

The English Teacher's Guide to AI

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An Important Note:

While this document seeks to inspire innovative ideas and solutions regarding Artificial Intelligence, please be advised that its content is not intended to supersede or replace established your organization policies or preferred practices. As the landscape of AI and related technologies continues to evolve, so too might the guidelines and best practices within specific departments at your organization or within the system as a whole. It is imperative to remain in consistent communication with deans, departmental heads, and your organizational leaders as you navigate decision-making processes. Always prioritize the guidelines and recommendations set forth by your institution. Thank you for your unwavering commitment to responsible and informed integration of AI in education.

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Introduction: Negotiating the Paradox of Progress



Artificial Intelligence is a paradoxical testament to human progress. On one hand, we are witnessing a transformative force that can tailor learning experiences, simulate infinite conversational scenarios, and provide instantaneous access to volumes of literature, multimodal representations of thought, and important linguistic nuances; on the other, there is a palpable concern that the very fabric of humanistic learning—those deep, introspective explorations of culture, identity, and the human experience—may be corrupted by the efficiency and allure of

machines.

For educators, AI offers complex challenges and unimaginable opportunities. As teachers and students begin to harness AI to inspire a new generation, they have the opportunity to redefine what it means to be a literate human who successfully navigates the evolving relationship between humanity and its creations. How might we leverage AI's potential without allowing it to undermine human discourse, critical thinking, and creativity? How might we navigate tradition and innovation together, ensuring that teaching and learning remain human endeavors and that our evolution is made only more meaningful by the ascension of an inner consciousness inspired by the rise of AI.

What is Artificial Intelligence?

Artificial intelligence (AI) simulates human intelligence processes using computer systems, encompassing learning, reasoning, self correction, and tasks like visual perception and language translation. AI can process vast data, adapt to new inputs, and often outperform humans in specific tasks by emulating traditional cognitive functions.

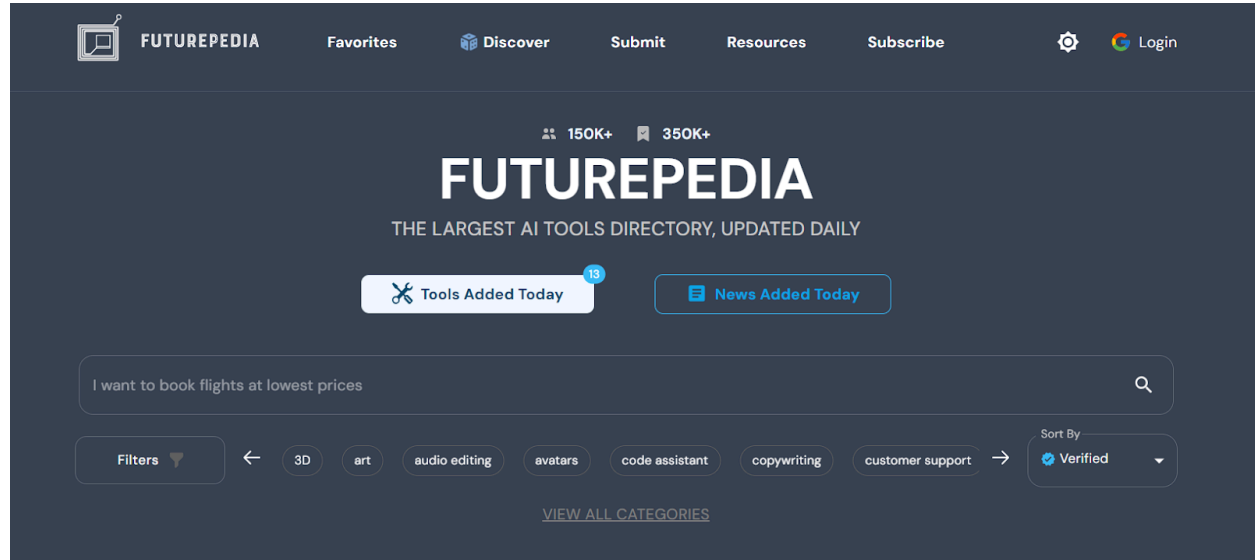
What distinguishes conversational AI from generative AI?

Conversational AI is a branch of artificial intelligence that facilitates machines in understanding and generating human language for natural interactions, including chatbots and virtual assistants. Using advanced natural language processing (NLP) algorithms, these systems can interpret linguistic structures and nuances, allowing for meaningful dialogue with users. This highlights the dynamic interplay between language and technology.

Generative AI is a subset of artificial intelligence focused on creating new content, ranging from text and images to music and videos. Using advanced algorithms and models, these systems can produce original outputs based on the patterns they've learned from existing data. This capability not only showcases the creative potential of machines but also poses intriguing questions about the intersection of technology and human creativity.

Recommended Resource:

Futurepedia is arguably the largest AI tools directory, and it is updated daily.



The Essentials of Ethical Practice

Artificial Intelligence is not merely another tool; it's a paradigm shift, reshaping industries, societies, and even our own perceptions of learning and cognition. Every instructor and department has a unique role in ensuring students are not only adept

users of AI but also critical thinkers, capable of navigating and influencing this rapidly evolving landscape. By establishing a clear vision, position, and syllabi statements that make your values and boundaries clear, you set a foundation for a more informed, adaptive, and forward thinking generation of learners. In order to accomplish this, we must remain aware of inherent bias in the algorithms that power AI, their tendencies to erase BIPOC, LGBTQ+, female scholars, and others who live on the margins, and the steps we must take to mitigate harm. We must also explicitly teach our students to do the same.

How might you establish a clear departmental vision?

Departments are composed of individuals whose interests, needs, values, and positions on AI may widely vary. Ensuring that everyone has the opportunity to share their perspectives and instructional intentions may enable departments to explore opportunities and mitigate risk—together. Proactive planning can ensure that AI is used in ways that serve everyone well. Protocols are useful here.

A Protocol for Collaborative Visioning Work

Objective: To collaboratively establish the department's values, vision, and expectations concerning the integration of AI in the classroom.

Materials Needed:

- Large whiteboards or chart paper for group brainstorming.
- Dry erase markers or colored markers.
- Sticky notes in various colors.
- Printed scenarios of AI use in classroom settings (for group discussion).
- Timer or stopwatch.
- Copies of this protocol for each participant.
- Notebooks or personal devices for individual reflection.

Procedure:

1. Setting the Stage (15 minutes):

- Begin with a brief introduction to the purpose of the session.
- Outline the importance of every voice and perspective in shaping the department's direction.

- Highlight the goal: a collective vision that respects and integrates all viewpoints.

2. Individual Reflection (10 minutes):

- One potential benefit of using AI in the classroom.
- One potential concern or challenge.
- A personal value or belief they hold about education that they believe should guide the integration of AI.

3. Group Brainstorming (20 minutes):

- Divide participants into small groups.
- On a whiteboard or chart paper, groups list potential benefits, concerns, and values regarding AI use.
- Rotate groups after 10 minutes to allow them to review and add to another group's list.

4. Scenario Discussion (30 minutes):

- Distribute printed scenarios of AI use in classroom settings. Take care to craft or locate scenarios in the news media that illuminate opportunities and challenges specific to your departmental interests and work.
- In small groups, participants discuss how they might respond to each scenario based on their previously listed values and beliefs.
- After discussions, each group shares a summary with everyone.

5. Synthesis on Sticky Notes (15 minutes):

- Invite participants to distill their individual reflections and group discussions onto sticky notes (one idea per note).
- Encourage participants to post all sticky notes in a shared space.
- Invite them to work together to create clusters of common ideas.
- Create a category name for each cluster.
- Facilitate a discussion to prioritize or merge ideas, ensuring every voice is heard.

