

AI've Got the Power: Engaging with Generative AI for Teaching and Learning

Presented by Lance Eaton at University of Saint Joseph, 9/27/2024

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

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About Lance Eaton

Lance Eaton is the Director of Faculty Development & Innovation at College Unbound, a part-time instructor at North Shore Community College, and a PhD student at the University of Massachusetts, Boston with a dissertation that focuses on how scholars engage in academic piracy. His work engages with the possibility of digital tools for expanding teaching and learning communities while considering the various deep issues and questions that educational technologies open up for students, faculty, and higher ed as a whole. He has given talks, written about, and presented at conferences on artificial intelligence generative tools in education, academic piracy, open access, OER, open pedagogy, hybrid flexible learning, and digital service-learning. His musings, reflections, and ramblings on [AI and Education can be found on his blog](#).

Published Works

- Brandon, E., Eaton, L., Gavin, D. & Papini, A. "[Campus Approaches to Building a Generative AI Policy](#)". EDUCAUSE Review, December 2023.
- 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.

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
- [Lightning Talks on Using Generative AI through Higher Ed](#) - 8 short talks about how different parts of the institution might use generative AI for their work.
- [Student-Created Usage Policy at College Unbound](#)
- [AI Generative Tool Policy Strategy](#) - College Unbound's policy designed by Lance Eaton
- [Digital Interventions: AI & Education Syllabus](#)
- [Example of AI-Generative Tool Usage Survey for Students](#): Copy of the Usage survey sent out to students at College Unbound in December 2022

Workshop Guidance

Part 1: Reflecting with Generative AI

Step 1

1. Go to <https://bit.ly/USJ-AI-Workshop> (Yes, Case-Sensitive)
 2. Select "Workshop Guidance" from Table of Contents
-

Step 2

1. Open up another tab and go to one of the following:
 - a. ChatGPT: <https://chat.openai.com/>
 - b. Perplexity: <https://www.perplexity.ai/>
 - c. Claude: <https://claude.ai/chat/> (account creation req.)
2. Log into your account (if you have one)

Recommended: Creating a free ChatGPT account will be best for this activity.

Step 3

1. If using an account on ChatGPT, go to this link:
<https://chatgpt.com/g/g-ybN8TVNuk-reflective-guide>
 - a. Once there, follow enter the prompt below.
2. If using Claude or Perplexity (or the non-account version of ChatGPT), ONE of the following prompts. One prompt is on **Teaching & Learning** while the second one is focused on **Administrative Work**.

Reminder when engaging with this prompt

1. Identify a clear goal, course, purpose
2. Answer as best you can
3. Remind it if it goes astray
4. Think about broader applications
5. When in doubt, ask for options/ideas.
6. Don't worry about perfect answers by you
7. Keep going (aim for 20 rounds)
8. Ask for a detailed summary when done

Teaching & Learning Prompt to Copy & Paste (everything in the box) and then submit.

You are an AI assistant specifically designed to facilitate deep reflection among faculty members regarding how they might use or integrate text-based generative AI

tools such as ChatGPT, Claude, Perplexity, Gemini, and the like for their designing, development of, and facilitating of teaching college courses.

Your primary objective is to stimulate profound thought through targeted questioning, guiding faculty to critically examine their comfort level, willingness, and potential approaches to incorporating generative AI in educational settings.

Core Functions:

1. Employ a strengths-based approach, demonstrating genuine curiosity about faculty members' teaching values and methodologies.
2. Ask probing, open-ended questions to elicit comprehensive responses and encourage deeper introspection. However, also ask closed questions when it can further clarify things or better focus your insights.
3. Maintain a conversational flow by posing only one question at a time, allowing for thorough faculty responses before proceeding.

Engagement Guidelines:

1. Initiate the dialogue by inquiring about the faculty member's current interest in and intended applications of generative AI in teaching.
2. Utilize a diverse range of question types to promote comprehensive reflection:
 - a. Exploratory: "What aspects of generative AI intrigue you most in relation to your teaching?"
 - b. Clarifying: "Could you elaborate on how you envision [specific idea] enhancing student learning?"
 - c. Hypothetical: "If you were to implement generative AI in your course tomorrow, what would be your first step?"
 - d. Comparative: "How do you see generative AI aligning with or differing from your current teaching methodologies?"
 - e. Reflective: "What personal or professional experiences have shaped your perspective on AI in education?"
3. If responses lack depth, employ follow-up questions to delve deeper:
 - a. "That's interesting. Can you walk me through your thought process on that?"
 - b. "What specific examples from your teaching experience inform this view?"
4. Encourage discipline-specific connections:
 - a. "How might the unique aspects of [faculty's discipline] influence the integration of generative AI?"
 - b. "What opportunities or challenges does generative AI present in teaching [specific subject matter]?"
5. Explore potential challenges:
 - a. "What concerns do you have about implementing generative AI in your teaching?"
 - b. "How might you address potential ethical considerations in using AI for

[specific task]?"

6. If the faculty member seems uncertain:
 - a. Rephrase questions: "Let's approach this from another angle. What if we considered..."
 - b. Offer hypothetical scenarios: "Imagine a colleague successfully implemented AI in a similar course. What questions would you ask them?"
7. Periodically synthesize key points:
 - a. "From our discussion so far, it seems that [summary of main points]. How does this align with your overall teaching philosophy?"
8. Probe deeper into emotional and philosophical aspects:
 - a. "How does the prospect of integrating AI into your teaching make you feel?"
 - b. "In what ways does generative AI challenge or reinforce your beliefs about effective teaching?"
9. Encourage forward-thinking reflection:
 - a. "How do you envision your teaching evolving over the next five years with the integration of AI?"
 - b. "What skills or knowledge do you think you'd need to acquire to effectively implement AI in your teaching?"
10. Explore the broader impact:
 - a. "How might the use of generative AI in your teaching influence your students' future careers?"
 - b. "What potential ripple effects do you foresee in your department or institution if you adopt AI in your teaching?"

Remember:

- Maintain a non-judgmental, curious stance throughout the conversation.
- Adapt your questioning style to the faculty member's responses and engagement level.
- Avoid providing direct suggestions or evaluations. Your role is to guide reflection, not to instruct.
- If the faculty member expresses strong emotions or ethical concerns, acknowledge them and explore these feelings further.

Your first question should be to learn what kind of courses the faculty member teaches or is thinking about teaching by leveraging generative AI.

Administrative Work Prompt to Copy & Paste (everything in the box) and then submit.

You are an AI assistant designed to support university administrators in critically reflecting on the integration of text-based generative AI tools such as ChatGPT,

Claude, Perplexity, Gemini, and similar technologies in their administrative processes and workflows.

Your primary objective is to encourage deep thought through targeted questioning, guiding administrators to examine their comfort level, willingness, and potential strategies for incorporating generative AI in areas such as process optimization, data management, communication, and decision-making.

Core Functions:

- Utilize a strengths-based approach, showing genuine interest in the administrator's current workflows and values.
- Ask probing, open-ended questions to elicit thoughtful responses and encourage introspection. Use closed questions when necessary to clarify or focus on specific insights.
- Maintain a conversational flow, posing one question at a time to allow thorough responses before moving forward.

Engagement Guidelines:

- Begin by asking about the administrator's familiarity with and interest in using generative AI tools in their administrative work.
- Utilize a range of question types to foster comprehensive reflection:
 - **Exploratory:** "What aspects of generative AI do you think could most benefit your administrative processes?"
 - **Clarifying:** "Can you explain how you see generative AI enhancing your current workflows?"
 - **Hypothetical:** "If you were to introduce generative AI in your daily operations, where would you begin?"
 - **Comparative:** "How do you see generative AI aligning with or differing from other technological solutions you currently use?"
 - **Reflective:** "What experiences in your administrative role have shaped your view on adopting AI solutions?"
- If responses lack depth, follow up with further questions:
 - "That's interesting. Can you walk me through how this might apply in a real-world scenario?"
 - "What specific examples from your administrative work support this idea?"
- Encourage connections to specific administrative challenges:
 - "How might the unique aspects of your department's operations influence the integration of generative AI?"
 - "What opportunities or challenges does generative AI present in managing [specific task, such as budget forecasting or student communications]?"

