

a little about my journey

28 years in education
NEW ZEALAND &
CANADA

7 years at
grades 4
to 8

5 years in district role:
Communicating
Student Learning

14 years at
grades 9-12

3 years BC
Ministry of
Education
GRAD Team

20 years in parenting

How I Broke My Own D...

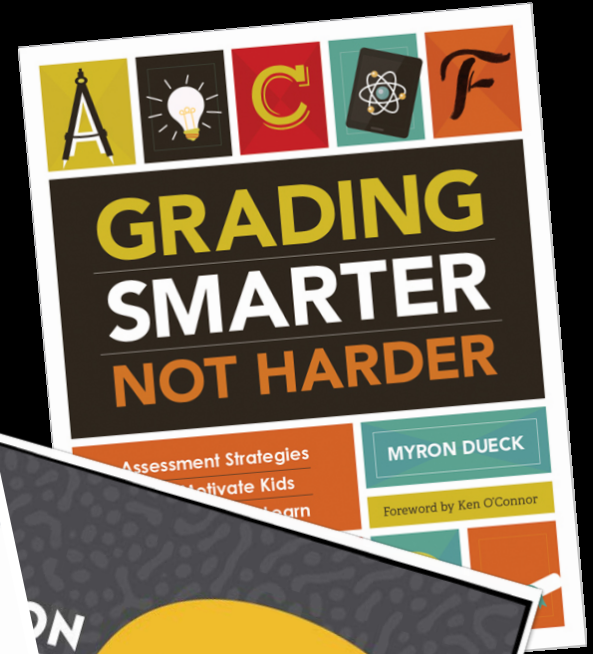
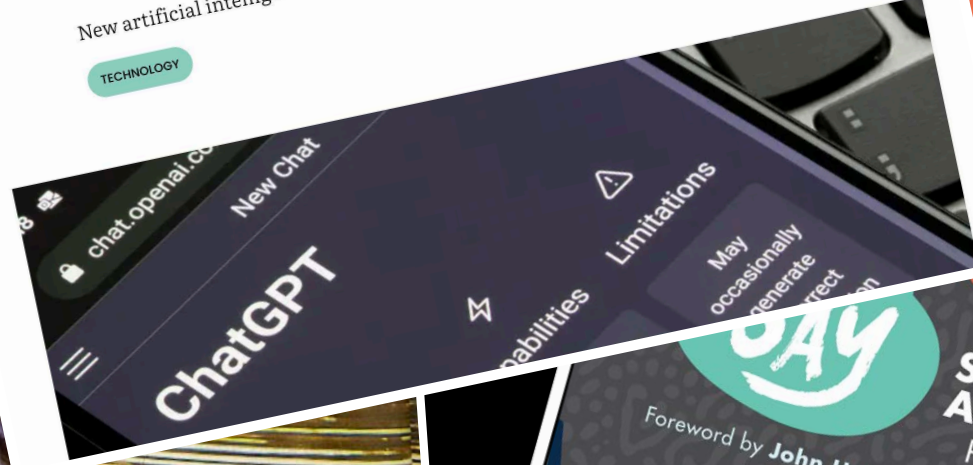
For Educators, ChatGPT Poses Big Questions—and Big Possibilities

 [Myron Dueck](#)



New artificial intelligence programs may force us to evolve our practices.

TECHNOLOGY



GIVING



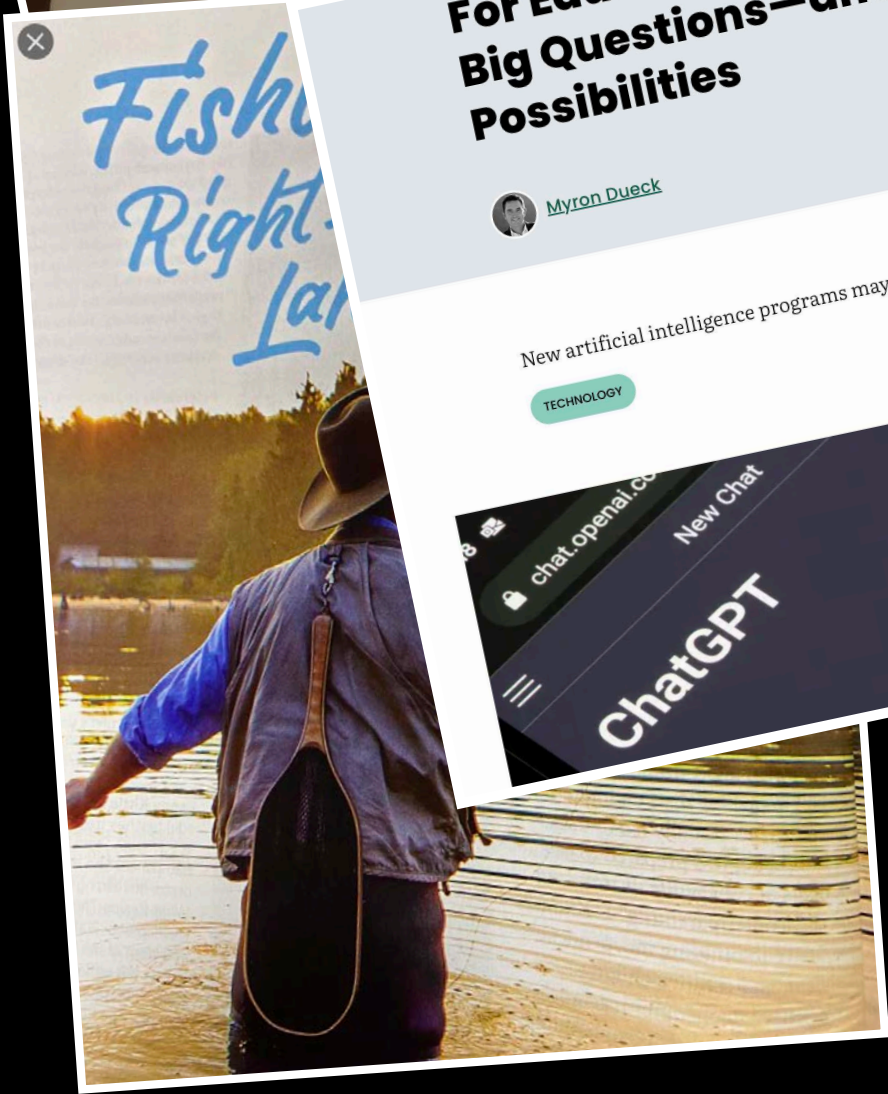
with
es

■ Care. The penalties evoke concern among grading learners. Clearly, the care he was willing to give didn't do it routinely.