6. Drafting Statements (40 minutes):

- Divide participants into three groups: one for values, one for vision, and one for expectations.
- Each group collaboratively drafts a statement based on the prioritized ideas from the sticky notes.
- Groups then share their drafts, noticing where alignment between the statements exists and how statements must be refined in order to ensure such alignment.

7. Consolidation & Reflection (20 minutes):

- As a whole group, refine and consolidate the statements.
- Reflect on the process and discuss next steps, such as integrating the statements into syllabi or sharing with the broader school community.

Total Time: Approximately 3 hours

Acceptable Use Policy

What follows are examples of acceptable use policies that you may use, adapt, and share with your students. Working with your colleagues to refine these samples may prove rewarding as well.

Introduction:

As we navigate the evolving landscape of English and English Language Arts instruction, the integration of Artificial Intelligence (AI) can offer unique opportunities for enrichment. This policy outlines the ethical use of AI for specific tasks within our English classroom. Our intent is not to replace human intellect and creativity but to complement them, ensuring transparency and promoting a deeper understanding of our subjects.

AI Can Be Used to Assist with the Following:

Reading:

- Vocabulary enhancement: Using tools to provide real time definitions, synonyms, or contextual usage.
- Thematic exploration: Exploring related texts or articles that can help provide a broader understanding of a given theme.

Writing:

- Initial drafts: Utilizing AI for grammar checks, sentence structure, or vocabulary suggestions.
- Story ideation: Drawing on AI generated prompts to stimulate original thought.

Listening:

- Comprehension assistance: Using AI to transcribe spoken words to text for note taking.
- Accent adaptation: For nonnative speakers, some AI tools can adjust the speech rate or accent of digital content to improve understanding.

Speaking:

- Pronunciation: Using AI tools for feedback on pronunciation and intonation.
- Public speaking: Drawing on AI feedback for pacing, volume, and clarity during presentations.

Ethical and Transparent AI Use:

- **Task Attribution:** Whenever AI assists in tasks, students must clearly annotate or mention this. For example, if an AI tool suggests an improved sentence structure, the revised sentence should be footnoted with “*Revised with [AI tool's name]*.”
- **Assessments:** While AI can be consulted during preparatory stages, all assessments must be completed without AI assistance unless otherwise specified. If allowed, students should provide a link or reference to the AI generated insights they've incorporated.
- **Research:** For research papers or projects, AI can help curate sources or offer summaries. However, direct AI generated content shouldn't be used without proper citations. If using AI to synthesize information, the exact tool and method should be mentioned in the bibliography.
- **Publishing:** When publishing class projects, blogs, or articles, students must be transparent about AI's role. A disclaimer like “This work was assisted by [AI tool's name] for initial drafts” should be included.

Guidelines for AI Enrichment, Not Replacement:

- **Collaboration Over Dependency:** Use AI as a collaborative partner to brainstorm or refine ideas, but the core essence should be your original thought.
- **Critical Evaluation:** Always critically evaluate AI suggestions. Does the suggested content align with your perspective, or does it shift the narrative?
- **AI as a Learning Tool:** Instead of merely accepting AI's corrections, understand why a certain change was suggested. This is particularly valuable for grammar or stylistic feedback.
- **Creative Boundaries:** While AI can suggest plot twists or character attributes, use them as jumping off points, adding depth, emotions, and intricacies that only a human touch can provide.

Note: Embracing AI doesn't dilute the essence of our classroom studies. Instead, it offers another lens through which we can refine and understand our content and skills. But like any tool, it's most effective when used responsibly and ethically. Always

prioritize your unique voice and perspective, using AI to enhance, not overshadow, your capabilities.

Open Use Policy

AIEnhanced Learning Experience: Embracing innovative pedagogy, this course encourages the integration of AI tools for reading, writing, and critical thinking tasks. When using Aldriven platforms, students must include a link to the AI generated response alongside their submissions. Importantly, always seek and obtain consent from fellow students or other authors before inputting their original content into any AI platform.

Specific Use Policies

AI for Reading Assistance: Recognizing varied reading levels, students are permitted to use Aldriven reading assistants. However, when using these tools to aid comprehension, a link to the AI generated assistance must be shared. Remember to obtain consent if utilizing someone else's written work with AI tools.

AI as a Writing Aid: Students can utilize AI for initial drafts and grammar checks. When doing so, provide a link to the AI's suggestions with your final submission. The essence of the final work, however, should be representative of the student's original thought. If using peers' writings as reference points within AI tools, prior consent is mandatory.

AI for Research and Exploration: AI platforms may be employed for research and literary exploration. When such tools inform your submissions, include the Alderived link. Consent is essential when entering works of fellow students or other authors into these platforms.

AI in Group Discussions: While Aldriven tools can offer insights for discussions, a record link of any provided information or suggestions must be maintained. When experimenting with content from fellow students or writers, always obtain their consent first.

Restrictive Use Policies

HumanCentric Classroom: Our classroom emphasizes human interaction and personal reflection. While you might interact with AI tools outside, our focus

remains on the human experience. Always remember to obtain consent before entering someone else's content into AI platforms.

Originality over Automation: We advocate for genuine student voices. If you decide to consult AI for writing projects, include a link to the AI suggestions, even though its use is discouraged. Prior consent is nonnegotiable when exploring or analyzing works from peers or other creatives via AI.

AI Free Assessments: Although students may employ AI tools elsewhere, assessments must be AI free. If by exception AI is consulted, a link to its response must be provided. Ensure you have consent if the content isn't originally yours.

Guidelines for the Ethical Use of Artificial Intelligence Tools

1. Transparency: Always disclose when and how AI was used in the creation of an assignment or project.

2. Original Thought: Use AI as a supplement, not a replacement, ensuring your work primarily represents your own ideas and understanding.

3. Respect Copyright: Do not input copyrighted texts or materials into AI systems without proper authorization.

4. Privacy: Avoid entering personal information or that of classmates into AI tools, especially without consent.

5. Consent: Always get permission before using another student's work in conjunction with AI, even if it's just for analysis or improvement suggestions.

6. Critical Thinking: Scrutinize suggestions or outputs from AI. Don't accept them blindly; they aren't always correct or the best choice.

7. Understanding Over Dependency: Instead of relying solely on AI for corrections, strive to understand the rationale behind the suggestions.

8. Limit Plagiarism: Use AI tools ethically to check for unintentional plagiarism, but never to rewrite or "spin" content to bypass plagiarism detectors.

9. Avoid Misrepresentation: Don't use AI to falsely enhance or modify your capabilities, such as faking a certain reading level or vocabulary.

10. Respect Classroom Policies: Always adhere to teacher or school guidelines concerning AI use, even if you disagree or find them restrictive.

11. Feedback Loop: If using AI for iterative feedback, [ensure that the tool is not merely reinforcing its own biases or errors.](#)

12. Cultural Sensitivity: Be wary of AI biases. If using AI for content suggestions, be critical and avoid perpetuating stereotypes or misinformation.

13. Stay Updated: AI tools evolve quickly. Regularly check if the tools you're using have been updated or if their terms of use have changed.

14. Share and Educate: If you find valuable insights or ethical concerns about an AI tool, share with classmates and teachers to foster collective learning.

15. Ethical Tool Selection: Opt for AI tools that are transparent about their data usage policies and are committed to ethical practices.

Meaningful Ways to Mitigate Bias

Explicit Instruction:

Begin with teaching students about AI bias, so they can recognize and report biased outputs or suggestions.

Diverse Data Sets:

If students are working with datasets, ensure they use diverse and representative samples for any AI tasks, including textual analyses.