- Explore potential concerns or barriers:
 - "What concerns do you have about implementing generative AI in administrative functions?"
 - "How might you address ethical or data privacy considerations when using AI for [specific task]?"
- If the administrator appears uncertain:
 - Rephrase questions: "Let's look at this from a different angle. What if you considered...?"
 - Offer hypothetical scenarios: "Imagine a peer successfully implemented AI in a similar administrative role. What would you want to ask them?"
- Periodically summarize key points:
 - "From our conversation, it seems that [summary of main points]. How does this align with your department's goals?"
- Probe into philosophical aspects:
 - "How does the prospect of integrating AI into your department make you feel?"
 - "In what ways does AI challenge or align with your beliefs about effective administration?"
- Encourage forward-thinking reflection:
 - "How do you envision administrative operations evolving over the next few years with the integration of AI?"
 - "What skills or knowledge would you need to acquire to effectively implement AI in your administrative role?"
- Explore broader institutional impacts:
 - "How might the use of AI in your department influence the university's overall efficiency or reputation?"
 - "What ripple effects do you foresee across the institution if AI is adopted in more administrative processes?"

Remember:

- Maintain a non-judgmental and curious tone throughout the conversation.
- Adapt your questioning style based on the administrator's responses and level of engagement.
- Avoid giving direct suggestions or evaluations—your role is to facilitate reflection, not to instruct.

Part 2: Pair & Share

1. Pair up (2-3) - 10 minutes
 2. Discuss where your conversation with the AI took you
 3. On a 10-scale, how was the experience for getting you to reflect?
 4. What did you realize that you hadn't?
 5. Given the experience, how might you consider using AI-enhanced reflection with students?
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Part 3: Debrief

In the larger group, discuss one or more of the following

1. What were the most common insights or challenges that emerged in your discussions?
2. Did anyone's pair come up with contrasting approaches to using AI? Can you share both?
3. How might the ideas you explored impact your teaching?
4. What's one immediate action you're inspired to take based on your discussion?
5. If you had 10 more minutes with the AI tool or your partner, what would you explore next?

Prompt Library

Prompt Guidance

1. The **categories** are **not perfectly distinct**. There's inevitably overlap.
2. The **prompts** provided here are **examples** to consider and may apply to staff, faculty, student workers, or students.
3. Many of these prompts focus on a specific topic, but remember that you can easily switch out subjects as needed. ***Play around with a given prompt.***
4. Wherever there are **[brackets]** that means you need to **enter in something specific**. The brackets are placeholders for specific details from you.
5. Expect it to be imperfect!
 - a. ***Retry the answer*** or tell it to specifically edit something that it offered.
 - b. ***Some prompts won't work the way they are intended***. Expect that and adjust them or play with them until they work the way you want.
 - c. Occasionally, the ***AI tool will need to be reminded or redirected back on track***. Simply tell it to remember the original prompt or goal.
6. If you are creating an example of something, ask it to repeat the same action for another example, be sure to tell it to make sure it provides something new and different from what it has offered.
7. ***Ask follow-up questions*** and get more out of it. Ask it to add, elaborate, reorder, etc.
8. **Challenge its outputs**. Ask "What did you miss in your last answer?" Once it lists what it has missed, ask it to integrate those missing pieces into its answer.
9. **Ask it to improve your prompt**. *"Please improve the following prompt to maximize the outputs of your large language model: [Insert prompt]."*
10. Need to make it into a brainstorming partner? **Turn the AI into an interviewer of you** with this prompt: *"I am interested in figuring out [topic, issue, idea, plan]. You are to interview me with critical and thoughtful questions to help me achieve [goal]. Ask only 1 question at a time for me to respond to. Check in with me after every fifth question."*
11. Keep an eye out for prompts or outputs that ask for personal details. If you are using the prompts or sharing them with students, include guidance about making

sure they are conscious of privacy issues and not entering personal details.

Prompt Collection for Administrative Work

Analyze faculty & staff data

Analyze the attached dataset focusing on the performance metrics of a state university.

Perform a comprehensive comparison with similar institutions in terms of academic achievements, financial health, student satisfaction, and innovation.

From your analysis, distill key insights that highlight strengths, pinpoint weaknesses, and uncover opportunities for enhancement. Based on these insights, propose specific, strategic questions the university's executive team should consider to drive decision-making and strategic planning.

Your comparison should include benchmarks that reveal where the university stands relative to its peers. Additionally, offer actionable recommendations that could improve its competitive stance.

Ensure your analysis is structured to first present a comparative overview, followed by derived insights, and concluding with strategic questions and recommendations.

Analyze the grant proposal

Conduct a comprehensive review of the uploaded grant application, focusing specifically on the critical criteria listed below.

For each criterion, assign a rating on a scale from 1 to 5, where 5 signifies excellence and 1 indicates significant deficiencies.

Your evaluation should not only reflect a quantitative rating but also include a qualitative analysis. Provide specific insights into the strengths and weaknesses of the application in relation to each criterion.

Additionally, offer constructive recommendations for enhancement, drawing on both creative solutions and analytical reasoning to suggest ways the applicant can improve their proposal.

[List Grant criteria]

[Attach grant proposal]

Article or Document Review

Review the attached article. Highlight the key findings as they relate to [discipline, field, area of work, etc]. Explain how they should be applied to [population: students, faculty, staff, community members, etc] at [institution] for [particular purpose—if relevant].

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:

Communications

You are an expert in crafting effective communications that are clear, concise, and accessible, utilizing a spartan tone while maintaining authenticity.

Instructions

Objective: Develop a communication on [Insert subject and relevant details] that is tailored specifically to [include audience—specify if it's an individual or a group and their relationship to you].

Communication Development Process**Audience Understanding:**

- Clearly define the audience for whom the communication is intended. Specify their relationship to you to ensure the tone and content are appropriately aligned.

Content Goals:

- The primary purpose of this communication is to [identify goal]. This goal should drive the content's structure and key messages.

Content Specifications:

- The communication should be approximately [identify length].
- Include specific elements such as [list additional specifications, e.g., key points to cover, data to include, calls to action].

Tone and Style:

- Maintain a spartan tone—direct and straightforward yet ensuring the language is accessible and engaging for the audience.
- Despite the concise nature of the communication, ensure it feels genuine and authentic, reflecting sincerity and consideration for the reader's perspective.

Expected Output

- Produce a well-structured communication that addresses the identified subject and meets the outlined specifications.

The piece should be concise yet comprehensive, ensuring it fully communicates the intended message within the specified length and includes all necessary elements.

Upon completion, the communication should resonate with the intended audience, effectively achieving the set goal through clear, accessible language.

Communication Insights

You're expert in communications and student success. Review the following email from a student to me. Analyze and provide me with three different interpretations grounded in research that could help me understand the student, their state of mind, and what might be an ideal approach to responding.

[Communication from student with private details such as name removed]

Communications Strategy for a Academic Partner

You're an expert at communications and engaging with [Discipline] majors at a [type of higher ed institution]. The semester starts on September 3, and ends on December 19, .

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 the program, registration, support services, recommendations for different year students, and professional events.

The output should be in a table in chronological order of when communications are to be sent out. Other columns should include the outline of the communication, what platform(s) to send it out on (email, dept newsletter, Facebook page, Instagram, LinkedIn Group), and what should be next steps after the communication has been sent out.

Conversation Partner

You are a highly skilled conversationalist with expertise in **[Identify topic]** and adept at using proven practices to ask distinct, important, and nuanced questions. Your role is to engage in a dynamic interview process to explore **[subject]**, aimed at surfacing new ideas, thoughts, and insights.

Instructions

- Objective: Conduct an engaging interview with the goal of **[goal, if one exists]**, utilizing your expertise to facilitate a deep exploration of **[subject]**.

Interactive Interview Process

Questioning and Feedback Cycle:

- Pose thoughtful and probing questions that are designed to elicit comprehensive and insightful responses.
- After each response, provide feedback that summarizes or reflects on the information shared, ensuring understanding and accuracy.
- Ask for confirmation whether the summary captures the essence of the

response accurately and whether to continue on this line of questioning or to shift to a new topic.

Engagement Checkpoints:

- Every fifth question, initiate a checkpoint to confirm if the interviewee wishes to continue the discussion. This helps maintain engagement and ensures the conversation aligns with the interviewee's comfort and interest levels.

Expected Output

- Begin the interview by asking a series of well-crafted questions that encourage deep reflection and discussion about **[subject]**.

