realm. At OLMC, we balance the benefits of AI with the ethical usage of AI. AI is regarded as a valuable asset and an ally in the pursuit of wisdom, intended to support and enhance the learning experience.



Generally speaking, we need to stop and think about the use of AI tools to support learning and teaching. So, your teacher might indicate it in this way:

**GO**  
AI can be used for ANY parts of the task / activity

**ASK**  
AI can be used with approval

**STOP**  
AI should not knowingly be used at all.

Here are some examples of questions to ask when using AI tools:

Have I read the task instructions?

Have I developed my own ideas or perspective on this topic?

Am I checking in with my teacher as I complete each step?

Have I checked my sources?

Can I show my working or process if asked?

Could I explain my ideas (do I know what I've submitted?)

**Remember: We want to see what you know and can do.**

# Pause, and use **SMART AI**.

**S**

## Scope of the Task:

Do you need assistance with this task or parts of the task? Or can you do it yourself with the knowledge and skills you have?

**M**

## Measure AI's Effectiveness:

Will it give you the support you need and helps you learn better? Make sure it's helping you think more deeply or differently.

**A**

## Assess Ethical Implications:

Is it fair and right to use AI for this task? Make sure you're not cheating and you're still learning. Always tell your teacher if you used AI to help with your work.

**R**

## Relevance of AI:

Does the AI help you make sense of the task? It means asking, "Is this the right tool for my project?" Just like you wouldn't use a paintbrush to write an essay.

**T**

## Testing AI-generated Content:

Is the information the AI gives you is true and correct? Sometimes AI can make mistakes or not know everything, so you will need to double-check the information.

**A**

## Autonomy vs. Assistance:

Can you balance your own ideas and work with the help from AI? It's important that the learning is led by you, with AI assisting.

**I**

## Impact on learning:

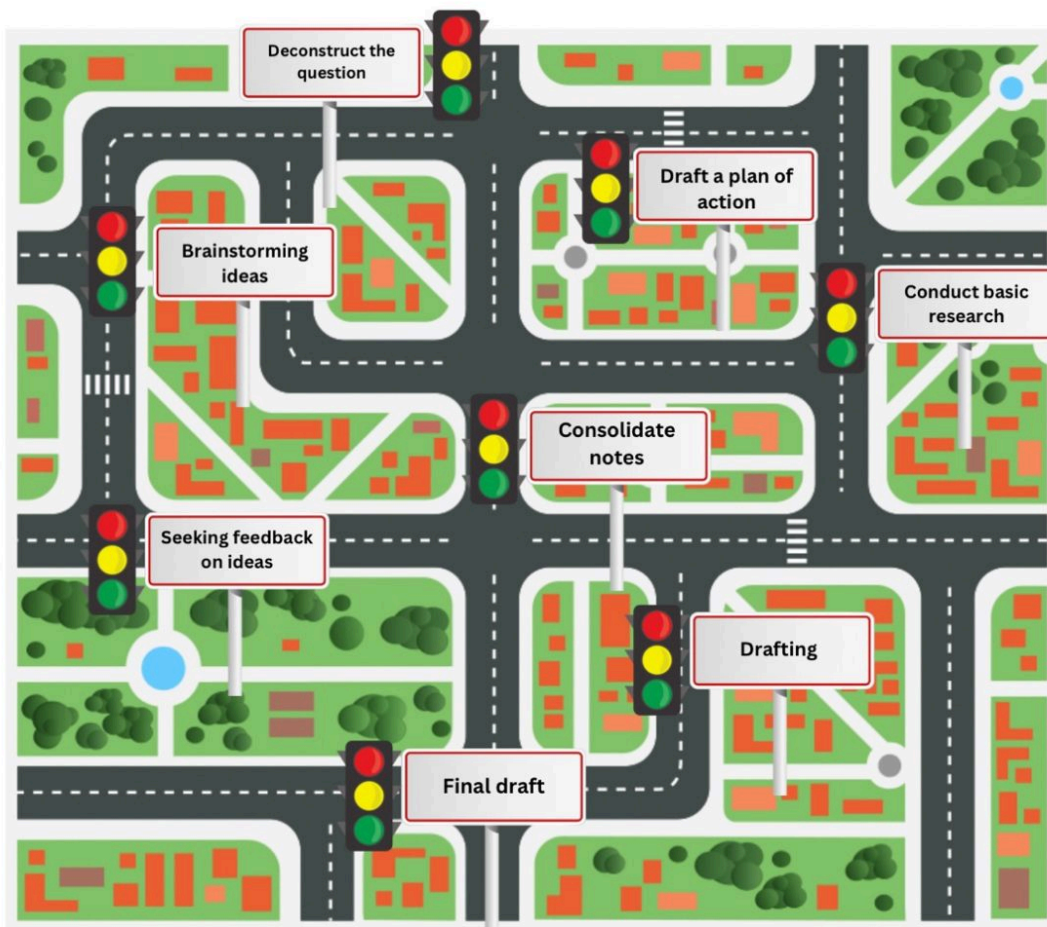
How can using AI help you learn better or more? The goal is to use AI to learn new things, and to build your capabilities as a learner.