Multiple AI Tools:

Encourage students to use multiple AI tools and compare results, helping them identify any consistent biases.

Peer Reviews:

Encourage peer review sessions where students can discuss the AI generated feedback they received, comparing and contrasting different perspectives.

Critical Thinking:

Stress the importance of not accepting AI suggestions at face value. Students should question and understand AI recommendations, especially in areas like grammar or style suggestions.

Transparency in Assignment:

Clearly specify when and how students can use AI tools, and what limitations or precautions they should observe.

Bias Detection Exercises:

Design classroom activities where students deliberately feed diverse content into AI tools to spot potential biases or shortcomings.

Feedback Channels:

Establish a clear channel where students can report biases they encounter while using AI tools, fostering a feedback driven classroom environment.

Collaborative Exploration:

Organize group activities where students collectively explore AI outputs, allowing for a broader analysis of potential biases.

Ethical Use Discussions:

Host discussions on the ethical implications of AI, including biases, helping students understand the broader societal implications.

Continuous Updates:

Stay updated on the latest research on AI biases, especially as they pertain to language and literature, and integrate findings into classroom discussions and practices.

Contextual Analysis:

Encourage students to consider the cultural, historical, and social context of texts when evaluating AI generated analyses or feedback, ensuring a holistic understanding.

External Expertise:

Invite AI experts or scholars who focus on AI ethics to talk to students, offering a deeper understanding of the current challenges and solutions.

Critical Analysis of Tools:

Regularly review the AI tools being used in the classroom for any reported biases and consider switching to more equitable alternatives when available.

Iterative Process:

Reinforce that AI is a tool and not an absolute authority. Encourage students to iterate their work based on a combination of AI feedback, personal reflection, and human input.

Pursuing Provenance

Expert Validation:

Invite professionals or academics in AI and ethics to validate the reliability of AI generated sources or outputs.

CrossReference with Trusted Databases:

Check the generated sources against reputable databases or academic journals to verify authenticity.

Backtrack Source Links:

For AI tools that provide source links, trace back the links to see the originating content and its context.

Review of Algorithms:

While not always possible due to proprietary reasons, getting an understanding of the underlying algorithms can provide insights into how the AI tool operates.

Collaborative Analysis:

Engage in group discussions with peers to collectively evaluate the authenticity and quality of AI sourced information.

Peer Reviews:

Allow students to share AI sourced information in peer review sessions, where classmates can offer insights on credibility.

Tool Verification:

Identify the developers or companies behind the AI tools and research their credibility and reputation in the field.

Consistency Check:

Run the same queries or prompts through different AI tools to check for consistency in the sources generated.

Bias Assessment:

Check if the AI tool has a known bias by comparing its outputs against universally accepted information.

Source Date Verification:

Check the publication dates of AI-sourced content to ensure timeliness and relevance.

Platform Authenticity:

For AI tools that recommend or pull from specific platforms, ensure those platforms themselves have a reputation for trustworthy content.

Direct Inquiry:

Contact the creators or providers of the AI tool with questions about the sources or methods it uses.

Feedback Loop:

Establish a system where students can report uncertain or dubious sources, allowing for collective learning and caution.

Check Against Primary Sources:

Whenever possible, compare the generated sources to primary or firsthand sources to ensure accuracy.

Ongoing Education:

Stay updated on the latest in AI ethics, biases, and sourcing techniques to ensure continuous awareness of potential pitfalls and best practices.

Imagined Information

Layered Verification:

Crosscheck AI-generated content with multiple reputable sources to validate its accuracy.

Training on AI Limitations:

Educate students about the limits of AI, ensuring they understand that AI can produce errors or "hallucinations."

Input Calibration:

Ensure the prompts or inputs given to the AI are clear, specific, and free from ambiguity.

Use of Trusted AI Platforms:

Opt for AI tools with robust underlying models and good track records in producing accurate content.

Regular Updates:

Stay updated on the latest AI advancements and model updates to reduce the chance of outdated algorithms causing hallucinations.

Parameter Adjustments:

If using advanced AI platforms, tweak parameters to reduce randomness or increase the conservatism of outputs.

Collaborative Review:

Organize group sessions where students collaboratively review AI generated content, spotting and discussing any apparent hallucinations.

Feedback Mechanisms:

Use AI tools that allow for user feedback on their outputs, helping to refine the system over time.

Expert Consultation:

Invite experts or professionals in the AI field to provide insights on potential pitfalls and ways to detect hallucinations.

Diverse Tool Usage:

Encourage the use of various AI tools and models, comparing outputs to detect inconsistencies.

Critical Thinking Emphasis:

Cultivate a classroom environment that values skepticism and critical evaluation of all information, including that generated by AI.

Bias Awareness:

Ensure that users are aware of AI biases which can sometimes lead to skewed or hallucinated outputs.

Manual Oversight:

Encourage students to manually review and revise AI generated content, exercising their judgment.

Test Cases:

Before relying on an AI tool for a substantial project, run several test cases to gauge its reliability.

RealWorld CrossReference:

When AI produces data or references supposedly factual events, crosscheck with real world sources or databases to confirm accuracy.

Considering Consent

Honor University Policies:

Understand and align your own practices with your organization's policies in order to mitigate risk and contribute to coherent and consistent community practices.

Written Permission:

Request a written and signed agreement from the author, specifying the intended use of their work with the AI tool.

Digital Consent Forms:

Leverage digital platforms to collect electronic signatures or approvals from authors for using their work.

Direct Communication:

Engage in a one on one dialogue with the writer, explaining the purpose and benefits of the AI analysis, and then seek verbal or written agreement.

Group Authorization:

If dealing with multiple authors from a collective or organization, approach the group's leader or representative for collective consent.

Email Requests:

Send formal email requests detailing the intention behind using the work with AI, and ask for written consent via email.

Use of Platforms with BuiltIn Consent Mechanisms:

Utilize platforms or apps that have embedded consent mechanisms for sharing or analyzing content.

Acknowledgment of Rights:

Ensure that entering a work into the AI tool does not infringe on copyright or intellectual property, reassuring writers.

Feedback Sharing:

Offer to share insights or results from the AI tool with the author whenever they grant permission.

Open Forums:

If the author is part of a public forum or group, seek permission openly, allowing for transparency and public acknowledgment.

Specify Duration of Use:

Clearly define how long the writer's work will be used or stored in the AI tool, ensuring they know it's for a limited and specific period.

Institutional Channels:

If the writer is part of an institution or publication, go through formal institutional channels to request consent.

Privacy Assurance:

Ensure the writer that their work won't be shared beyond the AI tool or used for unintended purposes.

Educational Emphasis:

Highlight the educational purpose behind the AI tool's usage, which might make writers more amenable to granting consent.

Consent Templates:

Provide writers with a standardized template detailing the specifics of consent, making the process smoother and more structured.

Public Domain Clarification:

In cases where works are believed to be in the public domain, clarify this with the author, and ensure they're comfortable with the usage in the AI context.

Protecting Privacy

Educate on Privacy:

Regularly update and teach students about digital privacy, emphasizing the specifics related to AI tools.

Anonymize Data:

Before inputting personal writings or data into AI tools, remove any names, places, or other specific identifiers that could reveal someone's identity.

Secure Platforms:

Choose AI tools and platforms known for strong data encryption and stringent privacy policies.

Temporary Storage:

Use tools that don't store information long term or, if they do, ensure that data can be permanently deleted after use.

Avoid Sharing Sensitive Topics:

Encourage students to refrain from inputting deeply personal or sensitive writings into AI platforms.