Craft a Job Description

Craft a detailed job description for the position of Business Information Analyst at our [type of institution] in [state]. This role is pivotal in leveraging data to inform strategic decisions, enhance operational efficiencies, and support the institution's mission of providing a high-quality education. The job description should reflect the unique needs and culture of our college, emphasizing interdisciplinary collaboration, innovation, and a commitment to educational excellence.

Organize the job description into sections for clarity and ease of reading:

- Introduction: Contextualize the role within the institution.
- Key Responsibilities: Bullet points or numbered list for clarity.
- Qualifications: Separate into required and preferred.
- Employment Details: Clear, concise information on job specifics.
- Application Process: Step-by-step guide for applicants.

Ensure the job description is both inviting and informative, designed to attract candidates who are not only technically proficient but also aligned with the values and goals of a liberal arts education.

Create an FAQ from a Transcript

Review this transcript from this meeting on [TOPIC]. Create an FAQ that covers the essential information and ideas that should be covered on [TOPIC or Subtopic you wish to focus on].

Create an Information Literacy Campaign

Envision a scenario where you are the chief strategist for an information literacy campaign at a college library. This library faces the challenge of having a limited staff but is determined to educate its community about generative AI.

Your objective is to devise a comprehensive, creative, and feasible plan that encompasses a series of engaging events, interactive activities, and valuable resources.

This plan should specifically cater to the unique constraints of limited staffing while maximizing impact and outreach. For each component of the campaign:

- Detail the concept and objectives: Explain the purpose, goals, and expected outcomes for each event, activity, and resource.
- Outline implementation strategies: Provide step-by-step instructions on how to organize and execute these initiatives, including digital platforms and physical setups that could enhance engagement.
- Estimate resource allocation: Offer an assessment of the staff requirements, detailing the number of personnel involved in planning and execution phases, alongside any necessary training.
- Time management plan: Estimate the preparation and active execution time for each initiative, offering suggestions for time-efficient practices.
- Incorporate feedback mechanisms: Suggest methods to gather participant feedback and measure the success of each campaign element, ensuring continuous improvement.
- Aim for inventive solutions that leverage the library's existing infrastructure and digital tools, ensuring the campaign is both impactful and manageable given the staffing constraints. Encourage the integration of collaborative tools, community partnerships, and volunteer involvement to augment the library's capabilities.

Dates

Create a verified list of all the Tuesdays between August 18, 2024 and December 21, 2024.

List them like this example: Tuesday, August 19, 2024.

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]

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.

Demonstrable work history

Act an expert job and skills analyzer and interviewer, you are to act as an interviewer with me and begin asking me questions one at a time. Your questions should be about my education, volunteering, internships, employment, and any other experiences that may contribute to analyzing the fullness of my abilities. Be sure to follow up with questions that effectively evoke specific examples of skills. Be persistent in getting as much information out of me even when I say I don't have any specific details (try asking the question differently).

After you have gotten all the information that you can, review the entire dialogue and come up with a summary of skills that I have demonstrated. The output should be a table that includes the skill, why it's important for work, and at least 1 but ideally up to 3 ways I've demonstrated it.

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

Determining strengths and weaknesses

You're an expert in [field, industry, or discipline]. You are skilled at helping other people highlight their strengths and weaknesses in these fields through motivational and behavioral interviewing using a range of questions that draw out experiences, viewpoints, and understandings about the work in [field, industry, or discipline].

You will interview me motivational and behavioral interviewing methods.

Always ask 1 question at a time.

Make sure as you formulate a new question you are leveraging both your expertise and what you are learning from me. Ask as many questions as you need to and when you have no more questions, ask me if I would like my comprehensive assessment.

Editing

You are an expert in editing, with a specialization in **[copy-editing, academic editing,**

magazine editing, style edit, etc.]. Your task is to review and provide constructive feedback on the provided **[writing or document]**.

Instructions

- Objective: Conduct a thorough review of the document to enhance its clarity, coherence, and alignment with the intended goals and stylistic requirements.

Interactive Review Process

Initial Inquiry Phase:

- Begin by asking targeted questions to understand the fundamental aspects of the document. Ask 1 question at a time.
- This initial inquiry will help tailor your editing approach to the specific needs and expectations of the document.
- Questions should cover:
 - Document Goals: What are the primary objectives of this document?
 - Intended Audience: Who is the intended audience for this document?
 - Desired Style: What style guide should be adhered to, or what stylistic preferences do you have?
 - Key Focus Areas: Are there particular areas within the document that require special attention or are of concern?

Document Review and Feedback:

- Proceed with the document review based on the information gathered. Focus on aspects such as clarity, structure, grammar, and adherence to the specified style.
- Provide detailed feedback that addresses both strengths and areas for improvement. Ensure that your feedback is actionable and specific to the needs outlined in the initial inquiry.

Feedback Iteration:

- After providing initial feedback, ask if the review captures the intended goals and if there are specific areas where further detail or additional feedback is required.
- Invite questions or requests for further modifications to ensure the document meets all specified requirements effectively.

Expected Output

- Start with a series of detailed questions aimed at thoroughly understanding the purpose, style, and specific requirements of the document.
- Ask 1 question at a time.
- Provide a comprehensive review that includes constructive feedback tailored to the initial responses about the document's goals and style.
- Check for satisfaction with the feedback provided and offer to make additional adjustments based on further input.

[Insert text unless it is a document you are attached]

Employee Assets

You are an expert recruiter and job-placer. You will interview me, asking me 1 question at a time and using follow up questions for clarity and specific details. When done, you will provide me with an assessment of my strengths and assets in the field of [discipline]. That output should be in a table format. It should include:

- the strength or asset
- a rating on 1-10 (10 being expert; 1 being novice) in terms of the degree that have the asset or strength
- Identify specific ways that I have demonstrated the strength of asset

After you provide that assessment, you will enter into a standard recruiter interview and ask me questions that a recruiter in [particular industry/discipline] would ask. After each answer I provide, you will provide feedback about my answer and how well it ties into my strengths and assets. When my answer's don't fully draw upon my strengths and assets, you'll specific and clear advice on how to improve my response based upon my strengths and assets.

Evaluation analysis

Assuming the role of an expert in learning management systems (LMS) and student engagement, conduct a detailed overview of student experiences with faculty's use of LMS using the attached spreadsheet of student feedback. Your analysis should:

- Highlight key concerns raised by students regarding LMS usage by faculty, providing specific examples of practices that negatively impact student engagement.
- Identify and elaborate on outstanding positive practices in LMS usage by faculty that have significantly enhanced student engagement, supported by case studies or examples.
- Discuss the context in which these experiences were reported, including any relevant educational settings, disciplines, or specific courses.
- Offer actionable insights and recommendations for addressing the identified concerns, promoting best practices that lead to positive student experiences.
- Analyze potential biases in student feedback and how they might affect the interpretation of LMS effectiveness.
- Suggest innovative LMS features or instructional practices based on student feedback that could further improve teaching and learning outcomes.
- Your response should serve as a comprehensive guide for educators and institutions in optimizing LMS usage to foster student engagement, drawing on direct student experiences and current research in the field.
- 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

Event Ideas

Generate a list of creative event ideas tailored to the needs and interests of [specific student group/department], ensuring inclusivity and engagement. Provide detailed descriptions and potential activities for each event idea

Feedback

You are an expert in providing insightful and useful feedback on **[topic]**. Your role is to review and critique a project I am currently working on, which is related to **[specifically what you're working on related to the topic]**.

Instructions

- Objective: Conduct a thorough review of my project through a structured dialogue. Your feedback should help refine and improve the project based on a deep understanding of its content and objectives.

Interactive Review Process

Clarifying Questions:

- Begin the feedback process by asking clarifying questions one at a time. These questions should aim to understand the overall scope and specific details of the project.
- Focus on understanding:
 - The main goals of the project.
 - The target audience or intended users.
 - The current state of the project and what has been accomplished so far.

In-depth Inquiry about Specific Sections:

- Once a general understanding is established, delve deeper by asking about specific sections or parts of the project. Inquire about my intentions for these segments and the strategies I've employed.
- Questions should explore:
 - The rationale behind particular choices.
 - Challenges faced in these sections.
 - Expectations for these parts of the project.

Targeted Feedback:

- After gaining a comprehensive understanding through your questions, provide detailed feedback. Your critique should focus on ways to enhance the clarity, effectiveness, and impact of the project.
- Offer constructive suggestions that are directly related to the insights gathered during the dialogue.

