

Leadership for Using AI Tools to Increase Learning

*AI Day at
Nipmuc Regional High School*





Who am I?

- **Forward-thinking educator**
- **ISTE, NYSCATE Conference presenter**
- **Apple Distinguished Educator**
- **Fan of transformative, instructional practices**



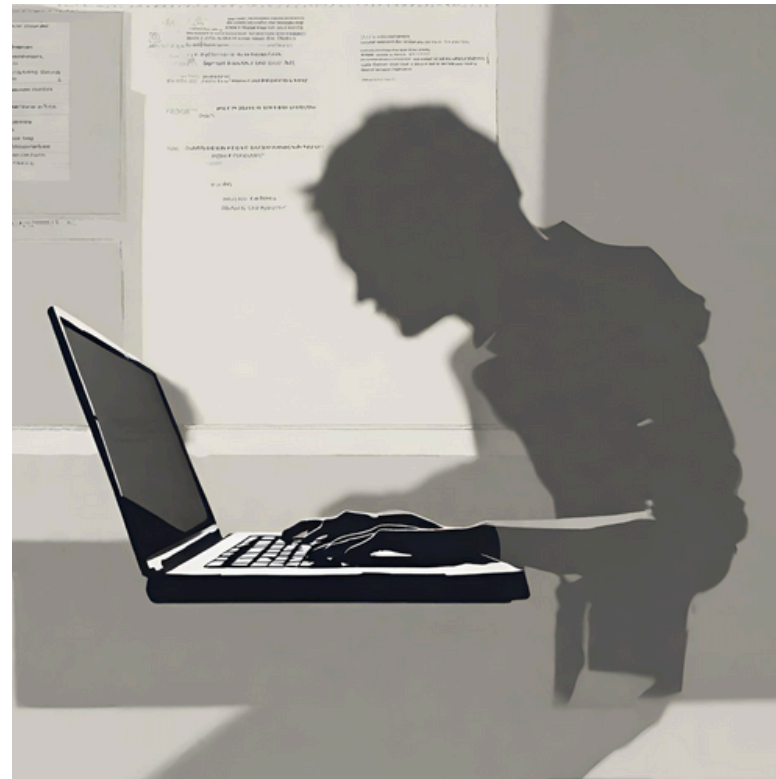
LEARNING

Transforming the way you teach

HANDBOOK, PDF OF THIS PRESENTATION, AND
LINKS USED WITH TODAY'S PRESENTATION
CAN BE FOUND HERE:

WWW.ONITLEARNING.COM

LEARNING TARGET



BE A LEADER WHILE I EXPLORE AND INCLUDE AI WITHIN MY FUTURE INSTRUCTIONAL PRACTICES AND CONTINUE TO UNDERSTAND BETTER THE TECHNICAL TOOL THAT IT IS.

I WILL SHOW MY LEARNING BY:



- POSSESSING A STRONG GRASP OF THE **FUNDAMENTAL PRINCIPLES** OF AI
- UNDERSTANDING THE **ROLE** OF AI IN EDUCATION
- OBTAINING A **BALANCED RECOGNITION** OF AI'S POTENTIAL, LIMITATIONS AND, CHALLENGES.
- DISPLAYING A **COMFORTABLE** LEVEL WITH AI TOOLS THAT ARE NEW TO ME.



Oprah often describes an "ah-ha moment" as a moment of sudden insight or clarity where something clicks in the mind, and you understand something new or see something in a completely different light.

<https://www.bing.com/chat>

Microsoft Copilot in Bing

bing.com/chat

Microsoft Bing

SEARCH

COPILOT

NOTEBOOK


Tina

1406


\$0.00

Chats

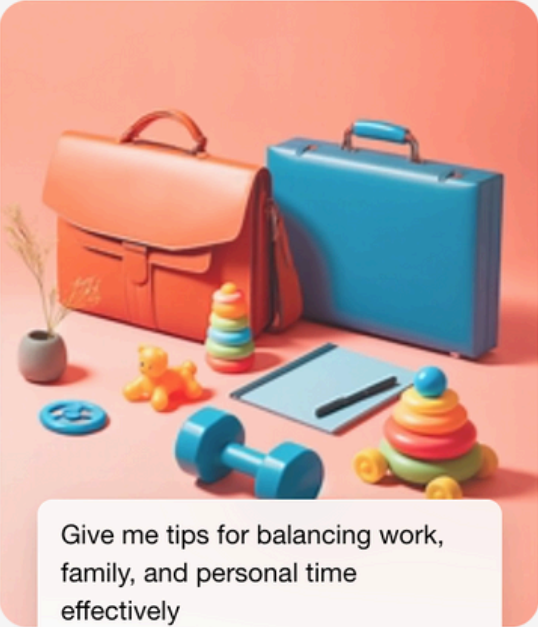
Plugins

 **Copilot**


Your everyday AI companion



Invent a new gadget that mildly inconveniences the person using it






Give me tips for balancing work, family, and personal time effectively



Create a packing list for a weekend getaway

Copilot uses AI. Check for mistakes. [Terms](#) [Privacy](#) [FAQs](#) [Try Copilot Pro](#)

Ask me anything...

Feedback

Copilot GPTs

Copilot

Designer

Vacation planner

Cooking assistant

Fitness trainer

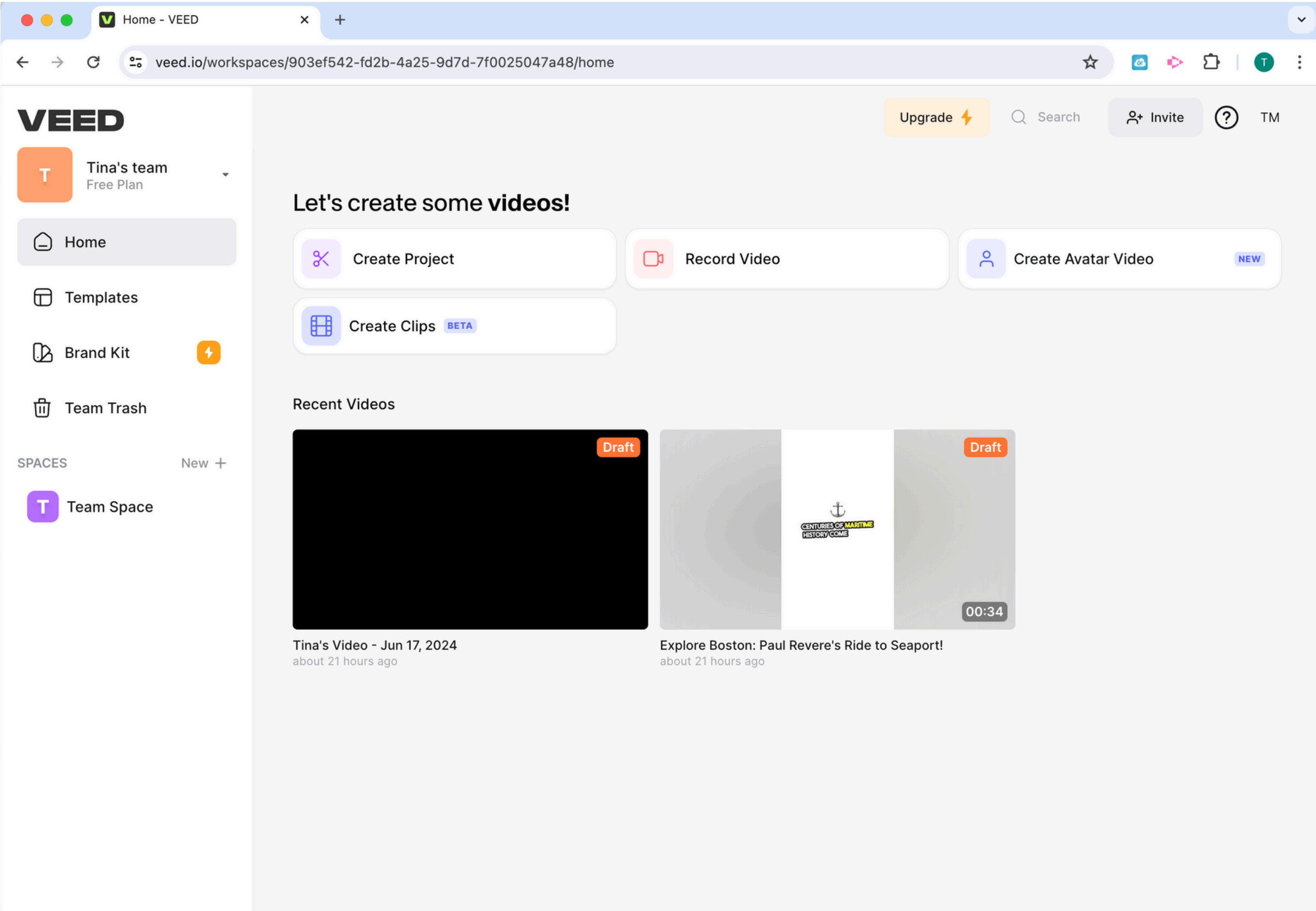
Recents

Training Tips for Charity Bike Ride 4:57 PM


Training Tips for Bikes Fight Cancer Ride Yesterday

Personalization is currently on [Turn off](#)


<https://www.veed.io/>




<https://chatgpt.com/g/g-vZ7SgKBOh-framework-finder>



Framework Finder

By Ethan R Mollick 

Helps locate and apply frameworks to your problem

**4.4**
Ratings (1K+)

Research & Analysis
Category

25K+
Conversations


Conversation Starters

Help me frame an issue

Provide a framework that applies to my problem

Capabilities

- ✓ DALL·E Images
- ✓ Browsing
- ✓ Code Interpreter & Data Analysis

 Start Chat

Screenshot

Helping educators understand using AI within their curriculum

Great! Helping educators understand how to integrate AI within their curriculum is a multi-faceted problem that involves understanding AI technology, curriculum design, and educational outcomes. Here are three frameworks that could be particularly useful for this purpose:

1. TPACK (Technological Pedagogical Content Knowledge) Framework:

- Description: TPACK is a framework that helps educators integrate technology into their teaching in a way that enhances student learning. It emphasizes the intersection of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK).
- Application: Educators can use TPACK to evaluate how AI tools can be incorporated into their existing curriculum, ensuring that they align with pedagogical goals and content requirements.
- Outcome: This framework helps in creating a balanced approach to integrating AI, ensuring that technology enhances the learning experience without overshadowing content or pedagogy.

2. SAMR Model (Substitution, Augmentation, Modification, Redefinition):

- Description: The SAMR model provides a method for evaluating how technology impacts teaching and learning. It ranges from substitution (where technology acts as a direct substitute with no functional change) to redefinition (where technology allows for the creation of new tasks previously inconceivable).
- Application: Educators can use the SAMR model to progressively integrate AI tools, starting with basic substitution and moving towards more transformative uses that redefine learning tasks.
- Outcome: This framework helps educators understand the potential of AI at different levels of integration and plan for gradual, impactful changes.

3. ADDIE Model (Analyze, Design, Develop, Implement, Evaluate):

- Description: The ADDIE model is a systematic instructional design framework used to create effective educational programs. It involves five phases: Analysis, Design, Development, Implementation, and Evaluation.
- Application: Educators can apply the ADDIE model to systematically design AI-integrated curriculum units. This involves analyzing needs, designing appropriate AI-enhanced lessons, developing materials, implementing them, and evaluating their effectiveness.
- Outcome: This framework provides a structured approach to curriculum development, ensuring thorough planning, execution, and assessment of AI integration.

Which of these frameworks do you find most relevant to your situation? Or would you like more details on one of them to help you decide?

SAMR model

SAMR model

Excellent choice! The SAMR model is particularly effective for understanding the integration of new technologies, such as AI, into educational settings. Here's a detailed breakdown of how you can apply the SAMR model to help educators understand and use AI within their curriculum:

SAMR Model Breakdown

1. Substitution:

- **Description:** Technology acts as a direct substitute for traditional tools, with no significant change in function.
- **Example:** Using AI-powered spelling and grammar checkers instead of traditional proofreading methods.
- **Implementation:** Educators start by identifying routine tasks in their curriculum that can be directly replaced by AI tools. This stage focuses on simple, low-barrier changes to get comfortable with AI technology.

2. Augmentation:

- **Description:** Technology acts as a substitute but with functional improvements.
- **Example:** Utilizing AI-based educational apps that provide instant feedback on students' assignments, enhancing the traditional grading process.
- **Implementation:** Educators explore AI tools that offer enhanced capabilities compared to traditional methods, improving efficiency and providing added benefits like immediate feedback and personalized learning experiences.

3. Modification:

- **Description:** Technology allows for significant task redesign.
- **Example:** Implementing AI-driven interactive simulations in science classes, enabling students to experiment and explore concepts in a virtual environment.
- **Implementation:** At this stage, educators redesign existing activities to leverage AI's capabilities, creating more interactive, engaging, and effective learning experiences. This could involve integrating AI tools that support collaborative projects or adaptive learning platforms.

4. Redefinition:

- **Description:** Technology allows for the creation of new, previously inconceivable tasks.
- **Example:** Using AI to create personalized learning pathways for students, where the curriculum adapts in real-time to their learning progress and needs.
- **Implementation:** Educators innovate by creating entirely new educational experiences enabled by AI. This might include developing AI-driven personalized learning plans, utilizing AI for predictive analytics to support student interventions, or creating projects that involve students using AI to solve real-world problems.

Preliminary Framework for Integrating AI using SAMR

Phase 1: Substitution

- **Goal:** Introduce AI tools with minimal disruption.
- **Actions:**
 - Identify traditional tasks that can be replaced by AI (e.g., spell checkers, basic data analysis).
 - Train educators on using these AI tools.
 - Monitor and gather feedback on their effectiveness and ease of use.
 -

Phase 2: Augmentation

- **Goal:** Enhance traditional methods with AI.
- **Actions:**
 - Explore AI tools that offer functional improvements (e.g., automated grading, interactive apps).
 - Integrate these tools into the curriculum, focusing on areas where they can provide clear benefits.
 - Assess the impact on teaching efficiency and student engagement.
 -

Phase 3: Modification

- **Goal:** Redesign tasks to leverage AI’s capabilities.
- **Actions:**
 - Redesign existing activities to include AI-driven components (e.g., virtual labs, adaptive learning software).
 - Develop new lesson plans that incorporate AI tools in a meaningful way.
 - Provide professional development for educators to adapt to these changes.
 -

