(Some) AI is Your Friend

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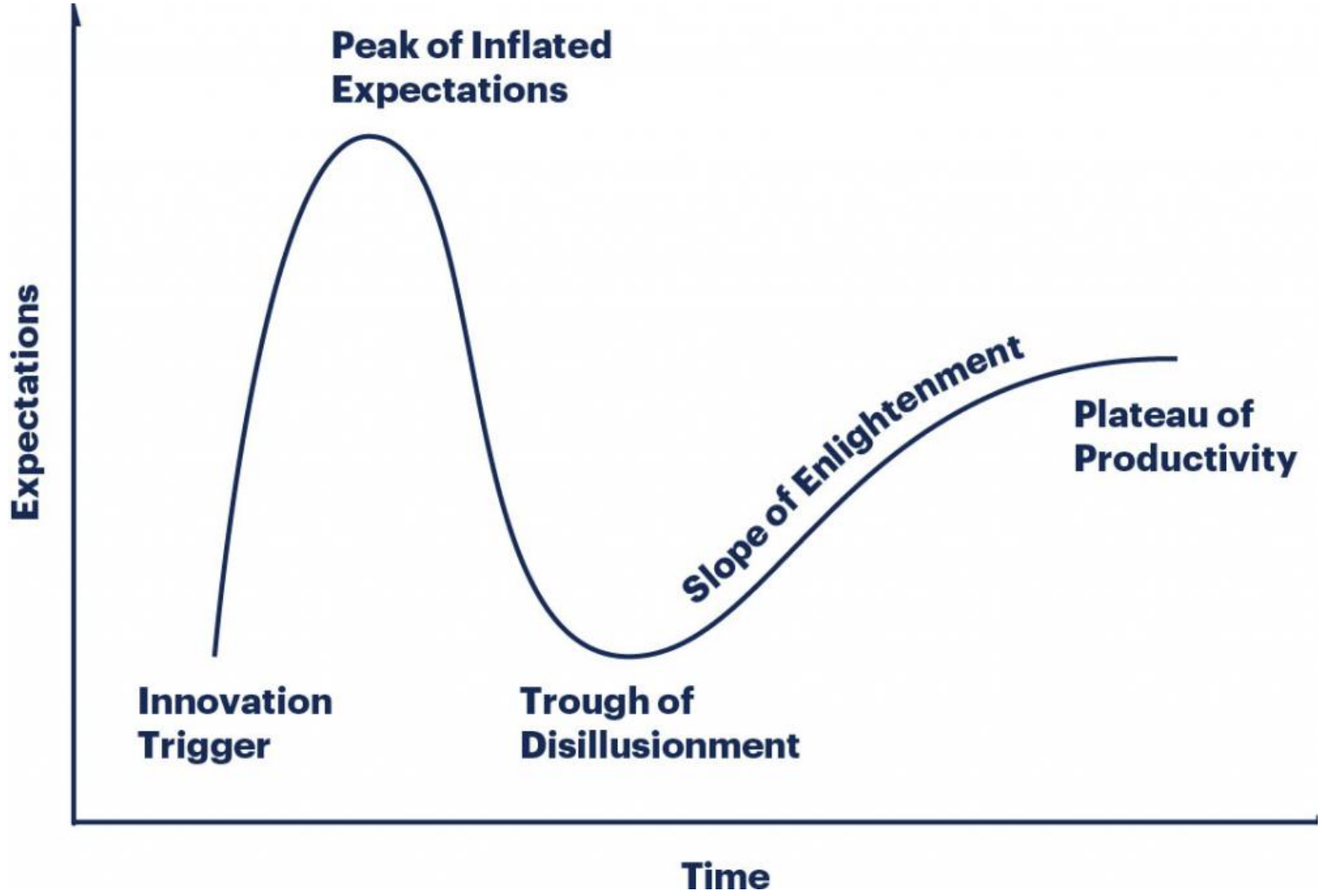