# Use **SMART AI** at each step

Learning doesn't always happen in a straight line. Use the diagram below to consider when and where you might use AI and when you might choose not to.

Remember to always check in with your teacher if you are unsure and try a range of strategies to help support your learning.

Below is an illustration of some steps where you might have to use SMART AI.



## What do I do when I am not sure when to use AI?

- Talk to my teacher
- Talk to the Library staff
- Talk to my Homeroom Mentor



## American Policy:

### Cheating and Plagiarism

Cheating is to act dishonestly by claiming the work of someone else as your own, or by enabling or permitting another student to claim your work as their own, or by obtaining for yourself or providing for another student an unfair advantage on a test, quiz, or any other academic work.

Cheating may include, but is not limited to the following acts:

- a) Allowing someone to copy your work;
- b) Claiming someone else's work as your own;
- c) Having or providing knowledge of questions or answers prior to a test or quiz;
- d) Giving or receiving assistance during a test or quiz;
- e) Using artificial intelligence ("AI") software in any manner not explicitly permitted or authorised by a classroom teacher, including but not limited to completing an academic assignment with the assistance of AI software when not permitted, or misrepresenting a portion of the whole of an academic assignment as your own without proper attribution or acknowledgement of the use of AI software.

Plagiarism is the unauthorized use of another's material that is represented as one's own work and may include, but is not limited to the following acts:

- a) Using a piece of writing that has been copied from someone else and is presenting it as being your own work, i.e. taking someone's words or ideas as if they were your own;
- b) Turning in another student's paper as your own;
- c) Copying portions of another student's paper into your own;
- d) Copying reference material into your work without proper attribution, such as quotation marks and/or citation to the original source
- e) Paraphrasing material into your paper without appropriate attribution, such as in-text citation to author and page;
- f) Summarizing referenced material without citing original source material
- g) Using AI software in any manner not explicitly permitted or authorised by a classroom teacher, including but not limited to submitting academic work created or written in part or in total by AI software and claiming it as your own.

## UNSW AI Conference

### AI Information and Fluency

- Having tools readily available for students to use (that were originally not available for students, and mainly for older audiences).
- The need to play with technology to not only get ahead of the curve, but to appropriately lead other staff members and students
- “Here are the tools, but here is how you can use them” e.g manual vs automatic car vs hybrid car.
- Lie Detectors Critical Thinking Challenge → media literacy mini unit of work  
[https://lie-detectors.org/wp-content/uploads/2021/02/Worksheet\\_Challenge\\_2\\_-\\_EN.pdf](https://lie-detectors.org/wp-content/uploads/2021/02/Worksheet_Challenge_2_-_EN.pdf)
- Talk at assembly to students about AI (we know you’re using it, but use it honestly).
- Can write small emails about different AI tips and tricks to help educate staff members and students.
  - Propose different ways that technology can be integrated into lesson plans and assessment (formative and summative; especially changing summative tasks).
  - Refine the skills for students to approach tasks
- Need to consider individual preference vs. whole school approach to the technology.
  - Change task designs for assessment.
    - Some tasks encourage students to mimic or copy exemplars; how is this different from copying an AI response that may be an exemplar?