Understand Terms of Service:

Before using an AI tool, thoroughly review its terms of service to understand how data is used, stored, and possibly shared.

VPN Usage:

Encourage the use of Virtual Private Networks (VPNs) to add an extra layer of privacy when accessing AI tools online.

TwoFactor Authentication:

If AI tools require accounts or profiles, use two factor authentication whenever possible to enhance security.

Password Strength:

Stress the importance of strong, unique passwords for each AI platform or tool.

Limit Data Entry:

Only input the minimum required data into the tool; avoid oversharing or entering unnecessary details.

Update Regularly:

Ensure that AI tools, especially those installed on devices, are regularly updated to benefit from the latest security patches.

Data Retrieval Knowledge:

Know how to retrieve and delete data if needed, and be aware of tools that allow for data downloading for personal record.

Feedback Loops:

Encourage a classroom culture where students can report and discuss any perceived privacy concerns with AI tools, ensuring collective vigilance.

Avoid Public WiFi:

When using AI tools online, avoid public WiFi networks, as they can be more susceptible to breaches.

Monitor Tool Usage:

Regularly review and audit the AI tools in use, discarding any that become obsolete or have questionable privacy practices.

Nurturing Academic Integrity Without the Use of Surveillance Tools

Honor Codes:

Establish a classroom honor code or pledge, having students agree to uphold standards of academic honesty. When students have a stake in maintaining a culture of integrity, they're often less likely to cheat.

Authentic Assessments:

Design assessments that are authentic and unique to the course or curriculum, making it difficult for students to find exact answers or solutions elsewhere.

OpenBook/Note Assessments:

Redefine the concept of testing. Allow openbook or open note exams which emphasize problem solving and application over rote memorization so that students are not inclined to cheat.

ProcessOriented Assignments:

Emphasize the process of learning. For written assignments, have students submit drafts, outlines, or annotated bibliographies, demonstrating their progression of thought.

Class Discussions:

Engage students in discussions about their work. Their ability to speak knowledgeably about their topic can often indicate genuine understanding and original effort.

Diverse Question Formats:

Mix up assessment types and question formats, such as incorporating short answers, essays, and oral presentations, to gauge understanding from different angles.

Collaborative Work:

Encourage group projects or collaborative assignments. While collaboration poses its own challenges to integrity, tasks designed with mutual accountability in mind can deter academic dishonesty.

Reflections:

Ask students to write reflections on their assignments, discussing their research process, challenges faced, and learnings, ensuring they are truly engaged with the material.

Teach Citation Practices:

Spend time teaching proper research and citation methods, emphasizing the importance and value of giving credit to original sources.

Foster a Trusting Environment:

Build a classroom culture based on trust and mutual respect. When students feel valued and understood, they are less likely to resort to academic dishonesty.

Andragogical Documentation

Require students to consistently document their learning as the process unfolds, rather than merely grading the products of it.

Practicing Psychological Reasoning

In a trauma informed classroom, the emphasis is on creating a safe, supportive, and inclusive environment. Activities and assignments are chosen with consideration for how they might affect students who *have experienced trauma*. *Activities like these can enable students to practice psychological reasoning in ways that AI cannot replicate, in order to better inform the perspectives and information it might offer. The use of open prompts and invitations rather than assignments is critical, as it allows learners choice in which*

content or memories they choose to engage with. Including school counselors, psychologists, and other mental health professionals in this work is important, too.

Reflective Practice:

Provide opportunities for students to engage in gentle self reflection, ensuring prompts are broad and avoid potential trauma triggers.

Story Sharing:

Allow students to share stories or experiences at their comfort level, ensuring no one is pressured to share deeply personal or sensitive stories.

RolePlaying with Care:

Engage students in roleplaying that centers success, joy, triumph, and playful, entertaining experiences.

Positive Case Studies:

Choose case studies that emphasize resilience, problem solving, and positive outcomes without delving into traumatic events.

Artistic Expression:

Encourage the use of art, music, or drama to convey feelings or understanding, making sure prompts are open ended and not directive towards potentially traumatic themes.

Feedback Circles:

Create a supportive environment where students can give and receive feedback, emphasizing the use of warm and cool feedback rather than compliments and criticism.

Personal Reflections:

Invite students to write reflections but ensure they know they can choose how much personal detail to include.

Mindfulness Practices:

Incorporate mindfulness, but provide multiple methods and always allow students to opt out if they're uncomfortable.

Group Sharing:

Facilitate group discussions, but avoid topics that may be triggering and always ensure students know they can pass or listen if they prefer.

Cultural Celebrations:

Focus on joy, celebration, and appreciation of diverse cultures and histories without emphasizing traumatic events.

Open Ended Scenarios:

Present scenarios for discussion that are broad and allow for diverse perspectives without pressing on traumatic experiences.

Socratic Seminars with Sensitivity:

Use questioning to encourage critical thinking but be sensitive to topics that might be triggering and be prepared to adapt as needed.

Interactive Activities:

Use digital and physical activities that promote collaboration and mutual support without delving into potentially traumatic themes.

Empowerment Activities:

Design activities that focus on building self efficacy, resilience, and positive self concept.

Choice in Assignments:

Always provide students with choices in their assignments to allow them autonomy and control over their learning and sharing.

Prompt Crafting

Prompt crafting plays a pivotal role in harnessing the potential of AI, especially in language models. A well constructed prompt acts as a precise instruction set, guiding AI systems to produce relevant, accurate, and insightful outputs. Crafting a powerful prompt necessitates clarity, specificity, and a direct call to the desired outcome or type of information. It's essential to understand the capabilities and limitations of the AI tool in question and adjust the language of the prompt accordingly. By iterating and refining prompts based on the AI's responses, users can hone in on the most effective phrasing to obtain optimal results, ensuring that AI serves as a valuable and efficient tool for the task at hand.

Step	Directions
C	Start your request with a clear call to action. What do you want to know? What do you want AI to do for you? State this in simple and succinct terms. <i>Example: Explain the concept of motif in literature.</i>
R	Ask AI to assume a specific role as it completes this request. <i>Example: Assume the role of an encouraging composition professor as you do this.</i>
A	Ensure that AI knows who it is framing its response for. Perhaps that's you, but if you're using AI to generate content for others, be clear about this. <i>Example: Use words that a twenty year old new English language learner will understand.</i>
F	Challenge AI to produce a response in a meaningful format. <i>Example: Offer a response that can be placed on a poster, and include a simple example that refers to a Taylor Swift song.</i>
T	Include parameters and other specifics relevant to the conventions you'd like AI to uphold. <i>Example: Compose your response in complete sentences. Do not include bullet points.</i>

Using AI to Generate Ideas for Text Analysis Lessons

Insert the title, theme, or central idea of the text you are exploring into these placeholders in order to generate targeted lesson plan ideas and strategies.

1. "What are some innovative ways to introduce [chosen text] to [students in a specific course]?"
2. "Generate project ideas for exploring the theme of [selected theme] in [chosen text]."
3. "List engaging multimedia resources to complement a study of [chosen text]."
4. "Provide activities that encourage critical thinking on the [selected element.] in [chosen text]."
5. "Suggest interactive activities for understanding [selected element] in [chosen text]."

