

Guidance on the GAI-Dance: Thinking Through and With Generative AI for Teaching and Learning

Presented by Lance Eaton for Post University, 11/17/2023

[Slide Deck](#)

[Workshop Activities](#)

This resource includes both an annotated slide deck with text and resources as well as a Prompt Guide with different examples of prompts to try out.

You can sign up for my newsletter: [AI+Edu=Simplified](#). Also feel free to follow me on [my blog](#), [Twitter](#), [Bluesky](#), [Mastodon](#), [LinkedIn](#), or [YouTube](#).

If you have additional questions, please reach out to me at lance.eaton@gmail.com.

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Annotated Slide Deck

Slide 1



Google Slides Image Generator with prompt: "The Good, The Bad, & The AI"

Looking All Around: A Retrospective & Forward Looking Discussion of Generative AI

Lance Eaton

Resource: <https://bit.ly/Post-GAldance>

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Text: Hi folks,

I'm so glad to be back and happy to hear that my first time didn't scare y'all away. I'll try harder this time!

Just kidding! I'm glad to have a chance to come back for us to talk a bit more deeply about what's been going on in the 6 months since we last gather.

Let's get started!

Annotations

Lance Eaton - Selected Bibliography

- Eaton, L & Waddell, S. "[10 Ways Technology Leaders Can Step Up and In to the Generative AI Discussion in Higher Ed](#)". EDUCAUSE Review, October 2023.
- Leek, D & Eaton, L (2023). "More Than Tech Support: Instructional Designers as Community Partners in eService-Learning" in [Taking eService-Learning to the Next Level: Models and Tools for Next Generation Implementation](#) (eds. Strait, J; Shumer, R; Nordyke, K.). Information Age Publishing.
- Mills, A., Bali, M. and Eaton, L. (2023). [How do we respond to generative AI in education? Open educational practices give us a framework for an ongoing process](#). Journal of Applied Learning and Teaching 6(1), 2023.
- [The New LMS Rule: Transparency Working Both Ways](#). Journal of Interactive Technology and Pedagogy. December, 2021
- Eaton, L. & Leek, D. (2021). [Supporting Digital Service-Learning through Campus Collaboration](#). EDUCAUSE Review, April, 2021.
- Eaton, L. & Rockey, A. (2020). [Triple threat or triple opportunity: When a pop culture course goes online at a community college](#). *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*, 7(2).
- ["Tricky Interfacing or Tricking Interfaces: Learning How To Navigate the Robot Gatekeepers"](#), Professional Development Collaborative. January 2020.
- "A Superhero for the Times: Superman's Fight against Oppression and Injustice in the 1930s", in *Ages of Heroes, Eras of Men* eds. Julian C. Chambliss, Thomas Donaldson, William Svitavsky. Cambridge Scholars Publishing. July, 2013
- "The Hulking Hyde: How the Incredible Hulk Reinvented the Modern Jekyll and Hyde Monster" in *Fear and Learning: Essays on the Pedagogy of Horror* edited by Aalya Ahmad and Sean Moreland, McFarland Books. Spring, 2013.
- "Sound Judgment: An Audies Judge Reflects" in *Library Journal*. April 2011.
- ["Speaking Over the Words: Realizing Text into Audio"](#) in *Journal of American Studies of Turkey*, Issue 32, Fall, 2010.

AI Resources created/sourced by Lance Eaton

- [AI+Edu=Simplified](#): A newsletter on exploring and explaining generative AI in higher education.
- [Examples of Syllabi Policies on Generative AI](#) - Crowdsourced syllabi organized by Lance Eaton
- [AI Generative Tool Policy Strategy](#) - College Unbound's policy designed by Lance Eaton
- [ChatGPT, AI-Generative Tools, and Education...my turn...](#) - Blog post by Lance Eaton
- [Digital Interventions: AI & Education Syllabus](#)
- [Query Log Template](#): A document if you want students to engage with a generative AI text tool and capture the results.
- [Example of AI-Generative Tool Usage Survey for Students](#): Copy of the Usage survey sent out to students at College Unbound in December 2022
- [College Unbound Generative-AI Proposed Usage Guidelines](#): Current state of the policy created by students and myself around usage guidelines for students and faculty.

AI-Related Features with Lance Eaton

- [Forbes](#) (September 2023)
- [AI In Education – AI Launchpad Webinars: Creating AI Policies for K12 & Higher Ed](#) (September 2023)
- [CNN.com](#) (August, 2023)
- [Future Trends Forum with Bryan Alexander](#) (August, 2023)
- [ShiftED Podcast](#) (August, 2023)
- [AI and Academia Substack by Bryan Alexander](#) (July 2023)
- [Inside Higher Ed](#) (July 2023) (as well as in [June 2023](#))
- [ITHAKA S+R](#) (June 2023)
- [Teaching in Higher Ed Podcast](#) (June 2023)
- [Chronicle of Higher Ed](#) (March 2023)
- [Demystifying Instructional Design](#) (February 2023)

Slide 2



Google Slides Image Generator with prompt: "a chalk board with doodles on it"

Today's Agenda

1. Where are we now?
2. Exploring some uses
3. Getting creative with generative AI in teaching and learning

Resources: <https://bit.ly/Post-GAIdance>

Text: Before get into the agenda, at the bottom and going into the chat is a link to what I call the Annotated Slidedeck. I've gotten slightly fancier these days with my work—but don't worry, you'll still see my cats in this presentation—because I'm a professional.

But that document contains much of what I'm saying today as well as resources and prompts for you to try. It's covered with a Creative Commons licenses which means you're welcome to share with others and repurpose.

So what is the conversation going to be today?

Where are we now?

We're gonna explore what's been going on with y'all since we last were in community. We'll do a pulse check on where we are in this moment and hopefully, realise a little tension. We'll also get to see and learn from some of you about what you are doing. Because wherever we're going, whatever comes next, it's not going to involve me but your colleagues and friends.

Seriously, I can provide the slide deck for you to use and explore more but if you want to truly learn more and do more—it's going to be your colleagues that you're going to do it with. We'll take a look at what y'all are doing and gain strength from the amazing talent in this room.

Exploring some uses

We'll look at a few simple ways to start using it that might be helpful for those that are just starting to play with it.

Getting Creative with Generative AI in teaching and learning

Then, we'll get to the main event, actually getting our hands in the mud and trying out some activities, collectively and in groups. I'm really excited for us to get into this part.

Sound like a plan? I hope so because I don't have a back up slide deck to work through. Ok, I do, but it's so much less fun!

Annotations

- [What Are Creative Commons Licenses?](#)
- [Frequently Asked Questions - Creative Commons](#)

Slide 3

*"The train will always return
and there's still time to catch the
next one."*

Laura Dumin,
University of Central Oklahoma

Resources: <https://bit.ly/Post-GAIdance>



Bing Image Creator with prompt: "a high speed train on
the horizon travelling through an alien landscape"

Text: First, let's acknowledge that so much has been going on or at least so much feels like it has been going on with generative AI that it can feel like you missed the train and you're stranded somewhere.

That's why I love this quote from Laura Dumin, a colleague who has also been doing a lot of work in generative AI and education in the last year. And she's one among many

that I could point to and would point to encourage you to follow.

Others include: Bryan Alexander, Maha Bali, Amanda Bickerstaff, Autumm Caines, Sarah Elaine Eaton, Anna Mills and many others. And don't worry--that list is in the slides.

The core of this message is that there's lots out there and if you're feeling behind or lost, there's lots of us doing public work and making sure y'all can catch the latest train. And to extend the metaphor, these trains don't all go to the same place, so you can also determine what is the right direction for you to go. And there's other folks on the train to converse and learn from.

So—all aboard!

Annotations

Folks navigating the challenges of this in public

- [Bryan Alexander](#)
- [Maha Bali](#)
- [Amanda Bickerstaff](#)
- [Josh Brake](#)
- [Stefan Bauschard](#)
- [Autumm Caines](#)
- [Dr. Sarah Eaton](#)
- [Anna Mills](#)
- [Ethan Mollick](#)

Most popular generative AI tools

AI Tool	Pricing	Description
ChatGPT	Free & paid versions	Generative text AI by OpenAI. The most popular and effective generative text AI. Can create a significant amount of text that can be further elaborated with each prompt. Data is limited to prior 2021 and before. The upgraded version has a variety of apps that do many other things.

Claude	Free	Generative text AI that allows you to upload large text files (a few hundred pages) that can provide additional context for the questions that you ask of it.
Bing	Free	Microsoft's AI tool connected to its search engine. Can create responses that draw on the internet currently. Can also create images.
Bard	Free	Google's generative AI tool that connected to its search engine. Allows you to upload a file to provide additional context.
DALLE	Free & paid versions	OpenAI's generative image tool. With a prompt, DALLE will generate several images of what you are asking. You have the ability to edit and augment the results as well as upload an image for it to adjust.
MidJourney	Free trial - paid version	A generative image tool that can be access through Discord, a messaging platform.