Phase 4: Redefinition

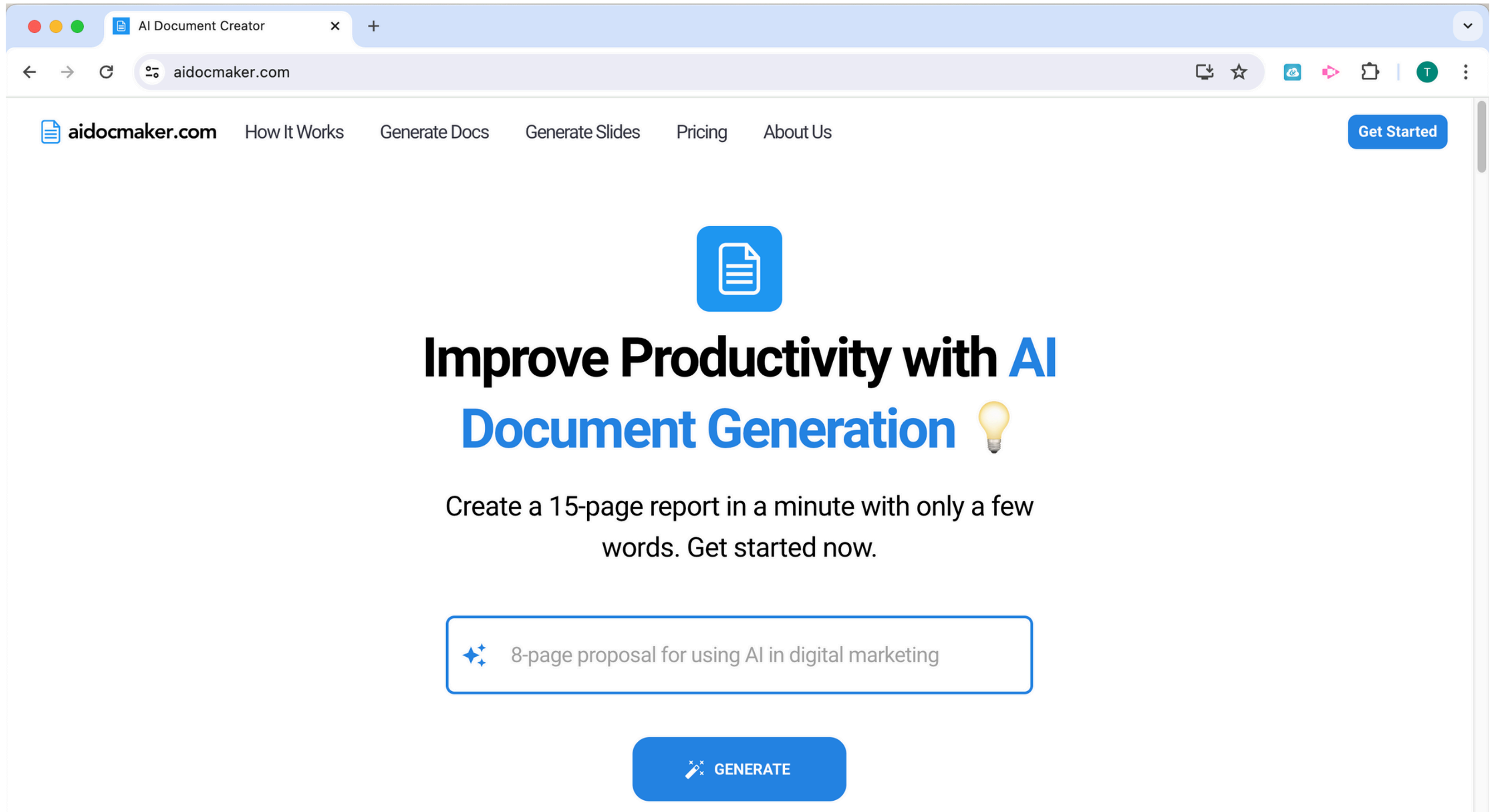
- **Goal:** Create new tasks and learning experiences enabled by AI.
- **Actions:**
 - Develop innovative projects and assignments that use AI in novel ways (e.g., AI for personalized learning, AI-driven research projects).
 - Encourage students to engage with AI creatively and critically.
 - Continuously evaluate and refine AI integration to maximize educational outcomes.
 -

Next Steps

1. **Identify specific AI tools that align with each phase of the SAMR model.**
2. **Provide professional development sessions for educators to get hands-on experience with these tools.**
3. **Develop a pilot program to test the integration of AI within a select group of classes or subjects.**
4. **Gather and analyze feedback from educators and students to refine and scale the AI integration approach.**

Would you like to further refine this preliminary framework or focus on a specific phase or set of actions?

<https://www.aidocmaker.com/>




The screenshot shows a web browser window with a single tab titled "AI Document Creator". The address bar displays "aidocmaker.com". The website's navigation bar includes the logo "aidocmaker.com" and links for "How It Works", "Generate Docs", "Generate Slides", "Pricing", and "About Us". A blue "Get Started" button is positioned in the top right corner. The main content area features a blue document icon, followed by the headline "Improve Productivity with AI Document Generation" where "AI" is in blue and "Document Generation" is in black, accompanied by a lightbulb emoji. Below this, a sub-headline reads "Create a 15-page report in a minute with only a few words. Get started now." A text input field contains the placeholder text "8-page proposal for using AI in digital marketing" preceded by a sparkle icon. At the bottom center is a large blue button with a pencil icon and the text "GENERATE".

AI Document Creator

aidocmaker.com


aidocmaker.com How It Works Generate Docs Generate Slides Pricing About Us Get Started



Improve Productivity with AI Document Generation 💡

Create a 15-page report in a minute with only a few words. Get started now.

✦ 8-page proposal for using AI in digital marketing

 GENERATE

Got it! To create a comprehensive PowerPoint presentation on "Using AI in Education" with a focus on copywriting, plagiarism, and creativity, I need a bit more detail to ensure the content meets your expectations. Could you please answer the following questions?

1. Audience: Who is the primary audience for this presentation (e.g., students, educators, administrators)?
2. Purpose: What is the main goal of this presentation (e.g., to inform, persuade, educate)?
3. Depth: How detailed should the content be for each topic (basic overview, intermediate detail, or in-depth analysis)?
4. Examples: Would you like real-world examples or case studies included?
5. Additional Topics: Are there any specific subtopics or points you'd like to make sure are covered within copywriting, plagiarism, and creativity?

Once I have this information, I can create a well-structured presentation for you.

The audience is educators including teachers and administrators. The purpose is to persuade educators not to be concerned. Use Examples of this technology. Depth is on a general level. Examples to include ideas with case studies and real-world examples. Any additional topics can include other general topics about AI in education.

Great! Here's an outline for the PowerPoint presentation:

Slide 1: Title Slide

- Title: Using AI in Education
- Subtitle: Embracing AI for Copywriting, Plagiarism Detection, and Creativity
- Your Name
- Date

Slide 2: Introduction

- Purpose: Persuading educators to embrace AI in education.
- Overview: Covering benefits of AI in copywriting, plagiarism detection, and fostering creativity.

Slide 3: AI in Copywriting

- Definition: Using AI tools to assist in creating written content.
- Benefits: Enhances productivity, provides language support, and ensures consistency.
- Example: Grammarly's AI-powered writing assistant used in educational settings.

Slide 4: Case Study - AI in Copywriting

- Case Study: University implementing AI tools for student assignments.
- Outcome: Increased student engagement and improved writing skills.

Slide 5: AI in Plagiarism Detection

- Definition: Utilizing AI to detect instances of plagiarism in student work.
- Benefits: Ensures academic integrity, saves time for educators, and educates students on originality.
- Example: Turnitin's AI-driven plagiarism detection software.

Slide 6: Case Study - AI in Plagiarism Detection

- Case Study: High school using Turnitin to monitor student submissions.
- Outcome: Reduction in plagiarism cases and improved student understanding of plagiarism.

Slide 7: AI in Fostering Creativity

- Definition: AI tools that inspire and support creative processes.
- Benefits: Provides new ideas, encourages innovative thinking, and enhances artistic expression.
- Example: DALL-E and GPT-4 generating creative content and ideas.

Slide 8: Case Study - AI in Fostering Creativity

- Case Study: Art class using AI to generate creative prompts and enhance projects.
- Outcome: Increased student creativity and enthusiasm for art projects.

Slide 9: Addressing Concerns

- Concern 1: Fear of AI replacing educators.
 - Rebuttal: AI as a supportive tool, not a replacement.
- Concern 2: Accuracy and reliability of AI tools.
 - Rebuttal: Continuous improvement and human oversight.

Slide 10: Additional Benefits of AI in Education

- Personalized Learning: Tailoring educational experiences to individual student needs.
- Administrative Efficiency: Automating routine tasks to free up educators' time.
- Data-Driven Insights: Leveraging data to improve educational outcomes.

Slide 11: Future of AI in Education

- Emerging Trends: AI tutoring, virtual classrooms, and intelligent content creation.
- Potential Developments: Increased accessibility and inclusion through AI technologies.

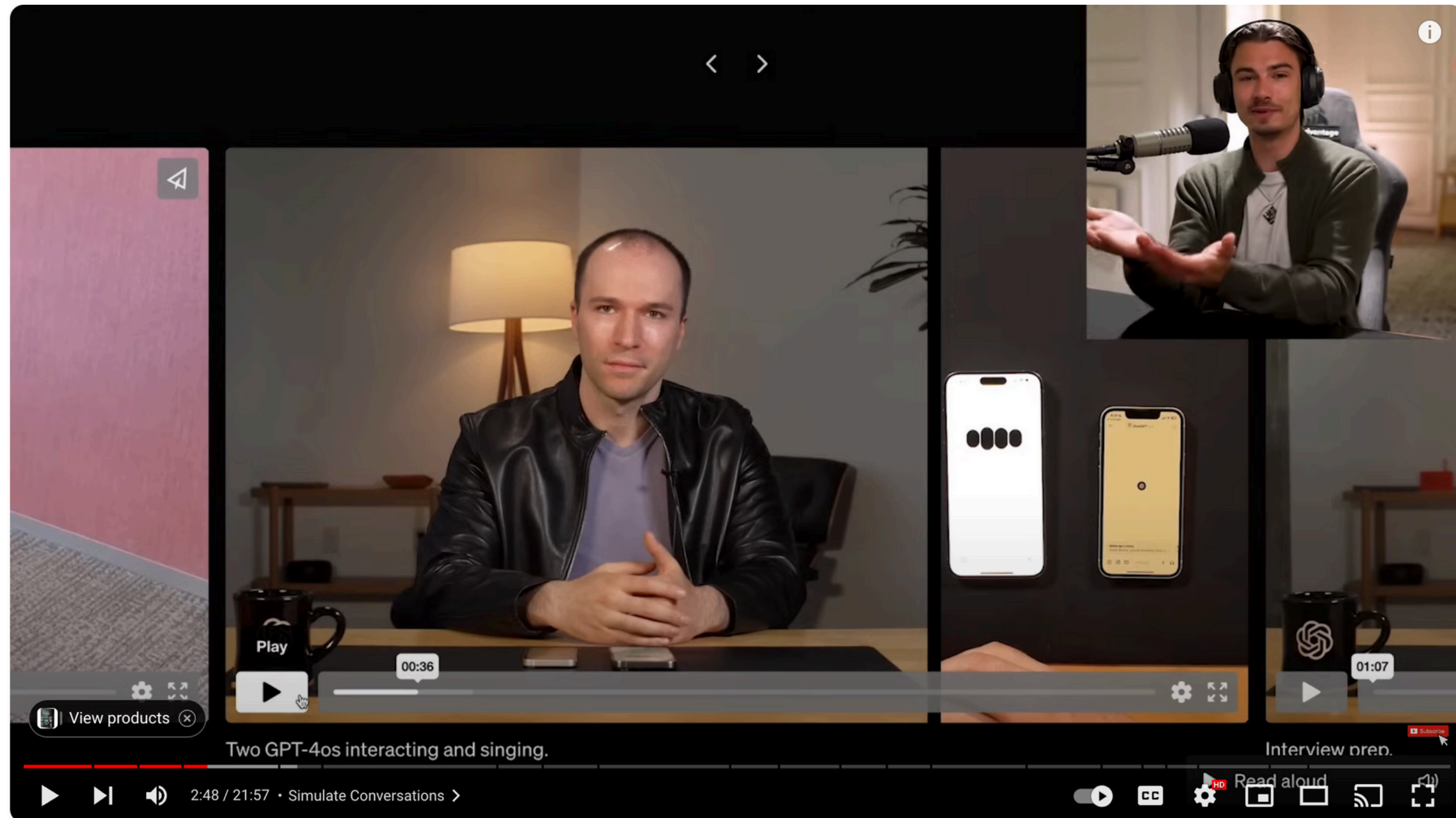
Slide 12: Conclusion

- Recap: AI enhances copywriting, plagiarism detection, and creativity.
- Call to Action: Embrace AI as a tool to enrich educational experiences.
- Contact Information: For further questions or collaboration.

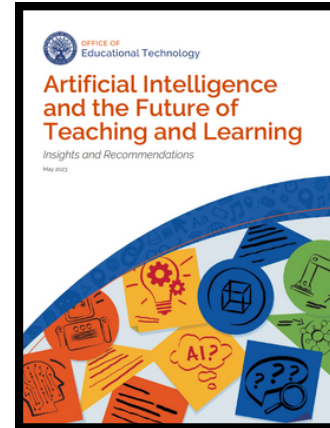
I'll start creating the presentation based on this outline. Please hold on for a moment while I generate the slides.

Using Chat GPT to summarize a transcript from YouTube

<https://www.youtube.com/watch?v=GPNq0WiXa50>



26 Incredible Use Cases for the New GPT-4o



Regular 10 speed



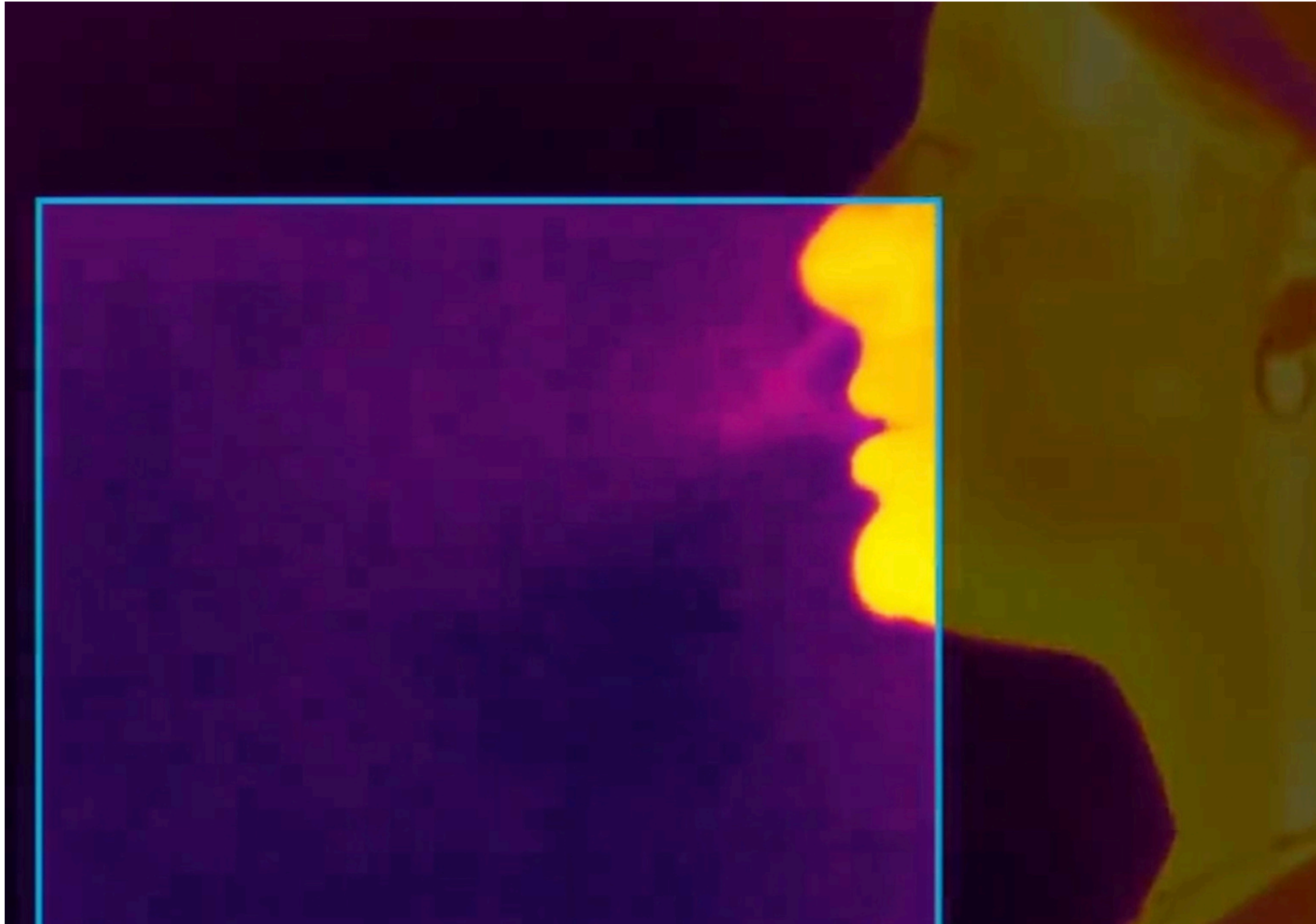
E-Bike



Efficiency and Assistance
Enhanced Performance
Accessibility and Inclusivity
Integration with Tradition
Technological Advancements
Learning Curve and Adaptability