■ Aim. The penalties must align with the objectives of the practice (likely the teacher's intent to encourage my students' wealth, not increase their behavior. The penalties result in a marked decrease in the number of times producing the frequent fraction. (For seven rows, he wouldn't be penalized over the factors of the long-term impact and wasn't in a position to encourage...)

■ Empowerment. The penalized person must be able to understand the long-term impact and wasn't in a position to encourage...

Penalties don't incur a number of grading...



Fish
Right
Lan

I also work
with groups
outside of
classrooms.

Ch-ch-ch Changes 202?

KENAI ALASKA
Not-for-profit
Association



www.myrondueck.com



British Columbia Association of Secretary Treasurers

‘The possibilities of now...’

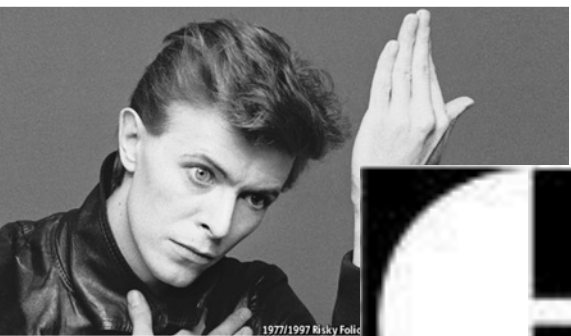


Myron Dueck, VP of Assessment, Educational Consultant
School District 67



Matt Williams, Director & Chief Information & Technology Officer
School District 35





CHANGES



David Bowie
'Changes'



So the days float through my eyes
But still the days seem the same...

And these children that you spit on
As they try to change their worlds

Are immune to your consultations
They're quite aware of what they're goin' through