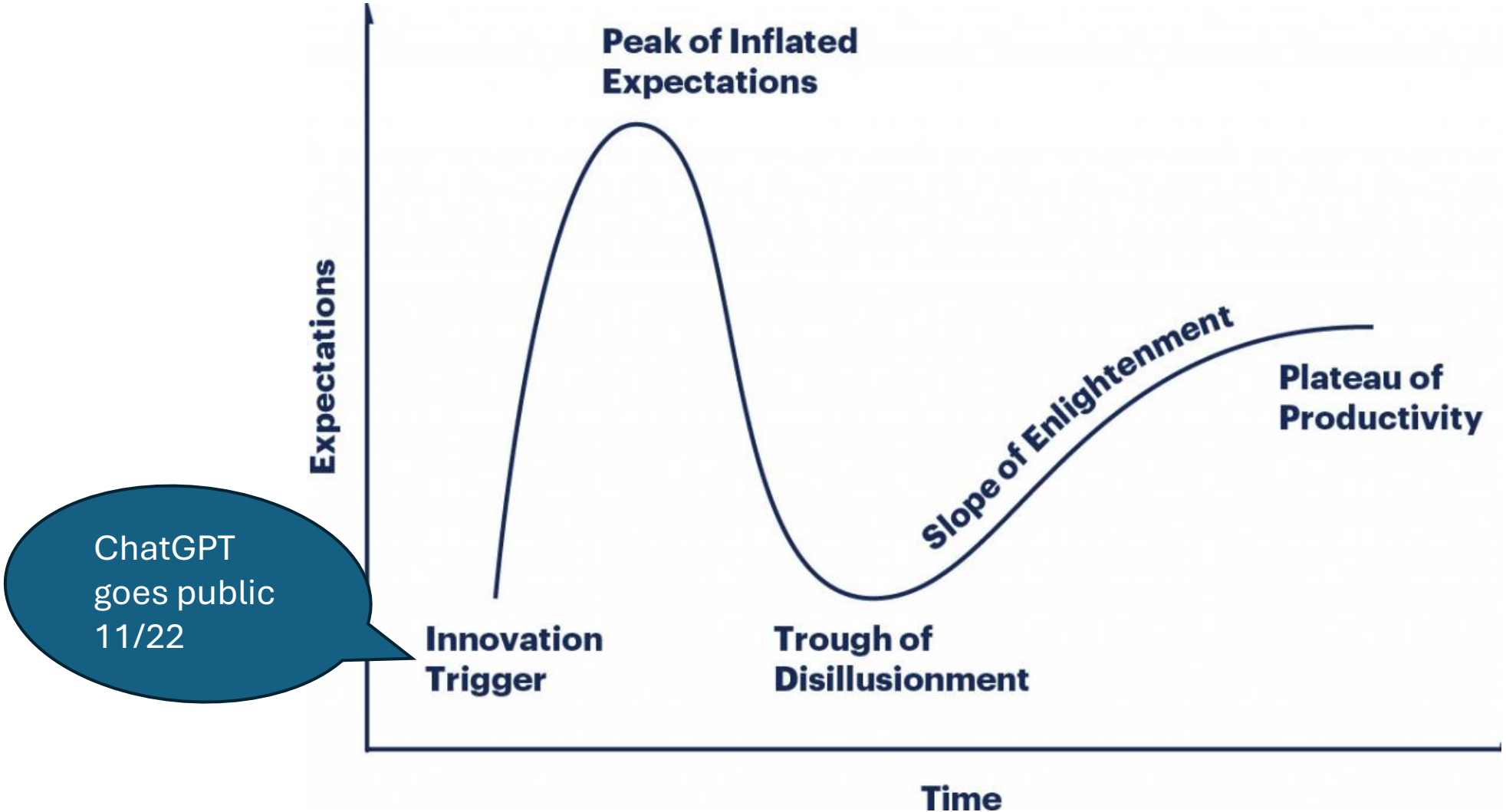
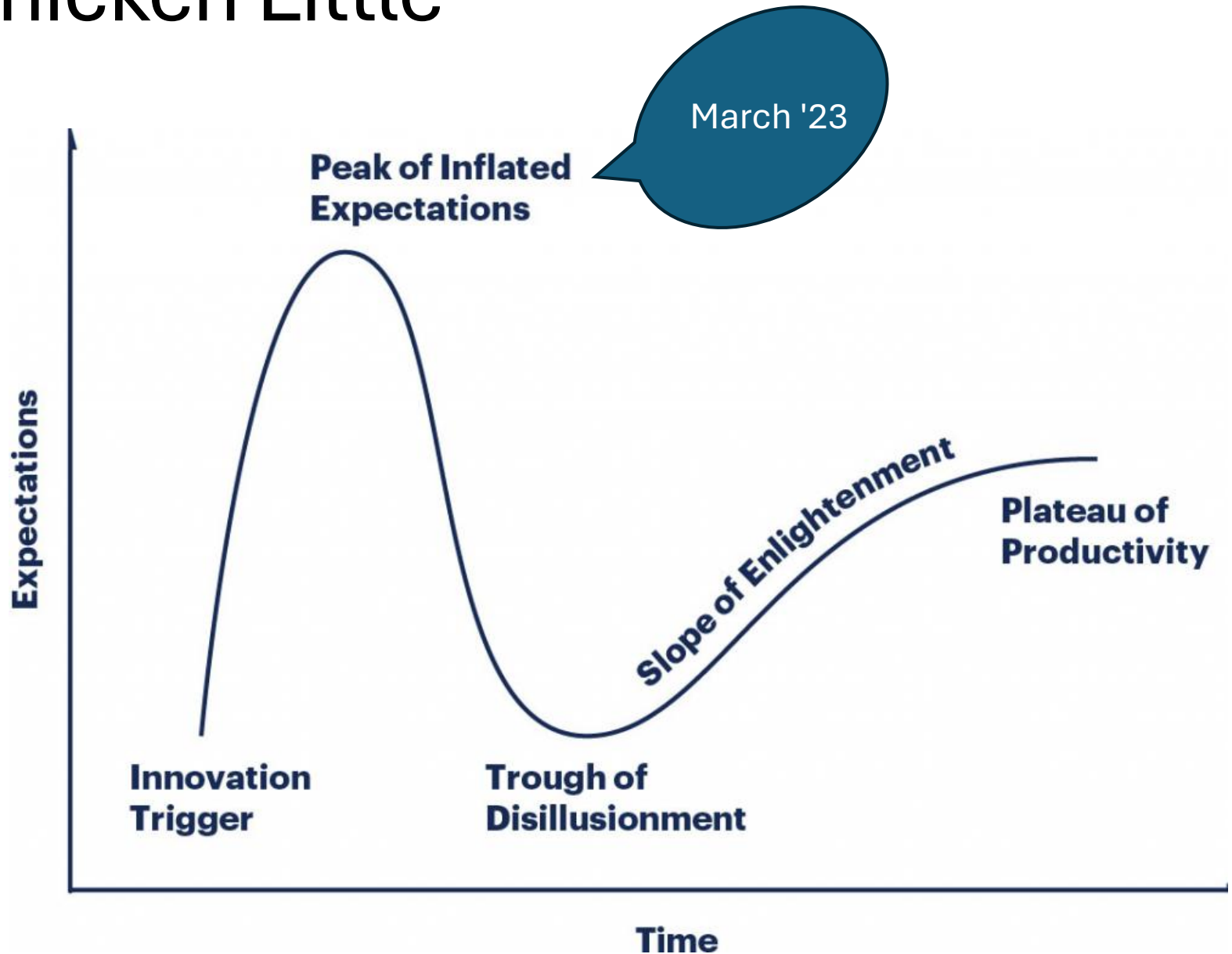
Hype Model