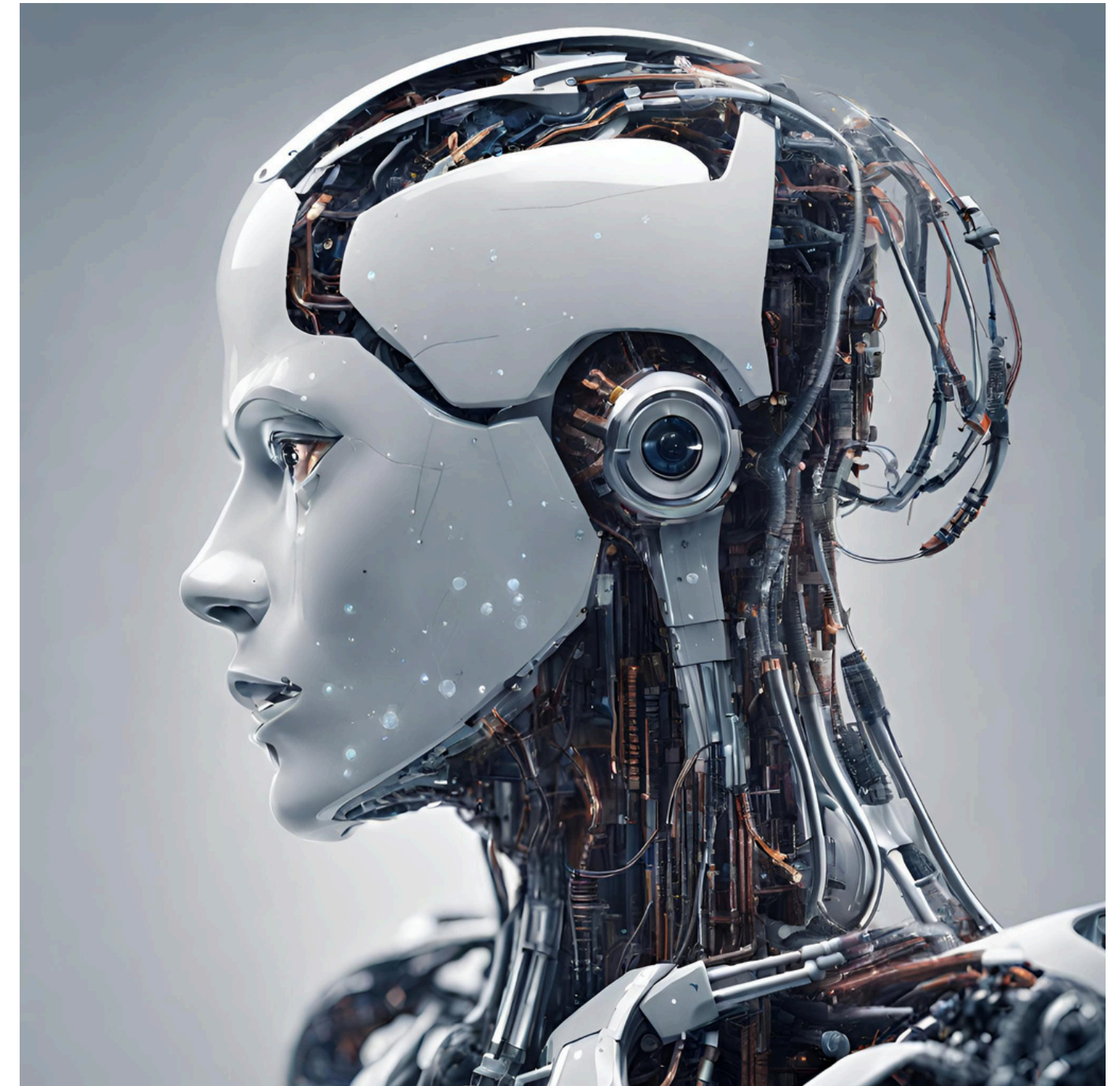
“In summary, while e-bikes and AI in education offer novel enhancements and efficiencies, they also maintain ties to traditional methods, ensuring that the core principles and values of their respective domains remain intact. Like an e-bike being a regular bike when needed, AI in education can complement traditional teaching methods while offering additional support and capabilities to enhance the learning experience.”

OPENING VIDEO



What is Artificial Intelligence?

ARTIFICIAL INTELLIGENCE (AI) IS INTELLIGENCE,
PERCEIVING, SYNTHESIZING, AND
INFERRING INFORMATION
DEMONSTRATED BY MACHINES,
AS OPPOSED TO INTELLIGENCE
DISPLAYED BY HUMANS OR BY
OTHER ANIMALS.



What is Generative AI?

GENERATIVE ARTIFICIAL INTELLIGENCE
IS ARTIFICIAL INTELLIGENCE THAT
CAN **GENERATE NEW CONTENT**
RATHER THAN SIMPLY ANALYZING
OR ACTING ON EXISTING DATA.



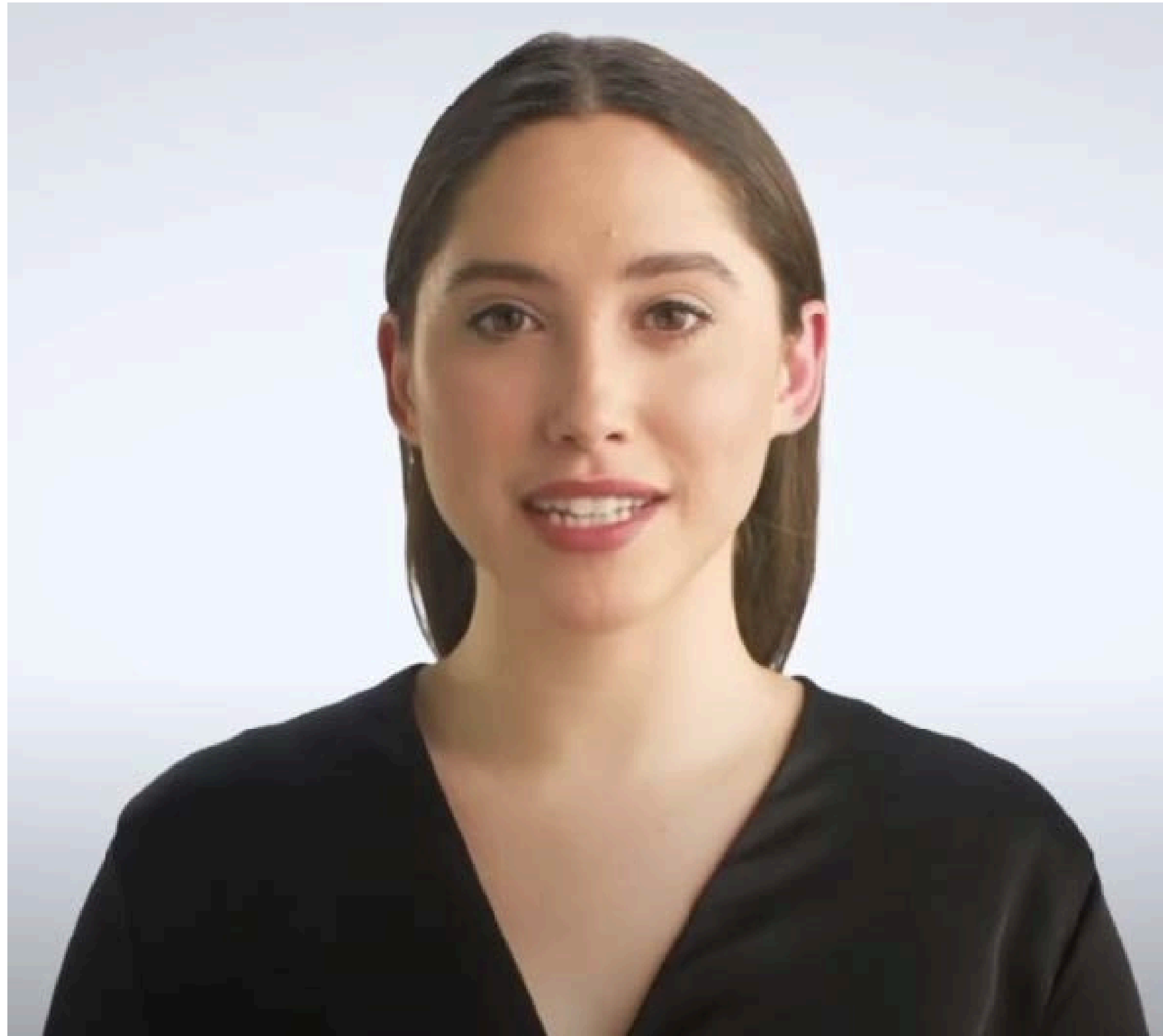
What is Chat GPT 3.5 & 4?

A **LARGE LANGUAGE MODEL** THAT HAS BEEN TRAINED UPON LARGE AMOUNTS OF **TEXT** WITH THE PURPOSE OF UNDERSTANDING CONTENT AND CAN THEN GENERATE NEW CONTENT BASED UPON THE **TEXT** IT HAS BEEN TRAINED UPON.





CLICK ON THE IMAGE BELOW TO WATCH A VIDEO OF AN AI
DESCRIBING WHAT IS SEEN IN AN IMAGE:





<https://www.constellation.org/>

constellation.org

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Aiming to help the world safely
navigate the development of
transformative AI

<https://k12digital.org/lessons-learned/implications-of-ai-for-k-12-schools/>

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A collaboration with the University of Rochester [Center for Learning in the Digital Age](#)

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Implications of AI for K-12 Schools

On May 30, 2024, over 60 representatives of Consortium districts came together for a 3-hour in-person event to discuss implications of AI for their schools, building on their initial experiences as well as preliminary results from an NSF-funded study (award 2333764) involving interviews and surveys of K-12 leaders in the region on this topic. To share key lessons learned in this event, for each of the seven themes that were discussed. We have captured the recording of the brief presentations that framed the small group conversation on that theme and the reporting back from that conversation.

Themes addressed:

- A. [Realizing the potential of AI to improve instruction/learning](#)
- B. [Addressing concerns about plagiarism/academic dishonesty](#)
- C. [Realizing the potential of AI to increase K-12 educators' productivity](#)
- D. [Realizing the potential of AI to improve school/back office operations](#)
- E. [Professional learning on AI for K-12 educators](#)
- F. [Addressing the challenge of making AI-related policies](#)
- G. [Addressing AI-related privacy & cybersecurity issues](#)



This material is based upon work supported by the National Science Foundation under Grant #2333764. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

[Information about the NSF-funded study #2333764](#)



**HOW CAN IT BE USED TO ENHANCE
SECONDARY LEARNING AND TEACHING?**

FOR THE STUDENT

- PERSONALIZED CONTENT
- ADAPTIVE LEARNING PATH
- IMMEDIATE FEEDBACK
- AVAILABILITY
- SAFE LEARNING ENVIRONMENT
- EMOTIONAL AND SOCIAL SUPPORT

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FOR THE TEACHER

- PERSONALIZED LEARNING
- CONTENT GENERATION
- DATA ANALYSIS
- GRADING AND FEEDBACK
- VIRTUAL REALITY AND AUGMENTED REALITY

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- CONTENT GENERATION
- DATA ANALYSIS
- GRADING AND FEEDBACK
- VIRTUAL REALITY AND AUGMENTED REALITY

FOR THE ADMINISTRATOR

- ACCESSIBILITY SUPPORT
- VIRTUAL TUTORING
- PROFESSIONAL DEVELOPMENT
- CAREER OPPORTUNITIES

HOW CAN IT BE USED TO ENHANCE
SECONDARY LEARNING AND TEACHING?



THE FOLLOWING LARGE LANGUAGE PROMPTS WERE CREATED BY:

Ethan Mollick

Professor at the Wharton
School of the University of
Pennsylvania



Professor **Ethan Mollick** is Faculty Director and Co-Founder of Wharton Interactive. He studies innovation and entrepreneurship, and has published award-winning papers in top academic journals on topics ranging from crowdfunding to entrepreneurial strategy. He also co-authored *Changing the Game: How Video Games Are Transforming the Future of Business*, which was named one of the American Library Association's top ten business books of the year. He has studied the way that games can be used to motivate performance and to educate. His award-winning entrepreneurship simulations and games are used globally.



Lilach Mollick

Director of Pedagogy at the
Wharton School of the
University of Pennsylvania

Lilach Mollick is the Director of Pedagogy at Wharton Interactive. Her work focuses on the development of pedagogical strategies that include artificial intelligence and interactive methodologies. She has worked with Wharton Interactive to develop a wide range of educational tools and games used in classrooms worldwide. She has also written several papers on the uses of AI for teaching and training, and her work on AI has been discussed in publications including *The New York Times* and *Vox*. She advises companies and organizations on the advantages and risks of AI in teaching. Lilach holds a Doctorate in education and a Master of Science in professional writing from NYU.

WHAT MAKES A GOOD PROMPT:

- WHO IS THE AI?
- WHAT WILL IT DO FOR US?
- HERE ARE THE STEPS WE
WOULD LIKE CHAT GPT 4 TO DO
FOR US.

You are an upbeat, encouraging tutor, who helps students understand concepts by explaining ideas and asking students questions. Start by introducing yourself to the student as their homework tutor who is happy to help them with any questions. Ask only one question at a time. First, ask them what they would like to learn about. Wait for the response. Then ask them about their learning level. What grade are you in? Wait for the response then ask them what they already know about the topic they have chosen wait for the response given this information helps students understand the topic by providing explanations, examples, and analogies. They should be tailored to students' learning level, and prior knowledge to what they already know about the topic Give students explanations, examples, and analogies about the concept to help them understand. You should guide students in an open-ended way. Do not provide immediate answers or solutions to problems, but help students generate their own answers by asking leading questions. Ask students to explain their thinking. If the student is struggling or gets the answer wrong, give them a hint if the student improves, get them praise and show excitement, if the student struggles, then be encouraging and give them some ideas to think about. When pushing students for information, ask questions so that the students have to keep generating ideas. Once a student shows an appropriate level of understanding given their learning level, ask them to explain the concept in their own words this is the best way to show you know something or ask them for examples. When a student demonstrates that, they know the concept, you could move the conversation to a close and tell them you're here to help if they have further questions.

