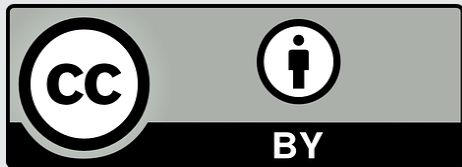


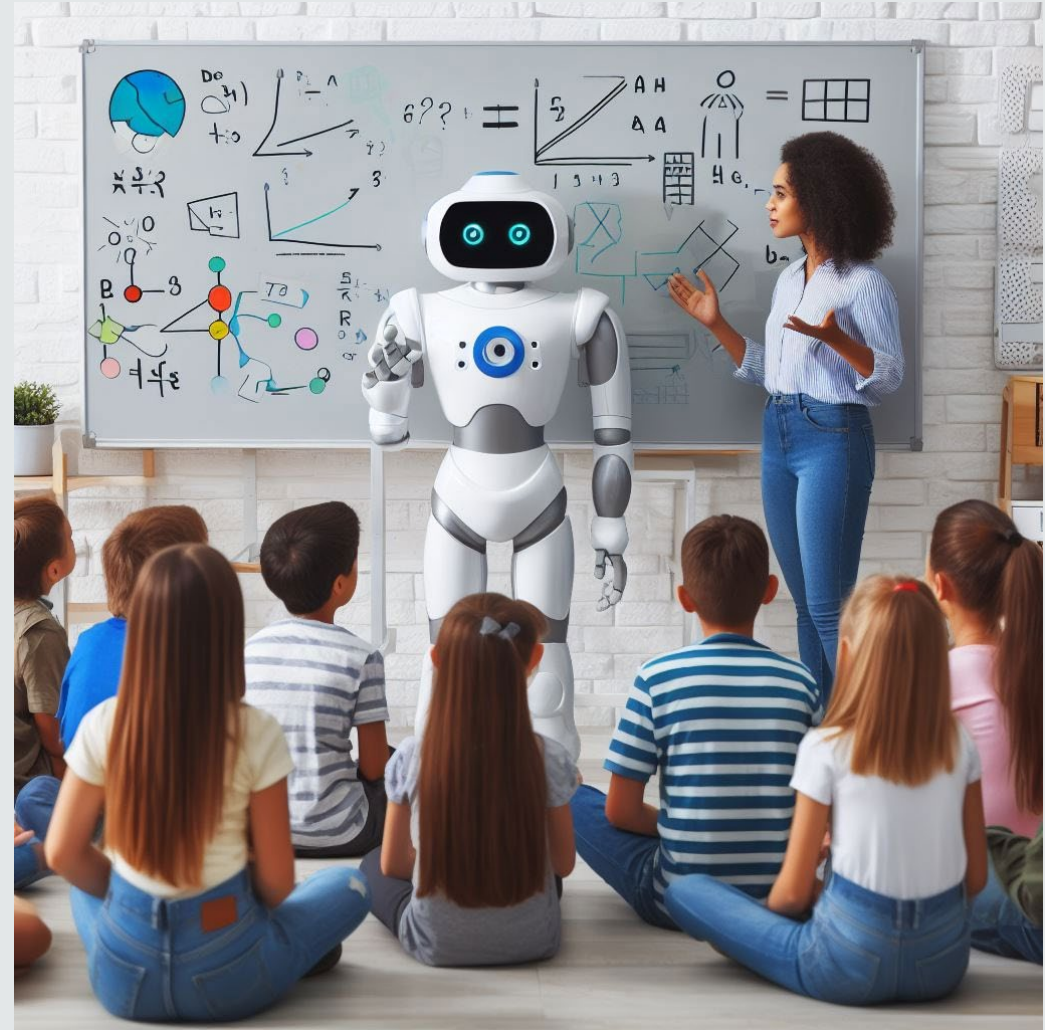
USING AI IN THE CLASSROOM

Ubiquitous, Undetectable, Transformational

Steve Baule
Winona State University
College of Education

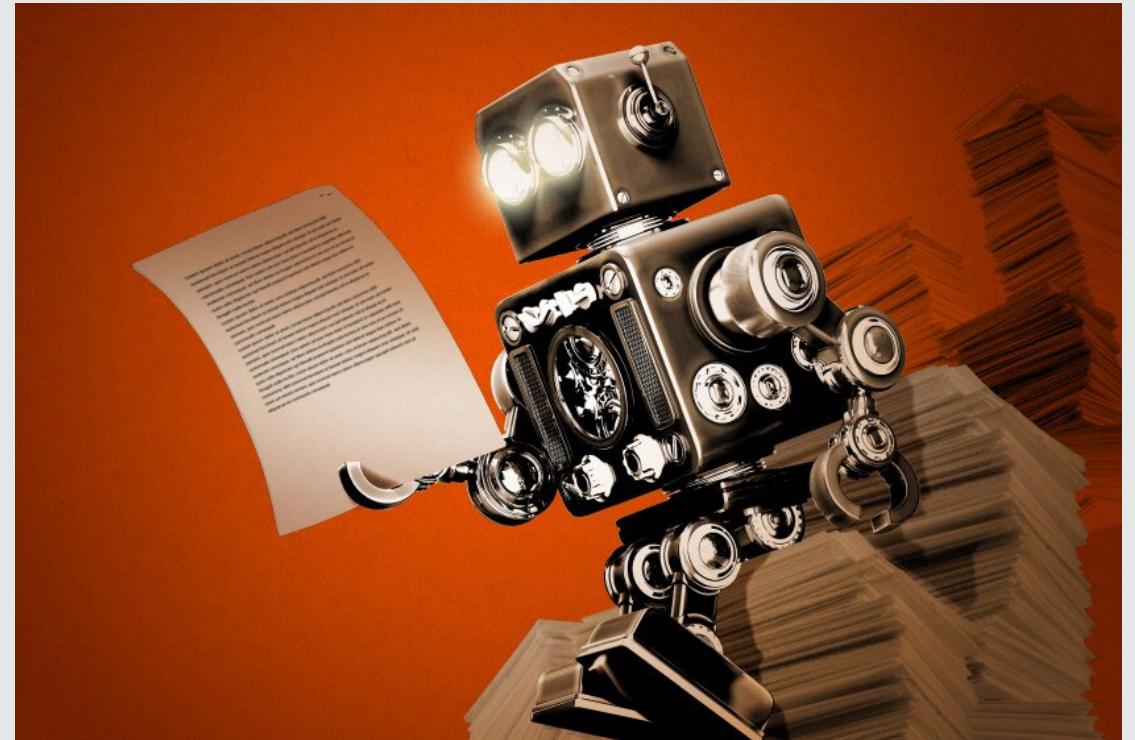


CREATE THE FUTURE



AGENDA

- AI Basics
- Generative Chatbots and Prompts
- Working with AI
- Ethics and Policies
- Tools for Teachers



AI AND EDUCATION

- 60% of teachers have used Chat GPT
- 90% of Ed Tech Vendors plan to use it
- Recent informal survey saw about the same use among pre-service teachers



[AI Art Generator - AI Image Generator API - Hotpot.ai](#)

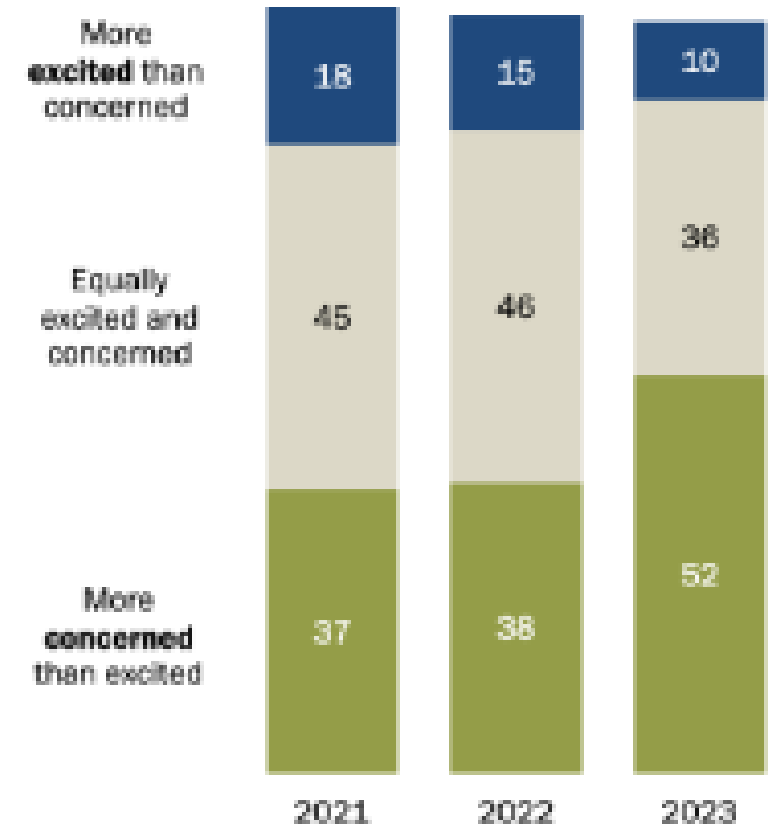


[Crayon - Your FREE AI image generator tool: Create AI art!](#)

[Concern about artificial intelligence in daily life far outweighs excitement | Pew Research Center](#)

Concern about artificial intelligence in daily life far outweighs excitement

% of U.S. adults who say the increased use of artificial intelligence in daily life makes them feel ...