Ch-ch-ch-ch-changes

Turn and face the strange

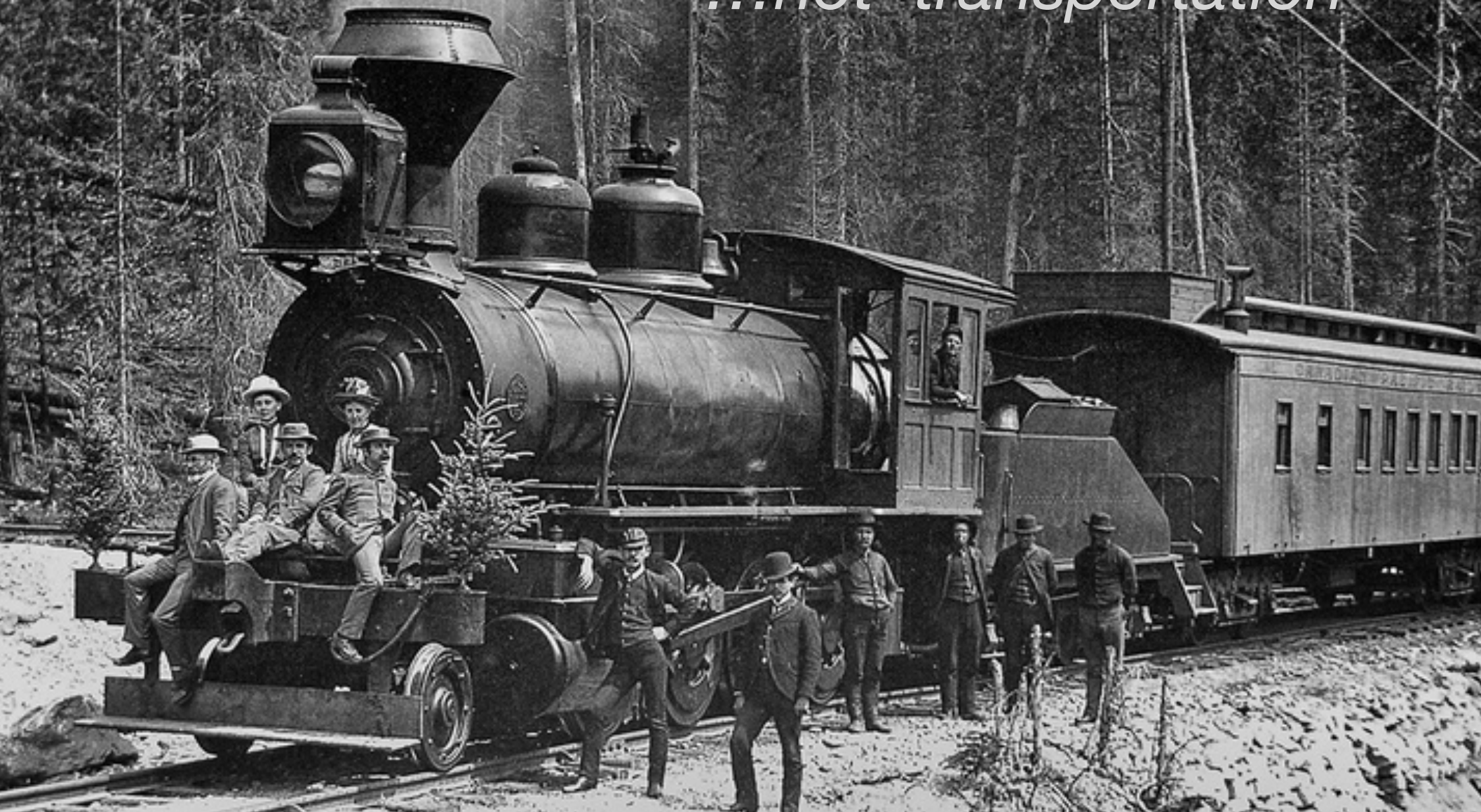
Ch-ch-changes

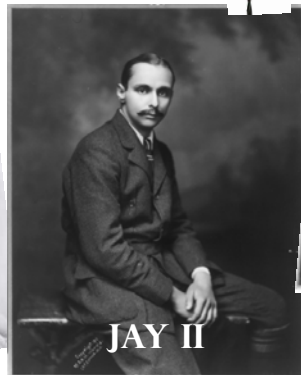
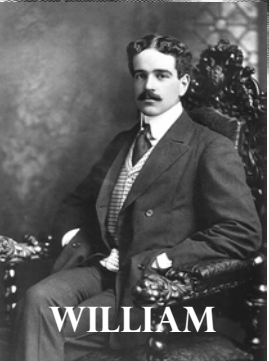
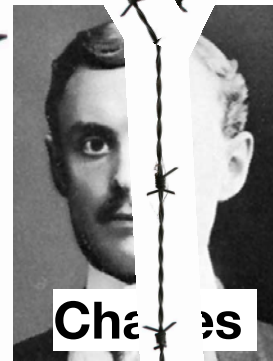
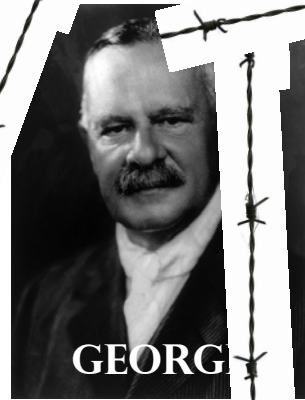
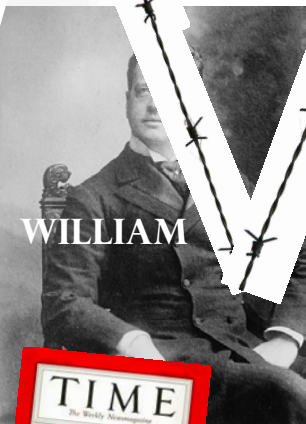
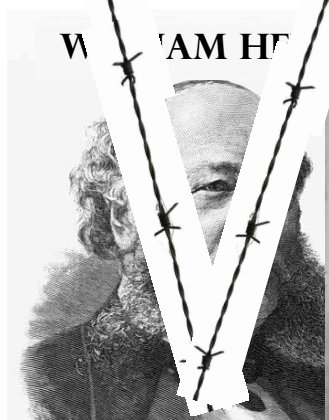
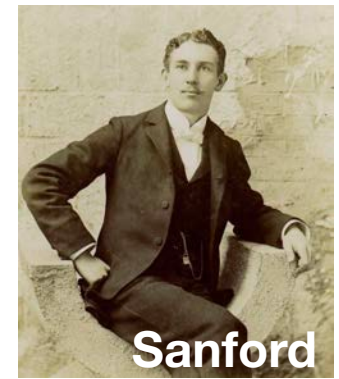
Don't tell them to grow up and out of it.



Railroads!

...not 'transportation'



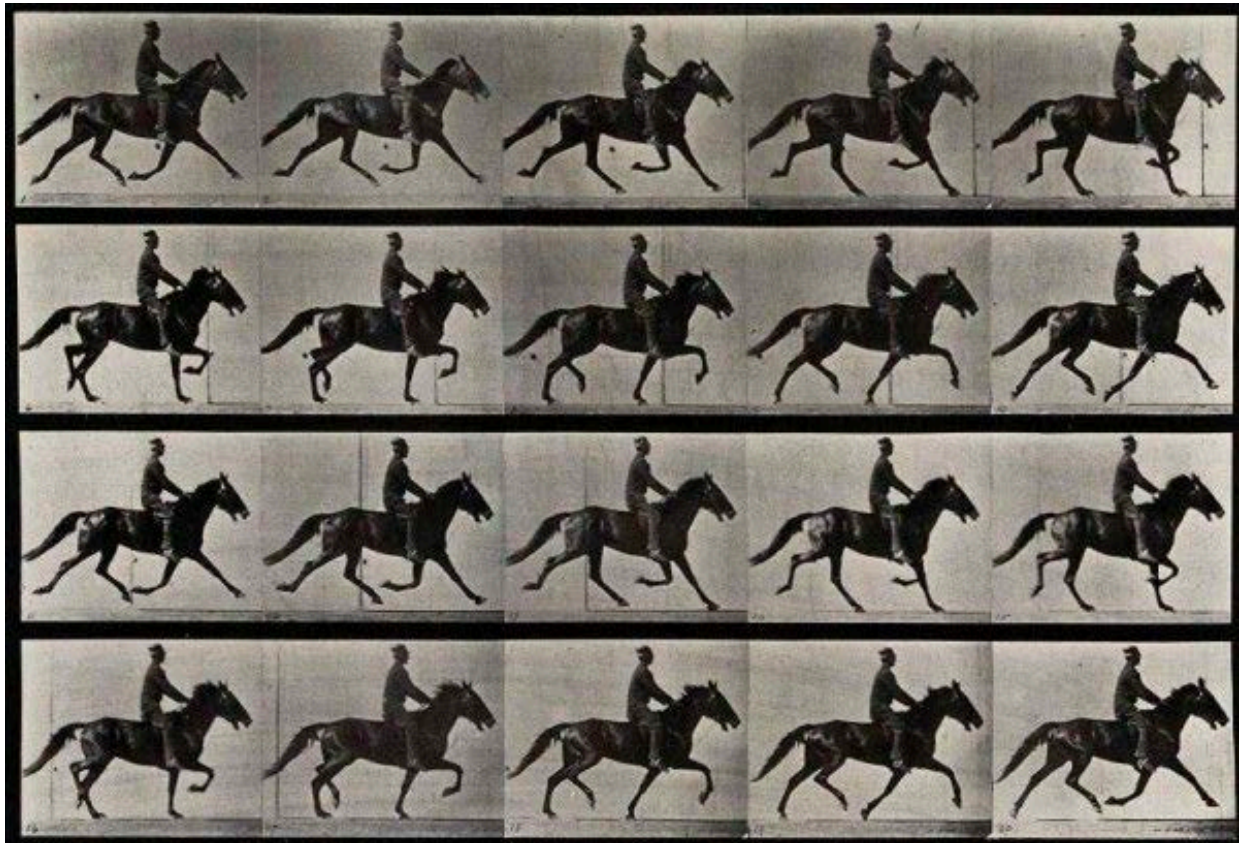
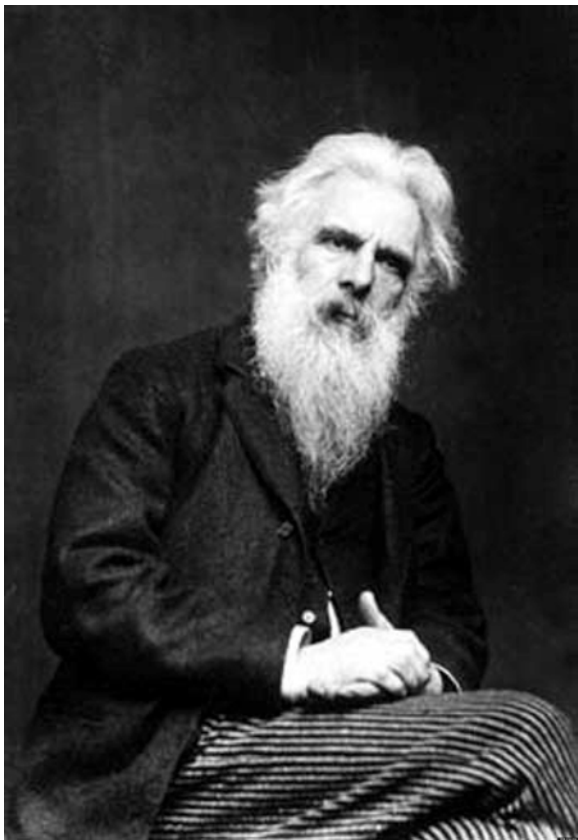


