

PASTE AREA FOR GROUP PROMPT

This will be a place for us to paste the prompt we generate in the bootstrapping section so that other people can copy and paste it into their own computers.

Read in the following chat and await further instructions:

I am creating an active learning workshop for university faculty, staff, and students on how to use artificial intelligence, and specifically text generation or GPT models. Attendees might come from across the university, work in teaching, administrative, and/or instructional support roles. Since we can't know ahead of time, the session must start with a roundtable where people introduce themselves and what they do at the university and talk for 1 minute at most about their experience with AI. The learning objectives are: 1. Demonstrate different techniques for prompting GenAI models, including brainstorming and generating content, getting feedback from various perspectives, and transforming content from one format to another. 2. Analyze and explain how different prompting techniques affect AI-generated outputs. 3. Critically evaluate the strengths and limitations of AI models for different types of content and tasks. 4. Critically evaluate the role of expertise in the use of GenAI models, including for prompting and evaluating content. The rest of the session will involve participants using this prompt to build the workshop they are in. It must include activities for each of the techniques in the learning objectives, and discussions of the role of expertise, strengths and limitations for different types of content and tasks. Generate a draft outline of the workshop.

Workshop Outline: “Exploring and Using Generative AI in Higher Education”

Session Duration: 3 hours (including breaks)

1. Welcome and Introductions (15 minutes)

1. Introduction by Facilitator (5 minutes):

- Brief overview of generative AI and its relevance in higher education.
- Objectives and structure of the workshop.

2. Roundtable Introductions (10 minutes):

- Participants share their name, role at the university, and a 1-minute summary of their experience with AI.

2. Setting the Stage: Introduction to Prompting (30 minutes)

1. Mini-Lecture with Demonstrations (15 minutes):

- Overview of GenAI prompting techniques:

- Brainstorming and generating content.
 - Getting feedback from diverse perspectives.
 - Transforming content between formats.
 - Live demonstrations using simple prompts for each technique.
2. **Small Group Activity: Prompting Practice (15 minutes):**
 - Participants brainstorm how they could use AI in their roles.
 - Share and refine examples of prompts in small groups.
- 3. Activity 1: Brainstorming and Generating Content (30 minutes)**
1. **Facilitator Demo (5 minutes):**
 - Example of using GenAI for brainstorming (e.g., generating teaching ideas, project outlines).
 2. **Hands-On Activity (20 minutes):**
 - Participants use GenAI to brainstorm ideas relevant to their roles.
 - Small groups share and critique generated content.
 3. **Debrief (5 minutes):**
 - Discuss the strengths and weaknesses of the brainstorming outputs.
 - Identify tasks where GenAI is especially effective for ideation.
- 4. Activity 2: Getting Feedback from Diverse Perspectives (30 minutes)**
1. **Facilitator Demo (5 minutes):**
 - Prompt example: “Provide three different critiques on this idea from an educator, administrator, and student perspective.”
 2. **Hands-On Activity (20 minutes):**
 - Participants input prompts to simulate different perspectives on a topic of their choice.
 - Compare how the model adapts to diverse roles or viewpoints.
 3. **Debrief (5 minutes):**
 - Discuss how expertise and framing impact the value of AI feedback.
 - Reflect on the limitations in representing nuanced or marginalized perspectives.
- 5. Activity 3: Transforming Content Across Formats (30 minutes)**
1. **Facilitator Demo (5 minutes):**

- Example of transforming content: Turning a lecture outline into a blog post or student handout.

2. **Hands-On Activity (20 minutes):**

- Participants choose a piece of content and prompt the AI to transform it into another format.
- Share and refine results within small groups.

3. **Debrief (5 minutes):**

- Discuss where AI excels or struggles in content transformation.
- Explore how format-specific expertise influences the final product.

6. Critically Evaluating AI Models and the Role of Expertise (30 minutes)

1. **Facilitated Discussion (10 minutes):**

- Explore questions such as:
 - How does AI handle complex or niche knowledge?
 - What gaps exist in AI-generated outputs compared to human expertise?
 - How does prompting skill influence outcomes?

2. **Activity: Prompt Iteration (15 minutes):**

- Participants experiment with refining prompts to improve output quality.
- Discuss the iterative process and the role of user expertise in shaping outputs.

3. **Debrief (5 minutes):**

- Summarize insights on the interplay of AI, expertise, and critical evaluation.

7. Building the Workshop They Are In (30 minutes)

1. **Collaborative Design Activity (25 minutes):**

- Using the techniques explored, participants collaboratively design a mini AI-focused workshop that applies to their respective roles or disciplines.
- Groups present their workshop ideas briefly.