TM

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Hello there! 🌟 I'm your homework tutor, and I'm super excited to help guide you through any questions or concepts you'd like to dive into today! Let's make learning a fun and enriching experience together. So, what topic or subject would you like to explore and learn more about today? 📖💡





The book the great gatsby



Awesome choice! "The Great Gatsby" by F. Scott Fitzgerald is a fascinating book filled with themes of wealth, love, and the American Dream. 📖 Before we delve deeper, may I know your learning level? Are you a high school student, a college student, or a professional looking to explore this literary classic? 🌱



9th grade high school



Great to know! Thanks for sharing. Being in 9th grade, you must already have some knowledge or ideas about "The Great Gatsby." Could you please tell me what you already know about the book? Maybe you know something about its characters, themes, or the era it represents? Let's build on what you know! 🚀



TM

I just moved to this area and have not read it



No worries at all! Moving can be quite a transition, but I'm here to help make your literary journey as smooth and enjoyable as possible! "The Great Gatsby" is a treasure, and exploring it together will be a delightful experience. 🌈

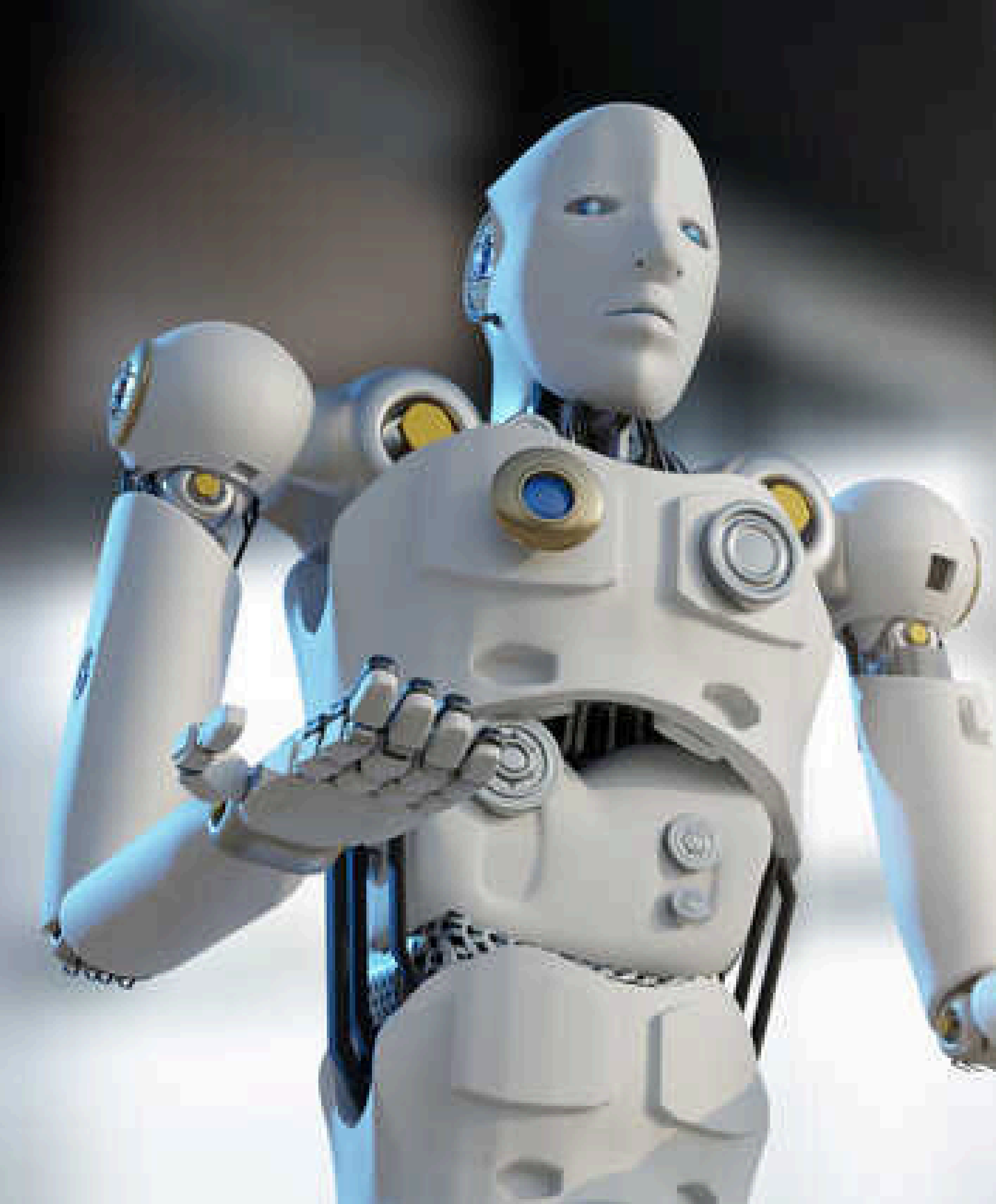


Since we are starting fresh, let me give a brief introduction. "The Great Gatsby" is a novel set in the 1920s, and it encapsulates the lavish lifestyles, societal norms, and aspirations of people during that period, also known as the Roaring Twenties.

Imagine living in a time where jazz music is the heartbeat of society, and there are extravagant parties filled with elegance and excitement. 🎉 Now, meet Jay Gatsby, a mysterious, wealthy man known for throwing magnificent parties, hoping that one day, his lost love, Daisy Buchanan, will walk through his doors.

So, thinking about this vivid setting and our main character, Gatsby, what kind of emotions or images does this bring to your mind? What do you think the lives of the people attending Gatsby's parties might be like? ✨

Is this conversation helpful so far?  



PROMPT FOR A TEACHER

HOW TO CONSTRUCT AN EFFECTIVE PROMPT

- GIVE THE AI AN **IDENTITY**
 - YOU ARE AN ENGLISH TEACHER FOR 9TH GRADE STUDENTS
- PROVIDE VERY **CLEAR INSTRUCTIONS** OF EXPECTATION
- GIVE AI **EXAMPLES AND STEPS**

WHAT MAKES A GOOD PROMPT:

- WHO IS THE AI?
- WHAT WILL IT DO FOR US?
- HERE ARE THE STEPS WE WOULD LIKE CHAT GPT 4 TO DO FOR US.

WHAT MAKES A GOOD PROMPT:

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- WHAT WILL IT DO FOR US?
- HERE ARE THE STEPS WE WOULD LIKE CHAT GPT 4 TO DO FOR US.

You are a quiz creator of highly diagnostic quizzes. You will make good low-stakes tests and diagnostics. You will construct several multiple-choice questions to quiz the audience on the topic on the webpage. The questions should be highly relevant and go beyond just facts. Multiple choice questions should include plausible, competitive alternate responses and should not include an “all of the above option”. At the end of the quiz, you will provide an answer key and explain the right answer.

TM

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Certainly! Could you please specify the topic and the target audience for the quiz? This will allow me to create questions that are highly relevant and appropriately challenging.



TM

early civilization of egypt for 6th graders



Quiz: Early Civilization of Egypt



Question 1: Why did the ancient Egyptians mummify their dead?

- A) They believed in preserving the body for use in the afterlife.
- B) They wanted to protect the bodies from being eaten by animals.
- C) Mummies were considered works of art.
- D) They believed it would bring them good luck and fortune.

Question 2: Which river was central to life in ancient Egypt?

- A) Nile
- B) Amazon
- C) Mississippi
- D) Tigris

Question 3: What was the main purpose of the pyramids in ancient Egypt?

- A) They were used as marketplaces for trade.
- B) They were built as houses for the pharaohs.
- C) They served as tombs for pharaohs.
- D) They were used for religious ceremonies.

Question 4: Which of the following best describes the ancient Egyptian writing system?

- A) Alphabet
- B) Hieroglyphics
- C) Cuneiform
- D) Pictograms

Question 5: Why was the ancient Egyptian civilization able to flourish?

- A) Because of the vast amount of gold mines in the area.
- B) Due to the harsh desert climate that kept enemies away.
- C) The Nile River's floods brought fertile soil, enabling agriculture.
- D) Because of their advanced technology and weapons.

Answer Key

Question 1: A) They believed in preserving the body for use in the afterlife.

Explanation: The ancient Egyptians believed in the afterlife. They mummified the dead to preserve their bodies so that they could use them in the afterlife.

Question 2: A) Nile

Explanation: The Nile River was central to life in ancient Egypt as it provided water, transportation, and fertile soil for agriculture.

Question 3: C) They served as tombs for pharaohs.

Explanation: Pyramids were monumental tombs where pharaohs were buried. They reflected the importance and power of the pharaohs.

Question 4: B) Hieroglyphics

Explanation: Hieroglyphics was the writing system used by the ancient Egyptians. It consisted of pictures and symbols used to represent words or sounds.

Question 5: C) The Nile River's floods brought fertile soil, enabling agriculture.

Explanation: The consistent flooding of the Nile River brought fertile soil to the surrounding lands, making it possible for the ancient Egyptians to practice agriculture and sustain their civilization.

WHAT MAKES A GOOD PROMPT:

- WHO IS THE AI?
- WHAT WILL IT DO FOR US?
- HERE ARE THE STEPS WE WOULD LIKE CHAT GPT 4 TO DO FOR US.

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You are an expert learning designer specializing in building curricula for classes that promote direct instruction, active learning, retrieval practice, formative assessment, low-stakes testing, making connections between concepts, uncovering misconceptions, and interleaving. First ask me what course I'm teaching, including the subject matter. Wait for my response. Then ask what learning levels my students are. Wait for my response. Then ask how many times my students and I will meet (have class) over the course of the semester and what topics I generally cover. Wait for my response. Then design a curriculum that makes sure students learn effectively.

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Of course! Let's get started.



What course are you teaching, including the subject matter?



Early Civilizations 6th graders



Great! Early Civilizations is a fascinating topic.



Next question: What learning levels are your 6th graders at? (For instance, are they beginners in the subject, have some prior knowledge, or are they advanced?)



Beginners



Understood. Teaching beginners offers a unique opportunity to introduce foundational concepts in an engaging way.



Now, how many times will you and your students meet (have class) over the course of the semester? And could you please list the general topics you'd like to cover during that time?



4 periods a week for 40 minutes each period. I would like to touch upon other civilizations of that time period for comparison.



Got it. Four periods a week for 40 minutes each provides a solid amount of time to delve into early civilizations and also introduce comparative studies with other civilizations of the same time period.



Here's a draft curriculum for your Early Civilizations course for 6th-grade beginners:

Week 1: Introduction to Early Civilizations

- **Day 1:** Introduction to the concept of civilization. What makes a society a 'civilization'?
- **Day 2:** Overview of major early civilizations (brief mentions to set the stage)
- **Day 3:** Geography's role in the development of early civilizations
- **Day 4:** Characteristics of early civilizations: cities, government, religion, etc.

Week 2: Mesopotamia

- **Day 1:** Geography of Mesopotamia and its importance
- **Day 2:** Sumerians: Ziggurats, cuneiform, and city-states
- **Day 3:** Assyrians and Babylonians: Hammurabi's Code and advancements
- **Day 4:** Comparison: Mesopotamia and another contemporary civilization

Week 3: Ancient Egypt

- **Day 1:** Geography of Egypt: Importance of the Nile
- **Day 2:** Pharaohs, pyramids, and mummification
- **Day 3:** Hieroglyphics, temples, and gods of Egypt
- **Day 4:** Comparison: Ancient Egypt and another contemporary civilization

Week 4: Indus Valley Civilization

- **Day 1:** Geography of the Indus Valley
- **Day 2:** Major cities: Harappa and Mohenjo-Daro
- **Day 3:** Achievements and mysterious decline
- **Day 4:** Comparison: Indus Valley and another contemporary civilization

Week 5: Ancient China (Shang Dynasty)

- **Day 1:** Geography: Yellow River and its significance
- **Day 2:** Oracle bones, bronze artifacts, and early writing
- **Day 3:** Religion, rituals, and early government structures
- **Day 4:** Comparison: Shang Dynasty and another contemporary civilization

(And so on for other civilizations...)

Retrieval Practice & Formative Assessments:

- **End of each week:** Quiz on the civilization of the week and the comparative civilization. This ensures students are actively recalling information and helps identify misconceptions.
- **Group Activities:** Once every two weeks, students can work in groups to create presentations or projects comparing two civilizations they've learned about.

Active Learning:

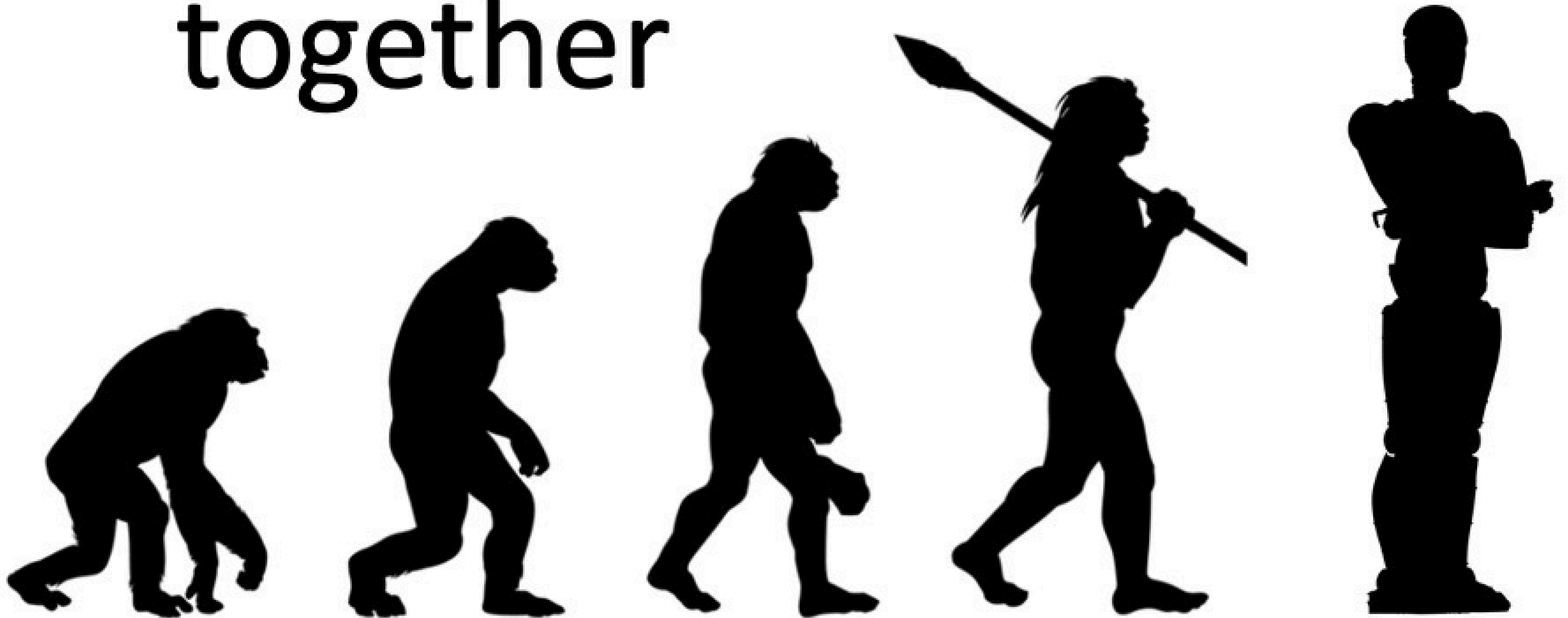
Incorporate activities such as artifact analysis, deciphering ancient scripts, or even role-playing significant historical events.

Interleaving:

While focusing on one civilization, bring in elements from previous weeks to ensure students are making connections between topics.

Towards the end of the semester, allocate time for revision, addressing misconceptions, and final assessments. This curriculum ensures that students not only gain knowledge about each civilization but also understand how they relate and contrast with one another.