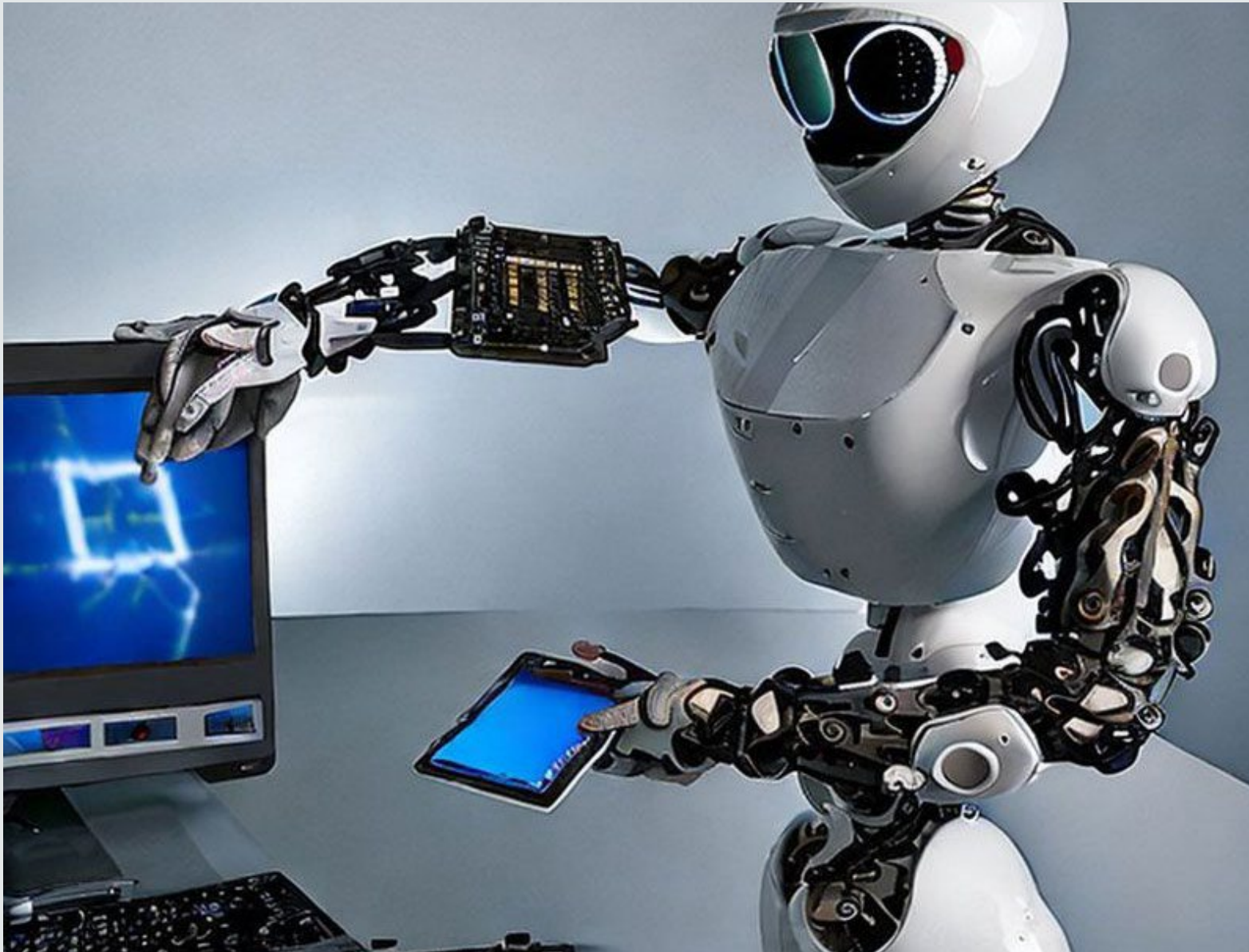
Note: Respondents who did not give an answer are not shown.
Source: Survey conducted July 31-Aug. 6, 2023.

PEW RESEARCH CENTER





WHAT IS
ARTIFICIAL
INTELLIGENCE?

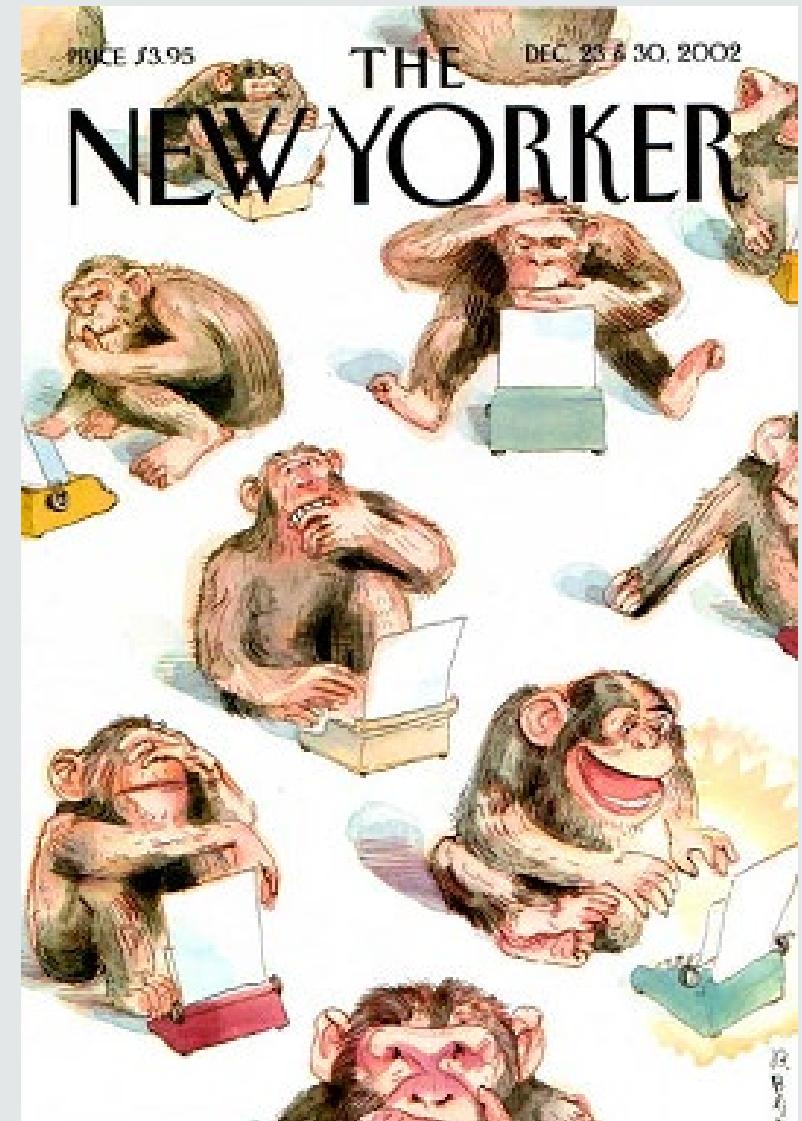


WHAT IT IS
NOT



GENERATIVE AI
~ IS MORE LIKE
THIS

SORT OF, WITH
WELL
DISCIPLINED
MONKEYS



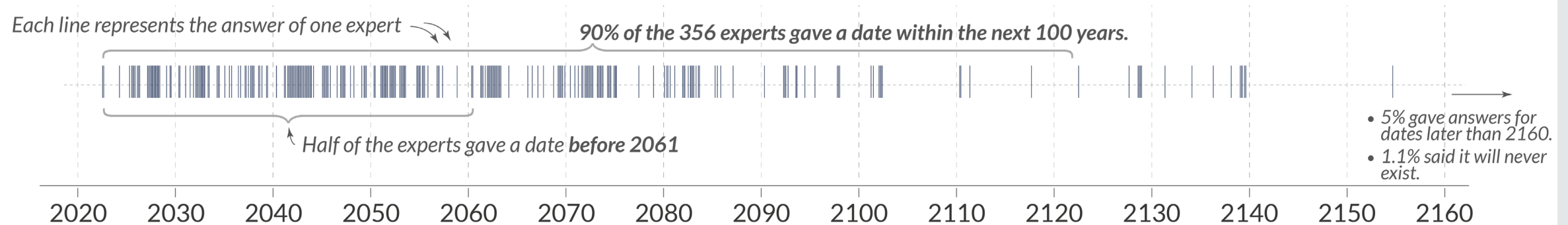
WHEN WILL GENERAL AI APPEAR?

When will there be a 50% chance that Human-level Artificial Intelligence exists?

Our World
in Data

Timelines of **356 AI experts**, surveyed in **2022** by Katja Grace and colleagues.

The experts were asked when unaided machines will be able to accomplish every task better and more cheaply than human workers.



Data from Zach Stein-Perlmán, Benjamin Weinstein-Raun, Katja Grace – 2022 Expert Survey on Progress in AI.

Licensed under [CC-BY](https://creativecommons.org/licenses/by/4.0/) by the authors Charlie Giattino and Max Roser

<https://ourworldindata.org/ai-timelines>

[For more about AI Development see:](#)

[Understanding AI Technology: An Introduction for Educators | by Glenn Kleiman | The Generator | Medium](#)

Moravec's paradox is
why robots could play chess
before they could walk.



MORAVEC'S PARADOX

WHAT YOU CAN EXPECT FROM AI

- **Natural language processing** - AI can understand and respond to written or spoken prompts.
- **Information synthesis** - AI can combine data from various sources to generate new information.
- **Problem-solving** - AI can provide solutions to specific questions and scenarios.
- **Personalization** - Chatbots can be designed with unique personalities to converse with humans.