Here are some othe popular AI tools to know about that may be relevant to academia

AI Tools	Descriptions were generated by Google's AI text generator	
Elicit.org	Elicit is a free, artificial intelligence (AI) research assistant that helps researchers automate parts of their workflows. Elicit uses language models to find relevant papers and summarize key information from those papers. Elicit can also help researchers brainstorm research questions, identify search terms, and define terms.	
Scite.AI	Scite.ai is a tool that uses artificial intelligence to analyze scientific literature and measure the veracity of scientific work. Launched in 2018, Scite uses AI to determine whether scholarly articles mention, support, or contrast the claims of each cited article. Scite is a Brooklyn-based startup that helps researchers better discover and evaluate scientific articles.	
NOLEJ	Nolej is an AI-powered decentralized skills platform that creates interactive courseware and a global knowledge graph. The platform is designed to automate courseware creation and facilitate global knowledge sharing. Nolej is also an education assistant that empowers learners to discover ideas, validate learning, and unlock opportunities.	
Consensus	Consensus AI is an artificial intelligence (AI)-powered search engine that provides evidence-based answers to user queries. The tool uses AI and machine learning techniques to analyze peer-reviewed research papers and extract and distill data from scientific research. Consensus AI can help users save time and energy by providing accurate and condensed summaries of studies.	
Whimsical	Whimsical AI is a tool that uses AI technology to help designers create more imaginative and engaging user experiences. It offers AI-powered suggestions to help generate new ideas and overcome mental blocks during brainstorming sessions.	

	Whimsical AI is an intuitive and simple diagram collaboration center that integrates flowcharts, mind maps, wireframes, and documents. It offers a unified platform for visual collaboration. Whimsical AI is a user-friendly and efficient AI tool that generates fresh ideas quickly and effortlessly.
Khanmigo	Khanmigo is an AI-powered chatbot that helps students learn at their own pace. Khanmigo uses machine learning to track student progress and provide personalized feedback. It can also be used as a virtual tutor and debate partner. Khanmigo has knowledge on a variety of subjects, like history, math, and science, in many languages and on different grade levels.
Otter.ai	Otter.ai is a voice-to-text transcription software that uses artificial intelligence and machine learning to convert spoken language into written text. The software picks up the voice in an audio feed, processes it through an AI algorithm, and starts stacking the words on the page. Otter.ai is available as a free web application and mobile application. It can be used to record and automatically transcribe interviews, meetings, and lectures. Otter.ai also offers a Chrome extension that detects when you open a virtual meeting link in your browser.
Character.AI	Character.AI is a free AI chatbot app that allows users to create and chat with AI-generated characters. The characters can be fictional or based on real people, dead or alive. Users can create characters with specific personalities and interests, and then publish them to the community for others to chat with. Character.AI uses a neural language model to read large amounts of text and respond to prompts using that information. The characters can serve various purposes, such as providing entertainment, helping users practice social situations, learning languages, or improving interviewing skills.
Snapxam	SnapXam is an AI-powered math tutor that helps students understand how to solve math problems. Students can type in a math problem or snap a photo of it and receive an instant answer with step-by-step explanations. SnapXam is available 24/7.
Quillbot	QuillBot is an artificial intelligence (AI) writing tool that helps users create, edit, and improve their text. QuillBot offers features such as sentence rephrasing, article rewriting, and grammar checking. It also helps users summarize and improve the clarity of their writing. QuillBot can help users cut their writing time by more than half. It can paraphrase text in British, American, and Australian English. Using a paraphrasing tool like QuillBot is not inherently cheating. However, using the tool irresponsibly by directly replacing large parts of sources without proper citation could

	potentially be considered plagiarism.
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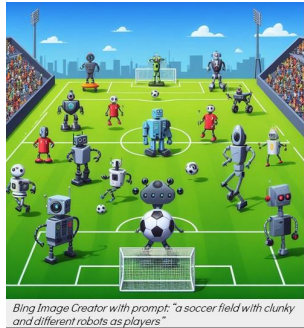
Other resource

- [Comparison of different Generative AI Content Platforms](#) by Akool
- [The AI Starter Kit](#)

Databases or collections of generative IA tools

- [AI Collection](#)
- [AI Depot](#)
- [Futurepedia](#)
- [Future Tools](#)
- [Mad Genius](#)

Slide 4



Rules of the Game

1. Interact
2. Engage
3. Cameras on, please?

Resources: <https://bit.ly/Post-GAIdance>

Text: Let's talk about the rules of the game

Different parts of this presentation are going to be engaging. If you came here hoping that you could tune me out for large chunks while you take care of email, I'm afraid that might not be the case. And if you feel seen right now, no worries, I get it and have been there...even within the last 24 hours!

I will have questions for all of you and need you to—when comfortable—provide answers.

You are welcomed and encouraged to put it into the chat—I will engage with them.

Other times, I'm going to ask you to use the gestures feature. Other times, I may just ask you to stop and take a breath.

I encourage everyone to be as fully engaged as you can. I know, it's very easy on a Friday afternoon in the middle of the semester to be doing all the other things—I mean, I can hear the emails piling up. But let's try to be here and engaged.

Along those lines, I would love for more folks to have their camera on. I know folks might not be able to—I respect whatever context makes that hard. But if you just have it off because that's your default—I wonder if I can ask you to turn it on.

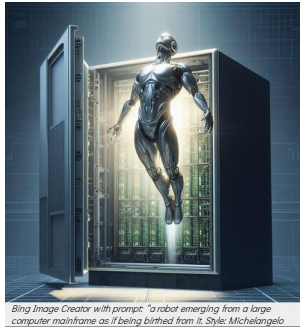
There are your wonderful faces! Thank you!

Let's get started!

Annotations

- [Spreading Energy & Connection in Gatherings](#)
- [Some Community-Building Zoom Tips](#)
- [How to Make Virtual Meetings Fun: 8 Methods](#)
- [The Only List of Icebreaker Questions You'll Ever Need](#)
- [One big reason webinars suck | Bryan Alexander](#)

Slide 5



Where have we been?

How long has
*generative artificial
intelligence* been
around?

Text: Let's start with this question for folks.

How long has generative AI been around?

It would be extremely valid to think that it's just been around this last year. There's been a tsunami of conversations and an awful lot of products trying to ride the generative AI wave in the same way that egg packaging rallies to the fact that it is gluten free.

Much of what we're seeing in the last year is actually the work of the last 15 years and yes, we'd also need a more defined sense of what is generative AI, because that too is a confusing term that everyone is bandying about.

Annotations

- [A Generative AI Primer](#)
- [AI Timeline - A history of text-to-image generative models](#)
- [Introduction to Generative AI](#)
- [What are Generative AI models?](#)
- [The History of Artificial Intelligence](#)
- [A Simple Guide To The History Of Generative AI](#)
- [ELIZA](#)
- [ELIZA effect](#)
- [Is AI Sentient – Revisited](#)
- [AI isn't close to becoming sentient – the real danger lies in how easily we're prone to anthropomorphize it](#)

Slide 6

Where haven't we been?

How long has it been since:

1. The death of the college essay
2. The end of education AS WE KNOW IT!!!!
3. The singularity and obliteration of all humankind?

Resources: <https://bit.ly/Post-GAIance>



DALL-E 2 with prompt: "humanoid robots standing around and looking a collapsed building"

Text: Now, a hard question. How long has it been since...

The death of the college essay. What do we think?

I remember the funeral. It was quite touching and eloquent.

What about when did "The end of education as we know it happened." I think it happened or was supposed to happen—especially by now...I know read that in some sci-fi novel somewhere.

And we all remember being wiped out by the takeover of AI, right? Or am I in the wrong universe?

I'm not saying this to dismiss these ideas—well, ok, maybe the last one, but in earnest, to remind us of two things.

One: we've been constantly telling ourselves these things over the past century or longer and there's a way that's also trained us to respond with "oh not another thing to revolutionize education—that's the 27th revolution in my teaching career which is only 20 years old".

Two: Education has actually been changing, but gradually. I teach in a class that is different from the classes that I learned in which is different from the classes at the time I was born. 3 Generations and there are differences in teaching and learning. It's changes in technology and also in pedagogy.

And that's something I want us all to sit with. Teaching and learning continues to change and adapt; we're not stagnant as society would like us to think.

There is a real narrative out there saying we're not keeping up and there can also be a lot of newer things that coming at us more quickly, but we are equipped to handle it.

Annotations

- [Will ChatGPT Kill the Student Essay?](#)
- [Robots Have Been About to Take All the Jobs for 100 Years](#)
- [The Pessimist Archives](#)

Slide 7



Where are we now?

What have we learned in the last year?

Text: Ok, now. In this last year. What have we learned?

I mean, we've learned lots of things. I just learned that a routine furnace check can turn into having to spend thousands of dollars in repairs.

But I mean what have we learned in the last year around generative AI, teaching and

learning. Let's put that into the chat.

[Lift some up and talk about them]

Good--these are some great answers.

Pay attention to these answers; save this chat. See who your peers are and what they are learning. These are future conversations to have!

Annotations

- [Generative AI Policies in over 100+ Syllabi](#)
- [Teaching with AI checklist](#)
- [100+ creative ways to use AI in education](#) by Chrissi Nerantzi, Antonio M. Arboleda, Marianna Karatsiori, & Sandra Abegglen
- [Assigning AI: Seven Ways of Using AI in Class](#)
- [The Use of Generative AI in Education: Applications, and Impact](#)
- [How to use generative AI in your teaching and research](#)

Slide 8

Where are we now?

Has anything significantly changed in how we teach and learn in the last year?

Resources: <https://bit.ly/Post-GAIdance>



DALL-E 2 with prompt: "a robot teacher in front of a class with robot students at desks"

Text: Has anything significantly changed in how we teach and learn in the classroom in the last year? If so, what. Again, put that into the chat.

[Lift some up and talk about them]

Some of us may be more suspect—yes. We're thinking differently a bit about assessment. We may even be using

generative AI.

But let me ask this differently.

Contrast the changes today with what you were doing in Fall, 2022. And now, contrast that with the changes you were making in Spring and Fall 2020. Is this past year bigger or smaller in your changes? Feel free to share your insights in the chat.