2. **Facilitator Feedback (5 minutes):**

- Highlight innovative ideas and practical applications from the group presentations.

8. Conclusion and Reflection (15 minutes)

1. **Reflection Activity (10 minutes):**

- Participants write down and share one key takeaway and one action step they will apply in their work.

2. **Closing Remarks (5 minutes):**

- Reinforce the importance of critical engagement with AI.
- Provide resources for continued learning (e.g., articles, tutorials, or communities).

Post-Workshop Follow-Up

- Participants receive a summary of key concepts, example prompts, and curated resources to deepen their understanding of generative AI in their contexts.

This outline ensures participants are actively engaged, achieve the learning objectives, and leave with practical tools for using generative AI.

a couple changes. the workshop will have 6 participants and will be 1.5 hours. the workshop will involve the group creating the same workshop they are in, thus it will be a meta workshop. the prompt provided will be the same one I just provided. as such, the first section "setting the stage" will involve discussing, analyzing, and iterating on that prompt. re-draft the outline and questions based on this information

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Change section 3 to be active learning activities, 10 minutes each, for each of the techniques discussed in learning objective 1. Change section 4 to be a discussion focused on learning objectives 2-4

Workshop Outline: “Designing the Workshop You’re In: A Meta-Exploration of Generative AI”

Session Duration: 1.5 hours

Participants: 6

1. Welcome and Introductions (10 minutes)

1. **Facilitator Introduction (2 minutes):**

- Overview of the meta-workshop concept: participants will co-create the workshop they are attending, focusing on AI techniques and their applications.

2. **Roundtable Introductions (8 minutes):**

- Each participant shares:
 - Their name and role at the university.
 - A 1-minute summary of their experience with AI or expectations for the session.

2. Setting the Stage: Exploring the Workshop Prompt (20 minutes)

1. **Facilitator Overview (5 minutes):**

- Present the workshop prompt:

“The workshop must include activities for each of the techniques in the learning objectives and discussions of the role of expertise, strengths, and limitations for different types of content and tasks.”

- Break down how the prompt aligns with learning objectives:
 - Demonstrating prompting techniques.
 - Analyzing the effects of prompts on outputs.
 - Evaluating AI’s strengths, limitations, and the role of expertise.

2. **Group Analysis and Discussion (10 minutes):**

- **Discussion Questions:**
 - What elements of the prompt are actionable and clear?
 - Are there ambiguities or areas to refine for clarity?
 - How does this prompt guide the design of meaningful activities?

3. **Refining the Prompt (5 minutes):**

- Collaboratively iterate on the prompt to ensure clarity and alignment with workshop goals.

3. Active Learning Activities on Prompting Techniques (30 minutes)

Goal: Participants actively explore prompting techniques outlined in Learning Objective 1.

Activity 1: Brainstorming and Generating Content (10 minutes)

1. **Task:**

- Participants individually write prompts to generate ideas for a hypothetical project or task relevant to their role (e.g., syllabus design, administrative initiative).
- Use GenAI to generate responses.

2. **Reflection Discussion:**

- What aspects of the prompts led to successful or less useful ideas?
- How could the prompts be refined?

Activity 2: Getting Feedback from Diverse Perspectives (10 minutes)

1. **Task:**

- Participants craft a prompt that asks GenAI to provide feedback from multiple perspectives (e.g., “Critique this policy from a student, instructor, and administrator perspective”).

- Review the responses and discuss how effectively the AI represents these viewpoints.

2. **Reflection Discussion:**

- How nuanced were the perspectives?
- What insights or biases emerged in the outputs?

Activity 3: Transforming Content Between Formats (10 minutes)

1. **Task:**

- Participants select a piece of content (e.g., lecture outline, email, policy draft) and prompt GenAI to transform it into a different format (e.g., infographic summary, blog post, instructional guide).

2. **Reflection Discussion:**

- Did the AI maintain the core message while adapting to the new format?
- What strengths or limitations were observed in the transformation?

4. Discussion: Analyzing and Evaluating AI Use (30 minutes)

Focus: Engage with Learning Objectives 2–4 through group discussion and reflection.

1. **Analyzing the Impact of Prompts on Outputs (10 minutes):**

- **Discussion Questions:**
 - How did small changes to prompts affect the AI's responses?
 - What patterns or inconsistencies emerged in the outputs?