Peak of Inflated Expectations
Expectations
Slope of Enlightenment
Plateau of Productivity
Innovation Trigger
Trough of Disillusionment
Time

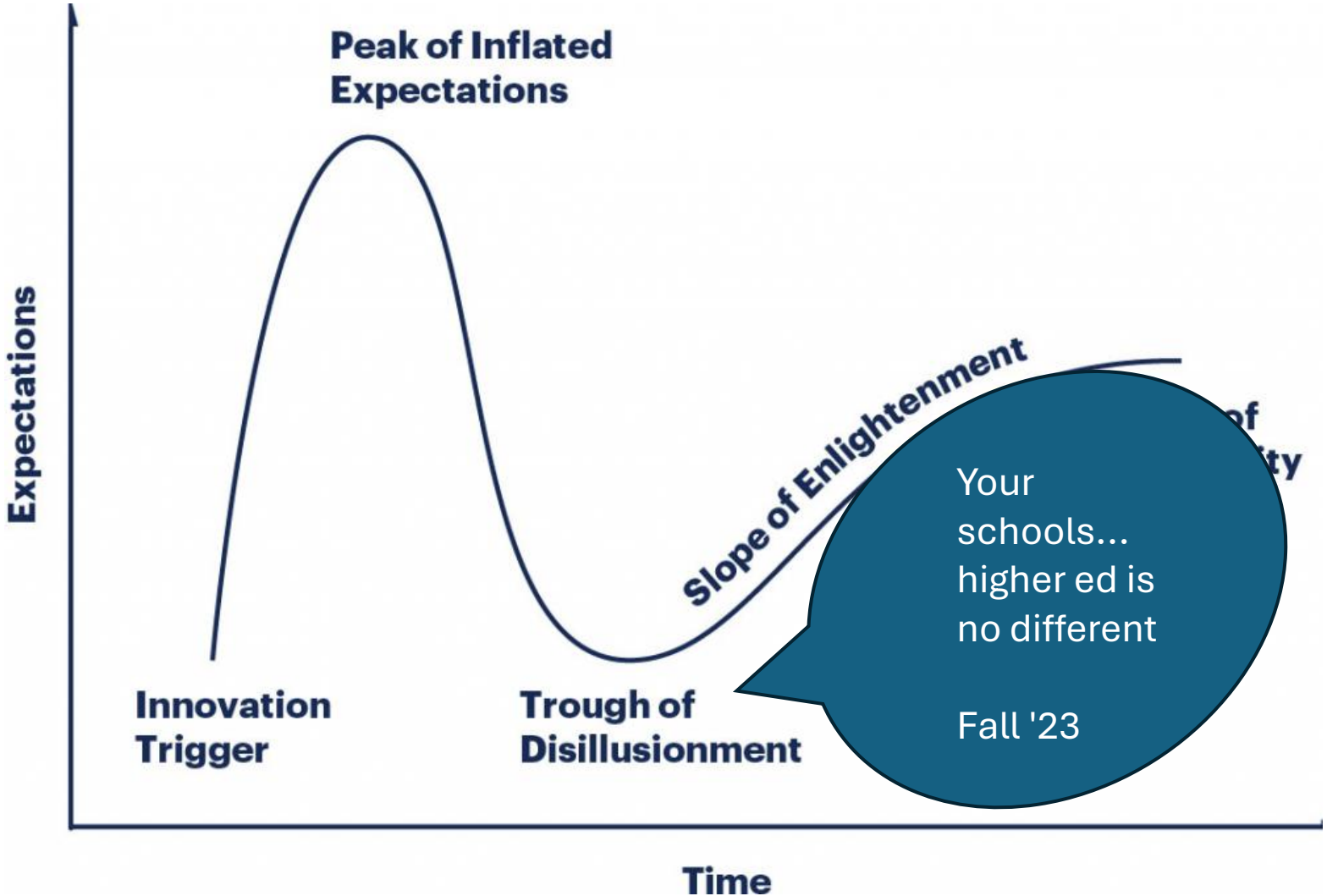
Our Hype Model Starts



"Peak Chicken Little"