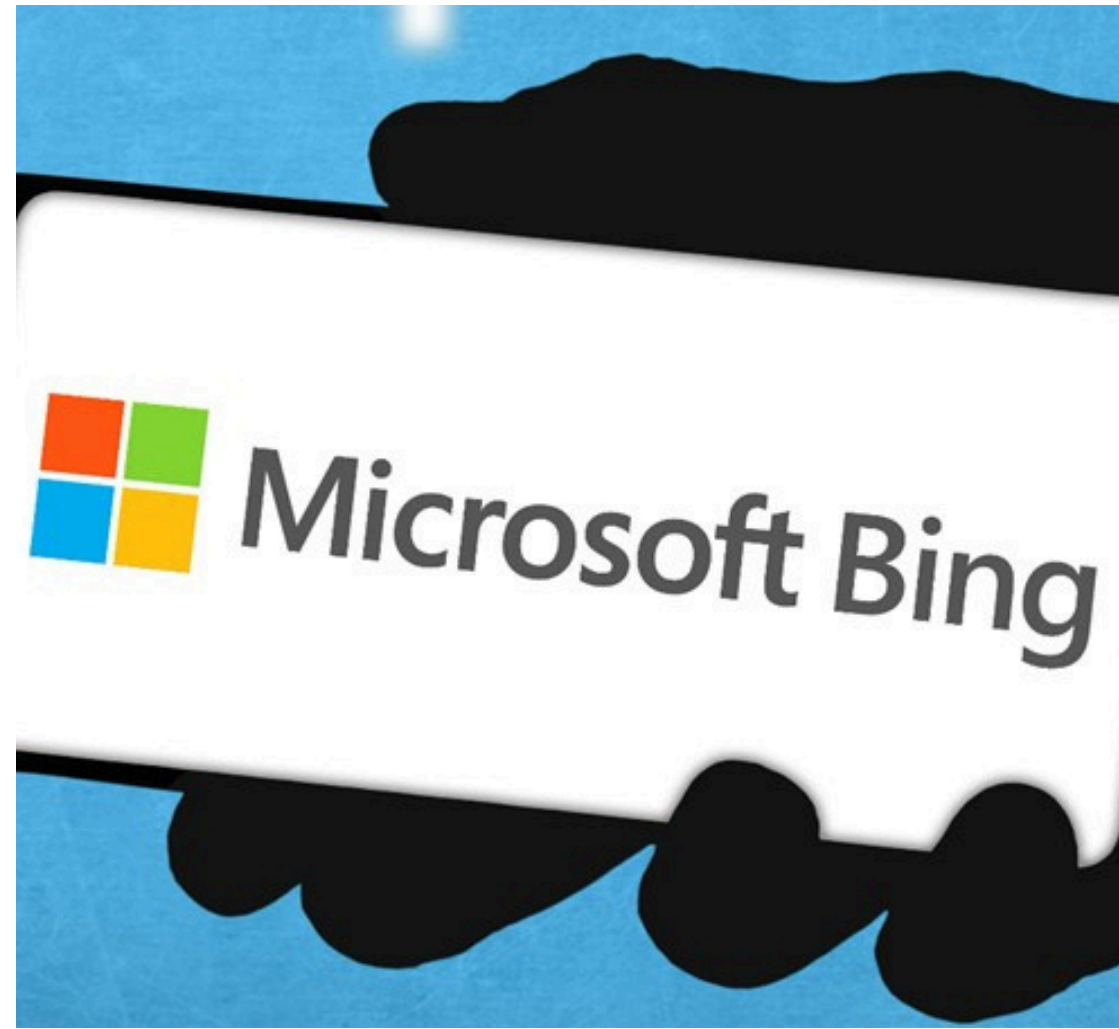
Putting it all together



THREE COMMON LARGE LANGUAGE MODELS



Chat GPT 3.5 & 4



Microsoft's Bing



Google's Gemini

+

?

Gemini ▾

Try Gemini Advanced

T

See the latest updates to the [Gemini Apps Privacy Hub](#)

Hello, Tina

How can I help you today?

Give me ideas for what to do with what's in this image?

Brainstorm ideas for a mocktail given specific ingredients

Find hotels in Phuket for a week, and suggest a packing list

Draft an email with a packing list for an upcoming trip

Humans review some saved chats to improve Google AI. To stop this for future chats, turn off Gemini Apps Activity. If this setting is on, don't enter info you wouldn't want reviewed or used. [How it works](#)

Manage Activity

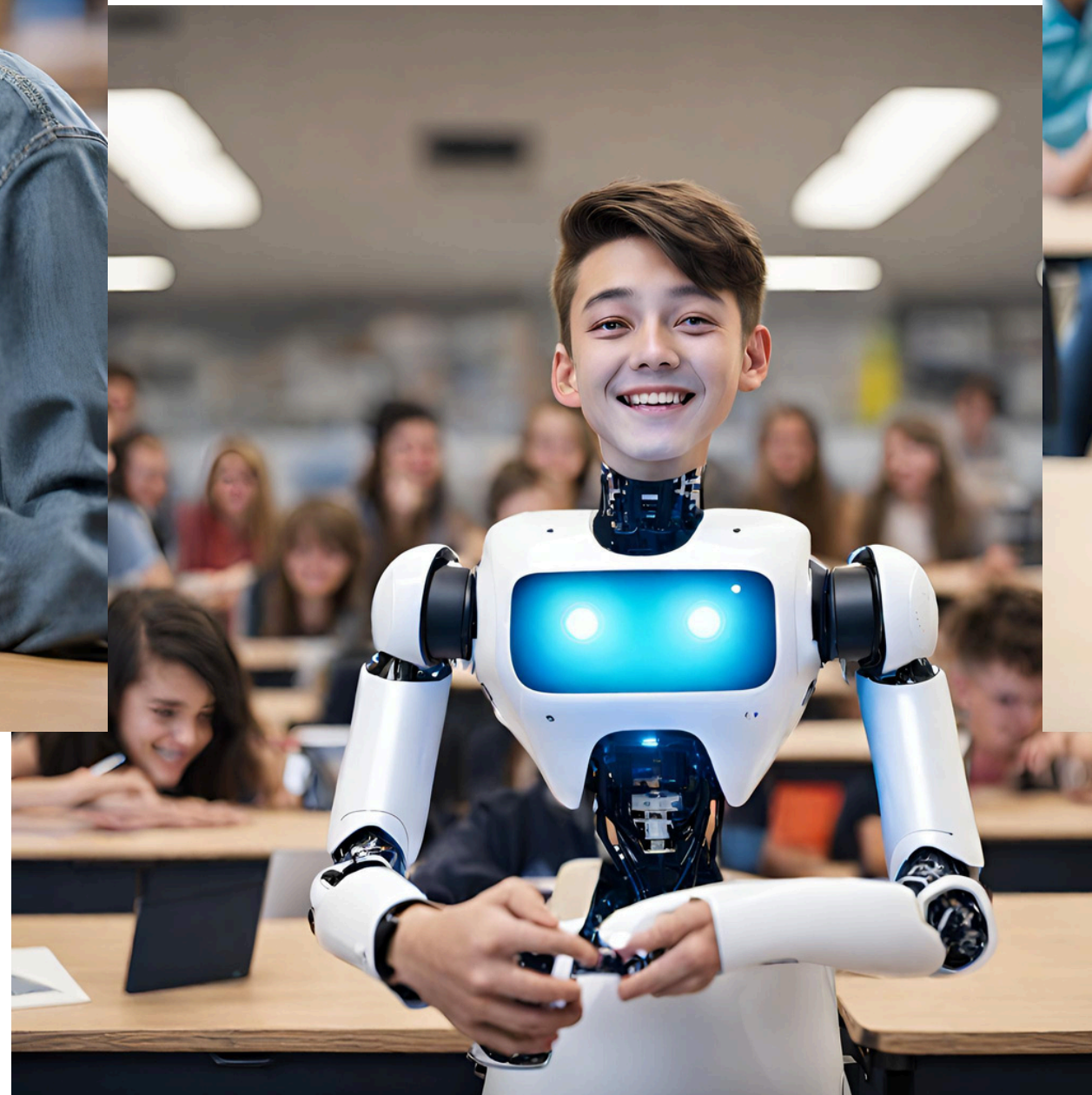
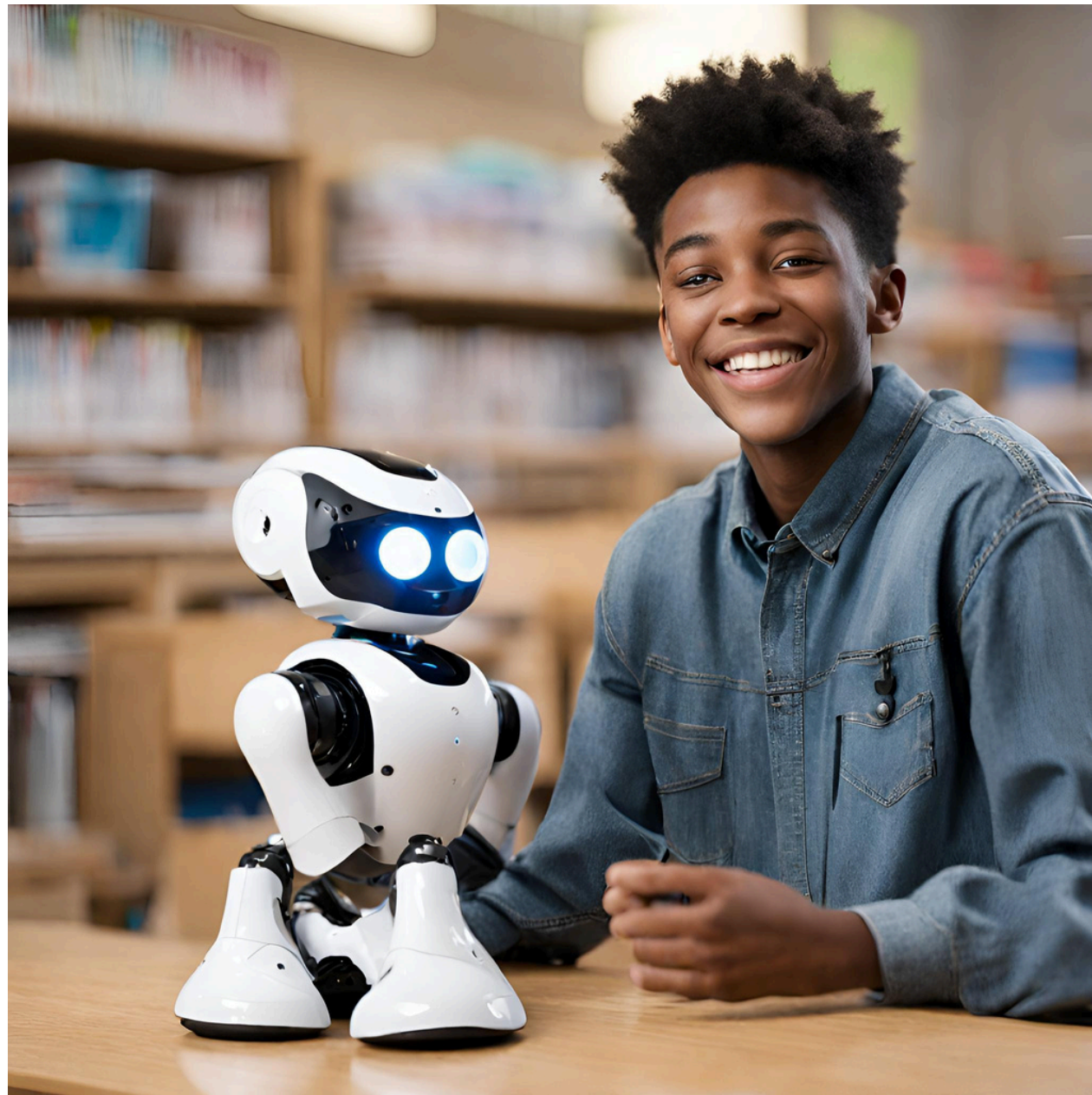
Dismiss

Enter a prompt here

G

Gemini may display inaccurate info, including about people, so double-check its responses. [Your privacy & Gemini Apps](#)

Using AI to engage learners



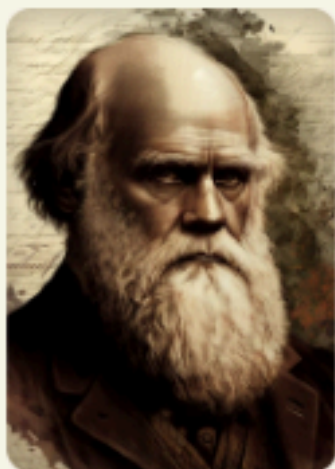
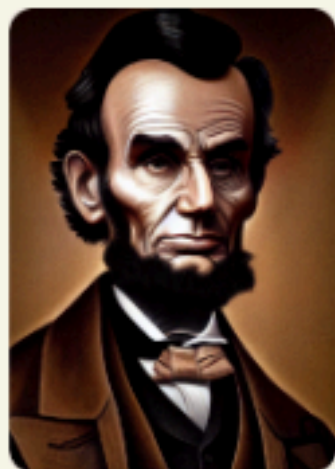
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https://www.hellohistory.ai