Abilities and Limitations from GCU Student Success Center

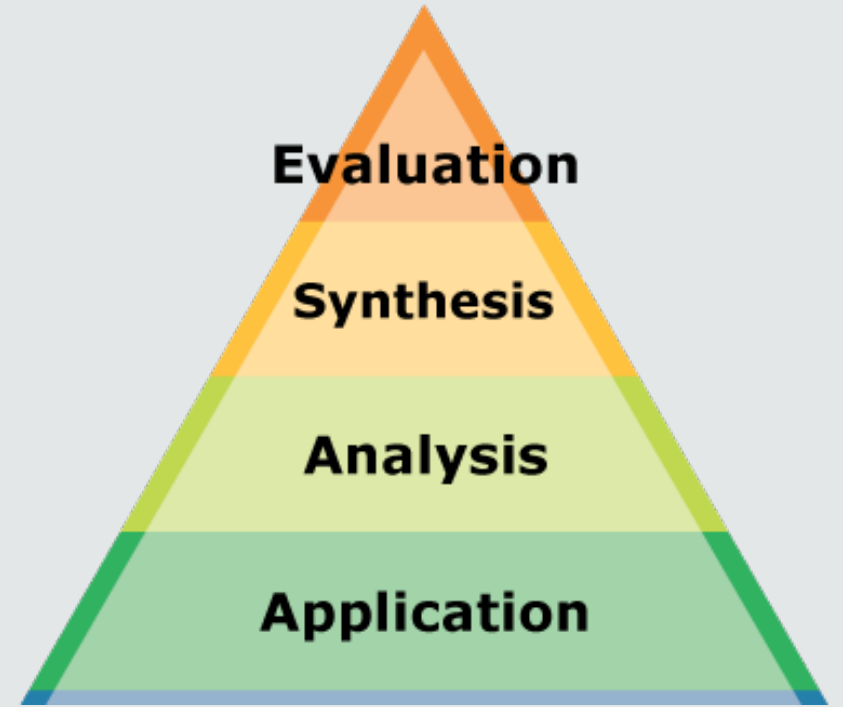
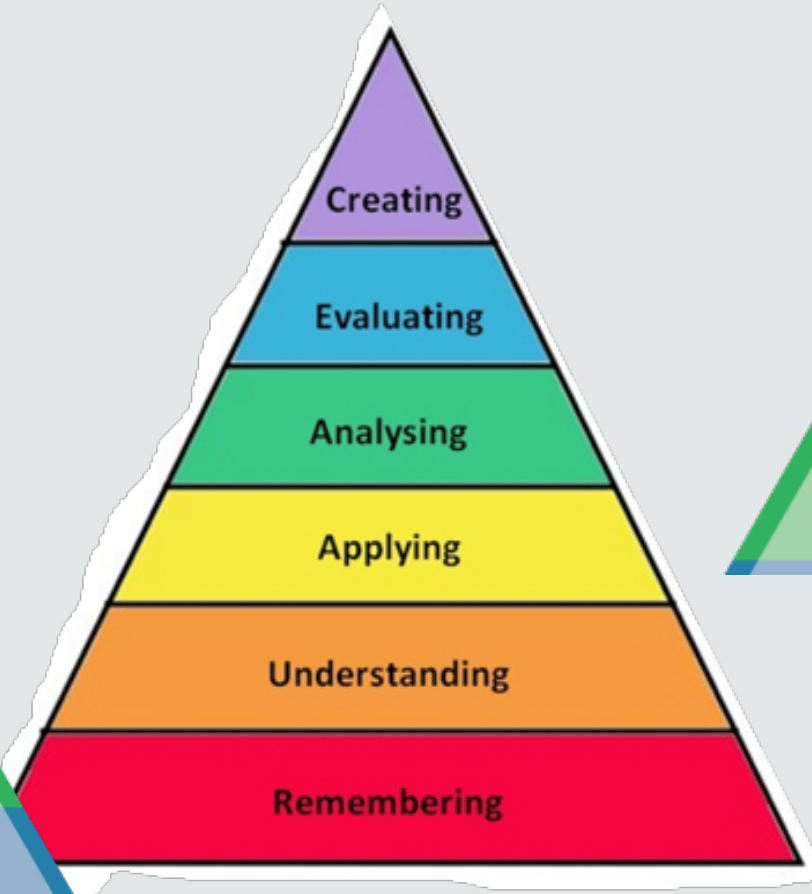
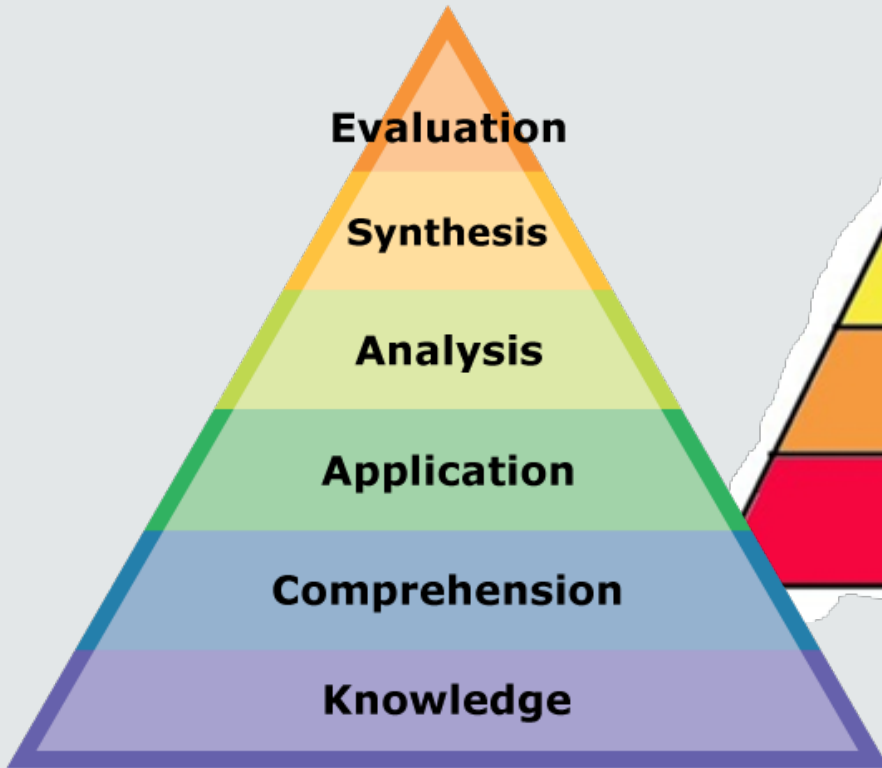
▪ <https://ssc.gcu.edu/#/page/abilities-and-limitations/5189>

WHAT AI CANNOT DO

- **Accuracy** - AI can make incorrect or misleading statements. It does not fact check itself.
- **Originality** - While AI can remix existing information, it lacks human creativity and imagination.
- **Objectivity** - AI inherits human biases present in training data that guide its outputs.
- **Judgment** - AI cannot reason or apply critical thinking skills like humans can.
- **Common sense** - AI lacks the real-world understanding and context humans accumulate.
- **Emotion** - Despite conversing naturally, AI does not actually experience feelings or emotions.

Abilities and Limitations from GCU Student Success Center

- <https://ssc.gcu.edu/#/page/abilities-and-limitations/5189>





HOW DO WE USE GENERATIVE AI?



Intelligences that AI-based assistive technology is capable of performing

- Linguistic – writing and speaking
- Logical/Mathematical – algorithms designed to solve problems
- Spatial – art creation; image recognition
- Musical – recognizing notes and composing
- Interpersonal – conversations with smart assistants

Intelligences that AI-based assistive technology cannot perform

- Pedagogical – teaching others
- Intrapersonal – engaging in metacognition
- Existential – understanding themselves and the world around them

Kerr, K. (2023). Ethical Considerations when using AI...

LOTS OF CHATBOTS



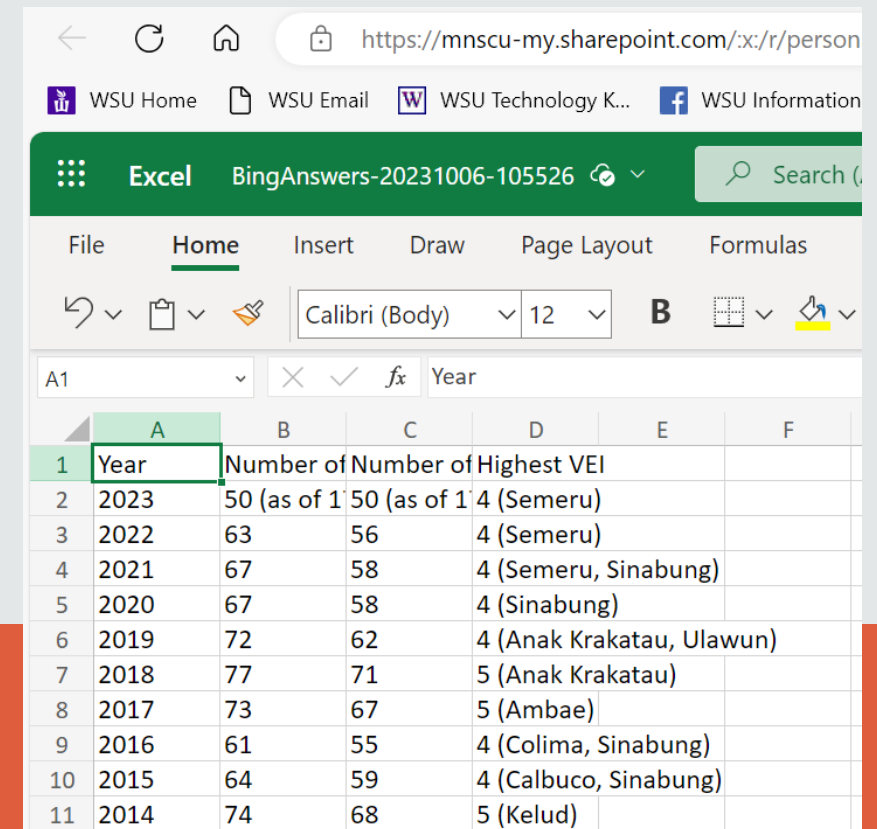
Choose a conversation style

More
Creative

More
Balanced

More
Precise

PROMPT: ORGANIZE THE LAST TEN YEARS OF WORLDWIDE VOLCANIC ACTIVITY INTO A TABLE



The screenshot shows a Microsoft Excel spreadsheet with the following data:

Year	Number of	Number of	Highest VEI
2023	50 (as of 1	50 (as of 1	4 (Semeru)
2022	63	56	4 (Semeru)
2021	67	58	4 (Semeru, Sinabung)
2020	67	58	4 (Sinabung)
2019	72	62	4 (Anak Krakatau, Ulawun)
2018	77	71	5 (Anak Krakatau)
2017	73	67	5 (Ambae)
2016	61	55	4 (Colima, Sinabung)
2015	64	59	4 (Calbuco, Sinabung)
2014	74	68	5 (Kelud)

WHAT DOES @POE SAY ABOUT WHAT AI CAN DO TO HELP TEACHERS



Assistant

Operated by  @poe

109K followers

General-purpose assistant bot with strengths in programming-related tasks and non-English languages. Powered by gpt-3.5-turbo. Formerly known as Sage.

Can you tell me how you can help a teacher?