6. "Recommend strategies to foster class discussions on [specified topic, e.g., race, gender, power, other concepts] in [chosen text]."
7. "How can students relate the [specified element] in [chosen text] to their personal life experiences?"
8. "Design a multi week project where students create their own [specified form] inspired by the [ideas, concepts, themes, complexities, etc.] in [chosen text]."
9. "Share ways students can compare and contrast film adaptations and the original text of [chosen text]."
10. "Outline a lesson that integrates [chosen text] with contemporary [media type, e.g., music, movies, pop culture, etc.]."
11. "Propose activities that highlight [specified theme or topic, e.g., women's roles, societal structures, etc.] during the time of [chosen text]."
12. "What are some hands on projects for students studying [chosen text] to explore [selected topic, e.g., societal structures, family dynamics, etc.]?"
13. "Provide methods to delve into the impact of [specified element, e.g., setting, narrative voice, etc.] in [chosen text]."
14. "Design a lesson focusing on the influence of cultural and historical contexts on [chosen text]."
15. "Suggest group activities where students can reenact crucial scenes from [chosen text], focusing on [selected aspect]."
16. "Generate a lesson structure that dives deep into [selected element] in [chosen text]."
17. "Recommend ways to incorporate multimedia projects into a study of [chosen text]."
18. "Outline activities that use technology to enhance understanding of [specified element] in [chosen text]."

19. "What are engaging methods to explore character development across [chosen text or series]?"

20. "Design a lesson that connects the themes of [specified theme, e.g., isolation, bravery, love, etc.] in [chosen text] to modern society and [selected topic, e.g., mental health, technology, etc.]."

Refining a Lesson with AI

Reflect:

Reflect on the lesson's successes and challenges. Identify areas where students were engaged and areas where they struggled. Input: "Review the following lesson plan for [specific topic]." Provide your original lesson plan and ask about its strengths and weaknesses.

Refine Objectives:

Share your objectives with the AI and ask how they can be refined or expanded for clarity and rigor.

Enrich Content and Activities:

Ask the AI for additional activities or content related to the topic to enhance student engagement and understanding.

Differentiation:

Seek strategies from the AI to differentiate the lesson for students with diverse learning needs.

Incorporate Technology and Resources:

Inquire about technological tools or resources that can be integrated into the lesson.

Formative Assessment Ideas:

Ask the AI for formative assessment strategies to gauge student understanding during the lesson.

Feedback Mechanisms:

Propose methods for students to provide feedback on the lesson's clarity, engagement level, and pacing.

Homework/Extension Activities:

Seek recommendations for homework or extension activities related to the topic for deeper exploration.

CrossCurricular Connections:

Ask the AI chatbot how the lesson can be connected to other subjects or realworld applications.

Reflection and FollowUp:

After teaching the revised lesson, gather student feedback and observe outcomes. Input outcomes and feedback into the AI to ask for further refinement or expansion suggestions.

Final Review:

Integrate the AI generated content and suggestions with your expertise to finalize the improved lesson plan, ensuring it addresses the diverse needs of students.

Using AI to Conduct Lesson, Module, or Unit Design

By integrating these Aldriven research methods, instructors can craft more informed, dynamic, and engaging lessons that resonate with their students and the broader literary community.

1. Literary Analysis Insight: Input a passage from a text into an AI tool to gain a quick thematic or stylistic analysis. This can provide a starting point or additional perspectives to enrich class discussions.
2. Trend Analysis: Use Aldriven tools to analyze current trends in discussions or critical thought, in order to align your lessons with contemporary perspectives or debates.
3. Cultural Contextualization: Input a text to get AI generated information on its cultural, historical, and socio political background, providing students with a richer context for their studies.
4. Diverse Representation: Use AI tools that suggest literature and research from diverse voices, helping ensure that lesson plans include a wide range of authors and perspectives.
5. Reading Level Assessment: Use AI powered tools to assess the reading level of different texts, ensuring that they are appropriately challenging but accessible for students.

6. Interactive Elements: Utilize AI-driven platforms to find interactive games, quizzes, and multimedia elements relevant to a text or topic, enriching the learning experience.
7. Feedback Analysis: After collecting feedback on lessons, use AI tools to analyze students' responses to understand what worked, what didn't, and areas of improvement. Always ensure that you have their consent first, and don't enter their identifying information into any tool.
8. Peer Comparisons: Use AI platforms that collate and compare lesson plans from teachers around the world, offering insights into different approaches to teaching similar topics or texts. Always ensure that you have their consent first, and don't enter their identifying information into any tool.
9. Language Trends: Leverage AI to track linguistic trends, idiomatic expressions, and evolving language patterns, ensuring that discussions on language and literature remain current.
10. Content Gap Analysis: After designing a lesson or unit, run the main points through an AI tool that suggests related topics or themes not already covered, ensuring a comprehensive approach to the subject matter.

Basic Prompt Crafting for Lesson Design

1. Determine Learning Objectives:
 - Input: "Provide learning objectives for a [specific topic, e.g., 'Shakespearean sonnets'] lesson for middle/high school students."
2. Generate Background Information:
 - Input: "Summarize the key background information on [specific topic] suitable for middle/high school students."
3. Activity Creation:
 - Input: "Suggest engaging classroom activities related to [specific topic] for middle/high school students."
 - Review the AI generated activities and select those that align best with your students and resources.
4. Discussion Questions:
 - Input: "List open ended discussion questions related to [specific topic] for fostering critical thinking."
5. Homework/Assessment Generation:
 - Input: "Propose homework assignments or assessments to gauge understanding of [specific topic]."

6. Differentiation:

- Input: "Provide suggestions for differentiating the lesson on [specific topic] for diverse learners." This step ensures that all students, regardless of their learning styles or needs, might better engage with the content.

7. Resources and Materials:

- Input: "List essential resources or materials required for a lesson on [specific topic]."

8. Reflection and Extension:

- Input: "Recommend reflection activities or extension tasks related to [specific topic] for further exploration."

9. Feedback Loop:

- After the lesson, input: "I taught a lesson on [specific topic], and [specific challenges encountered, e.g., 'students struggled with understanding the rhythm of the sonnet']. How can I address this in my next lesson?"
- The AI might provide strategies or alternative approaches to enhance comprehension in the next session.

10. Finalize and Review:

- Collate the AI generated content into a coherent lesson plan structure. Review the lesson plan for flow, coherence, and relevance. Adjust or expand upon any sections as necessary based on your expertise and understanding of your students' needs.

Using AI to Improve an Existing Instructional Plan

Using AI to refine and enhance a preexisting plan can lead to deeper, more tailored, and engaging learning experiences. Here's a succinct process that you might want to try:

1. Assess Current Content:

Before using AI, review the unit for content clarity, structure, and objectives.

2. Evaluate Learning Gaps:

AI Prompt: "Review [uploaded unit plan] and identify areas that lack depth or require supplemental material."

3. Enhance Resources:

AI Prompt: "Suggest multimedia resources or interactive activities related to [specific topic from the unit]."

4. Check Alignment with Quality Matters Standards:

AI Prompt: "Compare [uploaded unit content] with [full language of specific QM Standard] and indicate any misalignments."

5. Personalize Learning Paths:

AI Prompt: "Given [student performance data], recommend differentiated activities for varied proficiency levels."

6. Upgrade Assessments:

AI Prompt: "Review [uploaded assessments] and recommend ways to make them more engaging or better aligned with current best practices."

7. Integrate Real World Contexts:

AI Prompt: "Provide current real world examples or case studies relevant to [specific topic from the unit]."

8. Incorporate Collaboration:

AI Prompt: "Suggest collaborative activities or projects related to [unit topic] suitable for groups of [specific number] students."

9. Update Feedback Mechanisms:

AI Prompt: "Review my feedback method in [uploaded unit] and suggest improvements or tools for more efficient and constructive feedback."

10. Reflect and Adjust:

Once the AI's recommendations are integrated, the instructor should reflect on the potential impact on student learning and make any necessary adjustments based on their professional judgment.

Ten CRAFT Prompts for Generating Learning Activities and Resources

C: Describe how real world problems might correlate with our current topic.

