

Instructor Guide

Event Information:

Location

Derby North Middle School, 3100 N. Rock Road, Derby, KS 67037

Time

9:00am-9:30am

Contact Information

Jeff Smith (Principal): jesmith@usd260.com or 316-788-8408

Setup:

Seating

Instruct students to sit in their content area group, next to their grade level partner, 6 to a table. There will be around 30-40 teachers present, depending on whose attendance the principal requires.

Supplies

On Tables: Spectrum Sort Cards,

With You: Instructor guide, presentation laptop, water bottle, light jacket

Technology

Wifi: USD260

Password: District Login

AirPlay: Cafetorium1

Login for Student Exploration: fritzsbs@gmail.com

Password for Student Exploration: DNMSfalcons (add 23 on end for Yippity)

Before Students Arrive:

Place one bag of spectrum sort cards at each table. Have instructions projecting before students arrive, so that they can log in as they arrive. Walk around, chat with participants, and help them get to Curipod as needed. Before beginning, remind teachers to sit with their department team, next to their grade level partner.

Directions for Script

Use the below script while presenting. The slide you need to be on is underlined first. Anything in quotation marks will be spoken by you, and anything in parentheses is something you need to do, not say. Each section has a time frame. Please be respectful of teachers' time and stick to the timing.

Procedures, Slides, and Script:

Welcome and Introduction: (while students arrive-0:02.00)

Curipod Slide 1: "Good morning, everyone! My name is Jennifer Fritz, and I teach Technology and Careers for the Mavericks team."

Curipod Slide 2a: "I asked Jeff this summer if I could present some information on Artificial Intelligence in teaching and learning."

Curipod Slide 2b: "We are going to cover 3 things in our 30 minutes together- what artificial intelligence is, what we need to consider when using it, and how we can integrate it into our work here at Derby North."

Curipod Slide 2c: "So, let's start with the basics! Definitions of AI vary from person to person, even in the technical computer world. There are multiple types of AI, and each serves a different function. Instead of diving into a discussion about what is and isn't AI, I want us to consider the practical applications for us as teachers. So, we do have a basic definition here, but we aren't going to get tied up by diving into the different types. That being said, I want you guys to test yourselves and your knowledge of AI and maybe realize how frequently you may have already been using it."

Spectrum Sort Activity and Feedback: (0:02.00-0:05.00)

Curipod, Slide 3: "You have one minute to work as a table to arrange the 10 cards in the bag on your table into a spectrum as seen on the screen. Arrange them in order from 'Definitely AI' to 'Definitely NOT AI.' There aren't set right or wrong answers, and you may disagree with your team." (Give participants ONE minute to complete.)

"Excellent! Let's have a few teams shout out what they chose for the Definitely AI category." (Allow responses, give feedback/correction as necessary.)

"What about the NOT AI category?" (Allow responses, give feedback/correction as necessary.) "Great work. You can see that there is a lot of overlap and ambiguity between what is and isn't AI, so for today, our definition of AI is any technology that, after training by humans, makes independent decisions based on inputs."

Context Building and Background Information: (0:05.00-0:10.00)

Curipod, Slide 4a: (Mute sound, let video play while talking.) "This is Ameca, and she's what a lot of people picture when they freak out about AI. Ameca is a humanoid robot that uses AI to decide on things like conversation, body language, and facial expressions.

She's a good example of how people can misunderstand AI. Even though she looks lifelike, she is still an example of what we call Artificial Narrow Intelligence, which is the only AI that currently exists of the 3 types. It requires training by humans, then responds based on set training, all the way from simple information retrieval tasks to complicated decision making processes, like in the case of self-driving cars.

The next type would be Artificial General Intelligence still doesn't exist, but it would be when AI can work at the level that humans do, which they would theoretically accomplish by using a bunch of Narrow AI's simultaneously.

Finally, when people picture things like Ameca and think of robots taking over the world like in iRobot or Terminator, they are thinking of Artificial Super Intelligence, which science isn't even close to yet. This would be the level where AI can exceed human capabilities.

Even though Ameca looks scary, she is still a Narrow AI, as are all of the tools that are currently in existence. Nothing we have right now can 'think for itself' without human interaction or be considered 'conscious.'"

Curipod, Slide 4b: "Here are some other examples of Narrow AI that you would be far more likely to encounter than Ameca."

Curipod, Slide 4c: "Now, that being said, AI does have some things that are important to keep in mind when using it!

This is Sophia, one of the most recognizable Humanoid Robots, even if she's not the newest. She's been on Jimmy Fallon, has been kissed by Will Smith, and has much less sophisticated movements than Ameca- she is going to demonstrate a problem that we, especially as teachers, need to recognize." (Play video.)

Curipod, Slide 4d: "The first two concerns here are the ones that impact us most when lesson planning and using AI to help create learning content.

The first is what Sophia just demonstrated- AI MAKES MISTAKES. It is not perfect, just like people aren't perfect. It's only as good as the data and information it is trained on, which makes it incredibly important that teachers check their facts for accuracy before teaching them. You can't just trust that something is true and then teach it to your students, as that would be irresponsible and unethical.

Depending on the data it has been given, bias and discrimination may be present in its response. As teachers, we need to be intentional to make sure to eliminate bias or discrimination from our content, so check for outdated or offensive terms. I've never had one pop anything like this out, but it's a common ethical issue that I found when researching.