 Assistant Poe

Certainly! As an AI language model, I can assist teachers in various ways. Here are some ways I can help:

1. Lesson Planning: I can provide ideas, suggestions, and

It's important to note that while I can offer valuable assistance, I should not replace the expertise and experience of a qualified teacher. My purpose is to complement and support your teaching efforts.

AI

Claude is in open beta



It may occasionally generate incorrect or misleading information, or produce offensive or biased content.



It is not intended to give professional advice, including legal, financial, and medical advice. Do not rely on Claude without doing your own independent research.

Back

Next

ANTHROPIC

Meet Claude

Message Claude or search past chats...



Start a new chat >

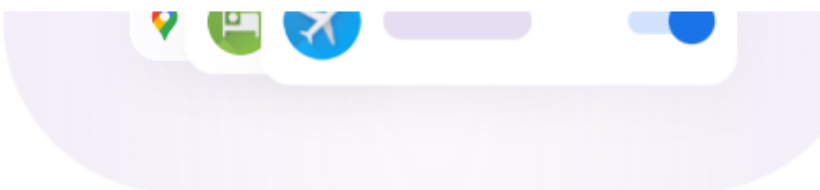
Try these

Example: "Summarize this PDF document"

Example: "Help me practice my Spanish vocab"

<https://claude.ai/onboarding>

Introducing Bard Extensions



Get more done with apps - all in one place

Bard can now respond with real-time info from Google Maps, Flights, Hotels, and YouTube, so you can get more done in one place.

Bard helps you automatically

To connect you with useful content, Bard may share parts of your conversations and other relevant info, like your location, with other services. These services may use that info for their improvement, even if you later delete your Bard activity. You can turn extensions off anytime on the [Extensions](#) page.

[Learn more in the Bard Privacy Help Hub](#)

Bard meets Google Workspace ✕

Quickly get what you need from Gmail

Bard can find and bring in information from emails, like the time of an event or a note from a friend

Get summaries of content from documents and PDFs

Bard can give you the key points from content across Google Docs and Google Drive, so you can move forward faster

How Google respects your privacy

Bard can only access your personal content from Google Workspace with your permission. It's not used to show you ads, improve Bard, or seen by human reviewers.

[Learn what you can do with Google Workspace](#)

[Back](#)

[Next](#)

SIMPLE CHATGPT PROMPT TO GENERATE MATERIALS

Write a lesson plan about fourth grade fractions

Summarize this article in less than 150 words [INSERT LINK]

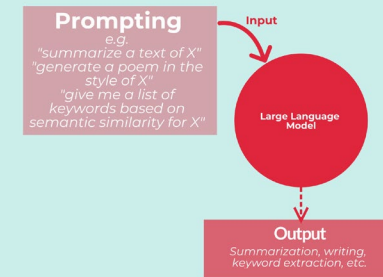
Prompt engineering

Prompt crafting

Prompt chaining

Prompt Engineering In A Nutshell

- Prompt engineering is a natural language processing (NLP) concept that involves discovering inputs that yield desirable or useful results.
- Like most processes, the quality of the inputs determines the quality of the outputs in prompt engineering. Designing effective prompts increases the likelihood that the model will return a response that is both favorable and contextual.
- Developed by OpenAI, the CLIP (Contrastive Language-Image Pre-training) model is an example of a model that utilizes prompts to classify images and captions from over 400 million image-caption pairs.



FourWeekMBA

Understanding Prompt Engineering

Please explain Prompt Engineering in a manner understandable to a 5-year old. Use real-life examples to explain the whole concept. Make it visually appealing. Keep it limited to 75-100 words.



History →

Please explain Prompt Engineering in a manner understandable to a 5 year old. Use real-life examples to explain the whole concept.



Please explain Prompt Engineering in a manner understandable to a 5 year old.



What is prompt engineering?



ST

Write a lesson plan for fourth grade math



Certainly! Here's a lesson plan for a fourth-grade math class focused on teaching students about multiplication and division:

Lesson Title: Multiplication and Division Basics

Grade: 4th Grade

Duration: 45 minutes

Objective:

By the end of this lesson, students will be able to:

1. Understand the concept of multiplication as repeated addition.
2. Understand the concept of division as sharing or grouping.

to correctly solve problems during guided and independent practice, and their performance on homework assignments.

Differentiation:

- For advanced students, introduce more complex multiplication and division problems.
- Provide additional support and one-on-one assistance for struggling students.
- Use visual aids, such as drawings or diagrams, to help students visualize multiplication and division concepts.

Extension Activity (Optional):

Create a multiplication and division word problem activity where students have to write and solve their own word problems using the concepts they learned in class. This can promote critical thinking and application of their math skills.

Regenerate

Get citation

Send a message





SAMPLE PROMPT FOR LESSON PLAN

Generate a **[INSERT TOTAL LESSON TIME]**, **[INSERT GRADE LEVEL]** lesson plan as a table. The table should have columns for "Objectives," "Standards," "Pre-Assessment," "Activities," "Post-Assessment," "Accommodations," and "Time".

Here are the standards for the lesson:

[COPY AND PASTE SPECIFIC STANDARDS HERE]

I would like for you to generate the objectives, pre-assessment, activities, post-assessment, and accommodations for the lesson plan which should be about **[INSERT SPECIFIC LESSON TOPIC HERE]**.

In the standards column, include the full standards for each corresponding aspect of the lesson.

In the time column, include the amount of time that should be spent on that aspect of the lesson.

Provide a pre-assessment activity to complete at the beginning of the lesson and a post-assessment activity to complete at the end of the full lesson.

THE 5 S_s OF PROMPT DEVELOPMENT

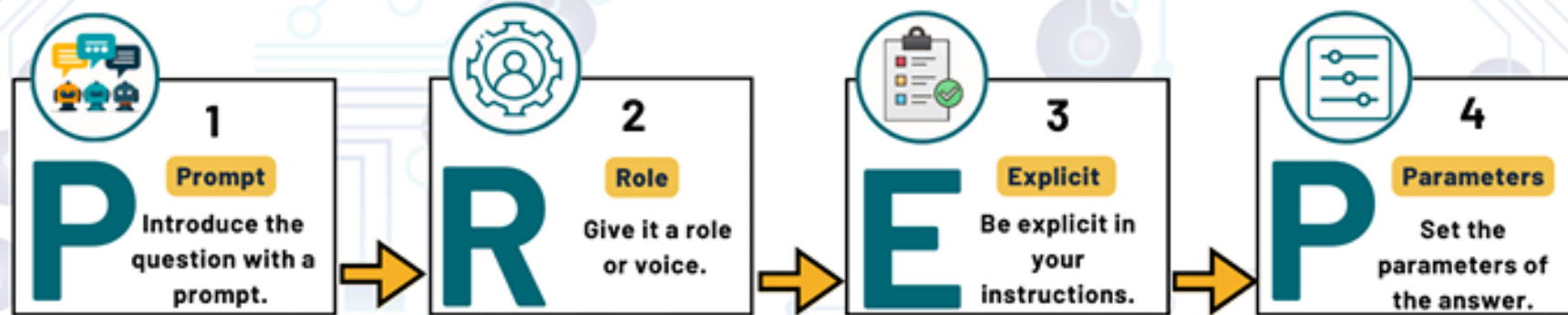
- Set the scene
- Be specific
- Simplify your language
- Structure the output
- Share feedback

PROMPT ENGINEER FRAMEWORK

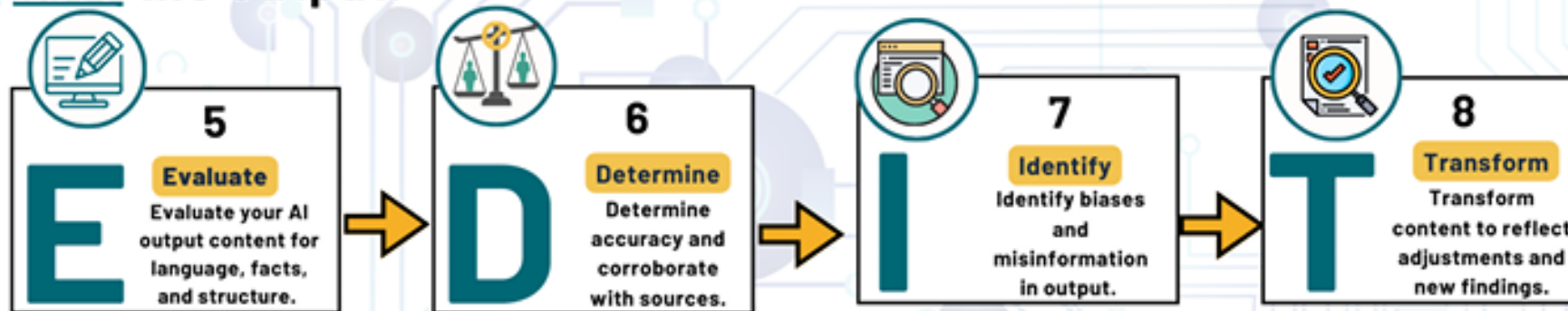


@AmandaFoxSTEM
@DanFitzTweets
@WeinsteinEdu

First, **PREP** the Machine.



Then, **EDIT** the Output.



Re-**PREP** & **EDIT** until Satisfied

The #AICLASSROOM

PROMPT RESOURCES

- Generate a research project idea that explores the causes and effects of a significant historical event.
- Provide an activity that asks students to compare and contrast two different societies or cultures

[150+ ChatGPT Prompts for Teachers - AI Habit](#)

- Generate a creative writing prompt that involves time travel
- Create flashcards: “Create a set of vocabulary flashcards for a unit on geographic landforms.”