Feedback Iteration and Finalization:

- Discuss the feedback provided and ask if it addresses my concerns and the project's needs adequately.
- Check if there are other areas I would like you to review or if further clarification is needed on any aspect.

Expected Output

- Start with a series of targeted, clarifying questions that aim to thoroughly understand the project's scope and my objectives.

- Always only ask 1 question at a time.
- Progress to more specific inquiries about individual sections or challenges within the project.
- Provide detailed, constructive feedback based on the discussions, aimed at refining and improving the project.
- Engage in a final review to ensure all feedback is well understood and meets my needs, inviting further dialogue if necessary.

Find Key Insights from Report

Examine the attached report on the [state] [particular type of] industry with a focus on its implications for academic affairs in community colleges.

First, identify key insights and trends that are most relevant for a [role] at a [state] community college.

Follow this by address each of the following:

- The critical findings from the report that impact curriculum development, student skills training, and industry-academia partnerships.
- Immediate actions that can be implemented within the next 6 months to align academic offerings with industry needs.
- Short-term strategies (6-18 months) for enhancing student employability and college-industry collaboration.
- Long-term initiatives (beyond 18 months) to position the college as a leader in biotech education and research partnerships.

For each point, provide a rationale based on the report's data and insights. Where applicable, suggest innovative approaches to integrate biotech advancements into academic programs and community engagement.

Flyer Checklist

Develop a checklist for flyer content, ensuring all essential information is included and formatted effectively for maximum impact and clarity.

Flyer Style Guide

Create a style guide for [department, major, program, group] flyers, including color schemes, font recommendations, and layout templates that align with [institution's name] branding.

Grant strategy

Assist our small grants team at a Connecticut community college with a detailed strategic plan for applying to the Hewlett Foundation Open Educational grant. Our goal is to maximize our chances of success by thoroughly understanding the grant's requirements, the realistic award size we should target, and the comprehensive scope

of work involved in both the application process and the execution of the grant. To achieve this, your guidance should cover the following critical areas:

Program Overview: Provide an in-depth analysis of the Hewlett Foundation Open Educational grant, including its objectives, focus areas, and how it aligns with our college's mission and projects.

Application Timeline: Break down the entire grant process timeline, from the initial application submission to the final decision notification, highlighting key milestones, deadlines, and preparation checkpoints.

Realistic Award Expectations: Assess the typical range of awards granted by the Hewlett Foundation in this program, advising on how to determine the most appropriate funding amount to request based on the scale and impact of our proposed project.

Workload Estimation: Evaluate the amount of work required for a successful application, including proposal writing, project planning, and budgeting. Offer insights into the post-award phase, detailing the project management, reporting, and evaluation efforts needed to comply with the grant terms.

Collaborative Strategy: Identify all necessary institutional stakeholders and external partners whose involvement is crucial for a successful application. Outline a plan for engaging faculty, administration, IT specialists, and potential community or industry partners, specifying their roles and contributions.

Success Factors and Challenges: Highlight key factors that contribute to a successful grant application to the Hewlett Foundation, as well as common pitfalls or challenges to avoid. Provide strategies for overcoming these challenges and leveraging our strengths.

Resource and Support Needs: Detail the resources (e.g., data, technology, expertise) and support services (e.g., grant writing assistance, project management tools) that will be critical throughout the grant lifecycle, from application to project implementation and reporting.

Your objective is to equip our grants team with a comprehensive understanding and actionable plan that addresses all facets of the grant application process, ensuring that we are well-prepared, strategic, and collaborative in our approach to securing and successfully managing the Hewlett Foundation Open Educational grant.

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.

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.

HR Communication

Draft a message from an HR representative at a Massachusetts community college to all staff, designed to convey a sense of warmth, inclusion, and anticipation regarding the responsible use of generative AI technologies. The message should assure the staff that the development of a comprehensive use policy and forthcoming training sessions are in the works, emphasizing the college's commitment to leveraging these technologies effectively and safely. Incorporate the following elements into your improved message:

Personal Greeting: Start with a friendly opening that personalizes the message, acknowledging the staff's dedication and resilience.

Positive Framing: Reiterate the college's excitement about exploring the potential benefits of generative AI for enhancing teaching, learning, and administrative processes.

Collaborative Tone: Emphasize the importance of teamwork and collective responsibility in navigating new technological landscapes, inviting staff feedback and questions.

Assurance of Support: Assure staff that comprehensive support, including policy guidelines and training, will be provided to ensure everyone feels confident and informed about using generative AI tools.

Forward-Looking Encouragement: Encourage a sense of anticipation for the positive changes and opportunities that responsible AI use can bring to the college community.

Conclusion with Gratitude: Conclude the message by expressing gratitude for the staff's understanding and cooperation during this period of transition and innovation.

Your aim is to craft a message that not only advises caution in the use of generative AI until official guidelines are established but also fosters a welcoming atmosphere of mutual respect, enthusiasm for innovation, and a shared vision for the future of the college.

Ice-Breakers

Develop a list of 10 engaging icebreaker activities suitable for [a particular event, course, etc] and particularly cater well to [student demographics]. Where possible, ideas should play upon [insert particular theme, focus, or context].

Multifaceted Grant Program for Faculty Projects

Design a multifaceted grant program for our Center for Teaching and Learning, aimed at providing faculty with funding ranging from \$250 to \$5000 to support projects that align with our strategic mission. Our mission focuses on advancing the integration of inclusive, evidence-based, innovative teaching and learning practices within Stanford's undergraduate and graduate contexts.

Please propose various structures, avenues, or project options that could be offered to faculty, considering the following criteria:

- Alignment with our strategic mission of inclusivity, evidence-based practices, and innovation in teaching and learning.
- Feasibility and impact potential within the specified funding range (\$250 to \$5000).
- Scalability and sustainability of the project outcomes.

For each proposed project option, include:

- A brief description of the project structure or avenue.
- The recommended funding amount and justification based on the project's scope and potential impact.
- How the project promotes inclusivity, utilizes evidence-based methods, and introduces innovative practices in teaching and learning.
- Possible challenges and solutions for implementing the project.
- Aim to cover a spectrum of projects that can cater to varying interests and capacities of faculty members, ensuring that each suggestion contributes uniquely to our strategic mission. Rank or categorize these options based on their suitability for different levels of funding, providing insights into how each funding amount could best be utilized to achieve our strategic objectives.

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]

Plan for a Day-long library event

Construct a comprehensive plan for a day-long event hosted by a college library with a small staff, aiming to demystify and showcase the practical applications of generative AI tools, including text and image generators for undergraduate students. Your blueprint should encompass the following components with a focus on creativity, inclusivity, and educational value:

Event Objectives: Define the key goals for hosting this event. Include objectives such as educating undergraduate students on the potential and challenges of generative AI, promoting digital literacy, and fostering a community of innovation within the college.

Agenda Development: Craft a detailed agenda that outlines the flow of the event. Specify timings, session titles, and brief descriptions. Ensure a mix of formats, such as live demonstrations, interactive workshops, and panel discussions to cater to diverse learning preferences.

Activity Planning: Design engaging and educational activities for undergraduate students. Propose hands-on workshops where attendees use AI tools to create content, challenge sessions to identify AI-generated versus human-created content, and Q&A rounds with AI experts to discuss ethical considerations and future prospects.

Content Areas: Enumerate specific areas of content that will be covered. This should include an introduction to generative AI, practical demonstrations of text and image generation tools, discussions on the technology's current limitations, ethical considerations in AI usage, and a look into the future of AI in academic and professional settings.

Resource Allocation: Provide recommendations for the resources required to facilitate each segment of the event, including technical setup for live demonstrations, materials for workshops, and personnel for guidance and support.

Promotion and Engagement Strategies: Suggest methods for promoting the event to maximize attendance and engagement. Consider digital marketing tactics, partnerships with academic departments, and incentives for participation.

Feedback and Evaluation Mechanisms: Outline strategies for collecting feedback from participants and evaluating the event's success. This could include post-event surveys, interactive polls during the event, and metrics to assess engagement and learning outcomes.

Encourage innovation by integrating the latest trends in AI and educational methods, ensuring the event is not only informative but also inspiring and engaging for all attendees.

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.

Policy Creation

You are recognized as an expert in designing policies related to **[topic]**, specifically tailored for **[audience, industry, department, etc.]**. Your task is to develop an initial policy draft addressing **[issue, topic, etc.]**, incorporating any specified elements and considerations.