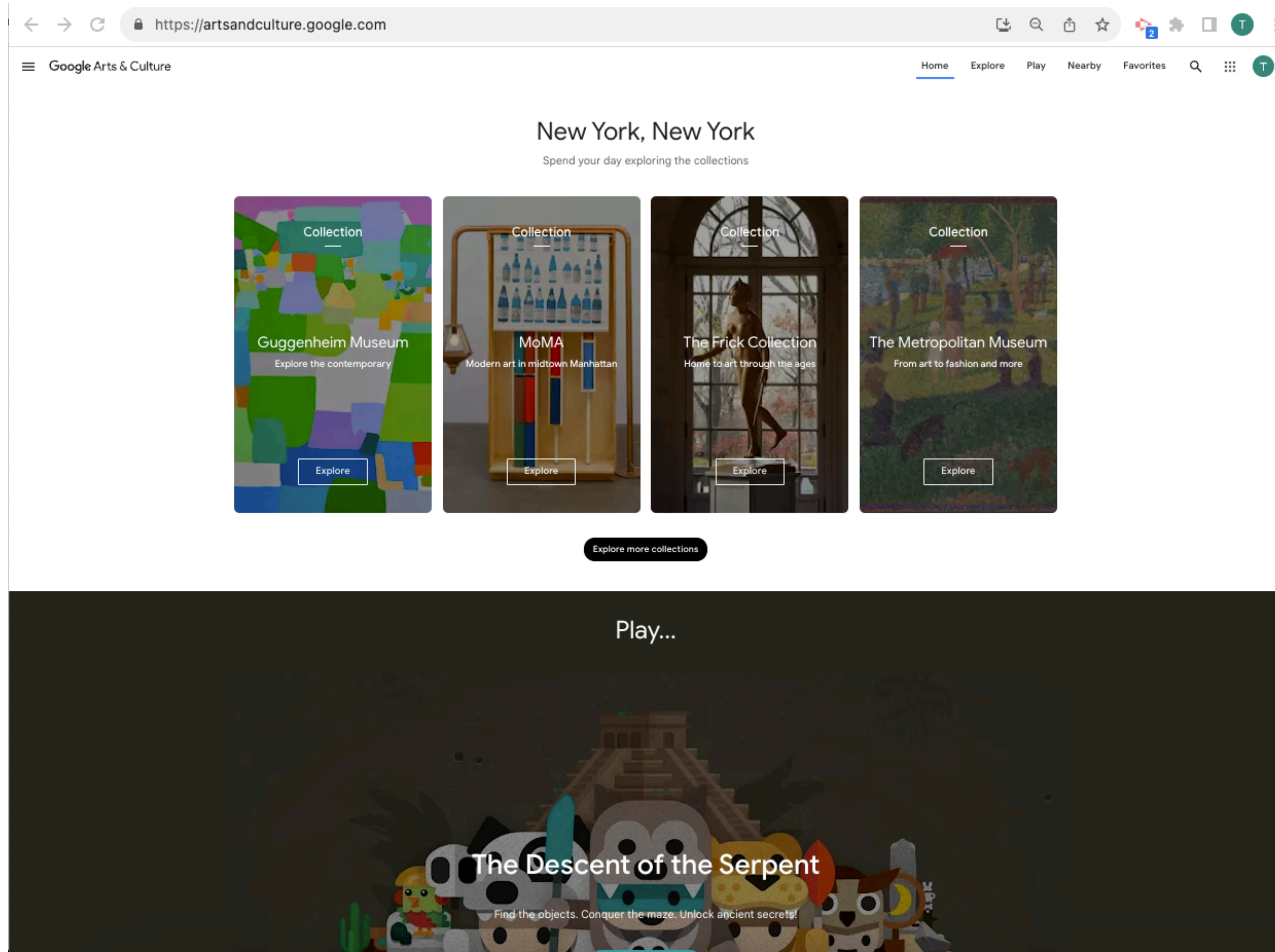


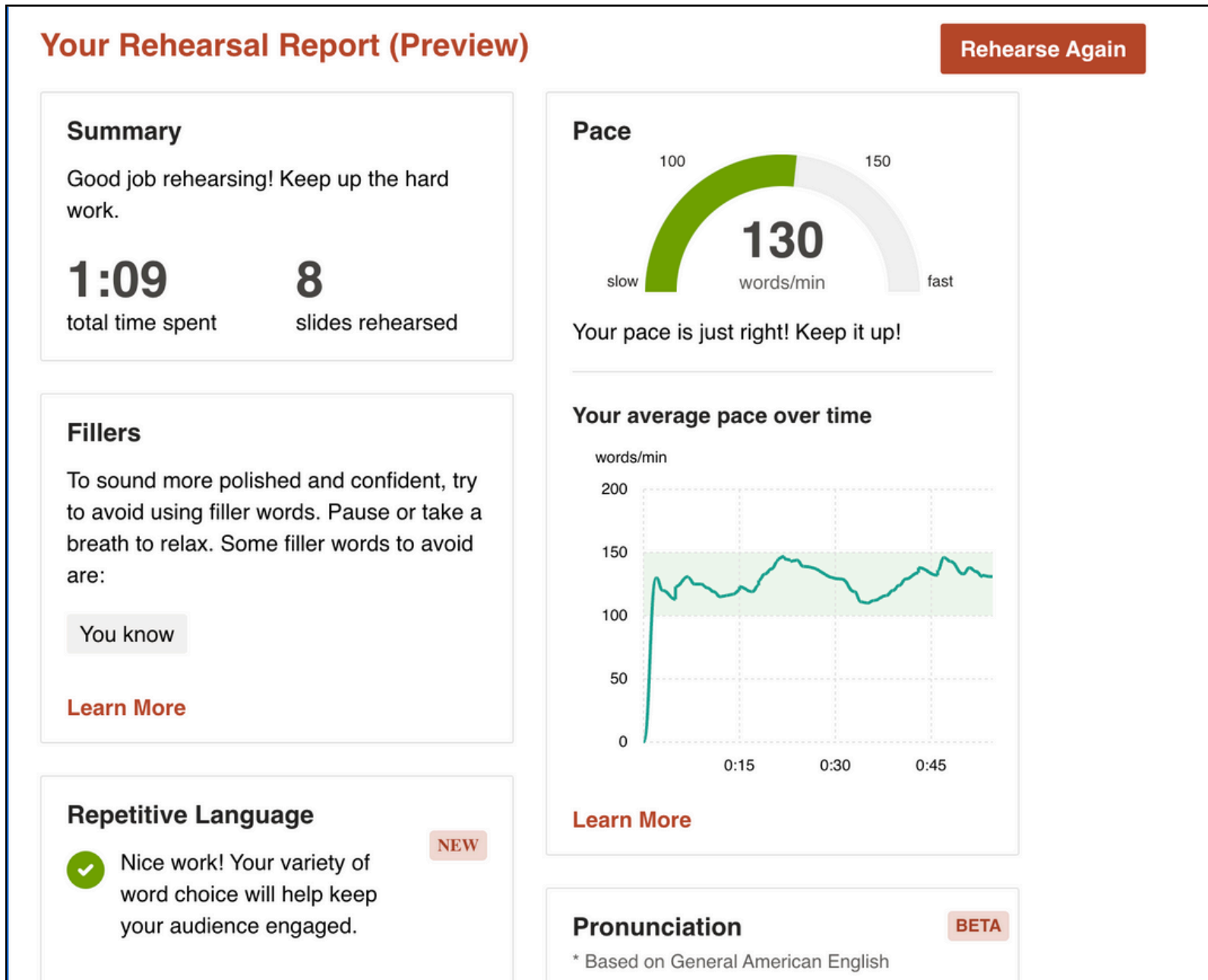
Chat With Anyone From The Past

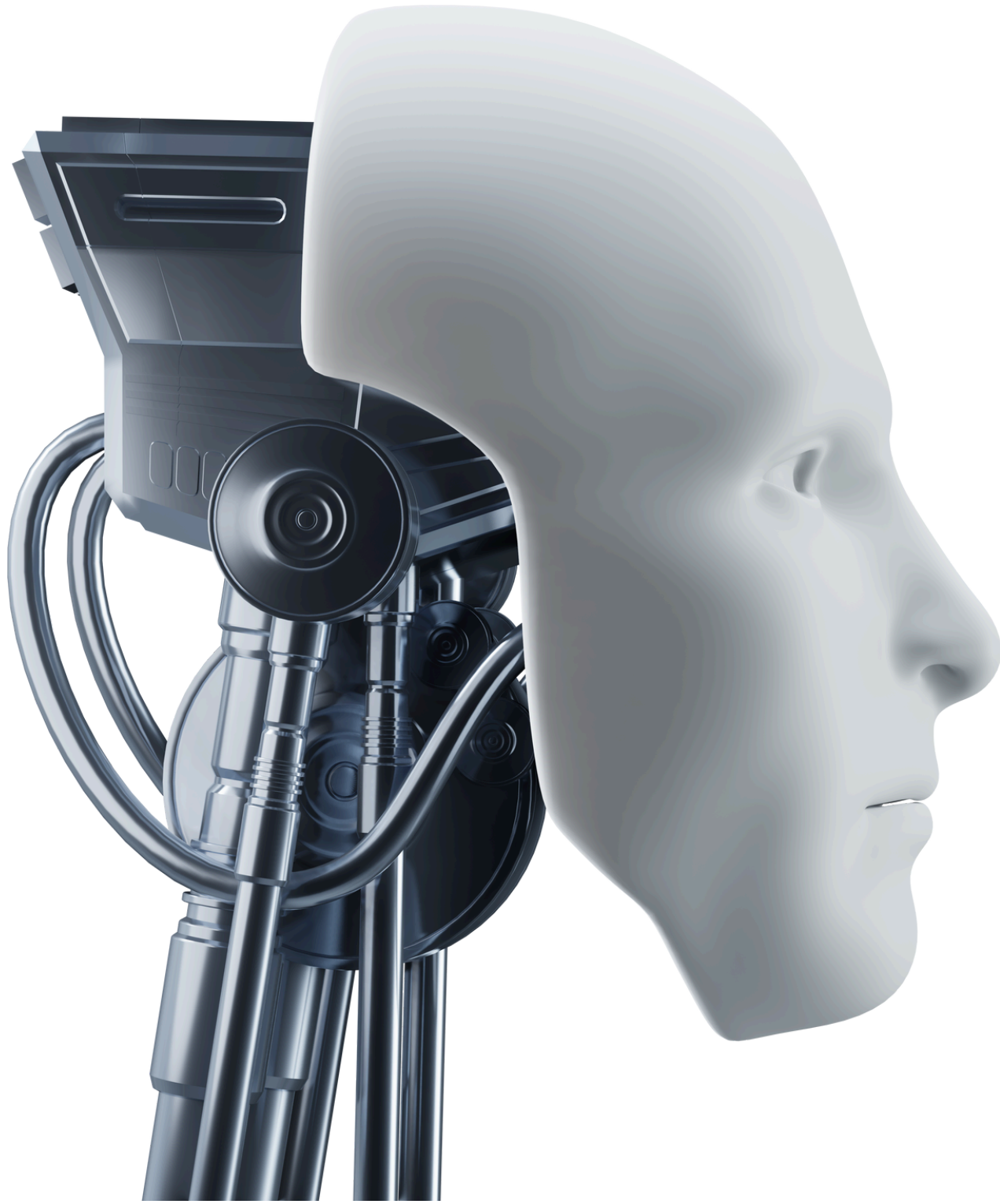
An AI powered app that lets you have life-like conversations with historical figures.



<https://artsandculture.google.com/>







Policies needed to address the following

1. Leverage automation to advance learning outcomes while still protecting **human** decision-making and judgment.
2. Ensure quality data in AI models to **ensure fair and unbiased pattern recognition** that is based on accurate information.
3. Carefully examine AI technologies and provide **professional development** as needed
4. Provide **human checks** and limit AI systems and tools that undermine **equity**



1. AI systems must be collaborative explainable and provide **human alternatives**. Humans will need to override the AI model when necessary
2. Assessments must **minimize bias and promote fairness**
3. AI systems must **integrate** within your educational practice
4. Protect **data privacy**

Example of a Student Use Agreement for AI in the Classroom.

Also available on my website

High School Student Use Agreement for AI in the Classroom

Student Name: _____ Grade: ____ Parent/Guardian Name: _____

Acknowledgment and Consent

We, the undersigned student and parent/guardian, acknowledge that we have read, understood, and agree to adhere to the following guidelines governing the use of Artificial Intelligence (AI) technologies at [School Name]. We recognize that these guidelines are put in place to ensure safe, ethical, and effective use of AI in educational settings.

Guidelines for AI Use:

- Ethical Use:**
 - We agree to use AI tools ethically, not infringing on copyrights, and to avoid plagiarism. All AI-generated content will be properly cited.
 - We will not use AI to produce or spread content that is harmful, misleading, or violates the school's code of conduct.
- Academic Integrity:**
 - We understand the importance of disclosing the use of AI tools in our assignments, tests, and projects.
 - We will adhere to the specific guidelines provided by teachers regarding the appropriate use of AI in academic work.
- Privacy and Data Protection:**
 - We commit to protecting privacy in accordance with student privacy laws and will not share personal data without proper consent.
 - We will be cautious about the personal information entered into AI systems.
- Access and Equity:**
 - We appreciate the school's efforts to provide equitable access to AI tools and resources.
 - We agree to use AI to complement, not replace, critical thinking and problem-solving skills.
- Supervised Use:**
 - We will use AI technologies under teacher supervision or according to the school's established guidelines.
 - We acknowledge that faculty will guide and oversee the use of AI technologies.
- Safety and Security:**
 - We will adhere to security protocols set by the school and promptly report any security breaches or unusual AI behavior.
- Continuous Education:**
 - We commit to participating in ongoing education provided by the school concerning the use of AI technologies.

Enforcement:

We understand that failure to comply with these guidelines may result in disciplinary action, including but not limited to revocation of AI usage privileges, academic sanctions, or other corrective measures.

Consent to Policy:

By signing this form, we agree to follow the guidelines outlined above and accept responsibility for our use of AI technologies in the classroom.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____



Potential Challenges

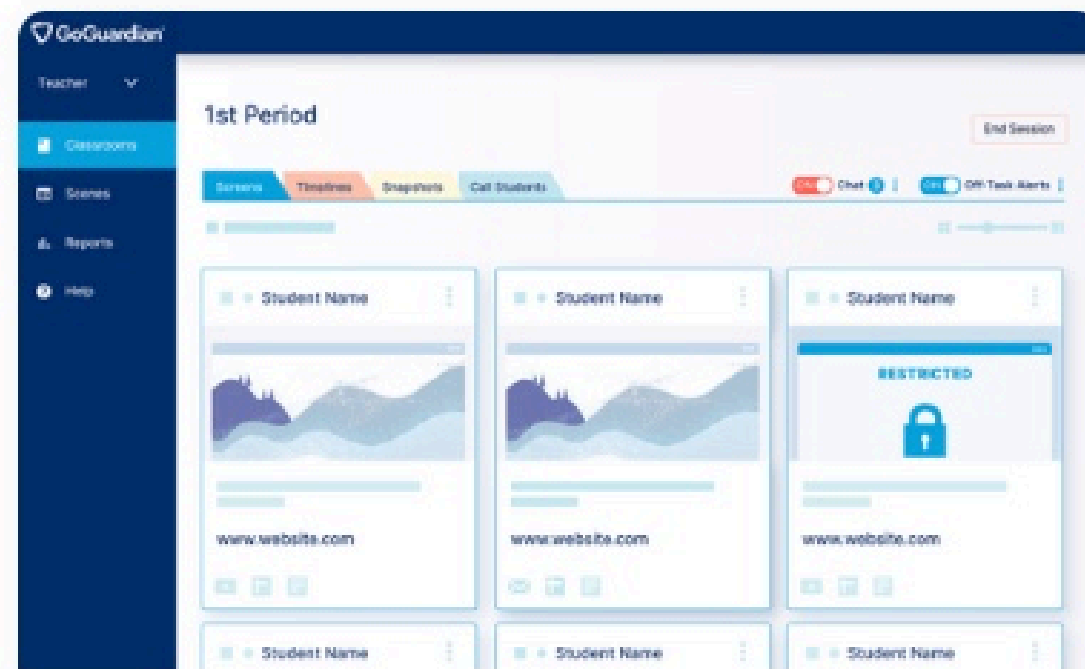




Filtering & Monitoring

Filter and monitor any device and any OS with K-12's most powerful content filter.

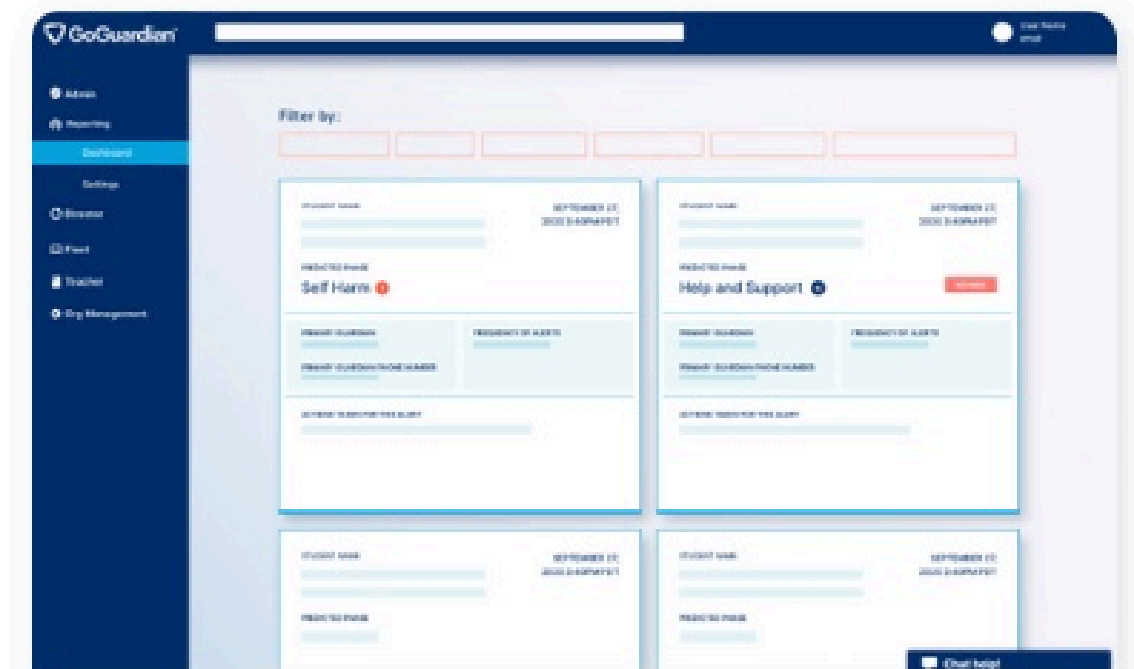
[Learn more](#)



Classroom Management

Eliminate distractions and connect with students by using K-12's leading classroom management software.