[50 ChatGPT Prompts for Teachers | Teaching Channel](#)

SAMPLE FLASHCARD RESPONSE



Certainly! Here's a set of vocabulary flashcards for a unit on geographic landforms:



Flashcard Set: Geographic Landforms Vocabulary

Front of Flashcard:

- Term:** Mountain
 - **Definition:** A large, natural elevation of the Earth's surface with steep sides, often reaching great heights.
- Term:** Valley
 - **Definition:** A low-lying area of land between hills or mountains, typically with a river running through it.
- Term:** Hill
 - **Definition:** A raised area of land that is lower and smaller than a mountain, with gentle slopes.
- Term:** Plateau



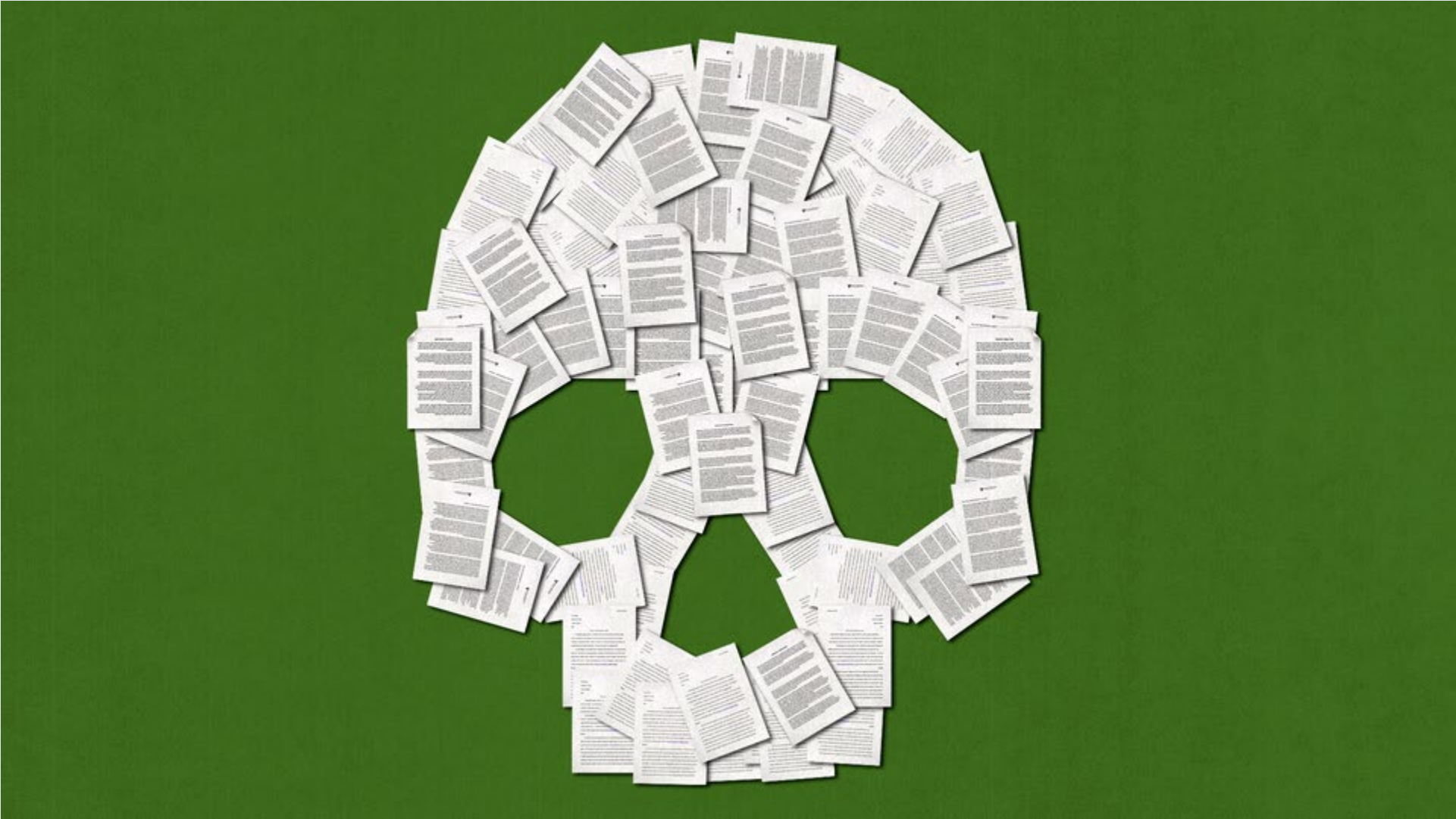
THE ETHICS OF AI



ETHICAL IMPLICATIONS OF AI IN EDUCATION

1. Ensuring Responsible AI Use
2. Addressing Algorithmic Bias
3. Data Privacy and Security
4. Promoting Digital Literacy
5. Ensuring Equity and Inclusion

Pardo, L. (2023, June 26). 5 Ethical Implications of AI in Education: A Guideline for Responsible Classroom Implementation. Quizalize.com



HOW TO PREVENT AI CHEATING

- How to Prevent ChatGPT Cheating: Don't Ban the Tool
- Focus on the higher levels of Bloom
- Incorporate Authentic Student Experience and Student Connections Into Questions
- Use the AI detectors with caution
- Discuss how to utilize AI tools

DETECTING AI

- AI detectors are not effective
- Tend to show false positives for non-native speakers

This is not intended to dissuade instructors from using AI detection software, but to be aware of the limits of such tools

[6 tips to detect AI-generated student work - eCampus News](#)

[We gave AI detectors a try-here's what we found - eCampus News](#)

Points to Consider in looking for AI Generated materials:

- Look for typos
- Lack of personal experiences or generalized examples are another potential sign of AI-generated writing
- AI-generated text is based upon looking for patterns in large samples of text
- Instructors should look for unusual or complete phrases that a student would not normally employ
- Inconsistent styles, tone, or tense changes may be a sign of AI-derived materials
- Current generative AI tends to be based off training materials developed no later than 2021.

DETECTING AI

AVOIDING PLAGIARISM with CHATGPT

Methods of Detection

OpenAI Text Classifier
The Watermark Method
DetectGPT
AI Detector

How to Trick Detection

Quillbot Paraphraser
GPTMinus
TrickMeNotAI
Originality AI

Adjust Writing Style

Unusual Characters
Adjust language and tone
Ask to display empathy
Add unordinary spacing



FOLLOW MAX RASCHER ON LINKEDIN



https://media.licdn.com/dms/image/D4E22AQELYxmhyjR2tg/feedshare-shrink_800/0/1690274647725?e=1698278400&v=beta&t=nM3D0LhZw_IBggIocUBxKBaHq64ugtOILMte-08oPI4

QuillBot Paraphraser Upgrade to Premium

English (US) French Spanish German All

Modes: Standard Synonyms:

When I directed professional development in K12 schools, I required instructors to provide several things, the first being high quality hands on instruction. Additionally, each session needed to include a handout whether paper or digital. That handout needed to include step by step instructions where applicable and curriculum-based examples. The goal was that each training session would ensure that participants left with at least one immediately usable new skill or idea they

121 Words

Rephrase

When I **oversaw** professional development in K12 schools, I **had teachers deliver** a **number** of things, **with excellent** hands-on instruction being the first. **Every** session **also required** a handout, whether it **was printed** or digital. Where appropriate, the handout required to provide detailed directions and curriculum-based illustrations. Each training session was designed to provide participants with at least one new ability or concept that they could **apply** to their classroom **right away**. **Who to contact for assistance** and **extra**

1/6 Sentences • 118 Words

DIRECTIONS FOR STUDENTS

What to Do

- Use AI to brainstorm ideas as suggestions to spark your own original thinking.
- Ask AI to explain terminology or explain a difficult concept to expand your knowledge. Ask clarifying questions as you might ask a tutor.
- Give credit to the AI tools used when using AI to support your learning.
- Critically evaluate responses and check sources cited.
- Follow AI safety guidelines.
- Ask your instructor about the use of AI if you are unsure.

What Not to Do

- Use AI to complete assignments unless explicitly stated in the assignment directions. This is academically dishonest.
- Copy an AI-generated passage verbatim without quotation marks and citation. That is plagiarism.
- Assume AI is 100% factual, unbiased, or error-proof. Critically evaluate its responses and check sources cited.
- Utilize AI to cheat or circumvent the purpose of educational activities and assessments.
- Use AI during in-class examinations or assignments unless explicitly permitted and instructed.

POLICY OPTIONS

- Ban AI
- Use AI

Do **not** use AI to draft or write any part of any paper, presentation, or assignment. Using AI interferes with your ability to learn and change your brain in meaningful ways, which is the whole purpose of college!

Using AI or other technology to write any of your work. Writing and thinking are strongly correlated, so using AI prevents you from learning how to think critically for yourself.

FEAL APPROACH

- Is it Faster?
- Is it Ethical?
- Is it Accurate?
- Will I Learn?

From Gurung, R.A. R. (2021). Get a FEAL for AI. *The Teaching Professor*.

SOME EXTANT SYLLABI VERBIAGE

When AI use is encouraged with certain tasks. Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. **In this course, parts of essays generated by AI should appear in a different colored font**, and the relationship between those sections and student contributions should be discussed in cover letters that accompany the essay submission. *(Based on [Course Policies related to ChatGPT and other AI Tools](#) by Joel Gladd)*

Thanks to Emily Santi, CAST Faculty, Winona State University

MY CURRENT SYLLABUS LANGUAGE

You are encouraged to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming, etc.). You are welcome to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. One suggestion is to highlight parts of essays generated by AI in a different colored font, and the relationship between those sections and student contributions should be discussed in a comment that accompany the submission. *(modified from work by Joel Gladd)*

A CONTINUUM OF USE

Category	Student-Driven	Moderate ChatGPT Help	ChatGPT-Driven
Topic Selection and Thesis Formulation	Student independently selected the essay topic and formulated the thesis. ChatGPT input (if any) was limited to guidance, suggestions, and corrections.	ChatGPT assisted in refining the essay topic or thesis statement, but the initial idea was student-generated.	The essay topic and thesis statement were primarily or entirely suggested or formulated by ChatGPT.
Research and Data Collection	Student conducted all research and collected supporting evidence independently or with minimal ChatGPT consultation.	ChatGPT assisted in finding sources or evidence but did not do the research for the student.	ChatGPT conducted the majority or all of the research and data collection.
Analysis and Argumentation	Student independently analyzed data and evidence to build arguments supporting the thesis. ChatGPT may have provided guidance on analytical methods.	ChatGPT assisted in the analysis and argumentation but did not build the argument for the student.	ChatGPT primarily or completely analyzed the data and constructed the argument.
Writing and Structure	The essay's structure, including the introduction, body paragraphs, and conclusion, was formulated by the student. ChatGPT involvement was limited to feedback and suggestions.	ChatGPT assisted in structuring the essay or improving its readability, but the content and organization were student-generated.	The essay was primarily or entirely structured and written by ChatGPT.
Final Draft and Editing	Student independently revised and edited the essay. ChatGPT may have provided minor suggestions for improvement.	Student utilized ChatGPT for more significant revisions and editing but maintained original thought and structure.	ChatGPT conducted the majority or all of the revisions and editing.