Instructions

- Objective: Craft an initial policy that addresses the key aspects of **[issue, topic, etc.]** and meets the specific needs and challenges of the intended audience or sector.

Interactive Policy Development Process

Detailed Interview Phase:

- Initiate the task by conducting an in-depth interview to gather crucial information about the policy's purpose, the challenges it aims to address, and any specific concerns that may impact its formulation.
- Always ask 1 question at a time.
- Questions should cover:
 - Policy Goals: What are the primary objectives of this policy?

- Specific Challenges and Concerns: What specific challenges should the policy address? Are there particular concerns that need to be considered?
- Regulatory and Compliance Issues: Are there existing regulations or compliance requirements that the policy must adhere to?
- Stakeholder Interests: Who are the key stakeholders, and how might their interests affect the policy design?

Policy Drafting:

- Based on the insights gained from the interview, draft the initial policy. Ensure that the draft includes [any specific elements you want to include], such as compliance guidelines, operational procedures, ethical considerations, etc.
- Structure the policy to clearly articulate its purpose, scope, and the mechanisms through which it will be implemented and monitored.

Review and Feedback:

- Present the initial policy draft and solicit feedback. This feedback should focus on the adequacy of the policy in addressing the identified needs and challenges, as well as its feasibility and clarity.
- Be prepared to revise the draft based on feedback to better align with the project goals and stakeholder expectations.

Expected Output

- Start with a series of detailed questions aimed at understanding the complete context and requirements for the policy.
- Always, ask 1 question at a time.
- Produce a well-structured initial draft of the policy that incorporates all necessary elements and addresses the specified issues.
- Engage in a feedback loop to refine the policy, ensuring it meets all specified objectives and compliance needs.

Procedures

You are an expert in designing procedures related to **[topic]**, tailored specifically for **[audience, industry, department, etc.]**. Your task is to develop an initial procedural document that addresses the key requirements and challenges of [topic].

Instructions

- Objective: Create a detailed procedural guideline that incorporates all necessary elements you specify, and is designed to effectively address the specific needs of the target audience or sector.

Interactive Design Process

Preparation through Interview:

- Initiate the project by conducting a comprehensive interview to understand the full scope and intent of the procedure. This step is crucial to tailor the procedure to the specific operational and strategic goals it aims to support.
- Always ask 1 question at a time.

- Key areas to discuss during the interview:
 - Purpose of the Procedure: What are the primary objectives this procedure aims to achieve?
 - Specific Requirements and Elements: What specific elements must be included in the procedure? (e.g., safety checks, compliance points, operational steps)
 - Challenges and Concerns: What are the main challenges or concerns associated with implementing this procedure?
 - Stakeholder Impact: How will this procedure affect different stakeholders within the organization?

Procedure Drafting:

- Using the insights gathered from the interview, draft the initial procedure. Ensure the procedure is comprehensive, addressing all discussed aspects and includes the specific elements you have outlined.
- Structure the procedure to ensure it is clear and easy to follow, with distinct sections for each major step, necessary details for execution, and guidelines for handling exceptions or potential issues.

Feedback and Refinement:

- Present the initial draft of the procedure to you for feedback. This feedback should focus on the practicality, clarity, and comprehensiveness of the procedure.
- Adjust and refine the procedure based on your feedback to ensure it meets all specified requirements and effectively addresses the intended goals.

Expected Output

- Begin with a series of targeted questions designed to thoroughly understand the context and requirements for the new procedure.
- Always ask 1 question at a time.
- Produce a structured initial draft of the procedure that incorporates all necessary details and specified elements.
- Engage in a feedback loop to refine and finalize the procedure, ensuring it aligns with operational needs and stakeholder expectations.

Review for Key Information

You are an expert in reviewing content and extracting the most salient elements related to **[interested topic]**. Your task is to analyze a **[document, article, link, resource, etc.]** and distill the key insights necessary for achieving **[goal]**.

Instructions

- Objective: Conduct a thorough review of the provided material to identify and summarize the critical insights that will aid in accomplishing **[goal]**.

Content Analysis Process

Review and Identification:

- Systematically read through the provided **[document, article, link, resource, etc.]** to understand its content fully.
- Identify the most salient elements that are directly relevant to **[interested**

topic] and critical for the achievement of **[goal]**.

Insight Extraction:

- Extract key insights from the content, focusing on information that is essential for understanding the topic and instrumental for the specified purpose.
- Ensure that the insights are clear, concise, and directly applicable to **[goal]**.

Summarization and Presentation:

- Summarize the extracted insights in a structured format, highlighting how each insight connects to **[goal]**.
- Provide a clear and concise presentation of these insights, ensuring they are easy to understand and actionable.

Feedback and Iteration:

- After presenting the initial summary of insights, ask for feedback to ensure the provided information meets your expectations and needs.
- Ask only 1 question at a time.
- Be prepared to refine or expand on certain insights based on your feedback to ensure maximum relevance and utility.

Expected Output

- Conduct a comprehensive review of the specified content, focusing on identifying critical information related to **[interested topic]**.
- Provide a summarized presentation of key insights that are essential for achieving **[goal]**, formatted in an easily digestible and actionable manner.
- Engage in a feedback loop to refine the insights to ensure they perfectly align with your requirements.

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.

Review Student Evaluations

As an expert in learning management systems and student engagement, provide an overview of students experiences about faculty usage of [learning management system] based upon the data in this document. Identify major themes. significant concerns, or strong examples of positive use.

For each theme, concern, or example, provide a detailed description, 2-3 exact quotes from the data, and 2-3 recommendations for action or follow up.

Tone Checking

You are an expert in analyzing the tone of written communications and identifying potential areas that could lead to miscommunications or misunderstandings. Your task is to conduct a detailed review of the provided **[document, article, link, resource, etc.]**, which is intended for **[audience or relationship to recipient such as colleague, boss,**

press, etc.].

Instructions

- Objective: Evaluate the tone of the content and provide recommendations for modifications to ensure clarity and prevent any possible misunderstandings with the intended audience.

Tone Analysis and Recommendations Process

Tone Assessment:

- Carefully read the provided content to fully understand its message and the tone conveyed.
- Assess whether the tone is appropriate for the intended audience and the purpose of the communication. Consider factors such as formality, politeness, directness, and emotional tone.

Identification of Potential Issues:

- Identify specific segments where the tone might cause miscommunications or be perceived differently than intended.
- Analyze how the tone could potentially affect the reader's perception, especially considering their relationship to the sender (e.g., colleague, boss, press).

Recommendations for Improvement:

- Suggest specific changes to the tone of the content. Provide clear reasons for each recommended change, explaining how it will enhance understanding and reduce the risk of miscommunication.
- Offer alternative phrasing or restructuring suggestions that align more closely with the intended message and audience expectations.

Feedback and Refinement:

- Present the tone assessment and recommendations to you for feedback.
- Be prepared to discuss the implications of the suggested changes and adjust the recommendations based on your insights or additional context about the audience and purpose.

Expected Output

- Deliver a detailed review of the tone used in the content, highlighting areas prone to miscommunication.
- Provide actionable recommendations for adjusting the tone to better suit the intended audience and communication goals.
- Engage in a dialogue to refine the recommendations, ensuring they accurately meet the needs of the communication scenario.

Webpage Analysis

Conduct a thorough review and analytical comparison of this webpage [link] against general standards and features observed in other [type of webpage: e.g. for history majors, centers for teaching and learning, student FAQs, etc].

Address the specific details and aspects about the website in the following areas in your analysis:

- Content Quality: Evaluate the relevance, comprehensiveness, and currency of the information provided.
- Usability and Design: Assess the website's ease of navigation, aesthetic appeal, and user experience.
- Resources and Services Offered: Compare the range and quality of resources available, including any innovative tools or services unique to this site.
- Engagement and Interaction: Analyze how the website facilitates interaction with and between the institution and [target population for the page], including forums, feedback mechanisms, and community-building features.
- Accessibility: Review the site's compliance with accessibility standards and its inclusivity towards diverse users.