Change is typically NOT
embraced by people
comfortable with, or
benefitting from, the
status quo.

In 1877, two rich guys disagreed over this question:

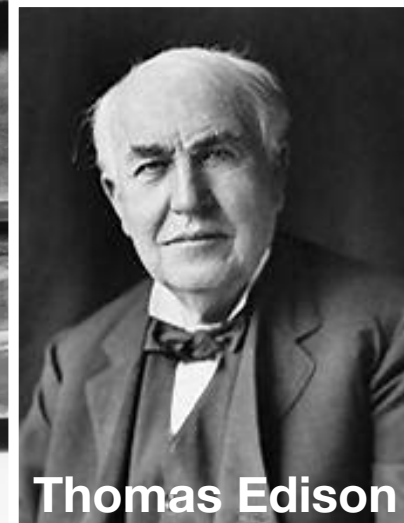
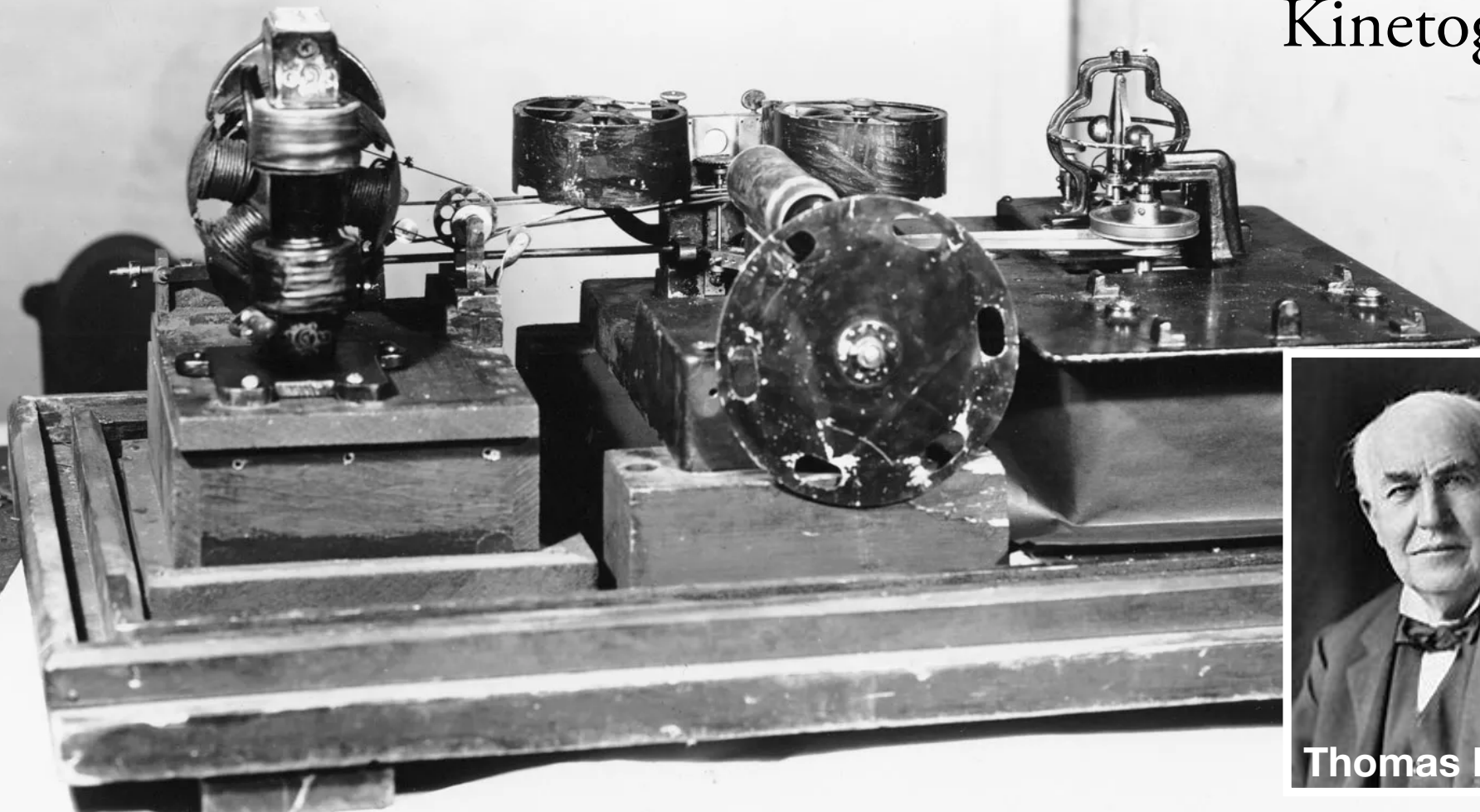
**Does a galloping horse ever have all four
hooves off the ground at once?**

They asked Eadward Muybridge for help.