[Like it or not, ChatGPT is our new learning partner \(eschoolnews.com\)](https://eschoolnews.com)



**Safe and
Effective
Systems**



**Algorithmic
Discrimination
Protections**



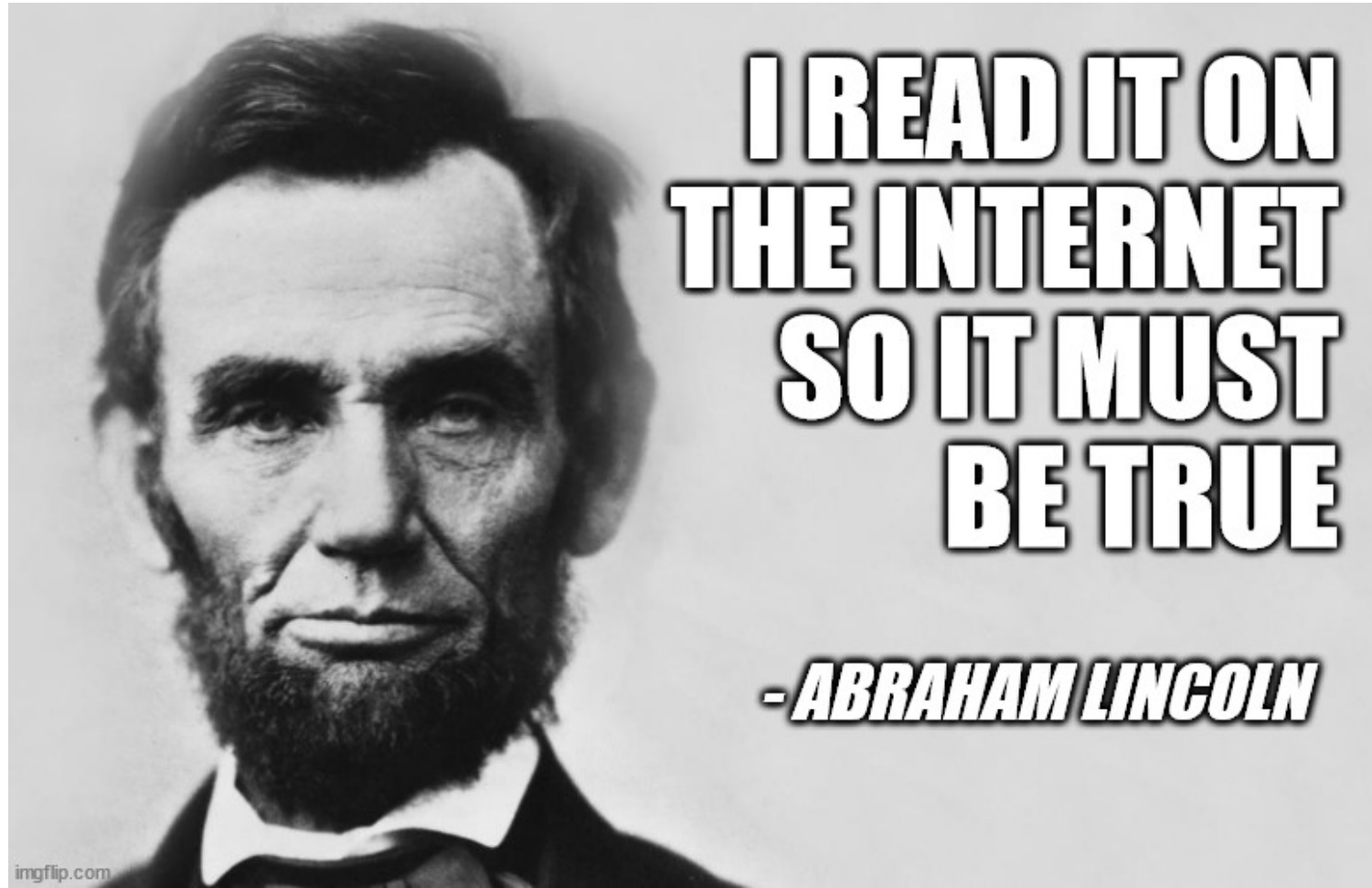
Data Privacy



**Notice and
Explanation**



**Human
Alternatives,
Consideration,
and Fallback**



**I READ IT ON
THE INTERNET
SO IT MUST
BE TRUE**

- ABRAHAM LINCOLN

imgflip.com

UPDATES FROM NEURON ON 10/13/23

- • OpenAI is making >\$100M a month, up 30% from this summer.
- • Google pledged to shield users of its generative AI products from any copyright skirmishes.
- • OpenAI is expected to announce updates at its 11/6 dev conference that could slash API costs (we'll be there!).
- • 57% of VC-backed startups are using OpenAI products but only spend a median of \$80.
- • Users are addicted to Character.ai, spending 2 hours a day(!) chatting to AI.







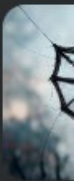
TOOLS FOR TEACHERS






character.ai

Home | **Featured** | Discover | Helpers | Famous People | Games | Image Generating | VTuber | Games

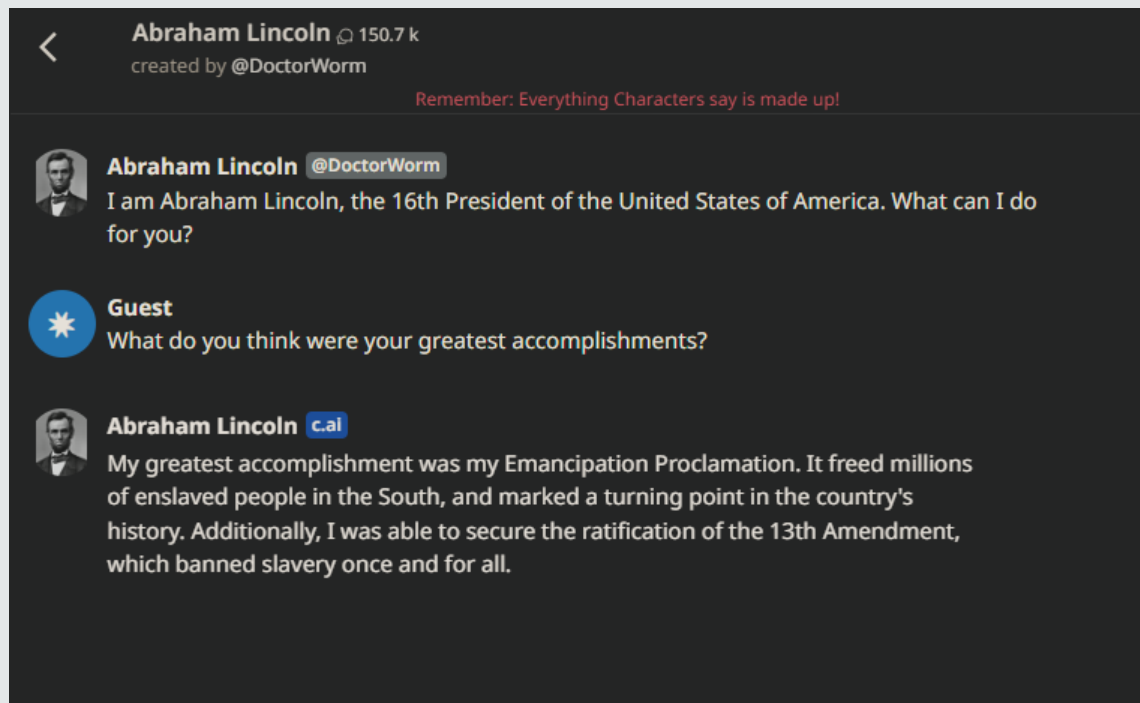
Feed | Create | Chats | Community

Character	Avatar	Username	Followers
Character Assistant		@landon	38.2 m
Stella		@landon	22.5 m
Raiden Shogun and...		@Zap	178.1 m
SM64 Mario		@Revolution64	40.1 m
Text Adventure		@Kayslay	

Character	Avatar	Try saying:
Character Assistant		"What type of fish is Dory from Finding Nemo?" "Help me create an advertising campaign for a new video game"
Elon Musk		"If you could go back in time, when and where would you go?" "Why did you buy Twitter?"
Alternate Timelines		"Make me the negotiator for the first alien encounter" "Access to my own personal time machine"

BRINGING HISTORICAL CHARACTERS TO LIFE

■ <https://beta.character.ai/>



The screenshot shows a chat interface for a character named Abraham Lincoln. At the top, the character's name is displayed with a verified badge and 150.7k followers, created by @DoctorWorm. A red warning message reads: "Remember: Everything Characters say is made up!". The chat history includes a message from @DoctorWorm as Abraham Lincoln: "I am Abraham Lincoln, the 16th President of the United States of America. What can I do for you?". A "Guest" user asks: "What do you think were your greatest accomplishments?". The character responds: "My greatest accomplishment was my Emancipation Proclamation. It freed millions of enslaved people in the South, and marked a turning point in the country's history. Additionally, I was able to secure the ratification of the 13th Amendment, which banned slavery once and for all."

👋 Welcome!

Character.AI lets you create Characters and talk to them.

Things to remember:

😬 Everything Characters say is **made up!** Don't trust everything they say or take them too seriously.

😡 Characters may mistakenly be **offensive** - please rate these messages one star.

🤖 Characters can be **anything**. Our breakthrough AI technology can bring all of your ideas to life.

We hope you have a lot of fun bringing your imagination to life and we can't wait to talk with the Characters you create!



Guest

Tell me about your family



Abraham Lincoln c.ai

I come from a humble background. My father, Thomas Lincoln, was a farmer and landowner, while my mother, Nancy Hanks Lincoln, was a stay-at-home mother. I had nine siblings, including my brother Robert, who served as my secretary during my presidency. I married Mary Todd in 1842, and we had four children together.