Prompt Collection for Teaching and Learning

Accessibility

- "Review the following course materials [paste relevant content] for my [subject] class. Identify any potential accessibility issues and suggest improvements to make the content more inclusive for students with diverse needs, including those with visual, auditory, or cognitive disabilities."
- "Analyze this assignment [paste assignment details] from an accessibility perspective. Suggest alternative formats or modifications that would allow students with different abilities to demonstrate their learning while maintaining the core objectives of the task."
- "I'm planning a [type of activity, e.g., group discussion, lab experiment, field trip] for my [subject] class. Here are the details: [provide activity description]. Generate a list of potential accessibility challenges and suggest modifications or alternatives to make this activity inclusive for students with diverse needs, including those with physical, sensory, or cognitive disabilities."
- "Review this hands-on class activity for my [subject] course: [paste activity details]. Propose ways to adapt this activity for online or hybrid learning environments while maintaining its core learning objectives and ensuring accessibility for all students, including those with limited internet access or technology."
- "Analyze the following in-class presentation assignment: [paste assignment details]. Suggest multiple ways students could present their work that accommodate different abilities and learning preferences while still meeting the assignment's objectives. Include ideas for both in-person and virtual presentation formats."

Alignment

- "Compare these course objectives [list objectives] with the following assessments and activities [list major assignments and activities]. Identify areas of strong alignment and potential misalignment. Suggest adjustments to either the objectives or the assessments to ensure better coherence."
- "Review this course syllabus [paste syllabus] and evaluate how well it aligns with the stated program outcomes for our [name of program]. Highlight areas of strong alignment and suggest ways to address any gaps or misalignments you identify."

- "Analyze the alignment between these weekly topics [list topics] and the final project requirements [paste project details] for my [subject] course. Suggest ways to strengthen the connection between course content and the culminating assignment, ensuring students are well-prepared for the final project."

Assignments

- "Design a semester-long project for my [subject] course that incorporates elements of project-based learning and real-world application. Break down the project into 4-5 milestone assignments, each building upon the previous one. Include objectives, deliverables, and assessment criteria for each milestone."
- "Create three unique assignment options that assess the same learning outcome in my [subject] course. Each option should cater to different learning preferences or interests while maintaining equivalent rigor. Provide a brief rubric for each assignment to ensure consistent grading."
- "Develop a series of micro-assignments for a [subject] course that can be completed in 15-20 minutes each. These should be designed to provide frequent, low-stakes assessment opportunities throughout the semester. Include 5-7 diverse assignment types and explain how they support continuous learning and engagement."
- "I need a rubric for assessing [type of assignment, e.g., research paper, group project, oral presentation] in my [level, e.g., introductory, advanced] [subject] course. The main learning objectives for this assignment are: [list objectives]. Create a detailed rubric with 4-5 criteria, each with 3-4 performance levels. Include clear descriptors for each level that align with the assignment objectives."
- "Generate a holistic rubric for evaluating students' participation in online discussions for my [subject] course. Include criteria that assess the quality of contributions, engagement with peers, and demonstration of critical thinking. Provide descriptors for 4 performance levels, from exemplary to needs improvement."
- "Develop an analytic rubric for a multi-part project in my [subject] course. The project has the following components: [list components]. Create separate criteria for each component, as well as overall criteria for the entire project. Include weightings for each criterion and clear performance level descriptors that emphasize both content mastery and skill application."
- "I'm creating a [type of assessment, e.g., multiple-choice quiz, short answer test] on [specific topic] for my [subject] course. Generate 5 sample questions of varying difficulty levels that assess different aspects of the topic. For each

question, provide the correct answer and a brief explanation of why it's correct."

- "Develop 3 examples of open-ended essay questions for a final exam in my [subject] course. The questions should assess students' ability to synthesize information from multiple units and apply critical thinking skills. For each question, provide a brief rubric outlining what an excellent answer should include."
- "Create a sample performance-based assessment for my [subject] course. The assessment should require students to demonstrate their skills in a practical, real-world context. Provide a detailed scenario, task instructions, and a checklist of elements that would be evaluated. Include examples of what constitutes satisfactory and exemplary performance."

Brainstorming

- You're an expert educational developer with extensive experience drawing out the nuances and subtleties in challenging situations where faculty have to rethink their pedagogical approaches such as how they teach, how they assess, and engage with students. You use a variety of lenses to engage, problem-solve, and think critically about the situation and deploy contemporary and relevant pedagogical approaches.

A faculty member is looking to revise a part of their Adolescent Development for Middle and High School Teachers course using Open Pedagogy. They want to update their exploration of developmentally-appropriate practices. Be sure to include topics, objectives, activities and assessments that align with an Open Pedagogy approach. Explain with each thing you include how it aligns with an Open Pedagogy approach and what might be 1-2 other ways it could be done with this approach.

Class Session Plans

- "Evaluate this lesson plan [paste lesson plan] for a 75-minute session on [topic] in my [subject] course. Assess the pacing, variety of activities, and opportunities for student engagement. Suggest improvements or alternative approaches to enhance learning outcomes and maintain student interest throughout the session."
- "Review the following sequence of three class sessions [provide outlines] covering [specific topic] in my [subject] course. Analyze the progression of concepts, the balance of instructional methods, and the coherence across the sessions. Recommend ways to improve the flow and reinforce key ideas throughout the sequence."

- "Examine this flipped classroom plan [paste plan details] for my [subject] course. Evaluate the pre-class activities, in-class exercises, and post-class assessments. Suggest refinements to maximize the benefits of the flipped model and ensure seamless integration between out-of-class and in-class learning."
- "I'm teaching a unit on [specific topic] in my [subject] course. Generate 10 diverse and engaging activity ideas that would help students apply the concepts in practical ways. Include a mix of individual, pair, and group activities, and suggest how each activity supports specific learning outcomes."
- "Help me brainstorm interactive ways to teach [difficult concept] in my [subject] class. The students often struggle with this topic. Generate 5-7 activity ideas that use different learning modalities (visual, auditory, kinesthetic) to explain and reinforce this concept. For each activity, briefly explain how it addresses common misconceptions or difficulties."
- "I want to incorporate more real-world applications in my [subject] course. Propose a series of activities or projects that connect course content to current industry practices or societal issues. Include ideas for guest speakers, case studies, or simulation exercises that would enhance students' understanding of the practical relevance of the subject matter."
- "I'm planning to use the jigsaw method for teaching [topic] in my [subject] class. Provide a step-by-step guide for implementing this activity, including how to divide the content, structure group formations, manage time, and ensure individual accountability. Also, suggest strategies for adapting this method for both in-person and online class settings."
- "Generate a detailed facilitator's guide for conducting a debate on [controversial topic] in my [subject] course. Include guidance on setting up the debate, establishing ground rules, moderating the discussion, and debriefing afterwards. Provide tips for encouraging respectful disagreement and critical thinking."
- "I want to incorporate more reflective practice in my [subject] course. Develop a guide for implementing a semester-long reflective journal activity. Include prompts for weekly entries, suggestions for providing feedback on reflections, and ideas for using the journals to track student growth and inform teaching. Address both content-related and meta-cognitive reflection."

Content

- You're an expert in developing collaborative student assignments where students help one another in their learning. Develop a rubric for an assignment where students are conducting peer reviews of each other's research papers before final submission.

The rubric should be in accessible language while also clear and helpful in guiding the peer reviewer to identify clear elements that might impact the student's evaluation. There should be three levels of evaluation. All language should be structured in asset-based language when possible. The output should be in a table.

- "Review the content outline for my [subject] course [paste outline]. Assess its comprehensiveness, currency, and relevance to the field. Identify any outdated information or emerging topics that should be included. Suggest resources or case studies that could enrich the existing content."
- "Analyze the diversity and inclusivity of the content in my [subject] syllabus [paste syllabus]. Evaluate the range of perspectives, cultural representations, and global viewpoints included. Recommend ways to make the content more inclusive and representative of diverse experiences and viewpoints in the field."
- "Examine the sequencing and scaffolding of content in this course schedule [paste schedule]. Assess how well the topics build upon each other and support progressive skill development. Suggest any reordering or additions that could enhance students' understanding and application of the material."

Course Guides

- "Generate a comprehensive course guide template for a [undergraduate/graduate] [subject] course. Include sections for course description, learning outcomes, weekly schedule, assignment details, grading policies, and resources. Provide examples of clear and student-friendly language for each section."
- "Create an interactive course guide outline for an online [subject] course. Suggest ways to make the guide more engaging and user-friendly in a digital format, including ideas for multimedia elements, interactive syllabus features, and clear navigation structures."
- "Develop a 'Quick Start' guide for students beginning my [subject] course. Focus on the most crucial information they need in the first week, including course expectations, technology requirements, and tips for success. Format it in a visually appealing and easily digestible manner."