The final two boxes here are things that we would need to consider if we decided to have students use AI in the classroom."

Curipod, Slide 4e: "What we want to talk about now is the important stuff, now that we've gotten an understanding of what AI is and what considerations to keep in mind.

How can we use AI here at Derby North? We're not going to get into a discussion on student use- like cheating or transitioning to authentic assessments, those things are beyond the time we have today. We are going to focus instead on how we as teachers can use AI tools to help us professionally!"

Context Building and Background Information: (0:10.00-0:11.00)

Curipod, Slide 5: (Start activity.) "On your screens, go ahead and answer the question, 'What is one way that you can see AI helping you teach or plan?' CHANGE Once you submit your answer, you will receive some AI feedback on your thoughts, which is an option for us to use AI in the classroom." (Provide feedback based on the answers shown.)

AI Tool Overview: (0:11.00-0:16.00)

Curipod, Slide 6a: “There are TONS of AI tools for teachers to use in preparation for their classes. I’ve found two tools for each category that you guys can explore in your free time. We will look at the top row today, because in my opinion, they are the easiest to use and could help us significantly in our planning.”

Curipod, Slide 6b: “The first tool I want to look at is Perplexity. Perplexity is very similar to ChatGPT, but it does something that ChatGPT does not- it provides references and you can fact check them easily.”

Curipod, Slide 6c: (Continue through- slide used only for animation)

Curipod, Slide 6d: “The next tool for us to look at is Conker.Ai. Conker can be used to create student assessments and flash cards. You just input a topic and then it outputs questions. These can then be exported directly to Canvas or into a Google Form.”

Curipod, Slide 6e: (Continue through- slide used only for animation)

Curipod, Slide 6f: “The next tool is the one that you will have time to experiment with here in a little bit, and that is Education Copilot. This has a very wide range of capabilities, and what you’re seeing in the gif is the Recipe Builder, where you give it a topic and an audience, and you let it create resources for you. This one does take the longest to generate, but once the products start popping up, you will be able to see why.

It’s going to first generate a powerpoint, which to be honest is really ugly and boring, but has good information to be used.

It then generates a Context Building document, a Handout for students, and a Lesson Plan. Now, this on the screen is over an entire book, so obviously that probably needed to be broken up into chapters to be actually used with kids.

Copilot is a great example of how AI is a starting point, not a be-all-end-all lesson planning tool. As teachers, what AI can’t do for us, is replace our expertise and interactions with students- this is where things like design and content modification to make it more relevant and engaging come into play.”

Curipod, Slide 6g: (Continue through- slide used only for animation)

Curipod, Slide 6h: “The last tool I’m going to show you is Canva. If you know me, you know I LOVE Canva, and I do more in Canva than any Google Product, to be honest.

Towards the end of last school year, Canva came out with a bunch of new AI tools, including translation, smart slideshows, and a bunch of video and image editing software, which are all very cool.

The tool that I want to show you right now is one that they added to over the summer, which is called Magic Design. Now this tool is far from perfect, but like Copilot, it can provide a good starting point. I’ve asked it to create a presentation on the lifecycle of Jellyfish. As you can see, some of the images it chooses are not at all applicable, but the content is mostly correct. So, once again, a great starting point to a lesson.”

Pair/Group/Independent Exploration (0:16.00-0:26.00)

Curipod, Slide 6i: “Now it’s time for the fun! With your teaching partner or department team, brainstorm some topics that you would like to try to develop a lesson for. It could be broad or general, but needs to be relevant to your teaching, not a theoretical lesson! On your laptops, navigate to Education Copilot. You can choose to sign up using your district account or a personal account, and if you’re not comfortable with either, there will be directions on the next slide for how to log in. If you need help as you work, just raise

your hand and I'll be there as soon as possible to help.” (Walk students through getting into the website, providing help and guidance as necessary.)

Curipod, Slide 6j: (Present while teams are working, so that all tools are visible, along with directions for logging in with a sample account.)

Exit Survey: (0:26.00-0:29.00)

Curipod, Slide 7: “I hope that you are all feeling much more comfortable using AI, but if not, that’s ok! I’m curious which of these emojis you identify best with. You have one minute to answer, and I promise my feelings won’t be hurt!” (Start poll, respond to answers appropriately, in an encouraging and growth-mindset focused way.)

Curipod, Slide 8: “Now that we’ve actually used one AI tool, and you’ve gotten to see some others, how probable is it that you will use any AI tool to help you teach or plan this school year?” (Start poll, respond to answers appropriately, in an encouraging and growth-mindset focused way.)

Curipod, Slide 9: “Finally, out of curiosity, which one of the tools that you saw today looked the most interesting to you?” (Start poll, respond to answers appropriately, in an encouraging and growth-mindset focused way.)

Summary and Thanks: (0:29.00-0:30.00)

Curipod, Slide 10: “Thank you guys so much for your time and participation today! I know our back to school inservices are hectic and sometimes stressful, so I really appreciate you listening and participating. I hope that you’ve realized that AI is a valuable tool to put into our repertoire! If you find that you have any questions throughout the year, feel free to shoot me an email or stop into my classroom- I’m more than happy to help you make your life easier!”