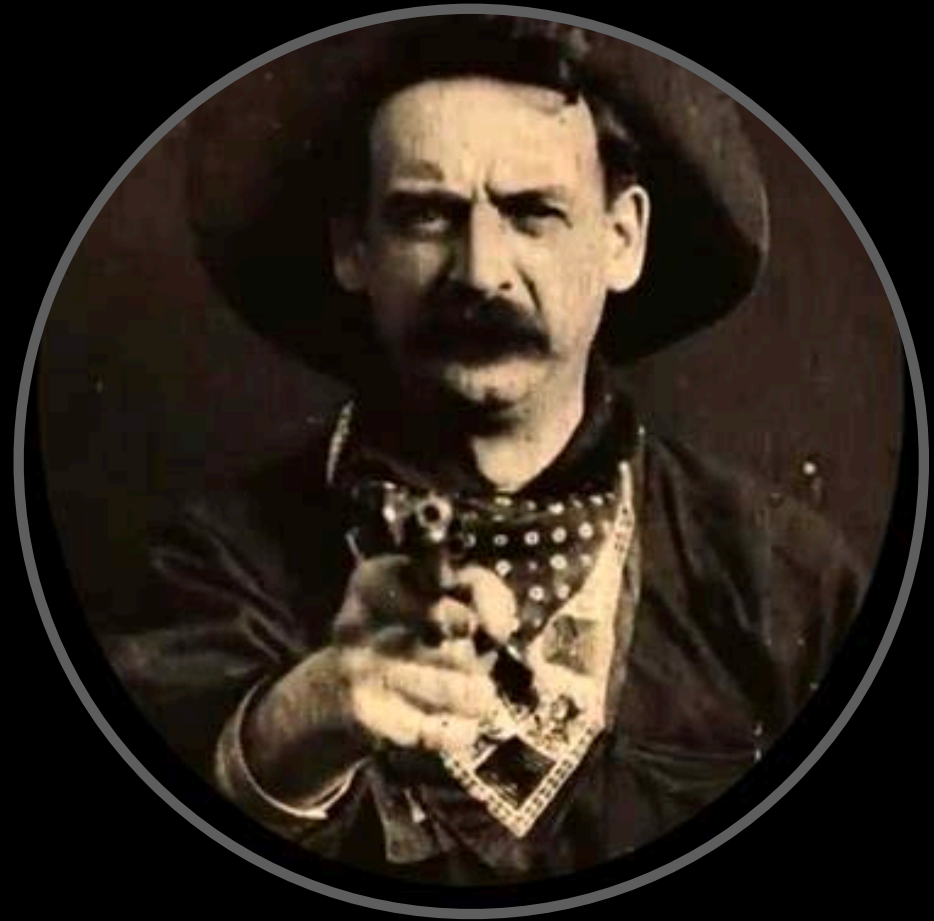
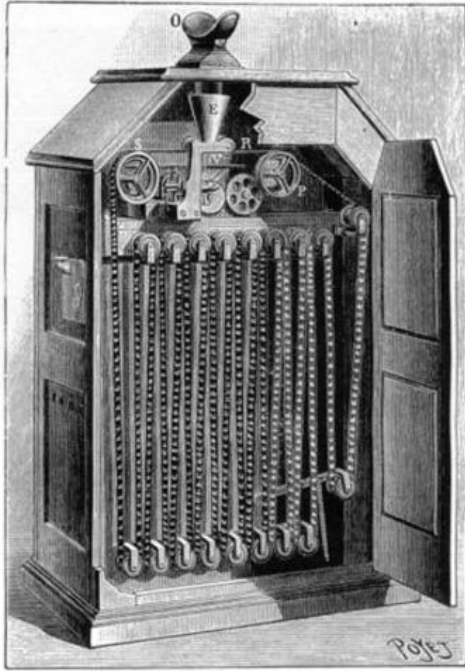
'It'll be a passing fad...I'm not spending \$150 on an international patent!'

Kinetograph



Thomas Edison

Kinetoscope



11 minutes

14 scenes







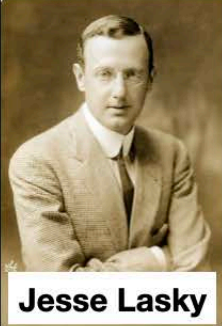

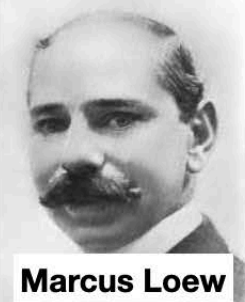


1st 'western'

people
fainted

740 ft reel
\$111.00

‘moving pictures’