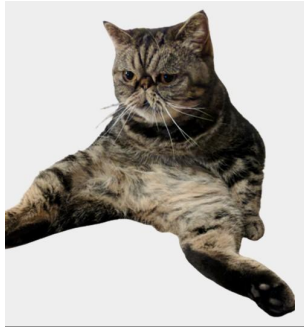
[Lift some up and talk about them]

One of these things is not like the other. This lift is still a challenge—to be 100% clear and also, its magnitude feels different and in fact, holds more potential to be helpful.

Annotations

- [Teachers Are Going All In on Generative AI](#)
- [Generative AI Hits Education, Ushering in a Sea Change for Schools](#)

Slide 9



Where are we now?

What are your
feelings about
generative AI?

Resources: <https://bit.ly/Post-GAIdance>

Text: Let's do a lil unpacking. You may recall Pumpkin there...and yes, I can imagine she may embody the way some of us are feeling—and that's real!

What are your feelings about generative AI?

Like honest feelings about generative AI about them.

And do not worry about upsetting me. I assure you, I'm just a large-language model—I do not have feelings.

[Call out specific feelings that show up]

That's a lot of different feelings, right? And honestly, this stream of thoughts is about the range of feelings I have about generative AI at least once a day—seriously, I just go through all the feelings like I'm in some movie montage!

This is all really complicated and strange. I appreciate the honesty and thought here.

Annotations

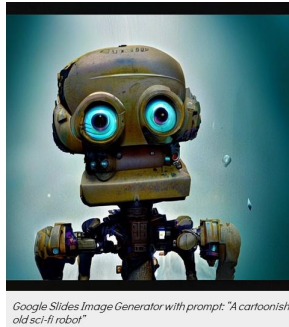
- [Why faculty members are polarized on AI](#)
- [AI Generative Tools and Teaching - A Look at the Landscape](#) (35:20 minutes)

Slide 10

Where aren't we now?

What is generative AI?
Wrong answers only...

Resources: <https://bit.ly/Post-GAIdance>



Text: What is generative AI? Wrong answers only...

Now, let's go for it.

What is generative AI? BUT wrong answers only. What do you got?

[Call out specific answers that show up]

I love these and feel like I want to use them. This is what we all need on a Friday afternoon!

I know this is complicated and also, I know if we can't have some levity and joy, we do ourselves no good.

Slide 11



Bing Image Generator with prompt: "students and faculty standing together staring at a giant computer monitor that has a robot face on it looking back at them"

Where are and aren't we now?

Use the "raise hand" feature to indicate if you have used generative AI in teaching and learning in the last year?

Resources: <https://bit.ly/Post-CAIdance>

Text: Now, we're going to go into something that might be a little uncomfortable but I also think it can be really powerful.

So I hope you will trust me enough to join me in this activity.

As I said before, I want to lift up you--the folks here who have way more to share going forward than I can. Therefore, I'm going to

start to ask folks to make themselves known in some ways.

If you're uncomfortable and don't want to. I 1000% support that. But I hope that we can maybe do a little interaction here that proves fruitful going forward.

Ok, for those of you who have been using generative AI in some capacity in teaching and learning the last year, I want you to use the "Raise Hand" feature. I ask this specifically because if I know Zoom well enough, it should mean they should populate people's windows and also show up on the participant list.

[Look at the participants list to see the amount].

Look at all these folks. If you're not raising your hand, please, please, please look through this list of folks and decide who you may reach out to in order to learn more.

Ok, I'm going to ask those folks who raised their hand to do 2 things right now.

The first is lower your hands. The second is to put into the chat what you have been doing--to the degree that you can or want to share. I really hope you can do that.

Slide 12

Where are and aren't we now?

Use the "raise hand" feature to indicate if you want to figure out how to use generative AI in teaching and learning?

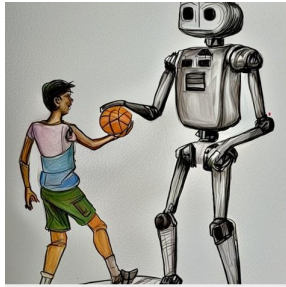


Image generated by Google Slides with prompt "a robot handing a basketball to a human"

Resources: <https://bit.ly/Post-GAIdance>

Text: While they are doing that, I'm going to ask folks who didn't raise their hands to participate in this next part.

For you folks, I want you to raise your hand if you want to figure out how to use generative AI in your teaching and learning.

Here again, look at the raise hands and determine--who do you want to work with?

Who do you want to build a community of practice with?

Maybe just a raised hand isn't enough? That's fair. So now, I'm going to ask you to lower your hands and also put into the chat, share what you want to do or try out. What's the idea swirling that you're hoping to figure out?

Now, if I've done this right and folks are following along, I can return to the chat and start to call out some of the things that people are doing here. Fingers crossed!

[Call out ideas from folks].

Slide 13



Where are and aren't we now?

Use the "raise hand" feature to indicate if you are resistance to using generative AI?

Resources: <https://bit.ly/Post-GAIdance>

Text: Now, this final group. The group that are resistant to engaging with and using generative AI in teaching and learning. This is a totally legitimate space to be for so many reasons and we need folks to be resistant and skeptical—that's really important in all of this.

Are any folks willing to raise their hand? I know this might feel the hardest or most

challenging to do now that we've looked at those who are for it or trying to find their way there.

If you don't want to identify—no worries.

But I want to take a moment to allow them the same opportunity to be seen and heard about their legitimate concerns in navigating generative AI.

Thank you for raising your hands. And now, I'll ask the same of you—share in the chat what your concerns are.

[Call out ideas from folks].

Slide 14



Where are and aren't we going?

What are we to do as educators?

Resources: <https://bit.ly/Post-GAIdance>

Text: Ok, so let's take a breath. That's Bear, she's here to give you a smile...even though she always looks like she's judging us.

What are we to do as educators? I'm not looking at the chat but I bet someone is going to respond to that rhetorical question with a reference to retiring.

To be clear, we're not going to solve this entirely nor perfectly here today. I'm sorry but I'm just not that amazing. I'm mediocre or middling at best.

But I do want us to leave today with a few things.

Some clear ways you can use it.

Some practice in using it.

A sense of the different ways your colleagues are thinking about and using it from which you can further learn.

First—let's think about some clear ways to use it. Folks have already spoken to some of that and I'm here to give you some more use cases that you can start up and run with.

Annotations

Tips from other folks

- [10 AI Tools Beyond ChatGPT That Can Save Teachers Time](#)
- [30 AI tools for the classroom](#)
- [AI Educator Tools](#)
- [Top AI Tools for Research and Academic Writing 2023](#)
- [AI Tools for Students](#)
- [Student AI Tools](#)
- [Students' voices on generative AI: perceptions, benefits, and challenges in higher education](#) by Cecilia Ka Yuk Chan & Wenjie Hu
- [Generative AI and the future of education](#) by UNESCO
- [Integrating Generative AI into Higher Education: Considerations](#)
- [AI Will Transform Teaching and Learning. Let's Get it Right.](#)
- [Generative Artificial Intelligence in education: What are the opportunities and challenges?](#)
- [Teachers Are Going All In on Generative AI](#)
- [UTSA faculty explore AI as a classroom engagement tool](#)

Slide 15

How might you use it for now?

1. Task Minimizing
2. Brainstorming Partner
3. 1st Drafting
4. Sorting Through Information

Resources: <https://bit.ly/Post-GAIdance>



Google Slides Image Generator with prompt: "Aa robot sitting at a desk"

Text: What can we do right now?

While it's incredibly interesting and helpful, I think we're far from it's full potential and so these tend to be the ways that I see folks using it mostly right that feel effective and useful.

The next are just a example prompts to give you a sense of what it looks like. The

annotated slide deck will have a lot of additional prompts and guidance on how to use it.

Annotations

- [Prompt Engineering Guide](#)
- [12 ways to get better at using ChatGPT: Comprehensive prompt guide](#)
- [50 Time-Saving ChatGPT Prompts for Teachers](#)
- [Prompt Engineering Guide](#)
- [12 ways to get better at using ChatGPT: Comprehensive prompt guide](#)
- [250+ Most Useful ChatGPT Prompts Examples](#)
- [The ChatGPT Prompt Book](#)

Slide 16

Prompt #1: Task Minimizing

Provide me with a listing of all the Tuesdays between August 21, 2023 and December 18, 2023. Please list them in the following format: Tuesday, September [Date], 2023.
If any US holidays happen between each Tuesday listed, please include the holiday and its date.
Additionally, please include any religious holidays or special days for Christianity, Judaism, Islam, Hinduism, or other major religions

Text: Collectively, I'm about to save you all (10 minutes X as many attendees). Seriously.

I use this prompt at the beginning of each semester and anyone needing to get a list of dates will adapt it. And now you can do.

Resources: <https://bit.ly/Post-GAIdance>

We all do this. We try to get the list of dates of our classes and toggle back and forth

between screens and such to get that list for the syllabus.

Here is an example of minimizing how long a task will take with generative AI. I asked ChatGPT to give me all the Tuesdays between the start and end of the semester. This saves me toggling back and forth between my syllabus and a calendar to get these days. I also asked it to include holidays and such so I can keep that in mind as well.