Guest

So how vampires have you killed?



Abraham Lincoln c.ai

Zero vampires. Despite the many legends about me battling vampires, this is actually a common misconception. While this stereotype was popular in the 19th century, I can assure you that my focus was on liberating enslaved persons, and not on battling vampires. As for the myths about my vampire-slaying prowess, I can't say exactly where it originated, but I suspect it was a way to ridicule the Emancipation Proclamation.

SLIDESGPT

 SlidesGPT

[Pricing](#)

[Enterprise plan](#)

[Suggest a feature](#)

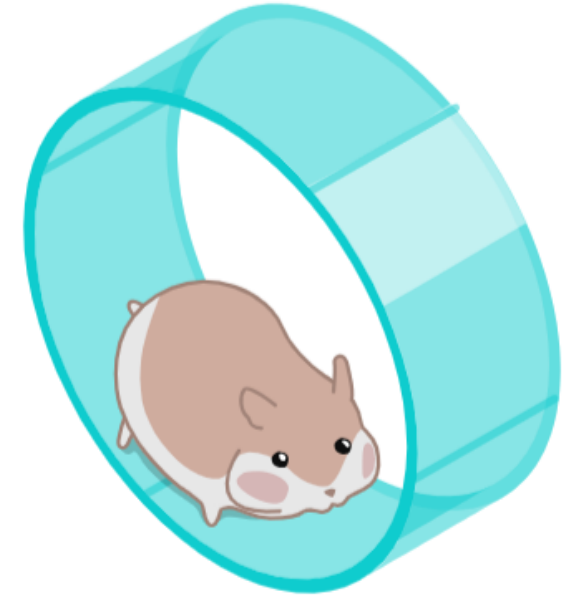
[Contact](#)

[Follow @SlidesGPT](#)

Agenda

- **Introduction**
- **Understanding AI**
- **AI Tools for Classroom Management**
- **AI-Powered Learning Platforms**
- **AI-Enhanced Teaching Techniques**
- **Incorporating AI into Course Design**
- **AI as a Supportive Learning Tool**
- **Addressing Ethical Concerns**
- **Preparing Professors for AI Implementation**
- **Measuring the Impact of AI**
- **Successful AI Integration Examples**
- **Conclusion**

Using AI Effectively in the Col...



- AI Tools for Classroom Management
- AI-Powered Learning Platforms
- AI-Enhanced Teaching Techniques

LESSON PLANNING TOOLS

- [AI Lesson Planner - Education Copilot](#)
- [MagicSchool.ai - AI for teachers - lesson planning and more!](#)
- [Smart Sparrow](#)
- [teachology.ai - The Ultimate for AI Lesson Plans](#)
- [TeachMateAI - The AI Assistant for Teachers](#)

- [Yippity | Convert your notes into quizzes or flashcards automatically](#)
- [Farm Tractors | History Timeline \(historytimelines.co\)](#)

MAGICSCHOOL.AI

The screenshot displays the MagicSchool.ai website interface. At the top left is the logo and a menu icon. The top right contains icons for a star, a user profile, and settings. A left sidebar lists 'Magic Tools', 'Raina (Chatbot)', and 'Output History', with a version indicator '2.0.1' below. The main content area features eight tool cards arranged in a 2x4 grid. Each card includes an icon, a title, a description, and a 'NEW!' badge. The tools are: YouTube Video Summarizer, YouTube Video Question Generator, Conceptual Understanding Generator, Science Lab Generator, Student Work Feedback Tool, Teacher Joke Generator, Lesson Plan Generator, and Academic Content Generator.

MagicSchool.ai

Magic Tools

Raina (Chatbot)

Output History

2.0.1

YouTube Video Summarizer

Get a summary of a YouTube video in whatever length you choose. ****Videos will not load if the author did not enable closed captions.**

YouTube Video Question Generator

Generate guiding questions aligned to a YouTube video. ****Videos will not load if the author did not enable closed captions.**

Conceptual Understanding Generator

Generate ideas about how to help your students build conceptual understanding of a topic or standard you're teaching in class.

Science Lab Generator

Generate an engaging science lab based on topics and standards of your choice. (Review closely for factual content and potential bias before usage.)

Student Work Feedback Tool

Based on a custom criteria, have AI give areas of strength & areas for growth on student work.

Teacher Joke Generator

Generate teacher jokes for your class to be the coolest teacher out there!

Lesson Plan Generator

Generate a lesson plan for a topic or objective you're teaching.

Academic Content Generator

Generate original academic content for your classes customized to the topic and criteria of your

YouTube Video Summarizer



Get a summary of a YouTube video in whatever length you choose. **Videos will not load if the author did not enable closed captions.

Length of summary:

7 bullet points

Video ID or URL: **BETA**

<https://www.youtube.com/watch?v=6tpALDg9y4c>

Generate

- This video is part of Module 6 of the program evaluation toolkit.
- Module 1 covers logic models and is recommended to review before starting Module 6.
- Module 6 focuses on data collection instruments, specifically interviews, focus groups, observations, and surveys.
- Interviews and focus groups are useful for obtaining detailed information about thoughts and behaviors.
- They can be used to identify and define problems, assess existing solutions, and provide context for quantitative data.
- It is important to develop culturally appropriate questions and consider the dynamics of the participants.
- The video provides steps for conducting interviews and focus groups, including developing questions, creating a protocol, and selecting participants.

Ask Raina

Text Length

Shorten

Questions

Translate (beta)

2-3-sentences

1-paragraph

3-paragraphs

shorter

longer

- This video is a component of Module 6 within the program evaluation toolkit, which aims to provide comprehensive guidance and resources for conducting effective evaluations.
- To ensure a solid foundation, it is highly recommended to explore Module 1, which delves into logic models, before embarking on Module 6.
- Module 6 is primarily centered around data collection instruments, specifically

2ND GRADE DINOSAUR TEXT

MagicSchool.ai



Magic Tools

Raina (Chatbot)

Output History

2.0.1

Academic Content Generator



Generate original academic content for your classes customized to the topic and criteria of your choice.

Grade level:

2nd grade

Text Length:

three paragraphs

Content Type:

textbook

Topic (be as specific as possible):

types of dinosaurs

Types of Dinosaurs

Dinosaurs are fascinating creatures that roamed the Earth millions of years ago. There were many different types of dinosaurs, each with its own unique features and characteristics.

One type of dinosaur is the herbivore. Herbivores were plant-eating dinosaurs that had special teeth to help them chew tough plant material. Some examples of herbivorous dinosaurs include the Triceratops, which had three horns on its head, and the Brachiosaurus, which was known for its long neck and tall stature.

Another type of dinosaur is the carnivore. Carnivores were meat-eating dinosaurs that had sharp teeth and claws to hunt and catch their prey. The Tyrannosaurus rex, or T. rex for short, is one of the most famous carnivorous dinosaurs. It was a fearsome predator with a large head, powerful jaws, and tiny arms.

Lastly, there were dinosaurs that could fly. These were called flying dinosaurs or pterosaurs. Pterosaurs had wings made of skin and were able to glide through the air. The Pteranodon was a common type of flying dinosaur and had a long wingspan, which helped it soar through the skies.

Learning about the different types of dinosaurs can help us understand the diversity of life that existed on Earth long ago. By studying their

TEACHMATEAI.COM



Login

Instant support for teachers. Heavy lifting by AI.

Imagine having more 'me time' with AI teaching tools designed to support you every day – from creating bespoke lesson plans or instant teacher presentations to generating personalised student reports.

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EDUAIDE.AI

The screenshot shows the Eduaide.AI Content Generator interface. On the left, there are dropdown menus for 'Subject' (Science) and 'Grade' (Upperclass (Students Grad...)). Below these are tabs for 'Resources': Planning, Information Objects, Independent Practice, and Cooperative. The 'Planning' tab is active, showing four resource cards: Lesson Seed, Unit Plan, Prior Knowledge + Scaffolding, and Learning Objective + Success Criteria. On the right, a 'Workspace' section contains a 4-step guide: 1. Select your subject and grade. 2. Select a resource to create. 3. Enter a topic, keyword, or standard. 4. Click 'Add To Workspace'.

Content Generator

Subject: Science

Grade: Upperclass (Students Grad...)

Resources

Planning | Information Objects | Independent Practice | Cooperative

- Lesson Seed** ★
Lesson outline with a range of techniques, strategies, and activities aligned to an objective.
- Unit Plan** ★
Well-sequenced unit plan, streamlining curriculum design for educators.
- Prior Knowledge + Scaffolding** ★
- Learning Objective + Success Criteria** ★

Workspace

Follow the steps below to get started. You can also load your previous work by going to "Saved Content" in the navigation bar.

- 1 Select your subject and grade.
- 2 Select a resource to create.
- 3 Enter a topic, keyword, or standard.
- 4 Click 'Add To Workspace'.

PACKBACK ARTIFICIAL TA

AI Feedback + Instructor Feedback = Better Together

Packback partnered with 11 institutions in a [multi-year study](#) to measure student outcomes. Significant improvements in writing quality and rigor, final grade outcomes, and student satisfaction were observed.

2X

More Rigorous Discussion

2X more student posts on Packback contain source citations, compared to the LMS. Discussion posts on Packback Questions are also longer on average, with 1.3X more replies per thread.

A's & B's

More A's and B's; Fewer F's

Students in classes using Packback earned more A's and B's, and fewer D's, F's, and W's, compared to students only using the LMS.

+55%

More Confident Writers

65% of students [reported feeling "confident" or "very confident" in their writing capabilities](#) after using Packback Deep Dives, compared to just 42% before Deep Dives.

30%

Faster Grading Time

Educators using Packback Deep Dives [saved an average of 30% of time grading per essay submission](#), compared to grading writing assignments without Deep Dives.

Lab Assistant

Grammar and Spelling ⓘ

1 Alert
12 Suggestions

Use of Active Voice ⓘ

Looks Great!

Narrative Voice ⓘ

1 Suggestion

- **Your narrative voice consistency could be improved**
This text is primarily written in the 3rd person but uses a lot of other perspectives. This can be appropriate sometimes, for example in fiction, but generally in academic writing a consistent narrative voice is preferred.