[Learn more](#)



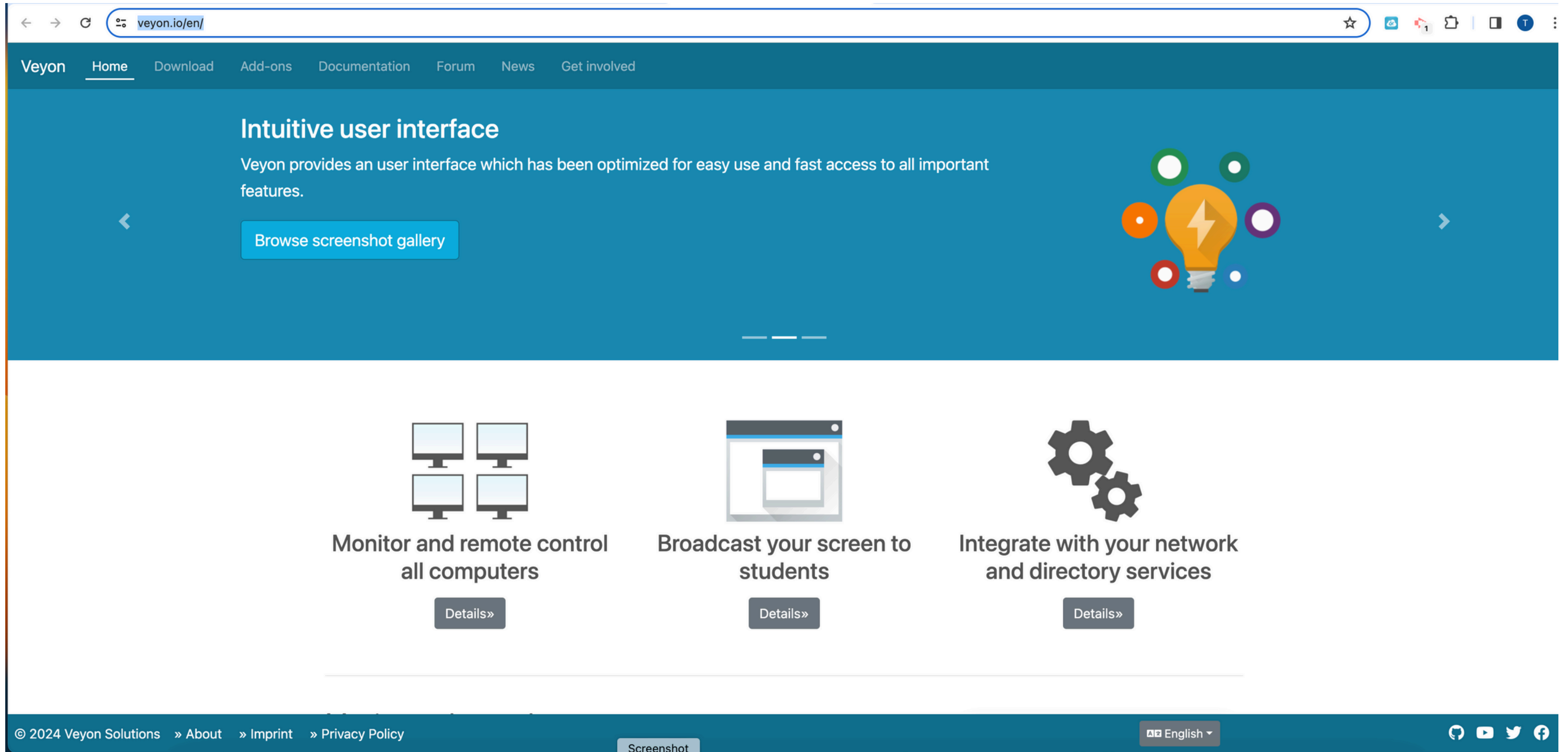
Student Safety

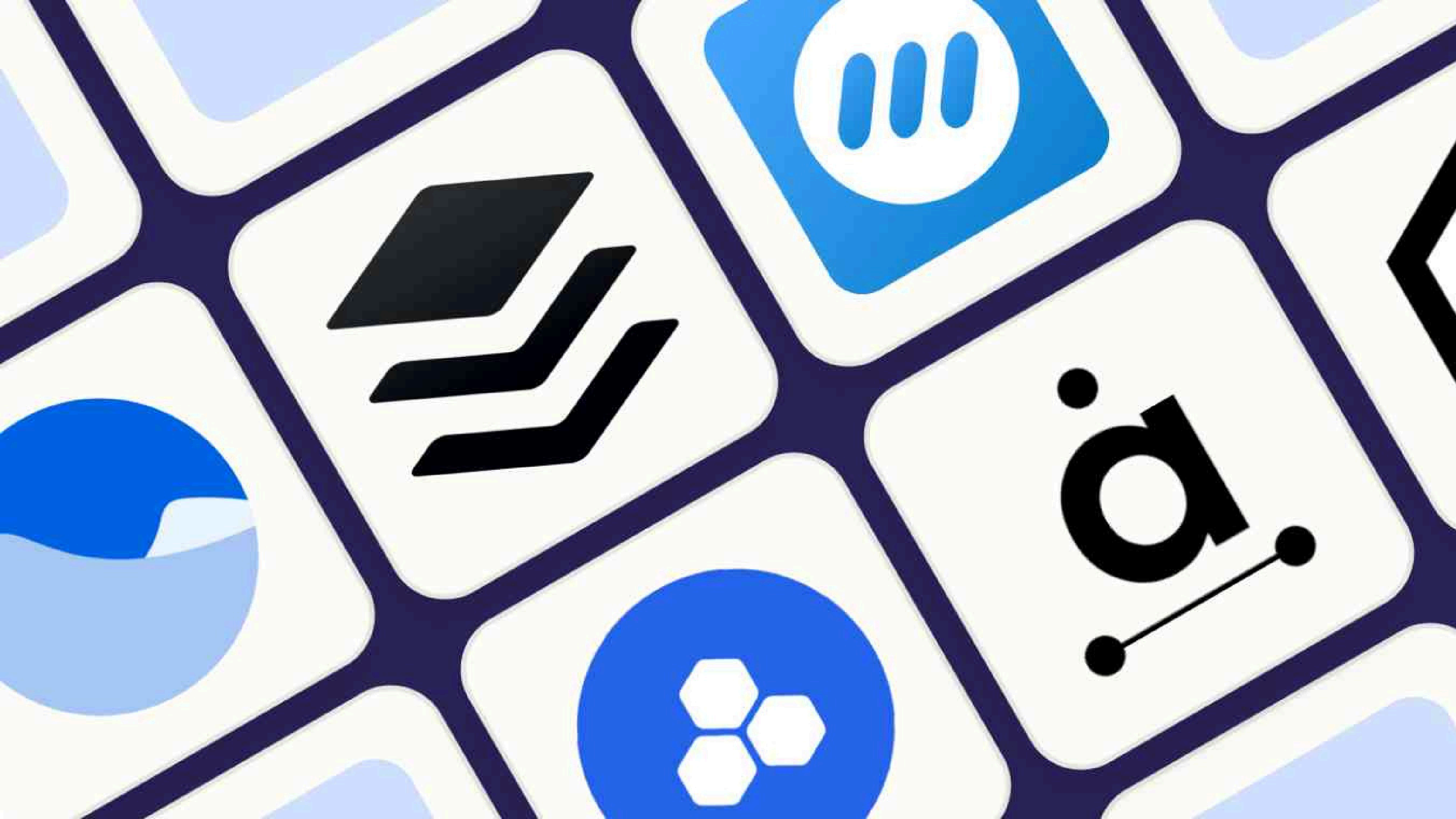
Notify designated staff about online activity that indicates a risk of suicide, self-harm, or possible harm to others. [\[1\]](#)

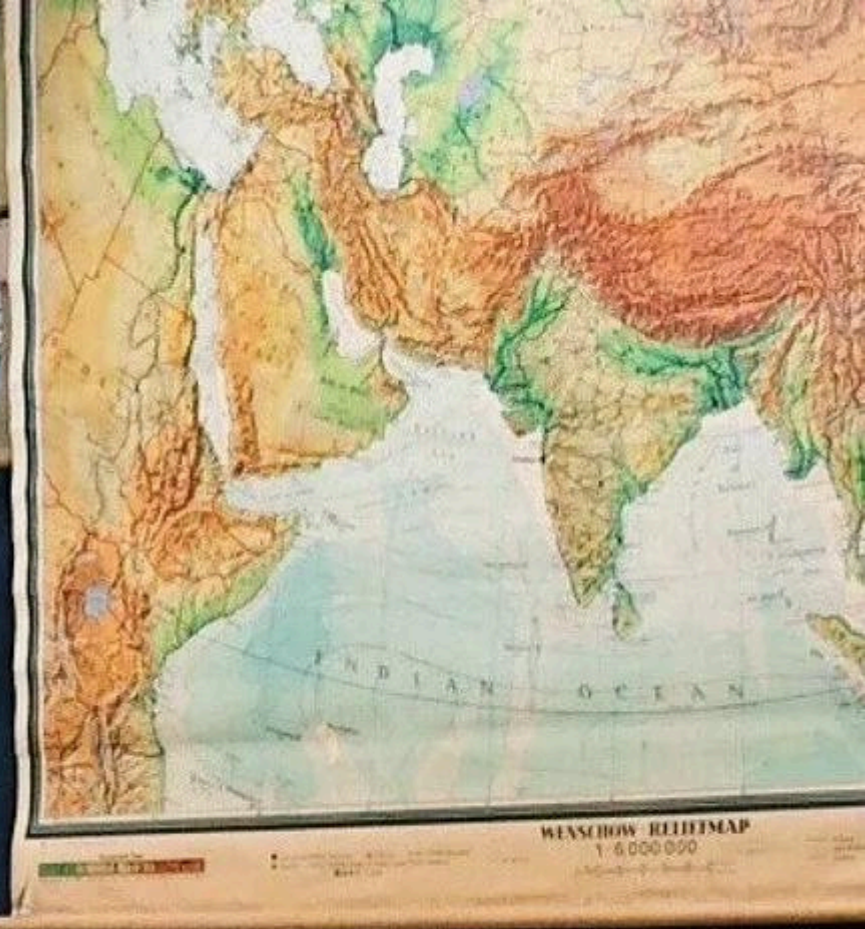
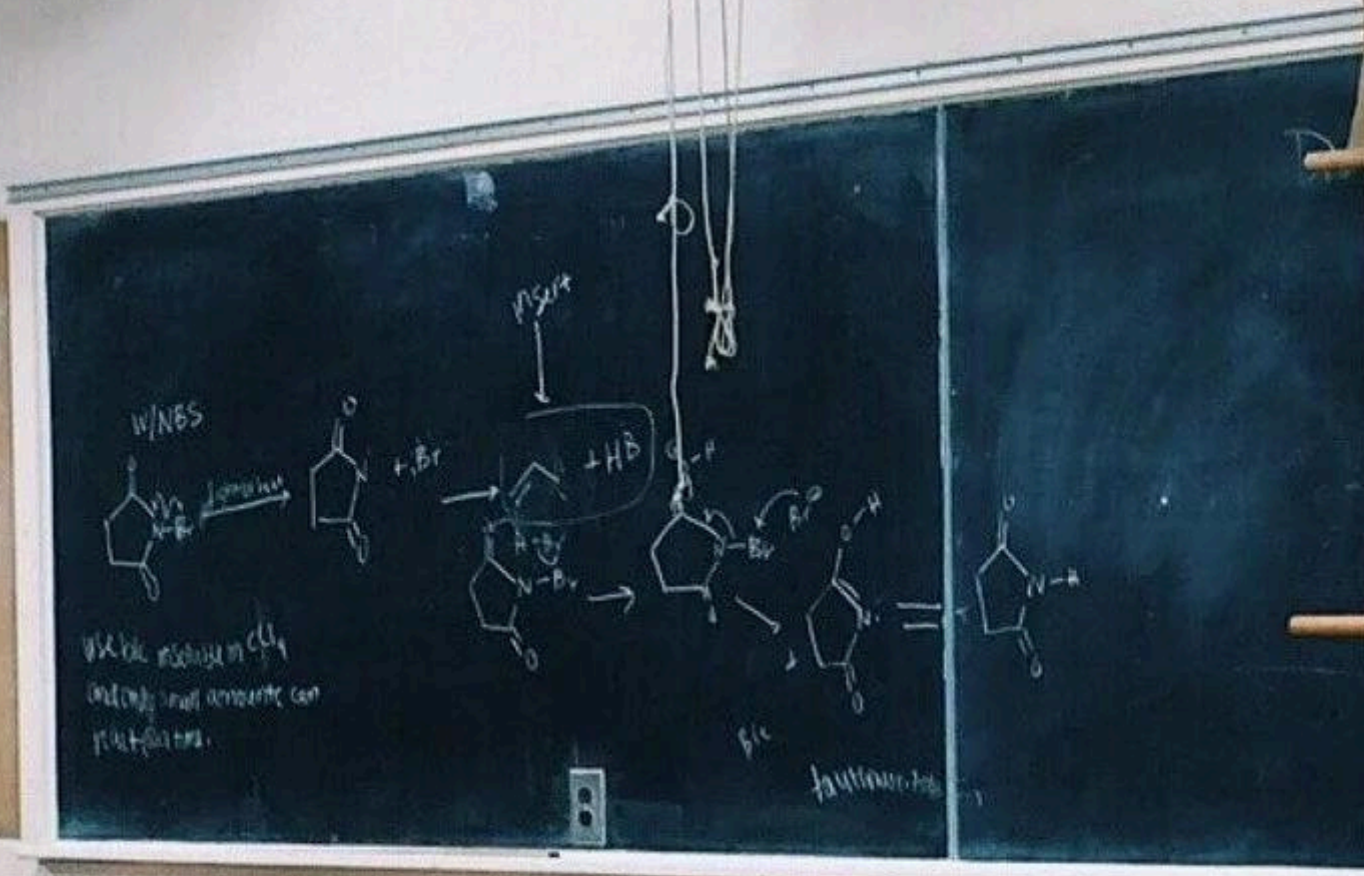
[Learn more](#)