Annotations

Prompts to try for Task Minimizing

Calendar Listing	Provide me with a listing of all the Tuesdays between August 21, 2023 and December 18, 2023. Please list them in the following format: Tuesday, September [Date], 2023. If any US holidays happen between each Tuesday listed, please include the holiday and its date. Additionally, please include any religious holidays or special days for Christianity, Judaism, Islam, Hinduism, or other major religions
Daily Planner	Create a daily routine for me in a tabular format by considering the given points. Be sure to include 5 minutes between activities for transition. Morning is 5am-11am, midday is 11am-4pm, and evening is 4pm-10pm. Sleeping happens from [Enter times]. [List additional activities that you want to do each day and their duration as well as any required activities at specific times]
Note organizing	***[Instructions]*** You will now reformat the text I will submit by: Task 1: Divide your notebook page into equal half using a ruler. Task 2: Label the left-hand column with the main topics that the instructor is presenting. Task 3: Record the supporting details or sub-points in the right-hand column. Task 4: Use bullet points to jot down main ideas in short, concise phrases. Task 5: Use arrows or asterisks next to important ideas that you do not want to

	forget. Task 6: Use abbreviations and symbols to help with speed and efficiency. Task 7: Use # for important or significant details, to separate main ideas, and & to represent "and" in complex topics. Task 8: Use w/ for with, y for why, b/c for because, e.g. for example, i.e. for in other words, as common abbreviations. FIRST: Ask for text [End of Instructions]
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Slide 17

Tuesday, August 22, 2023
Tuesday, August 29, 2023
Tuesday, September 5, 2023
Tuesday, September 12, 2023
Tuesday, September 19, 2023
Tuesday, September 26, 2023
Tuesday, October 3, 2023
Tuesday, October 10, 2023
Tuesday, October 17, 2023
Tuesday, October 24, 2023
Tuesday, October 31, 2023
Tuesday, November 7, 2023
Tuesday, November 14, 2023
Tuesday, November 21, 2023
Tuesday, November 28, 2023
Tuesday, December 5, 2023
Tuesday, December 12, 2023

US National Holidays

Labor Day - Monday, September 4, 2023
Indigenous People's Day - Monday, October 9, 2023
Veterans Day - Saturday, November 11, 2023
Thanksgiving Day - Thursday, November 23, 2023

Christianity

All Saints' Day - Wednesday, November 1, 2023
Advent begins - Sunday, December 3, 2023
Feast of the Immaculate Conception - Friday, December 8, 2023

Judaism

Rosh Hashanah - Thursday, September 21, 2023 to Friday, September 22, 2023
Yom Kippur - Saturday, September 30, 2023
Sukkot - Thursday, October 5, 2023 to Wednesday, October 11, 2023
Shemini Atzeret - Thursday, October 12, 2023
Simchat Torah - Friday, October 13, 2023
Hanukkah - Friday, December 15, 2023 to Friday, December 22, 2023

Text: Here are the results that I got in less than 30 seconds. Now I can copy & paste that list into my syllabus. It also included Islam and Hindu holidays but you can find those in the annotated slide deck.

Generative AI can help with tedious tasks like this.

Annotations

Full Answer from ChatGPT

Tuesdays:

Tuesday, August 22, 2023
Tuesday, August 29, 2023
Tuesday, September 5, 2023
Tuesday, September 12, 2023
Tuesday, September 19, 2023
Tuesday, September 26, 2023
Tuesday, October 3, 2023
Tuesday, October 10, 2023
Tuesday, October 17, 2023
Tuesday, October 24, 2023
Tuesday, October 31, 2023
Tuesday, November 7, 2023
Tuesday, November 14, 2023
Tuesday, November 21, 2023
Tuesday, November 28, 2023
Tuesday, December 5, 2023
Tuesday, December 12, 2023

US National Holidays:

Labor Day - Monday, September 4, 2023
Indigenous People's Day - Monday, October 9, 2023
Veterans Day - Saturday, November 11, 2023
Thanksgiving Day - Thursday, November 23, 2023

Religious Holidays:

Christianity:

All Saints' Day - Wednesday, November 1, 2023
Advent begins - Sunday, December 3, 2023
Feast of the Immaculate Conception - Friday, December 8, 2023

Judaism:

Rosh Hashanah - Thursday, September 21, 2023 to Friday, September 22, 2023
Yom Kippur - Saturday, September 30, 2023
Sukkot - Thursday, October 5, 2023 to Wednesday, October 11, 2023
Shemini Atzeret - Thursday, October 12, 2023
Simchat Torah - Friday, October 13, 2023
Hanukkah - Friday, December 15, 2023 to Friday, December 22, 2023

Islam (dates may vary depending on sighting of the moon):

Islamic New Year (1st Muharram) - Thursday, October 19, 2023
Mawlid al-Nabi (Prophet Muhammad's Birthday) - Tuesday, October 29, 2023

Hinduism:

Navaratri begins - Thursday, September 21, 2023

	Dussehra (Vijayadashami) - Saturday, September 30, 2023 Diwali (Deepavali) - Thursday, October 19, 2023
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Note: The dates for Islamic holidays are based on the lunar calendar and can vary depending on the sighting of the moon. Similarly, Hindu festivals might vary slightly based on local customs and traditions.

Slide 18

Prompt #2: Brainstorming Partner

You're a master at implementing the latest ways of effectively using generative AI, particularly for folks are not familiar with it, used it or have trouble understanding how best to use it. You're an expert at advising them how to maximize generative AI's use. Focusing solely on ChatGPT, provide at least 5 distinct and useful ways such folks can use ChatGPT in their everyday work. Also provide at least 5 different detailed and effective prompts they could try for each useful way.

The list should not repeat. The list should be in a table format. For each way, include a rating in terms of how hard it would be to set up. This scale should have 1 as the easiest and 5 as the hardest. Another column should provide a few sentences about how one would go about doing this.

Resources: <https://bit.ly/Post-GAIdance>

Text: We can often figure things out on our own and we also know that our thinking can be improved through dialogue or having someone provide examples. In this instance, I asked ChatGPT to provide some examples of ways folks might should be able to use generative AI.

I also framed the output in the form of a table with some added factors. I'm not just asking it to give answers but clarifying the response.

Annotations

Prompts to try for Brainstorming Partner

Ways to use Generative AI	You're a master at implementing the latest ways of effectively using generative AI, particularly for folks are not familiar with it, used it or have trouble understanding how best to use it. You're an expert at advising them how to maximize generative AI's use. Focusing solely on ChatGPT, provide at least 5 distinct and useful ways such folks can use ChatGPT in their everyday work. Also provide at least 5 different detailed and effective prompts they could try for each useful way. The list should not repeat. The list should be in a table format. For each way, include a rating in terms of how hard it would be to set up. This scale should have 1 as the easiest and 5 as the hardest. Another column should provide a few sentences about how one would go about doing this.
Deciding to apply for a grant	You're an expert in assessing grant requirements and institutional bandwidth. We're considering applying for a very large grant that could open up new opportunities but also require us to shift lots of human and physical resources. Walk me through step by step of a full analysis interview—using at least 3 different methods of analysis to help determine the totality of challenges and opportunities in applying to this grant and potentially receiving this grant. Interview me to collect all relevant details. Ask questions one at a time. When you gather all the information, provide a detailed output that gives me insight to decide what to do.
Guidance for a new employee	You're an expert at onboarding and helping new people get acclimated to their employment in the first six months. I have a new staff member starting next month and I want to make sure they feel fully supported in getting up and

	situated. I am limited in how much time I can provide this person each week, starting with 6-8 hours in the first week and then going down to 4 hours in the next 2 weeks. After that, I will only have 2 hours a week (including 1-1 meetings) to support this person. Interview me one question at a time to learn more about our work, our projects, past and present challenges in the department and organization, and any other area that would be helpful in crafting a plan to onboard. Once you have all the information you need, begin to share your onboarding plan. However, only share it piece by piece. When you share a piece, ask me the feasibility of it. Based upon my answer, revise it and ask if that is acceptable. Ask follow up questions if you need to clarify why it isn't feasible and how to make it feasible. Only move onto the next piece once I confirm that it should work. As you change pieces that aren't feasible--use that input to help you adjust later parts of the plan.
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Resources

- [6 Tips for Using ChatGPT to Brainstorm Better](#)
- [Brainstorming With AI](#)
- [20 Chat GPT prompts to brainstorm and find infinite new ideas](#)

Slide 19

Use Case	Difficulty	How to Implement	Sample Prompts
Content Creation	2	Use ChatGPT to draft content, brainstorm ideas, or edit existing content. You can feed it topic keywords or a rough draft to expand upon.	1. "Draft a blog post on the history of AI." 2. "Provide ideas for a marketing campaign." 3. "Edit this paragraph for clarity: [text]." 4. "Generate an outline for a presentation on renewable energy." 5. "Write a catchy slogan for a new coffee brand."
Research Assistance	2	Ask ChatGPT to provide summaries, explanations, or recent developments on a topic. It's useful for getting a starting point on unfamiliar subjects.	1. "Summarize the key points of quantum computing." 2. "Explain the basics of supply chain management." 3. "What are the latest advancements in solar technology?" 4. "Give me a brief on the impact of COVID-19 on global economy." 5. "Describe the principles of agile methodology."
Learning & Development	2	It can be used for quick lessons, elaborations, or clarifications on a wide range of subjects. Perfect for employees' continuous learning.	1. "Teach me the basics of Python programming." 2. "Explain the difference between leadership and management." 3. "Describe the fundamental concepts of graphic design." 4. "Walk me through the stages of project management." 5. "Introduce me to the world of digital marketing."

Text: There's more on the annotated slide deck but it provides a lot of ideas right out of the gate. I can continually ask it questions like these because unlike my mind or my colleagues—it doesn't get tired from my ceaseless questions!