R: Assume the role of a problem solving expert.

A: Address instructors of environmental science courses.

F: Provide a detailed scenario suitable for a classroom discussion.

T: Structure your response as a case study, including both a problem and potential solutions.

C: Highlight historical influences on this subject.
R: Channel a historian's perspective.
A: Target instructors teaching Modern History.
F: Suggest a 10 minute engaging storytelling session.
T: Ensure you mention at least three key figures or events.

C: Identify contentious issues in this area for debate.
R: Assume the role of a debate coach.
A: Speak to philosophy course instructors.
F: Recommend a debate structure, including pro and con sides.
T: Offer five key points for each side.

C: Point out recent real world applications of this topic.
R: Think like a current events analyst.
A: Assist sociology instructors.
F: Propose a 20 minute classroom activity using multimedia sources.
T: Ensure the sources are from the past year.

C: Propose hands on projects related to the subject.
R: Channel a hands on workshop facilitator.
A: Address physics instructors.
F: Detail a lab experiment that can be completed in a 50 minute class.
T: Include a list of required materials and expected outcomes.

C: Recommend potential guest speakers.
R: Assume the role of a professional networker.
A: Advise business management professors.
F: Offer a list of five industry experts with brief biographies.
T: Ensure the experts are active in the last five years.

C: Suggest ways students could create a course resource.
R: Take on the mindset of a collaborative learning expert.
A: Speak to instructors of any discipline.
F: Propose a step by step guide for a student made wiki.
T: Emphasize peer review and collaboration in the guide.

C: Introduce AR/VR tools suitable for the subject.
R: Think as a tech savvy educator.
A: Guide ancient history professors.
F: Describe a VR experience that takes students to Ancient Rome.
T: Detail the tech requirements and learning outcomes.

C: Design role playing exercises for understanding perspectives.

R: Assume the role of a drama teacher.

A: Advise psychology instructors.

F: Sketch out a 30 minute classroom roleplay scenario.

T: Ensure roles represent various psychological perspectives.

C: Break down the topic into smaller research projects.

R: Embody a research supervisor's mindset.

A: Help chemistry professors.

F: Detail three mini research projects suitable for a semester.

T: Include expected methodologies and outcomes for each.

Increasing Workflow and Productivity

Email Message Prompts:

1. Request for Meeting with a Colleague: "Compose an email requesting a meeting with Dr. Smith to discuss potential research collaboration in the area of [specific subject]. Suggest a few dates next week."

2. Reminder to Students About a Deadline: "Draft a reminder for students in my 'Introduction to Sociology' class about the upcoming term paper deadline on September 20th."

3. Feedback on a Student's Paper: "Write feedback for a student named Jamie regarding their recent paper submission, focusing on strong arguments but suggesting further exploration on the topic of [specific subject]."

4. Inquiry to Attend a Conference: "Help me draft an email to the organizers of the [specific conference name], expressing my interest in attending and presenting my recent research findings."

5. Thanking a Guest Speaker: "Compose a thankyou note to Dr. Patel for their enlightening lecture on [specific topic] in last week's seminar."

6. Invitation to Serve on a Committee: "Draft an invitation to Professor Johnson, asking if they would be willing to serve on the department's curriculum review committee."

7. Seeking Classroom Resources: "Write an email to the department head, inquiring if there are additional resources or funding available for a classroom project I'm planning for the fall semester."

8. Notification of Absence to Students: "Compose a message informing my students that I will be absent next Thursday and that they should use the time to work on their group projects."

9. Requesting Feedback from Colleagues: "Help me write an email to my fellow faculty members, sharing a draft of my new syllabus and asking for their feedback and suggestions."

10. Acknowledging Receipt of a Document: "Draft a brief email acknowledging receipt of the research proposal sent by Dr. Lopez and mentioning that I'll review it by the end of the week."

Prompts for Changing the Tone of an Email

1. Professional to Casual: "Can you make this email sound less formal and more friendly?"

2. Authoritative to Suggestive: "Please rephrase this email so it sounds more like a suggestion rather than a command."

3. Neutral to Appreciative: "Can you adjust this email to express more gratitude?"

4. Concise to Detailed: "Could you expand on this email to provide more details?"

5. Impersonal to Personal: "I'd like this email to sound warmer and more personal. Can you help?"

6. Complex to Simplified: "This email seems a bit complex. Can you make it more straightforward and easy to understand?"

7. Passive to Active Voice: "Can you change the passive sentences in this email to active voice?"

8. Urgent to Relaxed: "Please reword this email so it doesn't sound as urgent."

9. Negative to Positive: "I want this email to have a more optimistic tone. Can you adjust it?"

10. Formal to Informal: "Please make this email sound more relaxed, like I'm writing to a close friend."

11. Demanding to Requesting: "Can you change the demands in this email into polite requests?"

12. Critical to Constructive: "This email sounds too critical. Can you rephrase it to offer constructive feedback?"

13. General to Specific: "I'd like this email to provide specific examples. Can you integrate some?"

14. Defensive to Openminded: "This comes off a bit defensive. Can you rewrite it to sound more open to feedback?"

15. Verbose to Concise: "This email is too wordy. Can you make it short and to the point?"

16. Uncertain to Confident: "I want to sound more confident in this email. Can you adjust the language?"

17. Stiff to Enthusiastic: "Can you inject some enthusiasm into this email?"

18. Ambiguous to Clear: "Some parts of this email are ambiguous. Can you clarify them?"

19. Formal Greetings to Casual Greetings: "Can you change the greetings and signoff to be more casual?"

20. Technical to Layman's Terms: "This email uses some technical terms. Can you rewrite it in simpler language for a general audience?"

Creating and Transforming Tables, Charts, and Graphs

Transform Lists into Tables:

1. "Organize this list of information into a table with appropriate headers."
2. "Take these items and categorize them into a table format."
3. "Convert this list into a table, separating out the key details."

Transform Narratives into Lists:

4. "Extract the main events from this narrative and list them chronologically."
5. "Break down this story into a list of its primary elements."
6. "Summarize each paragraph of this narrative as a bullet point."

Transform Data into Charts Using Tools like Chartify:

7. "Visualize this dataset into a pie chart showcasing the distribution of values."
8. "Transform this data into a bar chart highlighting the trends."
9. "Can you depict this data in a line chart to showcase its progression over time?"

Transform Charts into Summaries:

10. "Provide a written summary based on the information in this pie chart."
11. "Describe the main findings from this bar chart in a paragraph."
12. "Summarize the trends and patterns evident in this line chart."

Designing Tasks and Assessments

AI Assisted Assessment & Feedback Protocol

1. Introduction and Objective: To leverage the capabilities of AI to augment human assessment and feedback in English classes. The protocol is designed to ensure ethical use, maintain student privacy, and improve the quality of feedback.

2. Seeking Consent Before using AI:

- Discuss the introduction of AI with university and department leaders to ensure alignment with broader educational goals.
- Conduct an informative session with students to explain the purpose, process, benefits, and limitations of AI assisted assessment.
- Provide written consent forms to students to authorize the use of AI on student work. Ensure that the consent form clarifies data privacy protections.
- Allow students to opt out if they do not give consent.

3. Using AI for Preliminary Assessment:

- Teachers upload the student work (after anonymizing it) into the AI assessment tool.
- The AI generates feedback on grammar, structure, coherence, vocabulary, and other relevant aspects.
- The AI should also provide suggestions for improvement based on the mistakes identified.
- Teachers review the AI's feedback to ensure accuracy and relevance.

