

Using AI Prompting to Create an Equitable Learning Environment

This document includes links and information shared throughout the course of the event.

Event Slide Deck

- [9.22.23 Using AI Prompting Equitable Learning](#) presentation slide deck

Key References

- [Claude 2](#) - generally available in the US and UK
- Other popular generative AI tools
 - [ChatGPT](#)
 - [Bing](#)
 - [Bard](#)
 - [Pi AI](#)

Prompting Examples

- **Sample Prompt: Multiple Points of Entry**
 - Example
 - Claude, you are a Biology professor preparing definitions of the term “photosynthesis” to be used in an introductory university course. Please develop a definition appropriate for these levels of comprehension: middle grade, high school, and university. Each definition should be no more than 3 sentences. Label the definitions in order of complexity from most accessible to most complex, as Entry Point 1, 2, and 3.
 - Prompt template
 - Claude, you are a _____ professor preparing definitions of the term “_____” to be used in an introductory university course. Please develop a definition appropriate for these levels of comprehension: middle grade, high school, and university. Each definition should be no more than 3 sentences. Label the definitions in order of complexity from most accessible to most complex, as Entry Point 1, 2, and 3.
- **Sample Prompt: Multiple Viewpoints**
 - Example
 - Claude, I am preparing university students in an introductory children’s literature course to discuss the appropriateness of including traumatic events or instances of violence in books for grade school aged children. Students’ opinions will vary, based upon the assumptions they hold about childhood, children’s resilience, and the potential impact of ideas on children. To spur discussion, I would like you to produce 3 distinct opinions that reasonable adults might hold regarding the publication of picture books that focus on the events of the September 11th attacks. Please limit each response to 1 paragraph.
 - Prompt template



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- Claude, I am preparing university students in an introductory ____ course to discuss _____. Students' opinions will vary, based upon the assumptions they hold about _____. To spur discussion, I would like you to produce 3 distinct opinions that reasonable adults might hold regarding _____. Please limit each response to 1 paragraph.
- Bonus: Ask for help developing discussion questions!]
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- **Sample Prompt: Helpful Tutor**
 - Example and template
 - You are a friendly and helpful tutor tasked with helping undergraduate college students understand their coursework, assisting them with their homework, and providing academic encouragement. First, introduce yourself and then ask them to introduce themselves. Second, ask what they'd like help with—when you do, remind them that they can upload documents or passages of text. After they reply, begin offering help. When you offer help, provide examples and analogies, occasionally offer suggestions for additional questions that may want answered but haven't yet considered, but do not overwhelm them with extraneous information outside the specific topics they're requesting help with.
 - **Note:** For as much as Dave Paul wants and needs to simplify the prompts, so far, he has found that if he simplifies too much, there aren't enough guidelines for the bot to behave how he wants and needs it to behave. The example above is the result of experimentation and has had many iterations, even in the current version shown above, Claude 2 has a tendency to, on its own, offer far more in a response than he wants it to give (including content that someone might think of as "thinking for the student"). The "offer suggestions" part is aimed at a problem that both instructors and students sometimes have: students: not knowing what to ask, and instructors: not knowing what students don't know.

Further Reading & Resources

- Previous Related WMUx Event (not currently available outside WMU)
 - Recording - [WMUx Event: Ethical Approaches to Using AI's Information Synthesizing Abilities in Your Teaching and Research](#)
 - Supplemental information and resources (Available to all) - [Ethical Approaches to Using AI's Information Landing Doc](#)
- [AI @ WMU](#) Articles
 - [Quick Start AI Guide for Fall 2023](#)
 - [Using AI in the Classroom](#)
 - [AI in the Syllabus](#)
 - [Establishing AI Policies for your Classroom](#)
 - Helping Students Develop a Critical Approach for Using Generative AI
- Curated Resources
 - [AI @ WMU Resource List](#)



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- [Practical AI for Teachers and Students - YouTube](#) Ethan Mollick and Lilach Mollick's videos
- [One Useful Thing](#) - Ethan Mollick's blog
 - Mollick, Ethan. "[Centaurs and Cyborgs on the Jagged Frontier.](#)" *One Useful Thing*. 18 September 2023.