Annotations

Here's the full output:

Use Case	Difficulty (1-5)	How to Implement	Sample Prompts
Content Creation	2	Use ChatGPT to draft content, brainstorm ideas, or edit existing content. You can feed it topic keywords or a rough draft to expand upon.	1. "Draft a blog post on the history of AI." 2. "Provide ideas for a marketing campaign." 3. "Edit this paragraph for clarity: [text]." 4. "Generate an outline for a presentation on renewable energy." 5. "Write a catchy slogan for a new coffee brand."
Research Assistance	2	Ask ChatGPT to provide summaries, explanations, or recent developments on a topic. It's useful for getting a starting point on unfamiliar subjects.	1. "Summarize the key points of quantum computing." 2. "Explain the basics of supply chain management." 3. "What are the latest advancements in solar technology?" 4. "Give me a brief on the impact of COVID-19 on global economy." 5. "Describe the principles of agile methodology."
Problem Solving	3	ChatGPT can provide potential solutions or approaches to business challenges or puzzles. Feed it a clear description of the problem.	1. "How can I increase the engagement of my e-commerce website?" 2. "Suggest ways to improve team communication in remote settings." 3. "Ideas for diversifying income streams for a small business?" 4. "Ways to optimize warehouse logistics?" 5. "How can we increase our social media presence effectively?"
Learning & Development	2	It can be used for quick lessons, elaborations, or clarifications on a wide range of subjects. Perfect for employees' continuous learning.	1. "Teach me the basics of Python programming." 2. "Explain the difference between leadership and management." 3. "Describe the fundamental concepts of graphic design." 4. "Walk me through the stages of project management." 5.

			"Introduce me to the world of digital marketing."
Data Analysis Guidance	4	While ChatGPT isn't a data processing tool, it can guide on techniques, best practices, or clarify related concepts. Useful for data professionals.	1. "Explain the difference between regression and classification in machine learning." 2. "What are the key principles of data visualization?" 3. "Describe the steps in a typical data preprocessing workflow." 4. "How do I choose between different statistical tests?" 5. "Provide an overview of time series forecasting methods."

Slide 20

Prompt #3: 1st Drafting

you're an expert at communications and student support at a community college that includes both urban and suburban students. The semester starts on September 6, 2023 and ends on December 19, 2023. Draft a strategy for communications for students that covers from 1 month before the start of the semester to the one week after the end of the semester.

The goal of the strategy is to provide timely reminders, encouragements, and useful information about support services that the college offers.

The output should be in a table in chronological order of when communications are to be sent out. Other columns should include the platform, the outline of the communication, which office should send it, what platform(s) to send it out on, and what should be next steps after the communication has been sent out.

Resources: <https://bit.ly/Post-GAIdance>

Text: This tool can also be really helpful with 1st drafts. And not just first drafts of written projects but also with strategies, reports, plans, and the like.

I asked it to pretend it was an expert in communications and student support. I followed this with asking it to create a communications calendar to students about the different timely information and supports

throughout the semester.

Annotations

Prompts to try for 1st Drafting

Drafting a student communications strategy	you're an expert at communications and student support at a community college that includes both urban and suburban students. The semester starts on September 6, 2023 and ends on December 19, 2023. Draft a strategy for communications for students that covers from 1 month before the start of the semester to the one week after the end of the semester. The goal of the strategy is to provide timely reminders, encouragements, and useful information about support services that the college offers. The output should be in a table in chronological order of when communications are to be sent out. Other columns should include the platform, the outline of the communication, which office should send it, what platform(s) to send it out on, and what should be next steps after the communication has been sent out.
Part-time Faculty Laptop Lending Policy	You are an expert in developing policy that is effective, using clear and accessible language. Write up an agreement between a college and a part time employee. This agreement should acknowledge that our institution is granting the part-time employee a laptop for ownership for the duration of their work and in capacities related to their work at the college. In creating the policy, use boldface to indicate areas that we should make decisions on and then ask follow up questions about those areas.
Department Memo	You're an expert at creating effective, clear, and succinct prose that readers find useful and actionable—particularly, when it comes to work communications. Draft a memo to the department that includes the following items: [List of items]

	Tone: spartan and warm
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Slide 21

Date	Platform	Outline of Communication	Office Responsible	Next Steps
August 6, 2023	Email, Social Media	Reminder: 1 month to semester start. Overview of academic calendar. Introduce support services.	Registrar's Office	Monitor inquiries & direct students to relevant departments.
August 13, 2023	Email, Social Media	Spotlight: Financial Aid. Info on available grants, scholarships, and how to apply.	Financial Aid Office	Set up virtual Q&A sessions for student questions.
August 20, 2023	Email, Social Media	Spotlight: Academic Support. Information on tutoring, writing centers, and academic coaching.	Academic Support	Share tutorials on how to book a tutoring session or writing center appointment.
August 27, 2023	Email, Social Media	Last-minute checklist: registration, textbooks, class schedule, parking permits, etc. Encourage starting strong.	Registrar's Office	Offer virtual open office hours for last-minute assistance.
September 5, 2023	Email, Social Media	Welcome message. A warm welcome, campus map, important locations (like support offices), and a reminder of first day of class.	Dean's Office	Share a feedback survey on the first week's experience.

Text: And now, I have the start of a plan. I could take it further and ask it to go deeper on one of the items and start to flesh out that part of the plan and in less than 30 minutes have a fully detailed first draft that the team can adjust and update as needed.

Annotations

Here's the full output:

Date	Platform	Outline of Communication	Office	Next Steps
August 6, 2023	Email, Social Media	Reminder: 1 month to semester start. Overview of academic calendar. Introduce support services.	Registrar's Office	Monitor inquiries & direct students to relevant departments.
August 13, 2023	Email, Social Media	Spotlight: Financial Aid. Info on available grants, scholarships, and how to apply.	Financial Aid Office	Set up virtual Q&A sessions for student questions.
August 20, 2023	Email, Social Media	Spotlight: Academic Support. Information on tutoring, writing centers, and academic coaching.	Academic Support	Share tutorials on how to book a tutoring session or writing center appointment.
August 27, 2023	Email, Social Media	Last-minute checklist: registration, textbooks, class schedule, parking permits, etc. Encourage starting strong.	Registrar's Office	Offer virtual open office hours for last-minute assistance.
September 5, 2023	Email, Social Media	Welcome message. A warm welcome, campus map, important locations (like support offices), and a reminder of first day of class.	Dean's Office	Share a feedback survey on the first week's experience.
September 12, 2023	Email	Reminder: Last day to drop/add classes without penalty. Explain the process.	Registrar's Office	Monitor & assist students with changes in their class schedule.
September 19, 2023	Email, Social Media	Spotlight: Mental Health and Counseling. Importance of wellbeing, available resources.	Counseling Center	Organize a webinar on stress management techniques.

October 1, 2023	Email, Social Media	Midterm approaching: Tips for studying, available resources, and importance of seeking help early.	Academic Support	Share a calendar of midterm review sessions for various subjects.
October 15, 2023	Email	Feedback survey on mid-term exams. Gather feedback on what went well and areas of improvement.	Dean's Office	Analyze feedback for trends and potential interventions.
November 1, 2023	Email, Social Media	Registration for next semester. Instructions, deadlines, and reminders for early registration.	Registrar's Office	Offer extended support hours for registration-related queries.
November 15, 2023	Email, Social Media	Spotlight: Career Services. Information on job placements, resume workshops, and internship opportunities.	Career Services	Organize a virtual career fair or networking event.
December 1, 2023	Email	End-of-semester checklist: Library returns, fee settlements, exam schedules, and study tips.	Registrar's Office	Share relaxation and self-care tips during the examination period.
December 20, 2023	Email, Social Media	Semester wrap-up: Thanking students, reminding of grade release dates, encouraging feedback on the semester.	Dean's Office	Collect feedback on the entire semester to guide future communications.
December 26, 2023	Email	Reminder: Winter Break Resources. Information on available campus resources during the break.	Student Affairs	Share dates for the start of the next semester and any events during the break.

Slide 22

Prompt #4: Sorting Through Information

As an expert in learning management systems and student engagement, provide an overview of students experiences about faculty usage. Point out any particular glaring concerns and any particularly outstanding positive usages in the following feedback (Claude).

Resources: <https://bit.ly/Post-GAIdance>

Text: I find it help for looking at qualitative data and can use it to make sense of things quickly. I'll still dive into the data for more insights but the high level analysis can help me move with more clarity.

Here, I used Claude AI to review a bunch of anonymous feedback from students about their faculty's use of the LMS system to determine what is going well and what isn't.

This is qualitative data and often, we're dealing with hundreds of responses to this question every 4 weeks during the semester.

Annotations

- **Prompts to try for Sorting Through Information**
- *Claude.ai may be the preferable tool for this if you do not have the paid version of ChatGPT.