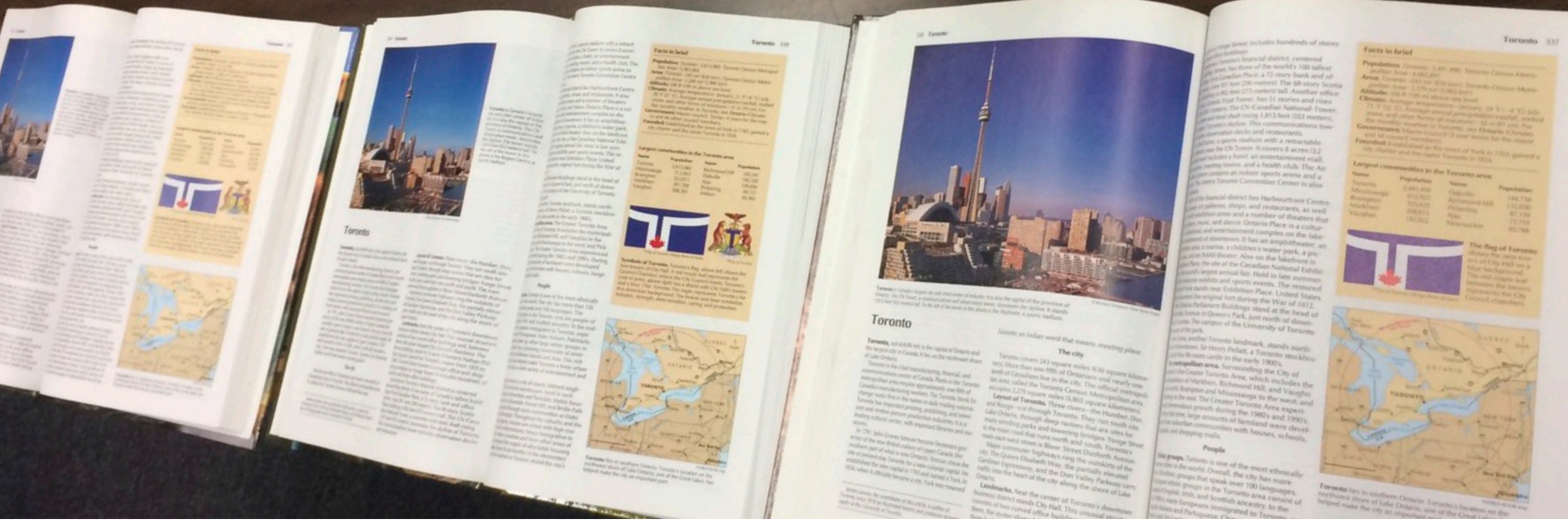
Along came a group of poor uneducated Europeans...

 WARNER BROS.	 Hirsz Wonsal Shoes	 Albert Wonsal Shoes	 Szmuel Wonsal Shoes	 Jack Wonsal Shoes
	 Adolf Zukor Janitor	 Jesse Lasky Shoes		 Carl Laemmle Book keeper
	 Marcus Loew Menial worker	 Louis Mayer Scrap metal	 Szmuel Goldwyn Gloves	

Change is typically NOT embraced by people comfortable with, or benefitting from, the status quo.



We have a few modern examples.



School systems, in 2024, need to explore
three critical questions:

What are we/Who are we?

What service to students do we offer?

Do we teach/model adaptability?

% can be good for
Easy to Google

CONTENT

define

memorize

repeat

list

duplicate

Descriptors might be better for
Not Easy to Google

SKILLS

evaluate

justify

design

generate

create

C

A student should develop the skills and processes of historical inquiry.

- 4) recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and
- 5) evaluate the influence of context upon historical understanding.

A student who meets the content standard should:

- 1) use appropriate technology to access, retrieve, organize, and present historical information;
- 2) use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- 4) use historical perspective to solve problems, make decisions, and understand other traditions.

D

A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

A student who meets the content standard should:

- 1) **understand** that the student is important in history;
- 2) **solve** problems by **using** history to identify issues and problems, **generate** potential solutions, **assess** the merits of options, **act, and evaluate** the effectiveness of actions;
- 3) **define** a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;
- 4) **recognize and demonstrate** that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context;
- 5) **base** personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others; and
- 6) **create new** approaches to issues by **incorporating** history with other disciplines, including economics, geography, literature, the arts, science, and technology.