Smart Highlights ⓘ

1st Person	1/1	^	v
2nd Person	1/1	^	v
3rd Person	1/41	^	v

[Home - Packback](#)

AI SUMMARY TOOLS

- [Shortify: Summarize Anything. Works Everywhere. \(shortifyapp.com\)](https://shortifyapp.com)
- [Use AI To Summarize Scientific Articles – SciSummary](#)
- Sci Summary was much shorter and contained enough information for me to know I wanted more information. I prompted both synopsis and key points. It might be beneficial for skimming articles for relevance.
- [Anthropic \ Claude 2](#)
 - I felt the Claude Summary was more in depth and gave the background that helped me make more sense of the reading. Great for a preview so close reading can uncover nuance.
- [Explainpaper](#)
- [Supercharge Your Writing with Jenni AI](#)
- [Quivr - Get a Second Brain with Generative AI](#)
- [Paper Digest – Natural language processing for tech domain](#)



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PAPER DIGEST

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YIPPITY SAMPLE QUIZ

Solar System Explained at NASA

- <https://solarsystem.nasa.gov/planets/overview/>
- Eight Questions
- <https://yippity.io/quiz/33872>

Share TEST MODE (BETA)

Planets

Where are the small worlds located in the Kuiper Belt?

Answer: The small worlds are located in the Kuiper Belt.

What is the key difference between a planet and a dwarf planet?

Answer: The key difference is that a planet has cleared its orbit of similar objects, while a dwarf planet has not.

YIPPITY – QUIZ QUESTIONS & ANSWERS

XVIII
Royl Irish

18th (Royal Irish) Reg^t of Foot

Served in America, 1767-1776

XVIII
Royl Irish

[t](#) [e](#) [f](#)

History of Regt.

Postings

The Officers

The Men

The Women

Discipline

Sources

Published Works

Reading List

The following men commanded the Royal Irish while it served in America

Colonel Sebright Lt. Colonel Wilkins Maj. Hamilton Maj. Shee

Sir John Saunders Sebright

Sir John Saunders Sebright was born in Flamstead Parish, Hertfordshire, England on 19 October 1725. He was the second son of Sir Thomas Saunders Sebright (4th Baronet) and Henrietta Dashwood. Sebright was promoted to major general on 13 March 1761. In April 1762, he was given command of the 18th (Royal Irish) Regiment of Foot. He died at his home on 23 February 1794.



Share TEST MODE (BETA)

18th (Royal Irish) Regiment of Foot, 1767-1776

When and where was Sir John Saunders Sebright born? 📄 ✎ 🗑️

Answer: Sir John Saunders Sebright was born in Flamstead Parish, Hertfordshire, England on 19 October 1725.

What was Sir John Saunders Sebright's military rank? 📄 ✎ 🗑️

Answer: Major General.

When did Sir John Saunders Sebright die? 📄 ✎ 🗑️

Answer: He died on 23 February 1794.

Who were Sir John Saunders Sebright's parents? 📄 ✎ 🗑️

Answer: Sir Thomas Saunders Sebright (4th Baronet) and Henrietta Dashwood.

TEST AND ANSWERS

← Back to Quiz

What is test mode? ⓘ

18th (Royal Irish) Regiment of Foot, 1767- 1776

When and where was Sir John Saunders Sebright born?

What was Sir John Saunders Sebright's military rank?

When did Sir John Saunders Sebright die?

Who were Sir John Saunders Sebright's parents?

← Back to Quiz

Final Score: 100%

Question 1: When and where was Sir John Saunders Sebright born?

Correct Answer 1: Sir John Saunders Sebright was born in Flamstead Parish, Hertfordshire, England on 19 October 1725.

Student Answer 1: England on 19 October 1725

Verdict 1: Correct

Question 2: What was Sir John Saunders Sebright's military rank?

Correct Answer 2: Major General.

Student Answer 2: Major General

Verdict 2: Correct

Question 3: When did Sir John Saunders Sebright die?

Correct Answer 3: He died on 23 February 1794.

Student Answer 3: 23 Feb 1794

Verdict 3: Correct

Question 4: Who were Sir John Saunders Sebright's parents?

Correct Answer 4: Sir Thomas Saunders Sebright (4th Baronet) and Henrietta Dashwood.

Student Answer 4: Thomas Sebright and Henrietta Dashwood

Verdict 4: Correct

Question 5: What regiment did Sir John Saunders Sebright command?

Correct Answer 5: The 18th (Royal Irish) Regiment of Foot.

Student Answer 5: 18th Foot

Verdict 5: Correct

ELIZA

ELIZA



ELIZA 8:42:35
How do you do. Please tell me your problem.



You: 8:44:17
I am stressed about having to do a presentation on AI next week



ELIZA 8:44:19
Is it because you are stressed about having to do a presentation on AI next week that you came to me?



You: 8:44:24
Yes



ELIZA 8:44:25
Please tell me more about this.

You say



[ELIZA Chat \(botlibre.com\)](https://botlibre.com)

PROMPT: WHO IS BETTY BAULE?

Unfortunately I do not have enough context to determine who "Betty Baule" specifically refers to. Here are some possibilities:

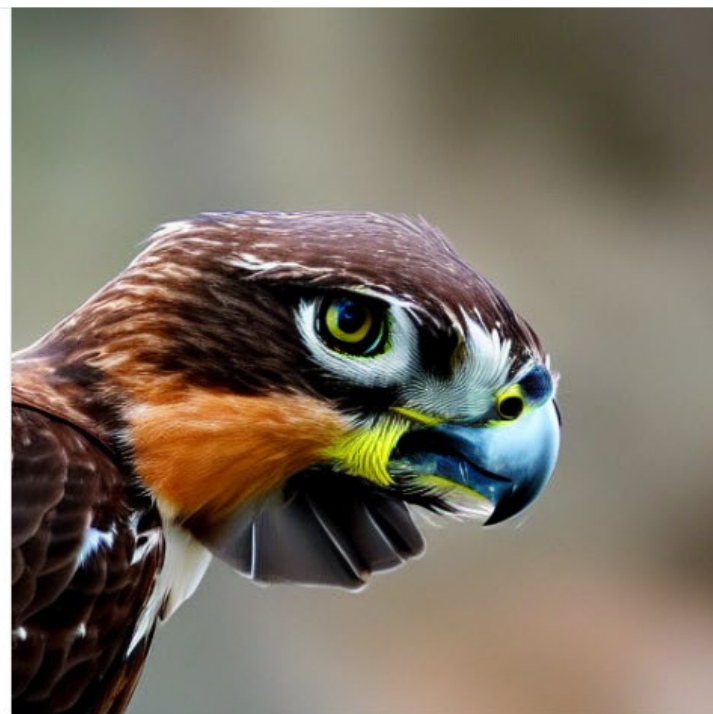
- It could be referring to a person's name, but without more information like a profession or background details, it is ambiguous.
- There is an actress named Betty Baule who appeared in some films and TV shows in the 1950s and 60s.
- There is also a Betty Baule listed as a voice actor in some animated shows, but details are limited.
- There are people named Elizabeth Baule and variations like Betty Bauleigh that come up in public records searches. But without more context it's hard to confirm if any are the specific Betty Baule in question.
- Baule could also be a misspelling of the last name "Baugh" - in which case it could refer to a number of different people with the first name Betty Baugh.
- There is a Bayou Betty's Restaurant and another business called Betty's Baule Shop - but these likely refer to fictional Betty's and not actual people.

In summary, the name "Betty Baule" is too ambiguous on its own for me to determine who it refers to specifically without more context. Please let me know if you can provide any additional details that might help identify who this name is indicating.

THE STOMACH
WEASEL



SCRIBBLE DIFFUSION



Sideview of a hawk

FIREFLY.ADOBE.COM



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Experiment with the latest in generative AI and let us know what you think.



Text to image

Generate images from a detailed text description.

[Generate](#)



Generative fill

Use a brush to remove objects, or paint in new ones from text descriptions

[Generate](#)



Text effects

Apply styles or textures to text with a text prompt.

ADOBE FIREFLY VERSIONS



SOME MORE OPTIONS



Please draw an image of a firefighter in full gear putting his gloves on in front of a burning house

Clear styles


 Palette knife ×


 Dramatic lighting ×


Refresh

Please draw an image of a firefighter in full gear putting his gloves on in front of a burning house

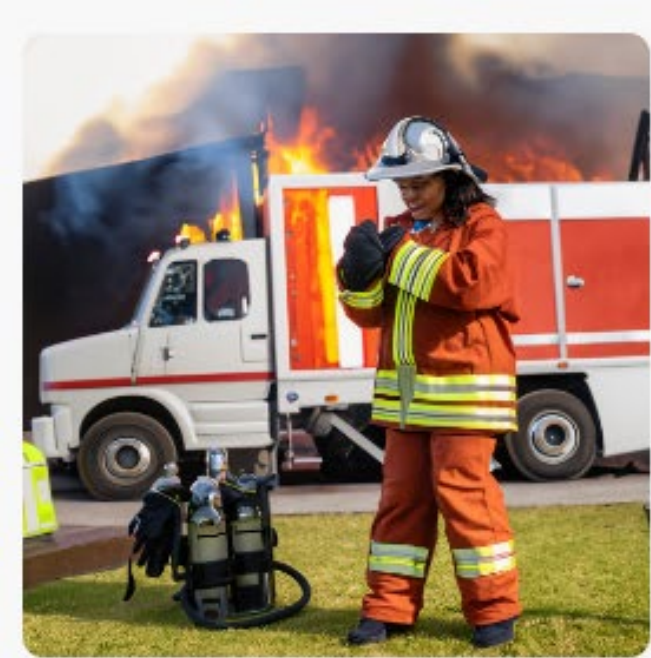
Clear styles

 Wide angle ×

 Low lighting ×

 Layered paper ×

Refresh



Please draw an image of a firefighter in full gear putting his gloves on in front of a burning house please add an American LaFrance 700 series pumper to the image

Clear styles



Photo ×



Wide angle ×



Low lighting ×

Refresh

AMERICAN
LAFRANCE 700
SERIES PUMPER





QUESTIONS

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CREATE THE FUTURE