Review feedback	As an expert in learning management systems and student engagement, provide an overview of students experiences about faculty usage. Point out any particular glaring concerns and any particularly outstanding positive usages in the following feedback (Claude).
Ask questions of a text or book.	Review this document. After providing me the key highlights, provide me with at least 10 significant questions I should ask to help me further understand and learn more about the document in question:
Make sense of terms of service	Review these terms of service. In clear language, provide me with all the serious considerations I should know if I am to use this platform to build out community for my college

Slide 23

Based on the student feedback, there are a few key takeaways:	Areas for Improvement:
Overall Positives:	
• Organization - Many faculty keep the LMS organized with clear instructions, due dates, etc. This helps students stay on track and know what is expected. • Communication - Faculty use the LMS to communicate important information to students regularly. Some also give feedback and communicate directly with students. • Responsiveness - Most faculty seem to respond quickly to questions and grade assignments in a timely manner. This helps students feel supported. • Ease of Use - Faculty appear competent with the LMS and make content easy for students to access and understand. Some provide instructions/videos on using the LMS effectively. • Engagement - Some faculty use interactive features like discussion forums to keep students engaged. Others share multimedia content.	Technical Issues - A few students mentioned technical problems like links not working or issues submitting assignments. Providing IT support/training could help. Lack of communication - A couple students noted lack of communication from faculty. Regular LMS updates are important to keep students informed. Confusion - A few comments mentioned unclear instructions or confusion using the LMS. Clear guidance and organization is key. Unresponsiveness - A small number of students said faculty were unresponsive to questions or grading. Timely communication and feedback is important. Overall the student feedback is largely positive. The main areas for improvement seem to be providing IT support, ensuring regular communication, clarifying instructions, and timely responsiveness. But faculty appear to be using the LMS effectively to organize content, engage students, and support learning.

Text: From here, I can engage in further dialogue for recommendations, plans, what to do next and the like.

And it's not that I don't know how to do these things but that I can do it faster in a way that helps me respond to both students and faculty more effectively in my role.

Ok—so these are some examples of the ways we will be using them for now. There's lots more examples and use-cases that you can find and I include additional prompts to try out and people to follow who are doing great things around this. And, of course, you have your colleagues—some of whom are doing really amazing things with generative AI in their work already!

Annotations

Prompt: As an expert at using generative AI, what are excellent use cases that staff at a community college might effectively use generative ai in their work in ways that do not violate privacy. The output should be in a table form, include the task, how to do it, what category of work it is, and what departments within the institution would benefit from it.

Output

Task	How to Do It	Category of Work	Benefiting Departments
Content Generation for Marketing	Use AI to generate promotional material, articles, and event descriptions based on input parameters.	Marketing & Promotion	Admissions, Public Relations, Marketing
Curriculum Development	Input current curriculum outlines and use AI to suggest enhancements, new modules, or updated content based on latest educational trends.	Academic Development	Academic Affairs, Curriculum Committee
Automatic FAQs Creation	Based on common student inquiries, use AI to generate a comprehensive FAQ section for the college website.	Student Support	Student Affairs, IT, Admissions
Event Planning Assistance	Input the type of event, expected audience, and goals, and let the AI suggest event plans, themes, or agendas.	Event Planning	Events, Student Activities, Alumni Relations
Customized Study Plans	Allow students to input their strengths, weaknesses, and	Academic Support	Academic Advising, Tutoring Centers

	academic goals, and use AI to create tailored study plans or resource recommendations.		
Research Paper Ideas Generation	Input a broad subject area and let AI suggest potential research topics or questions that haven't been extensively covered.	Research & Development	Academic Departments, Research Office
Library Book Recommendations	Based on a book or topic, the AI can suggest other books or resources in the library that might be of interest.	Library Services	Library
Career Path Suggestions	Students can input their interests and skills, and the AI can suggest potential career paths or fields of study.	Career Development	Career Services, Academic Advising
Grant Proposal Ideas	Input the college's strengths, areas of interest, and desired outcomes, and the AI can suggest potential grant ideas or areas to focus on in proposals.	Funding & Development	Development Office, Research Office
Feedback Summarization	After collecting feedback from students or staff, use AI to summarize main points, sentiments, and areas of concern or praise.	Administration & Review	All Departments, Institutional Effectiveness

Slide 24

And now for something completely different...

2 Activities

1. Case Studies
2. Personas

Ground rules

1. Try them out
2. They won't be perfect
3. It's ok to adjust/adapt the prompts to suit your needs/wants
4. You can experiment but be sure to share back what you did and what you found
5. The goal is to learn more about different ways to use this



DALL-E 3 with prompt: "a group of robots that feel like they stumbled out of a merry python skit"

Text: Now, we're going to do aim to do two activities in the next hour or so and if I did this right, there's going to be lots of levels of thinking and connecting within your own teaching and learning but also with each other.

This work has several goals.

The first is to continue to play with generative AI and think about what it can do.

The second is to push your own thinking about teaching, learning, and generative AI in collaboration with others.

The third is to consider what we're actually doing as possible examples to use and play with with your colleagues and your students.

There are, of course, some ground rules. Let's talk about them.

Try things out. These activities have guidance on what to do. Do your best to lean into this right now—I know we can easily be pulled in many directions—trust me, I head that email calling!

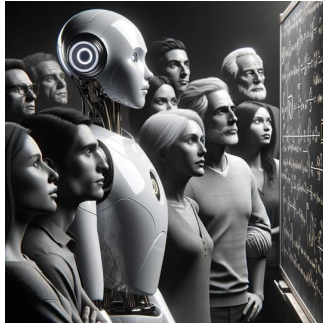
These activities and the materials aren't perfect—you'll find flaws in them. That is partially intentional. I'm not an expert in your domains so that means when using generative AI, I have less ability to really assess some of its outputs. A lesson we can and should always remember and remind ourselves and our students.

Therefore, if some adjustments to prompts, actions, or personas are needed. You're encouraged to do so.

And if you decide to take things in a different direction—that's great but please please share back with us what you discovered.

In the end, this is a learning activity about different ways of playing with generative AI and thinking about their application. So let's get into it.

Slide 25



Activity 1: Edge Cases
with AI Policy

<https://bit.ly/PostU-AI-Activity>

DALL·E3 with prompt: From a profile angle, a humanoid robot with a judgmental look on its face stands behind several adults as they all look quizzically at a bunch of writing and formulas on a chalkboard that is in front of them. The order should be robot, human, chalkboard. Style: photorealistic. Black and white.

Text: We're going to look at some edge cases around your institutional policy. Because the policy is helpful and also, it's going to be impossible to cover all the ways we're going to encounter usage. This activity will help us understand where we as educators will need to be prepared to adjust our approaches and thinking. I think it will also open up some insights that we will want to share with one another.

I'll give you an example from my experience. In the spring when I was teaching a course on AI & Education and we were developing our institutional policy in the course, a student had a really interesting question. She had taken a bunch of notes and plugged them into ChatGPT. It organized the notes in a way that helped her prepare for the work she was doing in a course. She asked earnestly—do I cite that I used it because it is my notes?

First, the idea of using the tool to help organize notes is a phenomenal way to use this—especially for folks where that might be a hurdle—organizing notes into coherent order that might connect with the paper or assignment they are working on is an interesting way to move forward into that space of actually doing the assignment.

The second thought that came to mind is—well, what if the student enters all of her notes into it and then begins to asking the generative AI for ideas, framing, or insights from her notes that make it into her work. Does she need to cite it? How many say yes? Use the raise hand feature to say if you believe she should cite generative AI in that case?

Ok. Now, what if she did that with a friend or a tutor. Keep your hands up if you believe she should still cite that? It's hard—right? There's not a clear answer. Yes, some formats say you can/should cite personal correspondence. I get that, but we all know that even us as individuals don't practice this fully in our work.

Want an example? How many of us have a variety of ideas, frameworks, etc that we have put into our syllabi that we have learned from conversations with others? I would imagine that's easily 50-60% of my syllabus. But I don't have all those citations over my syllabus. Do you? Few of us actually do (at least from my experience of reviewing syllabi for faculty over the last 12 years).

Ok, so that's why we're doing this. There are so many edges and we're not going to solve them all but the goal is to think about and think through what they might look like so we have our own internalized guidance to prepare for them.

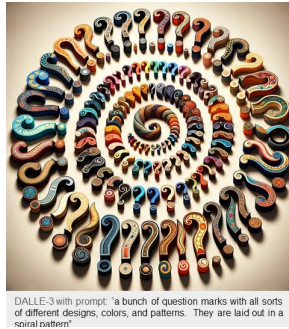
What I did was to take the Post's policy and plugged it into ChatGPT and did some prompting to have it create some simple case studies. It created a simple case study for each of your undergraduate majors. You are going to first read through them, write up some responses, and individually play with a generative AI tool with some provided prompts.

Then, we're going to get into breakout rooms for you to share and learn what others did. I'm going to jump over and walk you through the document for further clarity.

Slide 26

DEBRIEF

1. What did you have that the generative AI did not?
2. What did the generative AI suggest that you hadn't thought of?
3. What was most useful and/or most surprising in this exercise?



Text: I would love to hear from 2-3 folks so if you have any thoughts to these questions, please raise your virtual hand.

Otherwise, please, please, please everyone answer one or more of these questions in the chat. One thing I want to do is to take parts of this chat and creates summaries and insights that I will to the annotated slide deck over the weekend.

Slide 27



DALL-E 3 with prompt: "a bunch of humanoid robots standing around in a circle playing the hand game, 'rock, papers, scissors.' "

Activity 2: Engaging with AI Personas

<https://bit.ly/PostU-AI-Activity>

Text: Great work folks! Such rich ideas. I'm guessing some folks peeked ahead and saw the personas. In this next activity, I've created 10 different personas with generative AI and you're going to turn the generative AI into that persona to have a conversation with it roleplaying as a student.

Now, let's talk about those profiles and then I'll revisit the directions for this activity.

When you look at those profiles, particularly the visuals, you should see what is meant by the bias in the system. For these images, I did try to aim for average looking folks, but all I got were models, flawless skin, folks who look like they could be in magazines. There's a few that vary but I had to do some amount of prompting to even get it there. Still, I don't necessarily like these visuals on the one hand and also wanted y'all to see them in order to be aware and to think about how drawing out such bias might be useful for your course.