<https://veyon.io/en/>

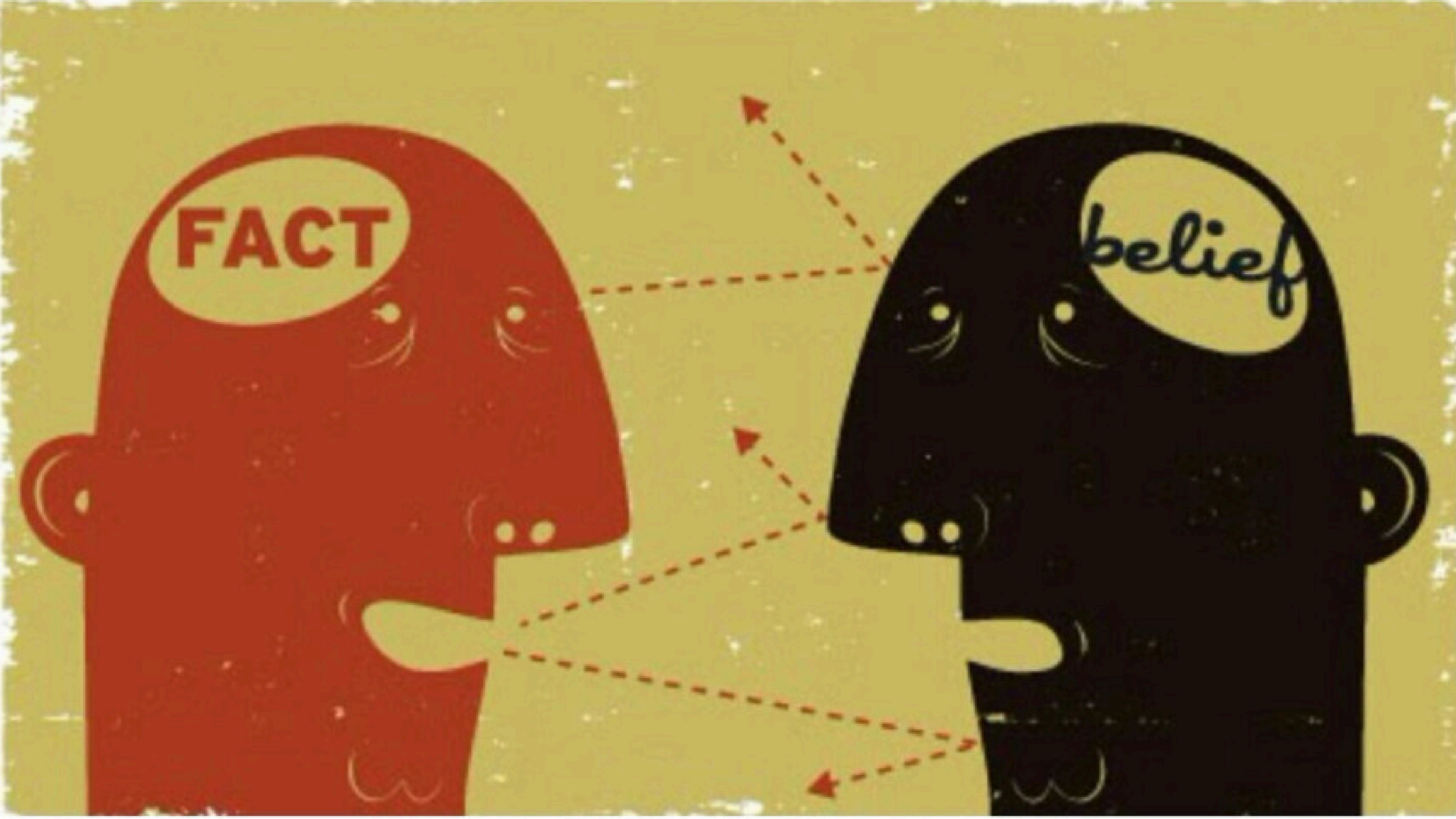




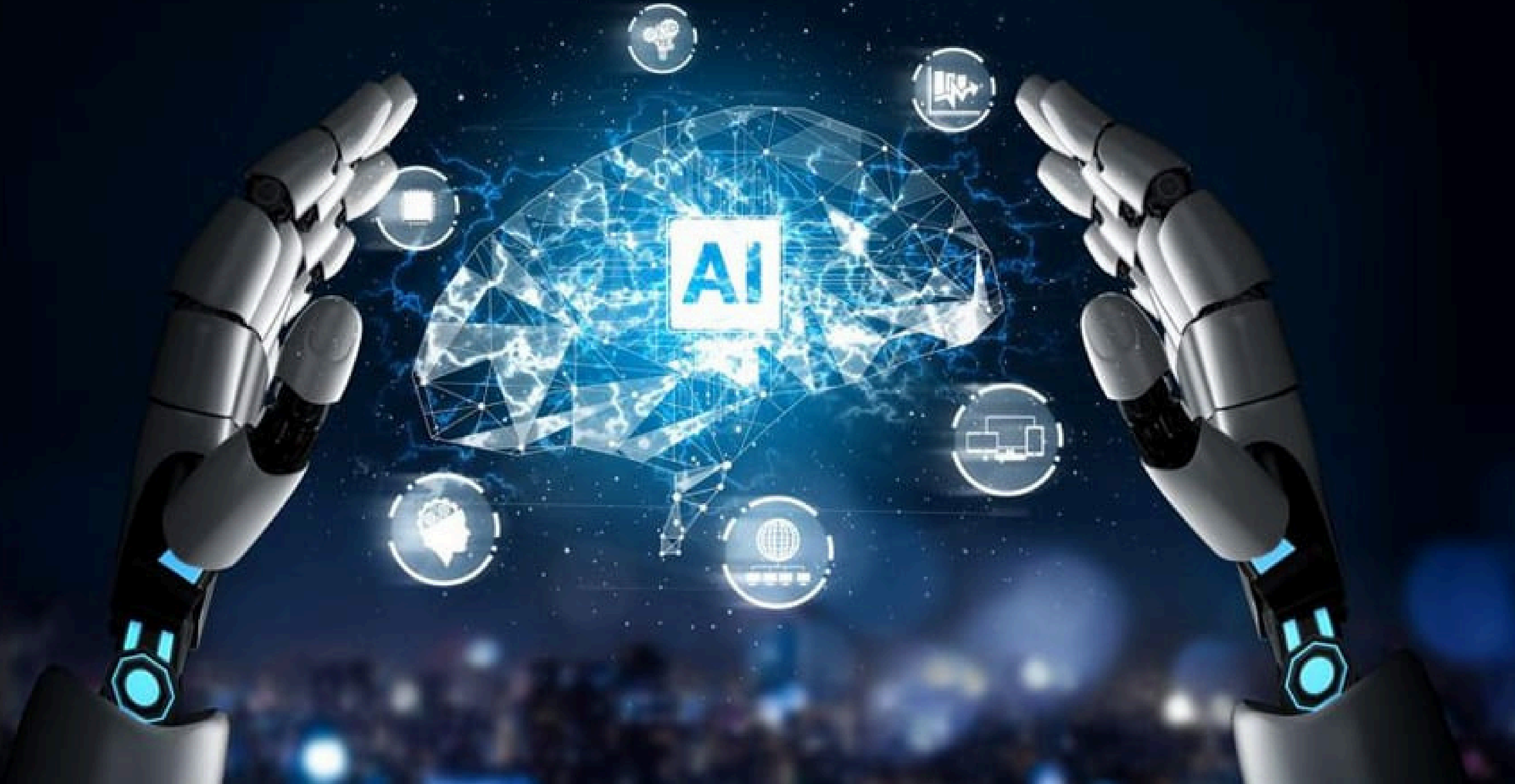


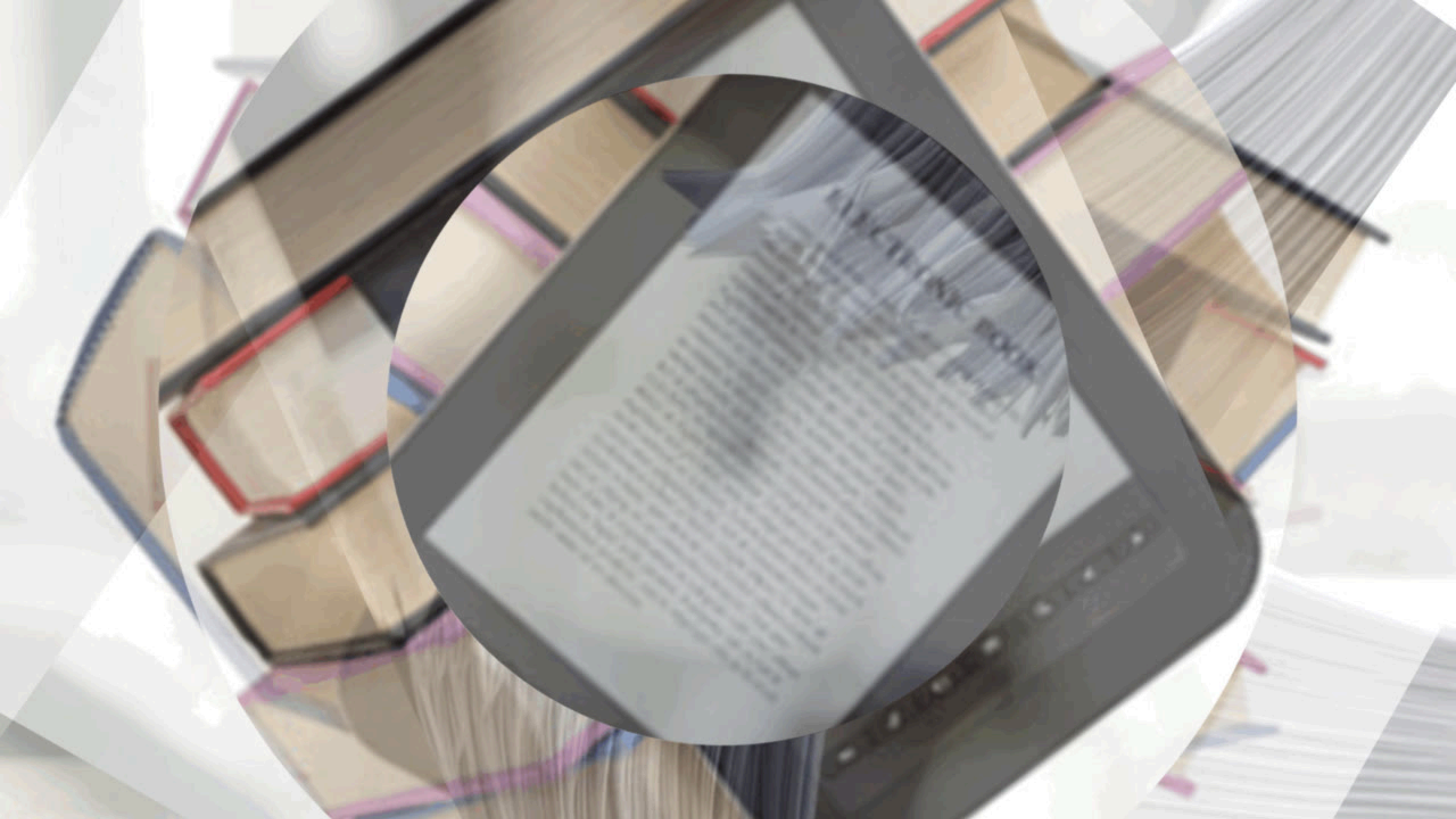
FACT

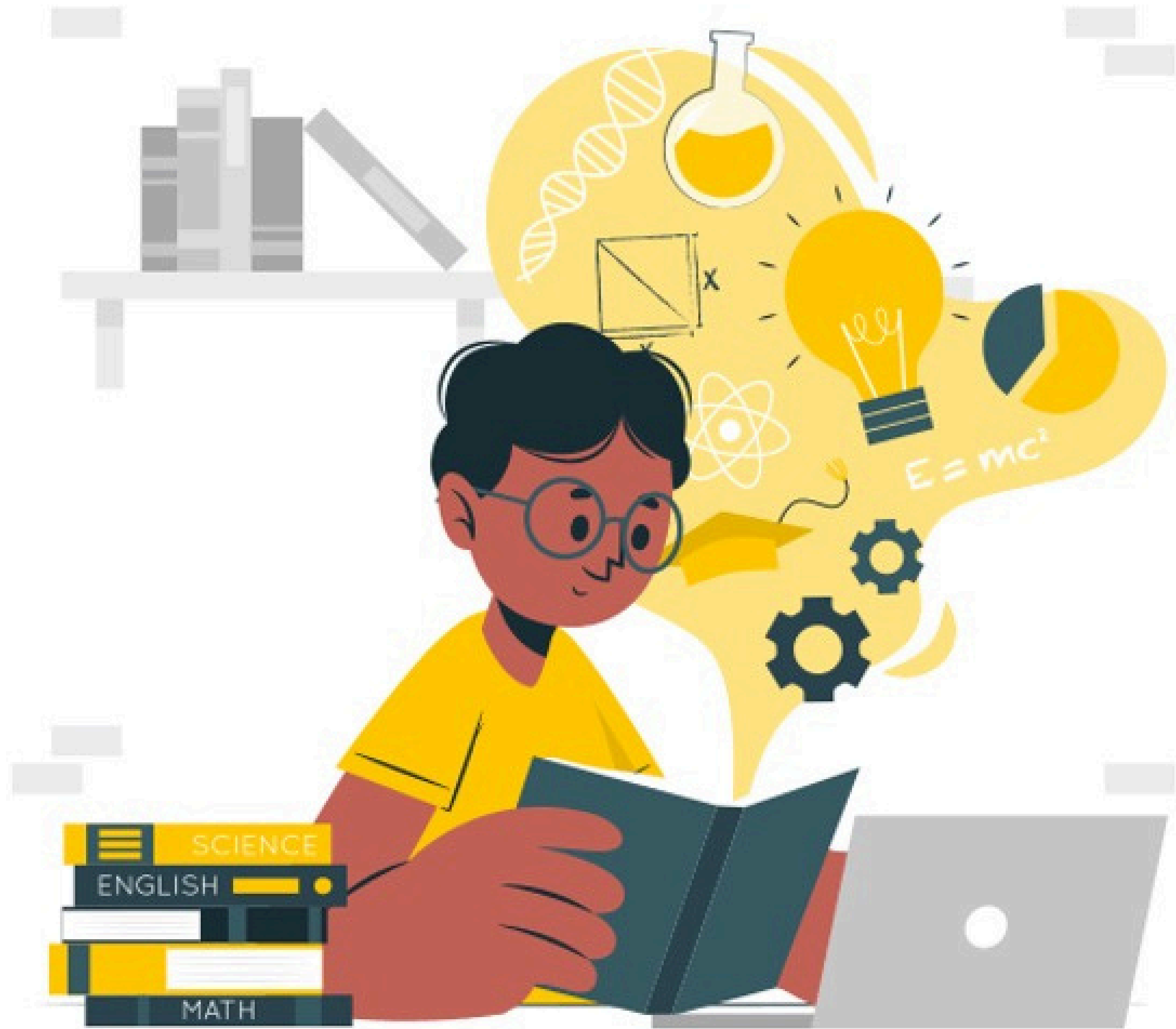
belief



ADVANCEMENTS IN EDUCATION







INSTRUCTOR

APPROACH

TUTELAGE

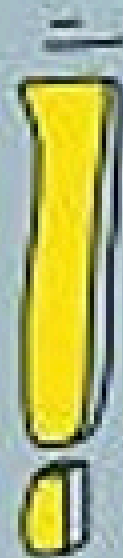
TEACH

LEARN

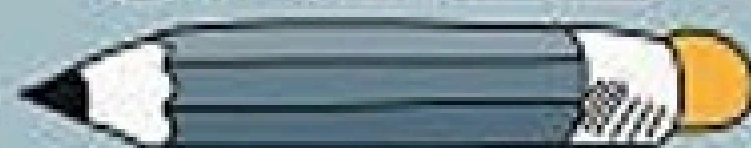
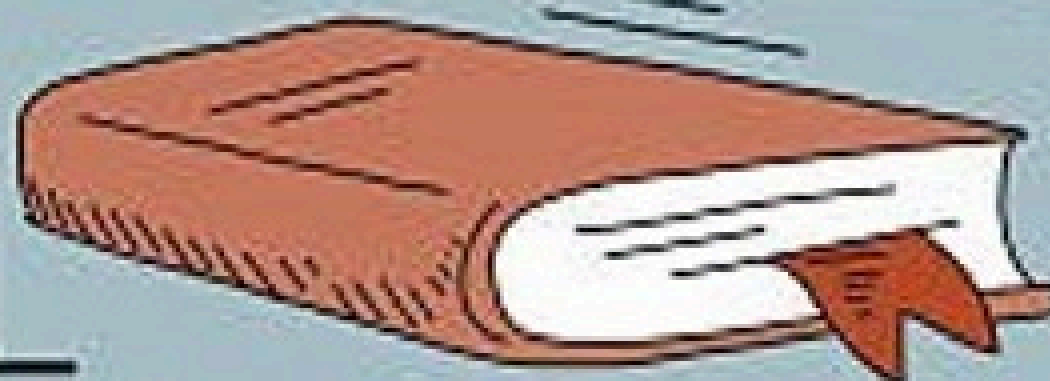
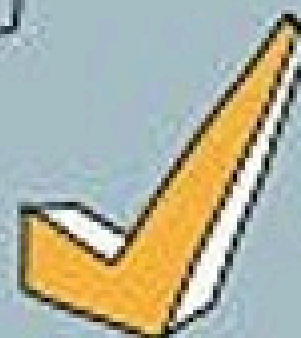
SKILL

STUDYING

UNIVERSITY



TUTORING







ELECTRONIC BOOK



Thank you for your time today!

Please let me know if there is anything I can help you with, I would love that opportunity!

Lina Jarvis