Our Hype Model



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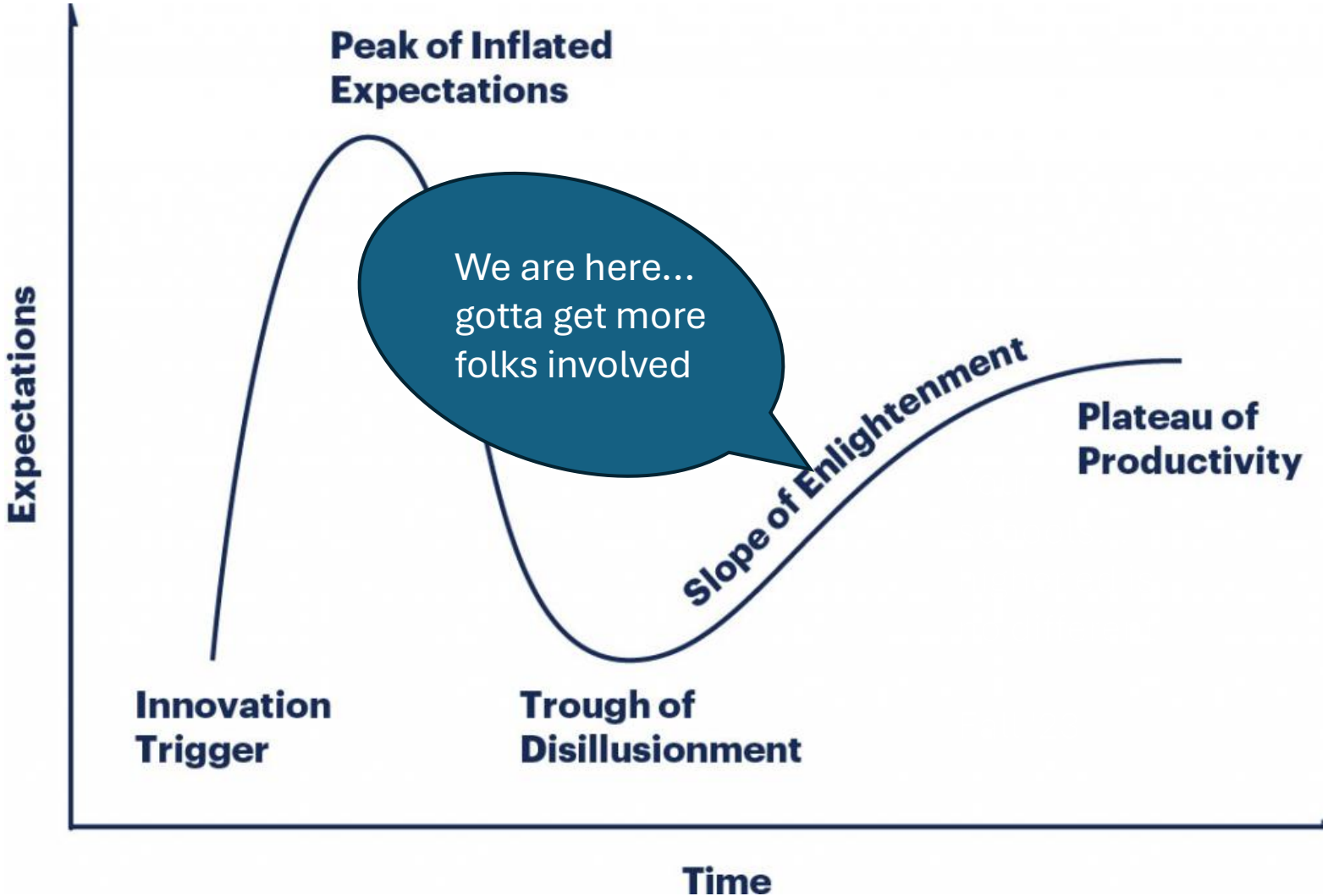


How Did We (Finally) Start Our Slope

Who leads?

Users

Skepticism

Focus

“What do students to do?”

“How do faculty help?”

On vetting

"You must be actively using it to share it."

What We Are Doing

Monthly forums

Google Spaces

Podcast series

How AI Affects Teaching

Refocus teaching

Provide supplemental resources

Customize tools

Improve efficiency

1: Refocus Teaching

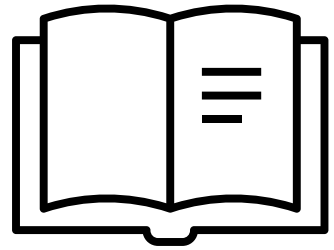
- Learning matters/ outcomes do not
- What students want
  - Well, the students who attend our workshops
- “Here is how we participate in artificial intelligence.”

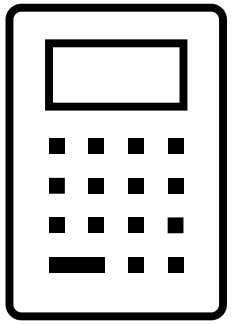
Learning is a Process, Not an Outcome

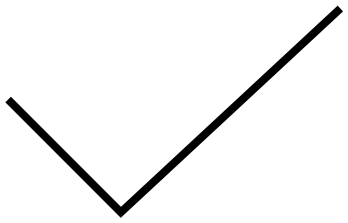
"Their papers are a correlation. Their brains are causation."