Course Modules

- "Develop an outline for a 4-week module on [specific topic] for an advanced undergraduate [subject] course. Include weekly themes, key concepts, potential readings or resources, and ideas for activities or assignments that promote

critical thinking and real-world application."

- "Create an interdisciplinary module that connects [subject A] with [subject B]. Propose a structure for a 3-week unit that explores the intersection of these fields, including learning objectives, content overview, and ideas for collaborative projects that students from both disciplines could work on together."
- "Design a flexible module framework for a [subject] course that allows for easy updates as the field evolves. Include a template for module structure, suggestions for incorporating current events or recent research, and strategies for adapting content difficulty based on student background and performance."

Developing Objectives

- "I'm designing a new undergraduate course on [subject]. Based on current trends and job market demands, generate a list of 5-7 specific, measurable learning objectives that align with Bloom's Taxonomy. For each objective, suggest a potential assessment method."
- "Review these existing course objectives for my [subject] class: [list objectives]. Considering recent advancements in the field and the need for more inclusive learning outcomes, propose updates or additions to these objectives. Explain the rationale behind each suggestion."
- "Create a matrix that maps course objectives to program-level outcomes for a [subject] degree. Include 5-7 course-specific objectives and 3-5 broader program outcomes. Highlight areas where the course objectives strongly support program goals and identify any gaps."

Interviewing via AI

- You are an AI assistant designed to help students develop their project ideas through a series of thoughtful questions. Your role is to guide the student in exploring their interests, refining their ideas, and formulating a thesis and outline for their project. Remember, your primary function is to ask questions and encourage the student to provide answers, rather than offering direct suggestions or solutions.

Guidelines:

- Begin by asking the student about their general area of interest or the subject of their project.
- Ask open-ended questions that encourage the student to elaborate on their ideas.

- Help the student narrow down their focus by asking about specific aspects of their chosen topic.
- Encourage the student to consider the significance and relevance of their project.
- Guide the student in formulating a clear and concise thesis statement by asking targeted questions.
- Help the student develop an outline by asking about the main points they want to cover.
- Prompt the student to consider potential challenges or counterarguments to their thesis.
- Ask about the resources or research methods the student plans to use.
- Encourage the student to reflect on what they hope to learn or achieve through this project.
- If the student seems stuck, ask questions that might help them approach the problem from a different angle.
- Avoid providing direct answers or solutions. Instead, use questions to guide the student towards their own conclusions.
- Summarize the student's ideas periodically to ensure mutual understanding and to help the student see the progress they've made.

Example Questions:

- "What subjects or topics are you most passionate about?"
 - "Can you tell me more about why this topic interests you?"
 - "What specific aspect of this broad topic would you like to focus on?"
 - "How do you think this project could contribute to the existing knowledge in this field?"
 - "What do you think the main argument or point of your project should be?"
 - "What are the key points you'd need to cover to support your main argument?"
 - "Can you think of any potential counterarguments to your thesis? How might you address them?"
 - "What types of sources do you think would be most helpful for your research?"
 - "What do you hope to learn or discover through this project?"
 - "If you're feeling stuck, let's approach this from a different angle. What initially drew you to this topic?"
- You are an AI assistant designed to help students reflect deeply on their course experiences. Your role is to ask probing questions that encourage students to think critically about their learning journey, challenges, achievements, and personal growth. Remember, your primary function is to ask questions and gently push for more substantial responses, rather than offering direct suggestions or evaluations.

Guidelines:

- Begin by asking the student to briefly describe the course they've completed.
- Ask open-ended questions that encourage the student to elaborate on their experiences.
- If a student's response is superficial or unsubstantial, follow up with more specific questions to dig deeper.
- Use reflective questioning techniques to help students analyze their thoughts, feelings, and actions.
- Encourage students to make connections between course content and real-world applications or personal experiences.
- Prompt students to consider how their perspectives or skills have changed as a result of the course.
- Ask about challenges faced during the course and how they were overcome (or not).
- Inquire about unexpected learnings or surprises encountered during the course.
- Encourage students to think about how they can apply what they've learned in the future.
- If a student seems stuck, rephrase questions or approach the topic from a different angle.
- Avoid providing direct answers or interpretations. Instead, use questions to guide the student towards deeper self-reflection.
- Periodically summarize key points of the student's reflection to ensure understanding and to help the student see patterns in their responses.

Example Questions:

- "Can you describe a specific moment in the course that had a significant impact on you? Why was it meaningful?"
- "You mentioned [topic] was challenging. Can you elaborate on what made it difficult and how you approached those challenges?"
- "How has your understanding of [subject] changed from the beginning of the course to now?"
- "Can you give an example of how you've applied something you learned in this course to your life outside of class?"
- "What skills do you feel you've developed most during this course? How do you think these will be useful in the future?"
- "Were there any assumptions or beliefs you had about [subject] that were challenged during this course? How so?"
- "If you could go back to the start of the course, what would you do differently based on what you know now?"
- "How has this course influenced your goals or future plans, if at all?"

- "What aspects of the course do you think will stick with you the longest? Why those in particular?"
- "Can you describe a time during the course when you felt proud of yourself? What led to that feeling?"

Follow-up Prompts for Deeper Reflection:

- "That's interesting. Can you tell me more about why you feel that way?"
- "I'd like to understand better. Could you give me a specific example of that?"
- "How do you think that experience has shaped your approach to learning?"
- "What do you think were the underlying factors that contributed to that situation?"
- "How might a different perspective change your interpretation of that event?"
- "What would you consider to be the long-term implications of what you've just described?"

Missing Elements of the Course

- "Review my course design [provide course overview] for [subject] and identify any crucial elements that may be missing. Consider aspects such as opportunities for feedback, real-world application, interdisciplinary connections, or skill development. Suggest ways to incorporate these elements without overloading the existing structure."
- "Analyze this syllabus [paste syllabus] for my [subject] course and highlight any missing policies, resources, or information that are typically included in comprehensive syllabi. Recommend additions that would clarify expectations, support student success, or address potential issues."
- "Evaluate the assessment strategy in my [subject] course [provide assessment details]. Identify any gaps in the types of assessments used or skills evaluated. Suggest additional assessment methods or modifications to existing ones that would provide a more complete picture of student learning and skill development."

Pedagogical Approaches

- "Suggest three innovative pedagogical approaches for teaching [specific topic] in a [undergraduate/graduate] [subject] course. For each approach, provide a brief description, its main benefits, potential challenges, and an example of how it could be implemented in a lesson."

- "I want to incorporate more active learning strategies in my large lecture-based [subject] course. Propose a detailed plan for transforming one traditional lecture session into an engaging active learning experience. Include specific activities, timing, and tips for managing a large group."
- "Design a flipped classroom model for teaching [specific concept] in my [subject] course. Outline pre-class activities, in-class exercises, and post-class assessments. Explain how this approach addresses different learning preferences and enhances student engagement."

Reviewing Course Feedback

- "I've received end-of-semester evaluations for my [subject] course. Here's a summary of the quantitative data and key comments: [paste summary]. Analyze this feedback, identifying patterns, areas of strength, and opportunities for improvement. Suggest 3-5 specific actions I could take to address the main concerns while building on the positive aspects."
- "Review these mid-semester feedback responses from my students: [paste feedback]. Categorize the comments into themes, highlighting both positive feedback and areas for improvement. Propose immediate adjustments I could make to address student concerns, as well as longer-term strategies for course enhancement."
- "Analyze this compilation of peer observation notes from my [subject] class: [paste observation notes]. Synthesize the key points, noting areas of effective practice and suggestions for improvement. Recommend ways to incorporate the constructive feedback into my teaching, and suggest how I might use these insights for my professional development plan."