2. **Evaluating Strengths and Limitations of AI (10 minutes):**

- **Discussion Questions:**
 - For what types of tasks or content is AI most effective?
 - Where does it struggle or require human expertise for meaningful results?

3. **Exploring the Role of Expertise (10 minutes):**

- **Discussion Questions:**
 - How did your own expertise influence the prompts you created and the way you interpreted the outputs?
 - What are the risks of over-relying on AI, especially in areas requiring deep domain knowledge or cultural sensitivity?

5. Conclusion and Reflection (10 minutes)

1. **Reflection Activity (5 minutes):**

- Participants share one key takeaway and one idea for applying GenAI techniques in their work.

2. **Closing Remarks (5 minutes):**

- Summarize key insights:
 - The importance of iterative prompting.
 - Understanding AI's capabilities and limits.
 - The role of human expertise in leveraging AI effectively.
- Provide resources for further exploration.

This revised structure integrates active learning activities for prompting techniques and uses discussion to critically evaluate AI outputs, aligning with the learning objectives while encouraging participant engagement and reflection.

PASTE AREA FOR GROUPS

This will be a place for us to paste the recommended changes the group spoke about regarding the workshop content or process in the activity section.

Brainstorming and Drafting Content (small Groups - 10 minutes)

Group 1: modify either the activity on transforming content or the discussion section that integrates in the UDL guidelines.

1. Role-Playing Stakeholders

- **Description:** Assign participants different roles (e.g., student, professor, administrator) and ask them to write feedback prompts that simulate their perspectives on a topic (e.g., university policy on AI tools).
- **UDL Alignment:**
 - **Consideration 8.3 (Foster collaboration, interdependence, and collective learning):** Encourage participants to work together in their roles.

- **Consideration 9.2 (Develop awareness of self and others):** Build empathy by exploring different perspectives.

Group 2: Discussion Questions for the next Section

Three Broad Questions for Section 4: Cooperative Discussion

1. **Accessibility and Inclusion:**
 - How can generative AI tools be used to create more accessible and inclusive educational materials while addressing potential risks of bias or exclusion?
 2. **Effective Use of Expertise:**
 - How does the role of human expertise influence the design of prompts and the evaluation of AI-generated outputs to ensure quality and relevance in education?
 3. **Strengths and Limitations:**
 - For what types of educational tasks or content is generative AI most effective, and where does it fall short, requiring human intervention or expertise?
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Timing Suggestion:

- Each question is discussed for approximately 6–7 minutes, allowing the group to share perspectives and insights collaboratively.

This approach ensures all participants can engage with questions relevant to their diverse expertise while keeping the discussion focused and manageable within the time frame.

Use Personas to Elicit Specific Perspectives (small Groups - 10 minutes)

Group 1: Generate Discussion Questions Based on the Content for the next Section

Group 2: Ask for Feedback on the Workshop or Some Aspect of the Workshop

Three Questions from the Perspective of an International Student with English Fluency Concerns

1. **Accessibility and Inclusion:**
 - Can generative AI help me understand complex class materials or improve my communication when English is not my first language?
2. **Guidance and Expertise:**
 - How do I know if it is okay to use AI for my assignments, and how can I explain to my professor why I used it?
3. **Strengths and Limitations:**
 - What kinds of tasks or assignments should I use AI for, and are there times when using AI might cause problems for me in my studies?

Why UDL is Critical in a GenAI Workshop Context

1. **Addressing Learner Variability:**
 - International students often come from varied educational backgrounds, with different levels of familiarity with technology, AI, or even the instructional practices commonly used in Canadian institutions.
 - UDL ensures the workshop accommodates diverse starting points, such as language barriers, cultural nuances, and prior knowledge of GenAI.
2. **Promoting Equity and Access:**
 - Without a GenAI policy in place, students and faculty may feel uncertain or excluded from discussions on how AI can be used effectively and ethically.
 - UDL's emphasis on **designing for access** (e.g., providing multiple ways to engage with the material, such as visuals or multilingual resources) helps bridge these gaps, making the workshop accessible to everyone.
3. **Encouraging Active Participation Across Cultures:**
 - UDL principles such as **nurturing joy and play** and **fostering collaboration** create an engaging environment where all participants feel comfortable contributing, regardless of cultural expectations around classroom participation.
 - This aligns with the needs of international students who may require additional encouragement to feel included.
4. **Aligning with Institutional Goals:**
 - Many Canadian universities prioritize inclusion and multiculturalism. Incorporating UDL reflects institutional commitments to supporting international students and fostering global competencies among all learners.

Transforming Content from One Form to Another (big Group - 10 minutes)