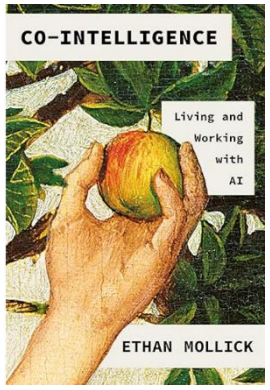
Co-/ Evolutionary/ Collaborative Intelligence

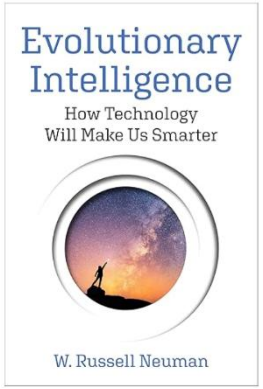
- Not new
- We are much better thinking with technology.

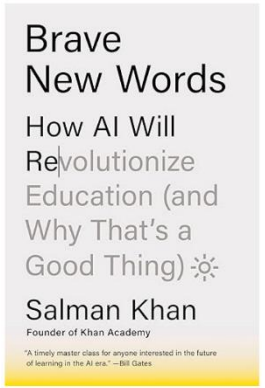


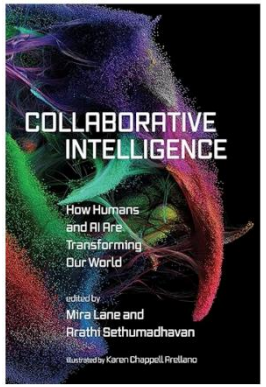




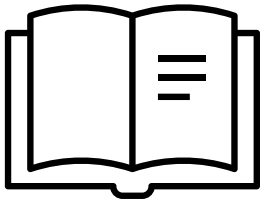
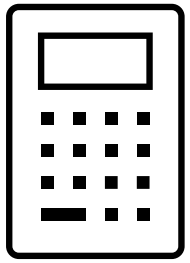
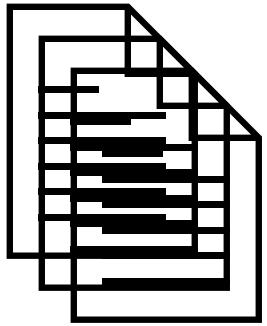








“What should we be doing?”