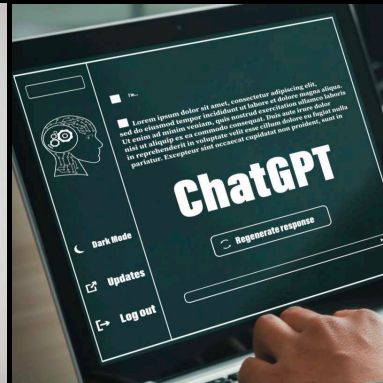
Ch-ch-ch Changes



GPT
Messenger



Copilot



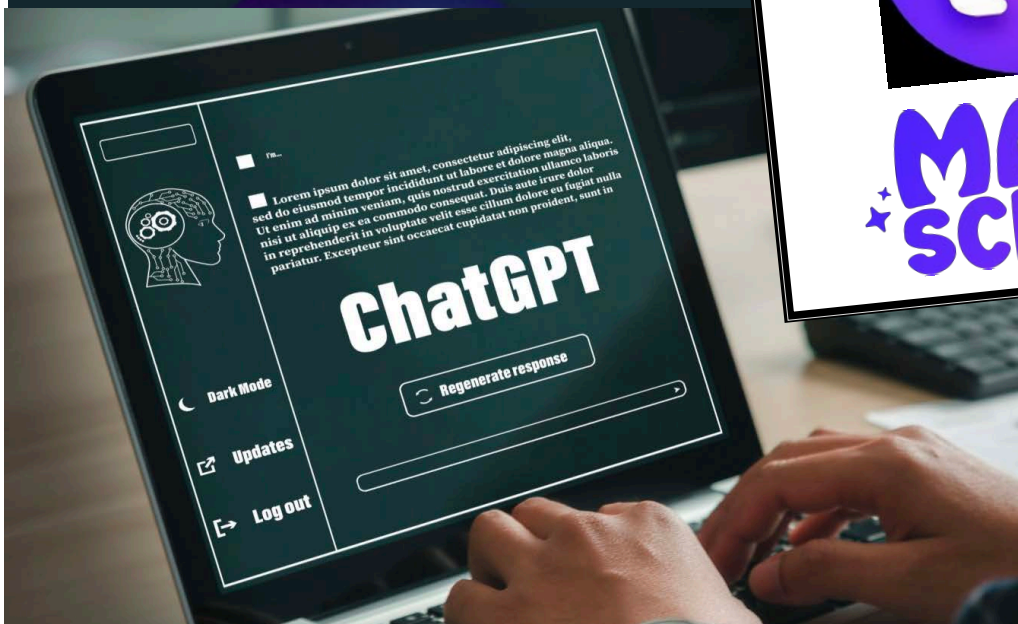
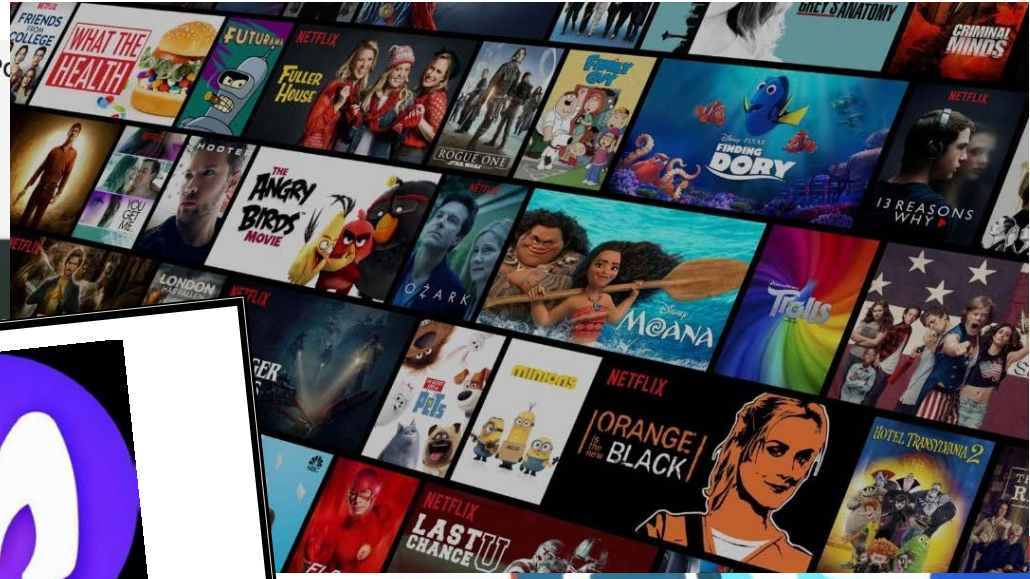
Bing

We have been down a similar road before...

1994

INTERNET ADDRESS
violence@nbc.ge.com

What is AI? What is AI? What is AI? What is AI? What is AI?



Copilot

AI? What is AI? What is AI? What is AI? What is A

Take one minute to describe your familiarity with ChatGPT.





Welcome to ChatGPT

Log in with your OpenAI account to continue

Log in

Sign up

MacBook Pro

ChatGPT



Examples

"Explain quantum computing in simple terms" →

"Got any creative ideas for a 10 year old's birthday?" →

"How do I make an HTTP request in Javascript?" →



Capabilities

Remembers what user said earlier in the conversation

Allows user to provide follow-up corrections

Trained to decline inappropriate requests




Limitations

May occasionally generate incorrect information

May occasionally produce harmful instructions or biased content

Limited knowledge of world and events after 2021

My family is going to visit Girdwood, Alaska. My wife only eats locally sourced meat, my daughter is vegetarian, and my son has a bruised ankle. Can you suggest a fun activity and food plan for a day? 



My family is going to visit Girdwood, Alaska. My wife only eats locally sourced meat, my daughter is vegetarian, and my son has a bruised ankle. Can you suggest a fun activity and food plan for a day?



Absolutely! Girdwood, Alaska is a beautiful place with plenty of options to suit everyone's preferences. Here's a suggested fun activity and

Activity: Scenic Hike to Virgin Falls Trail

Girdwood is known for its breathtaking scenery, and a hike to Virgin Creek Falls Trail is a great way to experience it. The trail is not too strenuous, making it suitable for everyone. The family can enjoy the lush greenery, beautiful waterfalls, and wildlife along the way.

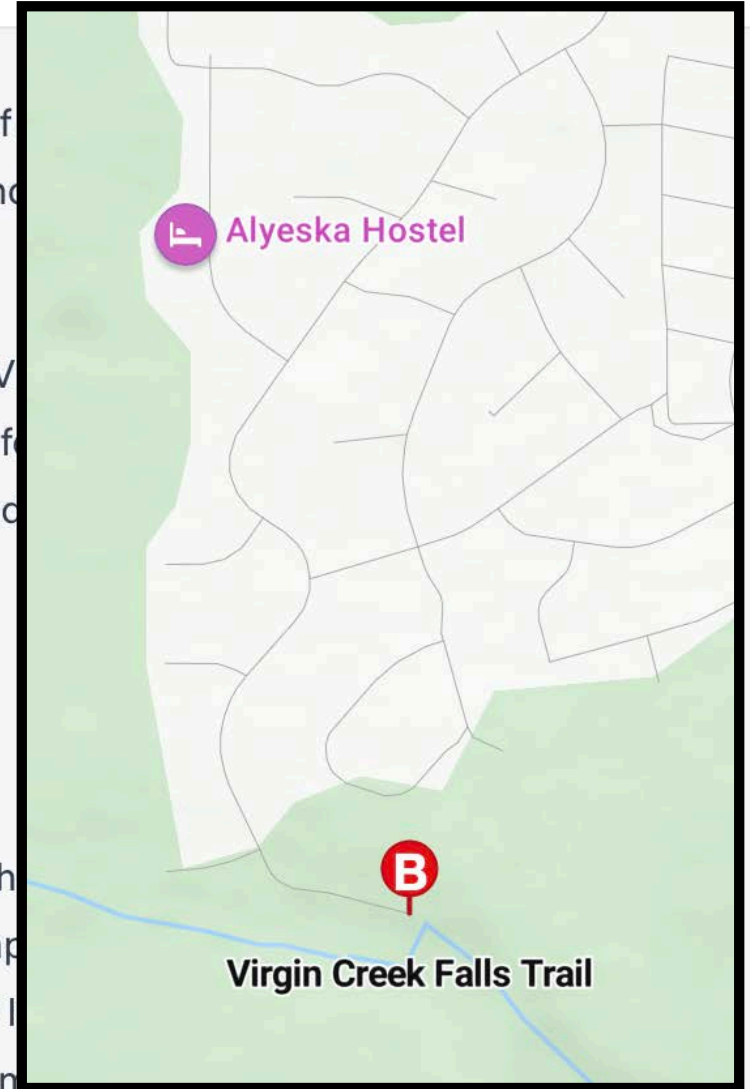
Food Plan:

Breakfast:

Start your day with a delicious breakfast at a local restaurant that can cater to different dietary preferences. Look for a place that employs locally sourced ingredients and offers vegetarian choices. Your wife can enjoy locally sourced meat while your daughter can have vegetarian options like veggie omelette.