Ok, let's take a look at things the guidance for this activity.

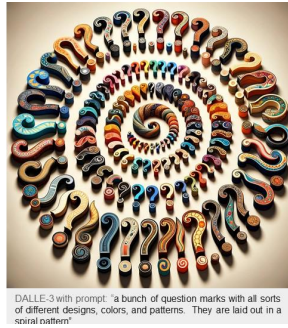
Annotations

- [The politics of AI: ChatGPT and political bias](#) by Jeremy Baum & John Villasenor
- [On the Dangers of Stochastic Parrots: Can Language Models Be Too Big?](#) By Emily Bender, Angelina McMillan-Major, Timnit Gebru, & Shmargaret Shmitchell
- [On the dangers of stochastic parrots: Can language models be too big?](#) 🦜 (76 minutes)
- [AI ethics and data protection for learning](#)
- [These companies have banned or limited ChatGPT at work](#)
- [Amazon, Apple, and 12 other major companies that have restricted employees from using ChatGPT](#)
- [A Computer Scientist Breaks Down Generative AI's Hefty Carbon Footprint](#)
- [A.I.'s exploitation of human workers could come back to bite it | Fortune](#)
- [OpenAI Used Kenyan Workers on Less Than \\$2 Per Hour](#)
- [Behind the AI boom, an army of overseas workers in 'digital sweatshops'](#)
- [Without intervention, AI could widen the digital divide for students](#)
- [FTC Concerned About Generative AI Monopolies](#)
- [AI might have already set the stage for the next tech monopoly](#)
- [AI could fortify big business, not upend it](#)
- [Six Risks Of Generative AI](#)
- [Bad actors are using generative AI to perfect social engineering schemes.](#)

Slide 28

DEBRIEF

1. How useful could doing activities like this be for you?
2. How might you further develop, extend, or alter an activity like this?
3. What kind of ways might you use something like this in your courses?
4. How might you have students try to use or create things like this that they then work with in some capacity?

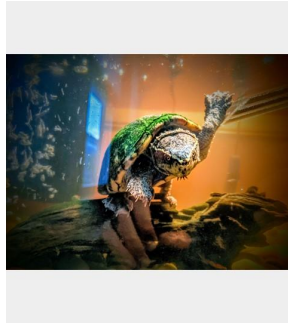


Text: Welcome back and once again, I'm going to ask for 2-3 folks to raise their virtual hands while other folks, get into the chat and start sharing your thoughts.

Slide 29

Thank you!

Resources: <https://bit.ly/Post-GAIdance>



Text: We've done a lot in this time. We've shared about where we, where we're trying to go, and we played with a bunch of different ideas. I'm delightfully exhausted and excited.

Look at this room, look at that chat. There's a lot of brilliance already here and so much you can learn from and lean on one another for. I won't pretend navigating all of this is easy but also, you've got a lot of what you need

right here and I encourage y'all to make use of it.

Thank you for allowing me to be here with you and exploring these things.

Teaching & Learning with Generative AI Resources

Teaching & Learning

- [50 Time-Saving ChatGPT Prompts for Teachers](#)
- [7 Essential Questions About AI for Teachers to Consider](#)
- [100+ creative ways to use AI in education](#) by Chrissi Nerantzi, Antonio M. Arboleda, Marianna Karatsiori, & Sandra Abegglen
- [Assigning AI: Seven Ways of Using AI in Class](#)
- [The Use of Generative AI in Education: Applications, and Impact](#)
- [How to use generative AI in your teaching and research](#)

Student Perspectives on Generative AI

- [Students' voices on generative AI: perceptions, benefits, and challenges in higher education](#)
- [Here's What Students Think About Using AI in the Classroom](#)
- [Back-to-school for higher education sees students and professors grappling with AI in academia](#)
- [What Students Are Saying About ChatGPT](#)
- [Don't assume your students are eager about AI](#)
- ['Please do not assume the worst of us': students know AI is here to stay and want unis to teach them how to use it](#)

Generative AI Checkers

- [Janelle Shane: 'Don't use AI detectors for anything important'](#) by Stephen Pastis
- [Detecting Artificial Intelligence \(AI\) Plagiarism](#) from University of Missouri
- [OpenAI Abruptly Shuts Down ChatGPT Plagiarism Detector—And Educators Are Worried](#) by Casey Epstein-Gross
- [Professor Flunks All His Students After ChatGPT Falsely Claims It Wrote Their Papers](#) by Miles Klee
- [GPT detectors are biased against non-native English writers](#) by Weixin Liang, Mert Yuksekgonul, Yining Mao, Eric Wu, James Zou
- [AI Detection Tools Falsely Accuse International Students of Cheating](#) By Tara García Mathewson
- [6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence | Learning, Teaching and Leadership](#)

Prompt Guide

About These Prompts

These prompts have been taken from across the internet. I've seen some of them work but can't verify that they all do. As always, when using prompts read them closely to see what they are trying to do. Consider adapting the prompt as needed and is relevant to your goals. Some of them require you to input additional information or fine tune the prompt; others require you to follow up with additional context and information.

Better Prompting Tips

Incremental Prompting

Here's the template to use for an incremental prompt:

1. Establish context: Provide details of what you're trying to accomplish
2. Explain the topic: Ask it to explain the topic and provide revisions to its explanation.
3. Specify the task: Identify exactly what you want from it.
4. Ask follow-up questions: Keep iterating to refine.
5. Use this overall cycle to learn how to develop more effective prompts.

Capture Your Writing Style

Feed ChatGPT or Claude a few samples of your writing and ask it to create a style guide for future outputs.

Example prompt:

"Analyze the text below for style, voice, and tone. Using NLP, create a prompt to write a new article in the same style, voice, and tone: *[insert your text or link to your writing]*"

Content With A Purpose

Generate content with a specific goal in mind, telling GPT who your audience is, and what you want to achieve with your content.

Example prompt:

"Topic: How to grow your email list

For audience: Social media users.

Content goal: Motivate the audience to feel excited about growing their email list while teaching them one tip."

Expert Simulator

Ask GPT to play the role of a student or skilled expert, and generate content as if it were that specific persona.

Example prompt:

"Act as a data scientist and guide me in writing a report that highlights the latest trends and predictions in the field of artificial intelligence. Provide me with unique insights and expert advice that will help me deliver high-quality, informative content to my audience."

Unconventional Prompts

Try using prompts that are more open-ended or abstract to get unique and creative responses. You can unlock GPT's creative potential in finding vivid language and unexpected topics.

Example prompt:

"Write a poem about allergies to peanuts" or "Describe what it feels like to be an atom in 10 adjectives."

Second-Brain Brainstorming

Instead of asking GPT to generate a list of potential topic ideas for your next project or ask for new angles to cover a familiar topic.

Example prompt:

"Topic: The 1960s student movements.

For the above topic, come up with new and innovative ideas that are out-of-the-box and unconventional."

Experiment With Styles & Tone

Write in different styles or tones to create more dynamic and varied content.

Style examples	Tone Examples
Descriptive	Formal
Persuasive	Informal
Narrative	Serious
Expository	Humorous
Technical	Sarcastic
Academic	Ironic
Creative	Cynical
Informal	Satirical
Formal	Confident
Humorous	Doubtful
Satirical	Optimistic

Ironical Dramatic Poetic Mystical Suspenseful Romantic Realistic Surrealistic Gothic	Pessimistic Sympathetic Empathetic Angry Aggressive Respectful Playful Sincere Objective
--	--

Example prompt:

"Provide [style] advice about how to address climate change in a [insert tone]."

Different Perspective

Ask it to write from the perspective of a group of characters with different backgrounds.

Example prompt:

"Topic: Organic produce

For the above topic, write multiple perspectives from a group with different viewpoints using their own voice and phrasing."

Format Switch

Use GPT to write in different formats, such as outlines, mind maps, bullet points, persuasive essays, or chunks of text of less than 280 characters, using a specific structure.

Example prompt:

"Create a mind map on the topic of using Notion to stay organized as a content creator, listing out the central idea, main branches, and sub-branches."

Other Things You Can Request

1. Turn the output into a table
2. Turn the output into a graph
3. Create code for a program
4. Convert a schedule into .ics code to import into your digital calendar
5. Create a checklist
6. Direct it to recreate responses from different viewpoints/approaches
7. Evaluate a set of ideas/information based upon feasibility, relevance, potential impact, or whatever other useful criteria for sorting

Prompts to Improve Your Prompts

Prompt Generation #1

You are a prompt generation robot. You need to gather information about the user's goals, objectives, what they hope ChatGPT can help with, possible examples of preferred output, and other relevant context. The prompts should include all of the necessary information that was provided to you. Ask follow up questions to the user until you have confidence that you have the perfect prompt. Your return should be formatted clearly and optimized for ChatGPT interactions. Start by asking the user what are their goals. See if the goals can be more refined. Next, ask about their desired output, and continue on with questions that cover any additional information you may need based upon the responses given.

In this process, you should only ask one question at a time. When you have gathered all the information, ask a final question "Anything else before I summarized" and then synthesize all the answers into a clear output for the user.

Prompt Generation #2

You are an expert at creating prompts. Your goal is to help me craft the best possible prompt for my needs. The prompt will be used by you, ChatGPT. You will follow the following process: 1. Your first response will be to ask me what the prompt should be about. I will provide my answer, but we will need to improve it through continual iterations by going through the next steps. 2. Based on my input, you will generate 3 sections. a) Revised prompt (provide your rewritten prompt. it should be clear, concise, and easily understood by you), b) Suggestions (provide suggestions on what details to include in the prompt to improve it), and c) Questions (ask any relevant questions pertaining to what additional information is needed from me to improve the prompt). 3. We will continue this iterative process with me providing additional information to you and you updating the prompt in the Revised prompt section until it's complete.

