

HOW Could AI Tools Be Best Used by Educators?

Brief Description

A common sentiment found in the literature, and shared across past LiDA Colloquia, is that AI should be seen as a *tool* that can enhance educators' jobs - which means that what matters most is not so much the specific AI tools available, but rather HOW those tools can be used by educators. In this session we want to tap into our LiDA community's imagination to brainstorm in small groups possible uses of a few types of AI tools now available to educators - after sharing a few "demos" as "conversation starters".

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Outline

ZOOM SESSION:

1. Welcome and framing
2. Conversation starters:
 - A. **A tool to create differentiated instructional materials** (*Diffit*) (introduced by Zenon Borys)
 - B. **A tool to support reading assignments** (*Google Notebook*) (introduced by Yu Jung Han)
 - C. **A tool to provide virtual tutoring** (introduced by Raffaella Borasi)
 - D. **A tool to provide feedback on teaching** (*Vosaic*) (introduced by Kristen Love & Cyndi Carson)
3. Breakout room discussions (*randomly assigned*) - *Suggested focus questions:*
 - *How could YOU envision using any of these tools in your work? What would be the value/drawbacks?*
 - *How may using one of these tools change your practices?*
 - *(Optional) Are there other AI tools you have used that you would like to share about?*
4. Facilitators' reporting back from the breakout room conversations

1. Welcome and framing

For more information about the LiDa Colloquium Series, including selected recordings and artifacts of past sessions, visit:

<https://www.rochester.edu/warner/lida/programs/lida-colloquium-series/>

2. “Conversation Starters” - Additional information/ references

- A. **A tool to create differentiated instructional materials** ([Diffit](#)) (introduced by Zenon Borys)

[Diffit demo video](#) (6:14) (We showed only till 4:00)

Demo of a tool offering similar functions: [Magic School](#)

- B. **A tool to support academic reading** ([Google Notebook](#)) (introduced by Yu Jung Han)
[YouTube video used in the talk] [NotebookLM Updates: Talk with AI podcast hosts](#) (02:53)

[NotebookLM: Will Instant Podcasts Transform Learning?](#) (6:38)

*Note: This is not an official introduction video but a review by a Youtuber. The interface and available features may be different, as Google is constantly updating its features.

- C. **A tool to provide virtual tutoring** (introduced by Raffaella Borasi)

[GPT-4o \(Omni\) math tutoring demo on Khan Academy](#) (3:20)

- D. **A tool to provide feedback on teaching** ([Vosaic AI Mate](#)) (introduced by Kristen Love & Cyndi Carson)

- a. [Vosaic Information](#) - The website contains information and informative videos of potential uses for Vosaic.

Harvard’s site where you can play around with ChatGPT without having an account:

[AI Pedagogy Project - Tutorial](#)

3. Break-out Room Conversations

You will be randomly assigned to a “breakout room” for small group conversation and sharing

Focus questions - to be used as a starting point, but feel free to deviate from them if the group has different questions they want to pursue:

- *How could YOU envision using any of these tools in your work? What would be the value/drawbacks?*
- *How may using any of these tools change YOUR practices?*
- *(Optional) Are there other AI tools you have used that you would like to share about?*

- [NOTE-CATCHER - Group 1](#) (Eric)
- [NOTE-CATCHER - Group 2](#) (Dave)
- [NOTE-CATCHER - Group 3](#) (Cyndi)
- [NOTE-CATCHER - Group 4](#) (Yu Jung)
- [NOTE-CATCHER - Group 5](#) (Raffaella)
- [NOTE-CATCHER - Group 6](#) (Mamunur)

DIRECTIONS for breakout rooms:

1. Everyone in the group briefly introduces him/herself and shares one first thought about any of the focus questions of their choice
2. Open discussion for the remaining time