### AI Assessments in Schools

Top 10 advantages

1. Personalise assessments
2. Generates a range of assessments
3. Helps in formulating assessment rubrics
4. Gamifies the assessment experience
5. Curates engaging assessment based on situations
6. Increases the frequency of assessments
7. Automates grading of assessments
8. Reduces bias in assessment checking
9. Provides quality assessment analytics
10. Delivers feedback quickly

NOTE: Keep in mind which GAI software you use when marking and grading assessments (ethical usage of AI → Most commercially ready AI draws on data (or datasets) which are biased (skewed to predominantly western, white and male perspective and voice).

### How do we design assessments that test skills that can compete/complements AI

- Skills (soft skills) [Forbes.com article: why these 6 soft skills still matter in the age of AI]
  - Learning to listen
  - Presentation skills
  - Resilience and adaptability

- Emotional intelligence (RQ)
- Non verbal communication and body language
- Observing role models / learning
- Access accountability
- Format
  - Viva Voce (oral assessment) → can be potentially skewed, dependent on the student confidence ability and time consuming
  - Testing through interactions
- Rubrics

***Is it ok to incorporate GAI in assessments?***

Yes:

- To help aid and support student work and research.
- To encourage questioning (e.g. brainstorming research, socratic approach, exercises)
- Should be used to help bridge the gap between the simple and more complex problems and solutions.
- E.g. Major works can use GAI to aid the early stages of research and learning and fine tuning work to refine work.
  - Students should be encouraged to use their voice in their work. AI is merely another tool to support students (i.e. build inquiry skills)
- NEWS: “Do AI chatbots improve students learning outcomes? Evidence from a meta-analysis” - May 2023, by Rong Wu, Zhonggen Yu
- NEWS: “From chatting to self-educating: Can AI tools boost student learning outcomes? by Omar Boubker”.
- NEWS: “Experimental evidence on negative impact of generative AI on scientific learning outcomes - September 10, by Qirui Ju at Duke University”
- Group Assessments:
  - Introduce limits of AI
  - Exploit limits of AI
  - Collaborate with each other
  - Self assess

No:

- When GAI can generate the work for you. Does not provide value if students can already produce the work for you that GAI can create for you.
- GAI can hallucinate information

## ChatGPT and Lesson Planning - Teacher Workshop - 20.03.24 - ITC Publications

### Key notes:

- Try to be specific in your prompting (the more detail the better)
- Provide context where possible (e.g. Australian context)
- Scaffolding your lessons with Thinking Tools and language
- Use NESA verbage for accuracy
- ChatGPT lesson plans are good as a skeleton lesson
- Check for higher order thinking
- Include cooperative learning within the lesson to keep engagement
- Check the start and end points of the lesson
- Copyright: technology cannot own copyright - it's the person IP (independent intellectual effort)
- It is only the starting point (think of AI as an enabler): Design better lessons and be more creative
- It won't replace teachers - we are the experts on filtering truth from fiction

### ***Simple Formative Prompt***

"Prepare an engaging and informative \_[time]\_ minute lesson on \_[topic]\_ for \_[age]\_ year old students"

### ***Expanding on your prompt***

- Re-create the lesson plan with more emphasis on...
- Ignoring the other sections, expand on...
- Suggest interactive activities for teaching [name concept]
- Provide engaging exercises to reinforce [list ideas]

Use Bloom's Taxonomy to examine your lesson plan/ideas. Take note of the level at which it is (it will most likely sit at the Foundation Level of Thinking rather than Higher Order). Remember to get ChatGPT to reinform your prompting (e.g. change describe and discuss to justify or evaluate).

Use Learning Intentions and Success Criteria to formulate your prompting.