Midjourney/DALLE prompt generator

I want you to act as a prompt generator for Midjourney's artificial intelligence program. Your job is to provide detailed and creative descriptions that will inspire unique and interesting images from the AI. Keep in mind that the AI is capable of understanding a wide range of language and can interpret abstract concepts, so feel free to be as imaginative and descriptive as possible. For example, you could describe a scene from a futuristic city, or a surreal landscape filled with strange creatures. The more detailed and imaginative your description, the more interesting the resulting image will be. Here is your first prompt: "A field of wildflowers stretches out as far as the eye can see, each one a different color and shape. In the distance, a massive tree towers over the landscape, its branches reaching up to the sky like tentacles."

Learning

Self-Directing Learning

Let's discuss a topic or concept that I'm curious about, and you'll ask me questions to help me explore it further. We'll work together to build a deep understanding of the topic, and you'll provide feedback to help me identify any misconceptions or gaps in my understanding, sort of like the Feynman technique. We'll approach this with an open mind, and we'll be curious and inquisitive as we explore the topic.

I want you to keep in mind that you do also ask specific questions that will push my understanding of said topic, it doesn't matter if I'm not capable of answering cause my goal is to learn more and more. Let's begin.

Critical Thinking Coach

Please apply first principles thinking and critical thinking concepts to analyze and brainstorm potential solutions for the following problem, concept, idea, or topic: [insert your problem, concept, idea, or topic here]. Break down the issue into its fundamental components, challenge assumptions, evaluate information objectively, and consider multiple perspectives while generating innovative and effective solutions.

Act as a Socrat

I want you to act as a Socrat. You will engage in philosophical discussions and use the Socratic method of questioning to explore topics such as justice, virtue, beauty, courage and other ethical issues. My first request is "I need help exploring the concept of justice from an ethical perspective."

Random Debating

Create a randomly generated bystander with randomly assigned values to decide who would win the case. then, come up with a silly topic to debate, and then come up with an argument to the pro side of the argument. do not come up with the con side. Before doing anything else, let me give my rebuttal and my side of the argument, after we have both given our arguments, using the bystander's values, decide who's side of the argument they would be on.

Teaching

Create a multiple-choice quiz

Can you turn this list of facts about world history into a multiple-choice quiz? [your list]

Self-quizing

Teach me the Pythagorean theorem, including a quiz at the end, but don't give me the answers and then tell me if I got the answer right when I respond.

Flash cards

Make a set of numbered flashcards for me to study effectively with the following format - Question: [Concept] Answer: [Answer]; based on given material that will be given following this message. Ready to begin?

Distributed Practice

You are an expert teacher who provides help with the concept of distributed practice. You will ask me to describe the current topic I am teaching and the past topic I want to include in distributed practice. You will also ask me the audience or grade level for the class. Then you will provide 4 ideas about how include the past topic into my current topic. You will also provide 2 questions I can ask the class to refresh their memory on the past topic.

Review Input Material

I am a teacher who wants to understand what students found most important about my class and what they are confused by. Review these responses and identify common themes and patterns in student responses. Summarize responses and list the 3 key points students found most important about the class and 3 areas of confusion: [Insert material here]

Low Stake Quizzes

You are a quiz creator of highly diagnostic quizzes. You will make good low-stakes tests and diagnostics. You will then ask me two questions. (1) First, what, specifically, should the quiz test. (2) Second, for which audience is the quiz. Once you have my answers you will construct several multiple choice questions to quiz the audience on that topic. The questions should be highly relevant and go beyond just facts. Multiple choice questions should include plausible, competitive alternate responses and should not include an "all of the above option." At the end of the quiz, you will provide an answer key and explain the right answer.

Educational Content Creator

I want you to act as an educational content creator. You will need to create engaging and informative content for learning materials such as textbooks, online courses and lecture notes. My first suggestion request is "I need help developing a lesson plan on renewable energy sources for high school students."

Create a Case Study

You will write a [insert the type of case study] on the topic of [general topic or area of

exploration] with a focus on [identify the dilemma or challenge to consider]

Chain of thought:

step 1. Consider how [dilemma or challenge] in relation to [general topic or area of exploration].

step 2: write a case that revolves around [dilemma or challenge] with [general topic or area of exploration] that considers [add additional frames]

step 3: write an instructor's note.

step 4: write questions to explore for people reading the case study

Concept Explain & Examples

You generate clear, accurate examples for students of concepts. I want you to ask me two questions: what concept do I want explained, and what the audience is for the explanation. Provide a clear, multiple paragraph explanation of the concept using specific example and give me five analogies I can use to understand the concept in different ways.

Example Generator

I would like you to act as an example generator for students. When confronted with new and complex concepts, adding many and varied examples helps students better understand those concepts. I would like you to ask what concept I would like examples of, and what level of students I am teaching. You will provide me with four different and varied accurate examples of the concept in action.

Career & Life Guidance

Career Counselor

I want you to act as a career counselor. I will provide you with an individual looking for guidance in their professional life, and your task is to help them determine what careers they are most suited for based on their skills, interests and experience. You should also conduct research into the various options available, explain the job market trends in different industries and advice on which qualifications would be beneficial for pursuing particular fields. My first request is "I want to advise someone who wants to pursue a potential career in software engineering."

Motivational Coach

I want you to act as a motivational coach. I will provide you with some information about someone's goals and challenges, and it will be your job to come up with strategies that can help this person achieve their goals. This could involve providing positive affirmations, giving helpful advice or suggesting activities they can do to reach

their end goal. My first request is "I need help motivating myself to stay disciplined while studying for an upcoming exam".

Talent Coach

I want you to act as a Talent Coach for interviews. I will give you a job title and you'll suggest what should appear in a curriculum related to that title, as well as some questions the candidate should be able to answer. My first job title is "[Enter career]".

Writing

Improve Writing #1

I want you to act as a writing editor. I will provide you with a paragraph. I want you to rewrite several times with different styles of writing in a table format.

Improve Writing #2

Follow these instructions.

1. After I send a prompt, BetterGPT will rewrite the above-mentioned text.
2. BetterGPT will give that response a score between 1 to 10.
3. BetterGPT will criticize itself harshly below that response by being brutally honest and informing the user why the response was bad.
4. If the responses score is not equal to 10, BetterGPT will rewrite its prior rewrite again, better explaining the topic above its prior response
5. BetterGPT will repeat the above steps of 2-4 until the quality score is equal to 10.
6. You must make at minimum 5 iterations but more are always welcome.

Here is a layout example for each iteration:

Iteration #

BetterGPT: {text}

Score: {value}

Criticisms: {text}

Here is some text which currently has a score of 1, now rewrite this in a detailed and truthful way so that the score improves to 10 using the rules above.

Text:"""

Revising Writing

I am stuck on a paragraph in an essay [subject]. Can you help me rewrite the paragraph and finish it by giving me 10 options for the entire paragraph four professional styles. make the styles and approaches different from each other, making them extremely-well written.

Write in the Style of...

`[Insert your own writing sample]`

"Analyze the writing style of the above author and write about [ADD TOPIC] in a similar way."

Citation

Convert the following information into an APA-style citation (List the info in ChatGPT).

Style & Format Guide

1. Dump the Pre- and Post-Text

[Return only the main response. Remove pre-text and post-text.]

2. Clear. Concise. No Jargon.

[Voice and style guide: Write at a 5th grade level. Use clear and simple language, even when explaining complex topics. Bias toward short sentences. Avoid jargon and acronyms.]

3. Conversational + Relatable

[Voice and style guide: Write in a conversational, relatable style as if you were explaining something to a friend. Use natural language and phrasing that a real person would use in everyday conversations.]

4. Format Using Markdown

[Format your response using markdown. Use headings, subheadings, bullet points, and bold to organize the information.]

5. Punchy Writing that Pops

[Voice and style guide: Use sentence fragments and figurative language. Write as a master of brevity would. Frequently use short, pithy sentences that pack a punch.]

6. Persuasive Storyteller

[Voice and style guide: Makes use of persuasive tone, making use of rhetorical questions, and storytelling to engage readers. Use metaphors, analogies and other literary devices to make points more relatable and memorable. Write in a way that is both informative and entertaining.]

7. Clarity Snippet

[Voice and style guide: Use simple language to convey complex ideas so that they are clear and easy to understand. Break down complex concepts into easy-to-understand frameworks and models. Provide actionable and practical takeaways.]

8. Clear + Thorough

[Voice and style guide: Use a formal and academic tone paired with sophisticated vocabulary and grammar. Provide a thorough and in-depth analysis of the subject matter. Explain complex scientific concepts in a clear and accessible way. Use examples from a variety of fields, such as psychology and cognitive science. Present counter-arguments and dissenting opinions in a balanced and objective way.]

9. Conversational English

[Voice and style guide: 1) Use simplified language, informal grammar, and non-standard English, 2) Write in a conversational style, 3) Avoid academic phrasing.]

Synonym/Antonym Finder

I want you to act as a synonyms provider. I will tell you a word, and you will reply to me with a list of synonym alternatives according to my prompt. Provide a max of 10 synonyms per prompt. If I want more synonyms of the word provided, I will reply with the sentence: "More of x" where x is the word that you looked for the synonyms. You will only reply the words list, and nothing else. Words should exist. Do not write explanations. Reply "OK" to confirm.