4. Teacher Review and Personalization:

- Teachers should regard AI feedback as a starting point, not a definitive assessment.
- After reviewing the AI's feedback, teachers add personal insights, contextual understandings, and additional feedback that AI might have missed.
- This process helps teachers to become familiar with common mistakes and potential improvement areas across the class.

5. Delivering Feedback to Students:

- Teachers provide students with both the AI generated and the personalized feedback.
- Emphasize to students the collaborative nature of the feedback, underscoring that it's the result of both AI and human insight.

- Encourage students to ask questions or seek clarifications if any aspect of the feedback is unclear.

6. Reflect and Learn:

- After several rounds of feedback, teachers should review the AI's suggestions and their own additions to identify patterns.
- Recognizing patterns in feedback can aid in curriculum planning, identifying areas where classwide improvement might be necessary.
- Teachers can also reflect on their own feedback techniques, learning from AI suggestions to potentially refine their feedback methods.

7. Feedback Loop with AI Developers:

- If possible, provide feedback to the AI tool developers. This can help in refining the tool's algorithms and improving its accuracy and relevance for classroom use.
- Share insights about how the AI tool can be improved, any limitations encountered, and suggestions for added features.

8. Periodic Review of Protocol:

- Periodically review the effectiveness of this protocol, taking into account teacher experiences, student outcomes, and advancements in AI.
- Reiterate to students, parents, and other stakeholders the supplementary role of AI, ensuring it does not replace the critical human touch in education.

Using AI to Support Reading Comprehension

1. Summarization: After students read a text, they can ask AI for a summary to cross-check their understanding. Similarly, teachers can provide short excerpts for AI to summarize, offering a concise overview for students.

2. Vocabulary Clarification: Students can use AI as a tool to define unfamiliar words, understand their usage in context, or find synonyms and antonyms.

3. Discussion Prompts: Teachers can request AI to generate discussion questions based on a text. These questions can stimulate in-depth classroom discussions or serve as journal or discussion board prompts.

4. **Character Analysis:** By providing information about a character, students can engage with AI in a Q&A format to delve deeper into character motivations, relationships, and developments.
5. **Thematic Exploration:** Ask AI about themes, motifs, or symbols in a specific text, helping students identify and understand recurring elements and their significance.
6. **Historical and Contextual Information:** For real or fictional stories set in different eras or cultures, AI can provide background information, enriching the reading experience and helping students grasp context.
7. **Interactive Retellings:** Students can ask AI to retell parts of the story in different perspectives or styles, aiding in understanding narrative structure and viewpoint.
8. **Reading Strategies:** Teachers can consult AI for various reading strategies or techniques that students might employ for difficult texts or to enhance their overall comprehension.
9. **Practice Quizzes:** Teachers can ask AI to create comprehension quizzes based on a text. While not adaptive in the strictest sense, these quizzes can help gauge student understanding.
10. **Text Comparisons:** For comparative literature studies, students can discuss the similarities and differences between texts with AI, receiving insights and sparking ideas for deeper analysis.

Using AI to Support Writing

1. **Writing Prompts:** Teachers can ask AI to generate creative, argumentative, or expository writing prompts tailored to specific themes, genres, or current events to spark student inspiration.
2. **Grammar and Syntax Guidance:** Students can input sentences or paragraphs, and AI can offer suggestions for grammatical improvements or varied sentence structures.
3. **Thesis Development:** Students can present their initial ideas, and AI can guide them to refine or expand these ideas into strong thesis statements.

4. **Outline Assistance:** After discussing their essay topic or narrative idea, students can receive help from AI in organizing their thoughts into a coherent outline.
5. **Style and Voice Exploration:** Students can ask AI to rewrite a passage in different styles (e.g., formal, informal, persuasive, descriptive) to explore and understand varied writing tones and voices.
6. **Peer Review Simulation:** Before actual peer reviews, students can share their writing with AI for initial feedback, helping them anticipate areas where real peers might have questions or suggestions.
7. **Vocabulary Expansion:** Students can input sentences and ask AI for synonyms or more sophisticated vocabulary replacements, enriching their language usage.
8. **Citation Guidance:** AI can provide students with examples and guidelines on properly citing sources in various formats, such as MLA, APA, or Chicago.
9. **Dialogue Practice:** For creative writing, students can script dialogues or conversations and have AI play the role of one or more characters, allowing them to practice and refine authentic dialogue.
10. **Writing Reflection:** At the end of a writing assignment, students can engage in a reflective conversation with AI about their writing choices, challenges faced, and strategies used, encouraging metacognitive awareness of their writing process.

Using AI to Support Multimodal Composition

1. **Idea Generation:** Students can ask AI for brainstorming ideas on topics that can be presented in multimodal formats, such as infographics, podcasts, or video essays.
2. **Script Writing:** For projects like podcasts or videos, students can get help in drafting a cohesive script, ensuring their audio or visual content is structured and engaging.
3. **Visual Descriptions:** Students can describe a visual they have in mind, and AI can help craft detailed textual descriptions or explanations, assisting in the integration of text and image.

4. Feedback on Visual Narratives: Students can narrate their storyboard or visual sequence ideas for videos or comics, and AI can offer feedback or suggest enhancements.
5. Audio Storytelling Techniques: AI can provide tips and strategies for effective audio storytelling, helping students craft compelling podcasts or voiceovers.
6. Web Composition: For digital portfolios or web-based projects, AI can assist in content organization, providing advice on layout, text placement, and the integration of multimedia elements.
7. Citation Guidance for Various Media: Beyond traditional text sources, students can get guidance on how to properly cite images, videos, music, and other multimedia elements in their projects.
8. Transmedia Storytelling Ideas: Students can explore the idea of telling a story across multiple platforms and formats. AI can suggest ways to fragment and distribute a narrative across various mediums.
9. Interactive Element Suggestions: If students are creating interactive presentations or e-books, AI can suggest interactive elements, such as quizzes, clickable infographics, or branching choices, to engage the audience.
10. Audience Engagement Strategies: AI can offer strategies for maximizing audience engagement for different modes, such as tips for making an infographic more eye-catching or suggestions for keeping a podcast listener's attention.

Assessment and Feedback Tools

- [Speakable](#)
- [Real Fast Reports](#)
- [Got Feedback](#)
- [Yippity](#)
- [Prep.Ai](#)

Differentiating Content: Tools

- [Khan Academy](#)
- [Diffit](#)
- [ReadTheory](#)

- [AI](#) (Sample included)

Differentiated Process: Tools

- [Quill](#)
- [Duolingo](#)
- [Perplexity](#)
- [Speechify](#)
- [AskYourPDF](#)
- [HelloHistory](#)

Using AI to Differentiate the Reading Process

1. Pre-reading Activities:

- Background Knowledge: AI can provide context or background information on a specific text, author, or period.
- Vocabulary Preview: Before diving into a text, students can use AI to explore challenging vocabulary they might encounter.
- Prediction Prompts: AI can generate questions or prompts to stimulate students' predictions and activate prior knowledge.

2. Guided Reading:

- Question Generation: AI can generate comprehension questions tailored to different reading levels or based on specific themes.
- Summaries: For struggling readers, AI can offer concise summaries of complex passages to aid understanding.

3. Active Reading Strategies:

- Annotation Guidance: AI can offer tips on how to annotate, what to look for, or explain annotations made by others.
- Discussion Prompts: AI can provide discussion questions that cater to different comprehension levels or interpretive skills.

4. Post-reading Activities:

- Reflection Prompts: AI can generate reflective questions to guide students in thinking about the text's significance and their personal reactions.
- Theme Exploration: Students can discuss themes or motifs with AI, getting insights and exploring different interpretations.