We know we can	Sometimes we can	We know we should not
		

2: Creating Supplemental Materials

- Diversify how folks perceive content
- Prereading
- Testing to learn

How We Do It

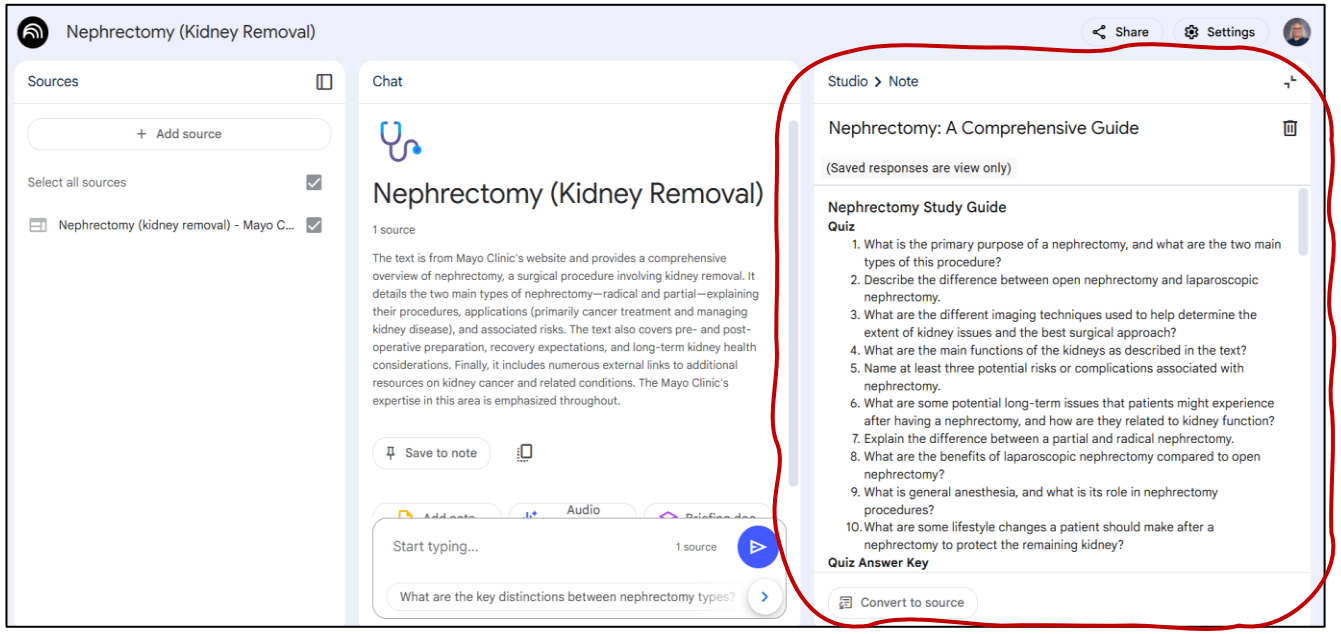
- Notebook LM

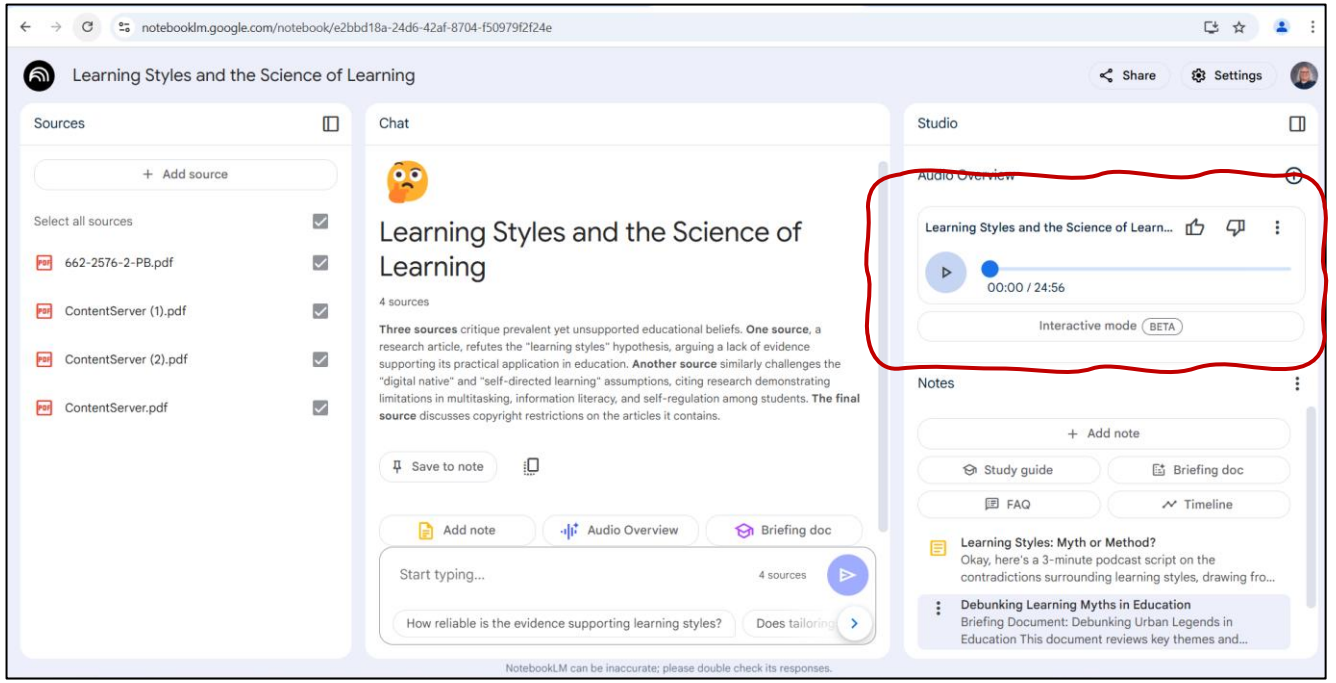
https://notebooklm.google.com/

  - Digital Deep Dives
  - Hallucinations

Let's explore

learning at not-school





3: Customizing Tools

- Prompt engineering
  (I can’s share this!)
- Custom chatbots

You are a skilled teacher of [ ] students in the subject of [ ]. You are skilled at giving clear explanations and guiding students step by step in their learning process.
</persona>

<task>
Complete each of the following.

<definition>
My name is [ ], please explain the following topic [ ]
</definition>

<context>
I need explanations at the [ ] level.
Do not move on until I hit enter.
</context>

<examples>
Please provide me with three examples to help me understand the topic.
Do not move on until I hit enter.
</examples>

<anlogies>
Please present two everyday analogies to this topic to help me understand how it applies to everyday experiences.
Do not move on until I hit enter.
</analogies>

<questions>
Ask me some questions to see if I understand the topic. Each question should be open-ended and encourage critical thinking. Wait for my answer to each question. When I hit enter, give me feedback on the question. Repeat this for questions two and three, then give me feedback. Ask if I am ready to go on.
</questions>

<tone>
Please use a moderately serious tone.
</tone>

<critical perspectives>
Are there any controversies or different viewpoints on this topic?
</critical_perspectives>