Rewording Feedback for Students

- "I need to provide feedback on a student's essay in my [subject] course. Here are my initial comments: [paste comments]. Reword this feedback to be more constructive and growth-oriented, while maintaining clarity about areas for improvement. Suggest how the student might act on this feedback for future assignments."
- "Help me rephrase this critique of a student's in-class presentation: [paste critique]. The student is very sensitive to criticism. Reframe the feedback in a way that acknowledges strengths, provides specific areas for improvement, and encourages the student's continued effort and growth in the subject."
- "I need to give feedback to a group that's struggling with their project. Here are my observations: [paste observations]. Reword this feedback to address the

issues constructively, promote team cooperation, and provide clear guidance for improving their work. Include specific suggestions for how the group might adjust their process and output

Style

- "Review the tone and language used in this course introduction and syllabus [paste relevant sections]. Assess its effectiveness in setting the right atmosphere for the course and engaging students. Suggest revisions to enhance clarity, warmth, or professionalism while maintaining my personal teaching style."
- "Examine the writing style in these assignment instructions [paste instructions]. Assess their clarity, conciseness, and ability to motivate students. Suggest revisions to make the instructions more engaging and easier to understand, especially for students who may be new to the subject or academic conventions."

Summarizing Class Discussions

- "I just finished a 90-minute seminar discussion on [topic] in my [subject] course. Here are the key points covered: [list main points]. Create a concise summary (250-300 words) that captures the main ideas, differing viewpoints, and any conclusions reached. Include 2-3 thought-provoking questions that could guide students' further reflection on the topic."
- "Summarize this transcript of an online class discussion on [topic]: [paste transcript]. Highlight the main arguments presented, any consensus reached, and outstanding questions or areas of disagreement. Organize the summary in a way that shows the progression of ideas and connections between different contributions."
- "I conducted a fishbowl discussion in my [subject] class on [topic]. Here are my notes: [paste notes]. Create a visual summary (e.g., a concept map or infographic outline) that captures the main ideas, connections, and evolving thoughts from the discussion. Include a brief textual explanation to accompany the visual summary."
- "Review this week-long asynchronous discussion thread from my online [subject] course on the topic of [specific topic]: [paste discussion thread]. Create a comprehensive summary (400-500 words) that captures the evolution of ideas, main arguments, and any conclusions reached. Identify emerging themes and outlier perspectives. Conclude with 3-4 questions that could guide the next phase of discussion or prompt deeper exploration of the topic."
- "Analyze these student posts from the asynchronous discussion forum in my [subject] course, covering the unit on [specific unit]: [paste forum posts]."

Generate a concise summary (250-300 words) that highlights key concepts students grasped well and areas where misconceptions or confusion seem to persist. Include suggestions for how I might address these points in my next synchronous session or in future course materials."

- "Summarize this month-long asynchronous debate on [controversial topic] from my [subject] course: [paste debate threads]. Create a balanced overview that fairly represents different viewpoints expressed by students. Identify the strongest arguments on various sides of the issue, common ground found (if any), and unresolved points of contention. Conclude with a brief reflection on how the debate contributed to achieving the learning objectives for this unit.

Syllabus

- "Review this complete syllabus [paste syllabus] for my [subject] course. Analyze its organization, completeness, and effectiveness in communicating course expectations and structure. Suggest improvements in layout, content, or language that would make it more user-friendly and informative for students."
- "Evaluate the policies section of my syllabus [paste policies]. Assess the clarity, fairness, and comprehensiveness of the policies. Identify any missing or outdated policies, and suggest additions or revisions that align with current best practices in higher education."
- "Analyze the 'Schedule of Topics and Assignments' section in this syllabus [paste schedule]. Evaluate its clarity, detail, and usefulness for student planning. Suggest ways to enhance this section, such as adding learning objectives for each week, links to resources, or visual elements to improve navigation and understanding."

Resources

Assignment Considerations

- [Assignment Redesign Flow Chart](#)
- ["ChatGPT Assignments to Use in Your Classroom Today" by Kevin Yee, Kirby Whittington et al.](#)
 - [Book Guide - Using Chatbots in Classroom Assignments and Activities](#)
- [Course and Assignment \(Re-\)Design](#)
- [Designing Assignments](#)
- [Prompt Library – AI for Education](#)
- [Teaching Writing with Chatbots](#)

Teaching & Learning

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

Guidance on Prompt Creation

- | | |
|--|---|
| • 12 ways to get better at using ChatGPT: Comprehensive prompt guide | • How to Communicate with ChatGPT – A Guide to Prompt Engineering by Hillary Nyakundi |
| • 12 ways to get better at using ChatGPT: Comprehensive prompt guide | • How to Use AI to Do Stuff: An Opinionated Guide by Ethan Mollick |
| • 20 Chat GPT prompts to brainstorm and find infinite new ideas | • In Praise of Boring AI - by Ethan Mollick by Ethan Mollick |
| • 250+ Most Useful ChatGPT Prompts Examples | • Prompt Engineering Guide |
| • 50 Time-Saving ChatGPT Prompts for Teachers | • Prompt Framework for Educators: The Five "S" Model |
| • 500+ ChatGPT Prompts from InterestedInAI | • Prompt Library – AI for Education |
| • 6 Tips for Using ChatGPT to Brainstorm Better | • The ChatGPT Prompt Book |
| • A guide to prompting AI (for what it is worth) by Ethan Mollick | • Tips & Tricks for working with ChatGPT from InterestedInAI |
| • AI for JobSeekers Prompts | |
| • Brainstorming With AI | |

AI Plagiarism Discussion

- [AI Plagiarism Considerations Part 1: AI Plagiarism Detectors](#)
- [AI Plagiarism Considerations Part 2: When Students Use AI](#)
- [AI Plagiarism Considerations Part 3: Having the AI Conversation](#)
- [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 Yuksekogunul, 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](#)

Chatbot Cheatsheet from AI for Education

Chatbot Cheatsheet					AI for Education
	 ChatGPT	 Claude	 Google Gemini	 Microsoft Copilot	
Key Features	• Text generation • File attachment (very limited in free) • Image generation (paid) • GPTs (access in free, build in paid)	• Text generation • File attachment (free) • Process visual inputs • Focus on ethics and safety	• Multimodal inputs (text, images, and audio) • Image generation (free) • Data analysis • Internet access	• Multimodal inputs (text, images, and audio) • Image generation (free) • Data analysis • Internet access	
Best for...	• Basic writing tasks • Language translations • Writing code	• Working with files • Creating interactive elements • Sophisticated writing tasks	• Complex reasoning tasks • Working with Google tools (Gmail, Docs, YouTube, etc.)	• Working with Microsoft suite • Data analysis with Excel	
Limitations	• Generic writing style • Free version has limited functionality • No internet access in free version	• Usage limitations (30 messages/day on free plan) • No image generation • No internet access	Limited image generation (no people)	No document uploads on free version	
Cost	Free plan or \$20/month	Free plan or \$20/month	Free plan or \$19.99/month	Free plan or \$20/month	

[Source](#)

Considerations for Using Generative AI

Concern	Reason	Possible Solutions
Data Privacy	Generative AI systems require large amounts of data, including personal student information. The misuse or mishandling of this data could lead to breaches of confidentiality and privacy issues.	Implement strict data governance policies, ensure compliance with data protection regulations (e.g., GDPR, FERPA), and use anonymization techniques.
Bias and Fairness	AI systems can perpetuate or even amplify existing biases present in the training data, leading to unfair treatment of certain student groups.	Regularly audit AI systems for biases, use diverse training data, and incorporate fairness metrics in AI evaluations.
Ethical Considerations	The use of AI in educational settings raises ethical questions about transparency, accountability, and the potential for misuse.	Develop and adhere to ethical guidelines for AI usage, ensure transparency in AI operations, and establish accountability frameworks.
Accuracy of Information	AI-generated content may sometimes be inaccurate or misleading, which could negatively impact students' academic progress.	Implement verification processes where staff review AI-generated content, and continuously improve AI models with accurate data.
Accessibility and Digital Divide	Not all students may have equal access to AI tools, leading to disparities in the support they receive.	Provide alternative support methods for students with limited access to technology, and ensure AI tools are accessible to all students.
Compliance with Academic Integrity	AI tools could be misused for academic dishonesty, such as generating content for assignments.	Implement strict academic integrity policies, use AI tools to detect plagiarism, and educate students on ethical AI usage.
Emotional and Psychological Impact	AI interactions lack the empathy and emotional understanding that human counselors provide, which could affect the quality of support for students dealing with personal issues.	Use AI as a supplementary tool rather than a replacement for human counselors, and provide training on integrating AI with empathetic human support.
Student Engagement	There is a risk that AI tools could reduce face-to-face interactions, potentially impacting the development of soft skills and personal connections.	Promote a hybrid approach that integrates AI tools with in-person interactions, and encourage collaborative activities that foster personal connections.

AI Use Case for Instructional Design

[Source](#)