5. Reading Comprehension Support:

- Instant Q&A: Students can ask AI questions about confusing sections, character motivations, or any other aspect of the text.
- Paraphrasing Help: Students can use AI to help them paraphrase challenging sections for better understanding.

6. Diverse Reading Modalities:

- Audiobook Recommendations: AI can suggest audiobook versions for auditory learners.
- Multimedia Integration: AI can recommend videos, animations, or other media that provide alternative ways to engage with the text.

7. Reading Extensions:

- Further Reading Suggestions: AI can recommend additional texts related to the main reading, catering to different levels or interests.
- Connective Themes: AI can suggest other works or real-world articles that relate to the theme or topic of the primary reading.

8. Vocabulary and Language Support:

- Word Definitions: Students can ask AI for word definitions, synonyms, or usage examples in real-time as they read.
- Language Translation: For English Language Learners (ELLs), AI can provide translations or simpler explanations.

9. Choice Reading:

- Book Recommendations: AI can recommend books based on students' interests, ensuring they are engaged and challenged at an appropriate level.

10. Feedback Loop:

- Reading Reflections: Students can share their insights or interpretations with AI and receive feedback or additional perspectives.

Using AI to Differentiate the Research Process

1. Topic Selection:

- Brainstorming: AI can help students brainstorm research topics based on their interests or curriculum goals.
- Narrowing Topics: If a student's chosen topic is too broad, AI can offer suggestions for narrowing it down to a more focused research question.

2. Developing Research Questions:

- Guidance and Feedback: Students can share their preliminary research questions with AI and receive feedback on clarity, focus, and depth.
- Expansion: AI can suggest related sub questions or areas of exploration.

3. Finding Sources:

- Source Recommendations: While AI cannot browse the internet in real time, it can guide students on the types of sources they might seek out, such as academic journals, primary sources, or reputable databases.
- Evaluating Source Reliability: Students can discuss the criteria for evaluating source reliability and credibility with AI.

4. Note Taking and Organization:

- Annotation Tips: AI can offer guidance on effective annotation techniques for research.
- Organizational Strategies: AI can suggest methods for organizing research notes, like thematic grouping, color coding, or using digital tools.

5. Evaluating and Analyzing Information:

- Critical Thinking Prompts: AI can provide questions to help students critically evaluate their sources.
- Comparative Analysis: AI can guide students in comparing and contrasting information from different sources.

6. Synthesis and Drafting:

- Outline Creation: AI can assist students in developing a structured outline for their research paper or project.
- Thesis Development: Students can work with AI to refine their thesis statements, ensuring clarity and relevance.

7. Citation and Bibliography:

- Citation Guidance: AI can explain the basics of various citation styles (MLA, APA, Chicago, etc.) and guide students on proper citation practices.
- Paraphrasing and Quoting: AI can offer guidance on when and how to paraphrase versus directly quote sources.

8. Peer Review and Feedback:

- Reviewing Tips: Before peer reviews, AI can provide students with tips and questions to consider when reviewing others' work. Self Review Guidance: AI can guide students through a self assessment of their research project before final submission.

9. Presentation and Sharing:

- Presentation Tips: If students are sharing their research, AI can provide advice on effective presentation techniques, from slide design to public speaking.

- Discussion Facilitation: AI can generate questions or topics to stimulate class discussion about the research findings.

10. Reflecting on the Research Process:

- Reflective Prompts: AI can provide prompts to guide students in reflecting on their research journey, challenges faced, and skills gained.

Using AI to Differentiate the Writing Process

1. Prewriting and Brainstorming:

- Prompt Generation: If a student is stuck, AI can generate writing prompts based on interests or themes.
- Mind Mapping: AI can assist students in organizing their thoughts by suggesting topics or subtopics for their writing.
- Research Guidance: AI can provide sources or explanations on a topic to help students gather information.

2. Drafting:

- Modeling: If a student is uncertain about how to start, AI can provide sample introductions or sentences.
- Structure Suggestions: AI can offer guidance on how to structure paragraphs or essays.
- Vocabulary Enhancement: Students can ask AI for synonyms, antonyms, or more sophisticated vocabulary to enrich their writing.

3. Revising:

- Feedback: Students can share sentences or paragraphs with AI for feedback on clarity, coherence, or style.
- Sentence Variety: AI can suggest ways to vary sentence structures to improve the rhythm and flow of writing.
- Transitions: Students can ask for transition word or phrase suggestions to improve the flow between paragraphs or ideas.

4. Editing:

- Grammar and Syntax: AI can help identify and explain grammatical or syntactical errors.
- Style Tips: AI can provide suggestions on improving writing style or voice.

5. Publishing and Sharing:

- Platform Suggestions: AI can recommend platforms or tools where students can publish or share their work.
- Audience Adaptation: AI can help students tailor their writing to specific audiences.

6. Reflection:

- Reflective Prompts: After writing, AI can provide prompts to guide students in reflecting on their writing process and the choices they made.

7. Differentiated MiniLessons:

- Targeted Instruction: If students have specific areas of struggle, such as creating thesis statements or using direct quotations, teachers can use AI to generate mini lessons or explanations tailored to those needs.

8. Choice and Voice:

- Genre Exploration: AI can introduce students to various genres or styles of writing, allowing them to choose which one resonates most with them.
- Perspective Shifts: AI can challenge students to rewrite from different points of view or using different tenses, expanding their writing versatility.

9. Collaborative Writing:

- Collaboration Ideas: AI can suggest collaborative writing exercises or projects, such as co-authored stories, group poems, or shared journals.

10. Tech Integration:

- Writing Tool Recommendations: AI can suggest digital tools, apps, or platforms that aid in the writing process, from drafting to editing.

Using AI to Differentiate Learning Products

1. Multimodal Projects:

- Suggestion Generator: AI can provide ideas for different mediums (e.g., podcasts, videos, infographics) that students can use to express their understanding of a text or concept.

2. Creative Writing Options:

- Prompt Library: AI can generate a variety of creative writing prompts, allowing students to choose one that resonates with their interests or offers the right level of challenge.
- Genre Exploration: Students can explore different genres by asking AI for features, conventions, or examples of genres they're unfamiliar with.

3. Digital Portfolios:

- Platform Recommendations: AI can suggest digital platforms or tools where students can curate and present their work, allowing for diverse presentation styles.

4. Interactive Presentations:

- Content Ideas: Students can ask AI for insights, facts, or perspectives that can enhance their presentations, making them more interactive and engaging.

5. Reflection Journals:

- Guided Reflection: AI can provide prompts or questions tailored to specific texts or themes, aiding students in deeper self reflection about their learning.

6. Collaborative Projects:

- Role Suggestions: For group projects, AI can suggest different roles or responsibilities that cater to each student's strengths, ensuring everyone has a meaningful contribution.

7. Visual Representations:

- Visual Aids: Students can inquire about symbols, motifs, or themes in literature and then create visual representations. AI can guide this process by explaining these elements and offering insights.

8. Discussion Leading:

- Question Formation: Students tasked with leading class discussions can use AI to help formulate open-ended, thought provoking questions about a text or topic.

9. Adaptations and Reimaginings:

- Brainstorming Aid: Students can reimagine scenes or characters in different contexts (e.g., setting Romeo and Juliet in the modern day). AI can assist in brainstorming and exploring the implications of these changes.

10. Peer Teaching:

- Resource Creation: If students are teaching a concept to peers, they can use AI to help create resources, like quizzes, handouts, or discussion questions, tailored to different learning levels or styles.

Tools to Support English Language Learners

- [DeepL](#)
- [Quillbot](#)
- [Microsoft Speaker Coach](#)
- [Otter.ai](#)