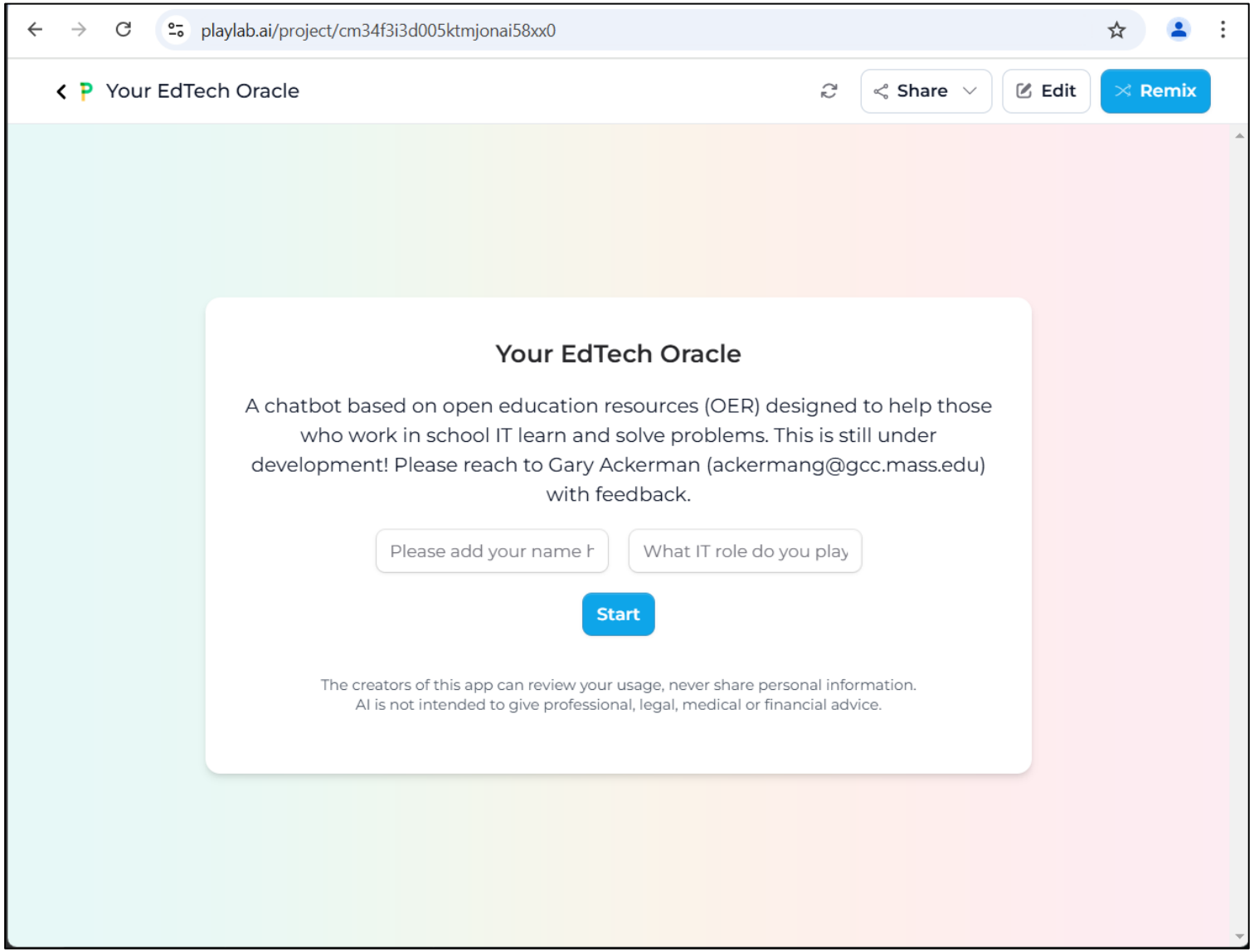
</task>

How We Do It

https://www.playlab.ai/

- “Report on a 15-minute conversation with John Dewey.”

- Send me your email
- Find these folks:



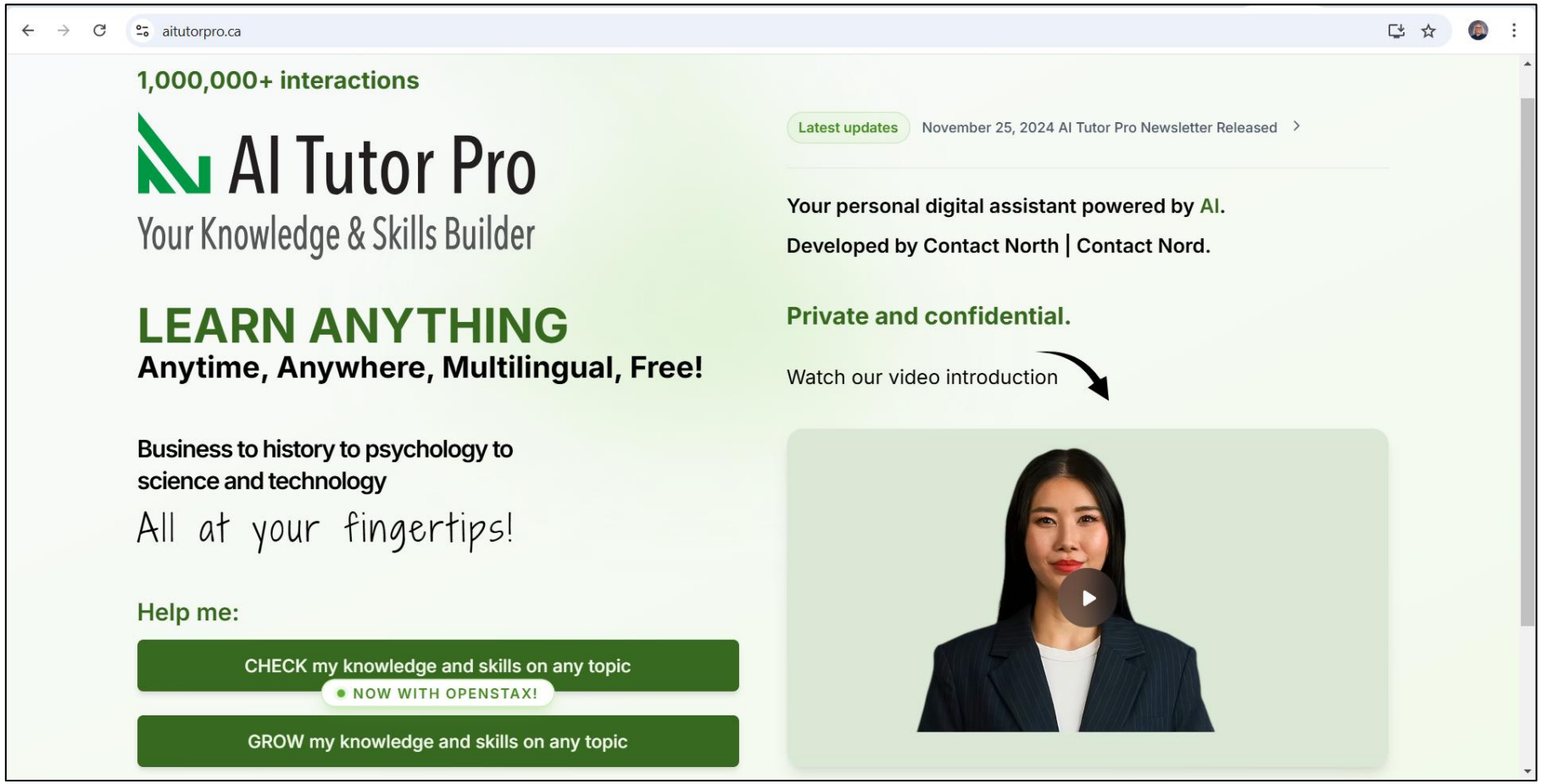
4: Improving Efficiency

- “Just in time” instruction

How We Do It—Students

https://www.aitutorpro.ca/

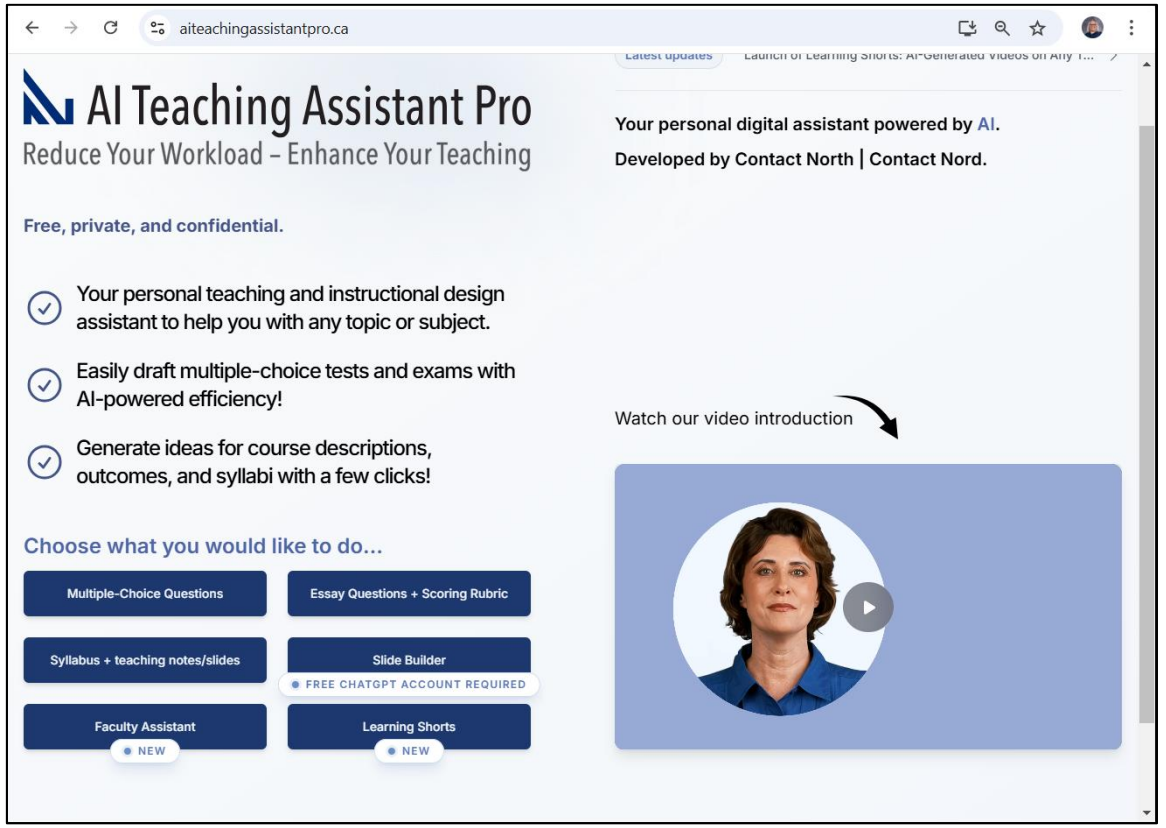
- AI Tutor Pro
- Check
- Grow



How We Do It—Faculty

https://www.aiteachingassistantpro.ca/

- AI Teaching Assistant Pro
- Syllabus creator
- Questions



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Teaching. Learning. Technology

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This is the latest web site developed and maintained by Dr. Gary L. Ackerman, an instructional technology and online learning professional who "says stuff, sometimes into microphones, and types on keyboards." Currently, Gary is living and working in New England.

He is serving as the director of teaching and learning innovation at a Massachusetts community college and designing courses to include active learning for community college and workforce applications.

NEERO 2025: Teaching in an Age of AI
NELMS 2025: (Some) AI is Your Friend