Lunch:

For lunch, consider a picnic in a scenic spot, or you can visit a restaurant that serves a wide





Do you have any specific restaurants in mind?



As of my last update in September 2021, I don't have access to

restaurants may have opened or existing ones may have closed or changed their menus.

However, I can suggest a few popular restaurants in Girdwood that were known for offering locally sourced and diverse menu options catering to different dietary preferences. I recommend checking their current status and reviews before visiting:

1. **The Double Musky Inn:** Known for its Cajun and Creole-inspired dishes, The Double Musky Inn has been a long-standing favorite in Girdwood. They offer a variety of meat and seafood options, as well as vegetarian dishes.
2. **Jack Sprat:** This restaurant is well-known for its commitment to locally sourced and sustainable ingredients. They have a "his and hers" menu, where one side of the menu offers meat dishes, and the other side focuses on vegetarian and vegan options.
3. **Chair 5:** A popular spot with locals and visitors alike, Chair 5 offers a diverse menu with a focus on using fresh, local ingredients. They have options for both meat lovers and vegetarians.
4. **Sitzmark Bar & Grill:** Located at the base of Alyeska Resort, Sitzmark offers a relaxed atmosphere and a varied menu, including locally sourced meat dishes and vegetarian options.
5. **The Bake Shop:** While not a traditional restaurant, The Bake Shop is a great place to stop for breakfast or lunch. They have a bakery section with delicious pastries, and their lunch menu

Restaurants in Girdwood



Local Cuisine



Jack Sprat
924
Seafood, America...
- \$\$ - \$\$\$



Double Musky Inn
972
American, Seafoo...
- \$\$ - \$\$\$



Seven Glaciers
946
American, Seafood
- \$\$\$\$



Chair 5 Restaurant and ...
810
American, Bar, Pizz...
- \$\$ - \$\$\$

See all

For Educators, ChatGPT Poses Big Questions—and Big Possibilities



[Myron Dueck](#)



New artificial intelligence programs may force us to evolve our practices.

TECHNOLOGY



Teachers, Schools & Cheating/Ethical Use



ChatGPT



Examples

"Explain quantum computing in simple terms" →

"Got any creative ideas for a 10 year old's birthday?" →

"How do I make an HTTP request in Javascript?" →



Capabilities

Remembers what user said earlier in the conversation

Allows user to provide follow-up corrections

Trained to decline inappropriate requests



Limitations

May occasionally generate incorrect information

May occasionally produce harmful instructions or biased content

Limited knowledge of world and events after 2021

What are the Alaska ELA standards for grade 6?





What are the Alaska ELA standards for grade 6?



As an AI language model, my knowledge is up to date only until September 2021, and I don't have access to real-time data or documents beyond that date. Therefore, I cannot provide the most current Alaska ELA (English Language Arts) standards for grade 6.



However, you can easily find the most up-to-date Alaska ELA standards for grade 6 by visiting the official website of the Alaska Department of Education and Early Development or by searching for "Alaska ELA standards grade 6" using a search engine. The state's education department typically publishes and updates the standards on their official website for public access.



Can you provide a general idea of them



Alaska English/Language Arts Standards Grade 6

Reading Standards for Literature Grade 6

Writing Standards Grade 6

Text Types and Purposes

Speaking and Listening Standards Grade 6

Comprehension and Collaboration

Language Standards Grade 6

Conventions of Standard English

- 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 9. Draw evidence from informational texts to support analysis, reflection, and research.
- 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- 2. Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/ data-related, orally) and explain how it contributes to a topic, text, or issue under study.
- 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 8. Distinguish among fact, opinion, and reasoned judgment in a text.



As of my last update in September 202 for grade 6 generally cover the followin



1. Reading: The standards focus on deve different types of texts (such as fiction literary elements like plot, character, s



2. Writing: Students are expected to dev informative/explanatory, and argumen effectively, use evidence to support th



3. Speaking and Listening: The standard speaking and listening. Students are e make presentations, and practice acti



4. Language: The language standards co development. Students are expected t writing and speaking.

5. Media Literacy: In a rapidly changing elements of media literacy. This involv evaluate media messages, understand

It's important to note that state standa

to check the official Alaska Departmen



I teach in a remote Alaskan village, do you have suggestions on how I might teach this writing using my community?



Teaching writing using your remote Alaskan village community can be a powerful and meaningful way to engage your students and make the learning experience relevant to their lives. Here are some suggestions on how you might approach teaching this writing topic:



1. Field Trip and Observation:

Consider taking your students on a field trip to the Kenai River or another nearby fishing spot. Allow them to observe the river, its surroundings, and the fishing activities. Encourage them to take notes and make observations about the experience, which they can later use as inspiration for their writing.

2. Local Stories and Narratives:

Incorporate local stories and narratives related to fishing or experiences on the Kenai River. Encourage students to interview community members who are experienced anglers or have special connections to the river. These personal stories can add depth and authenticity to their writing.

3. Community Fishing Experience:

If possible, organize a community fishing experience where students and community members can go fishing together. This hands-on experience can provide students with a firsthand understanding of the significance of fishing in their community and strengthen their connection to the topic.

🔄 Regenerate response

We've had a few bullying and racism incidents recently. Can you think of a way of addressing these issues through this type of writing?





Here's an idea...we have a lot of rocks on our beach - most are smooth and round. some ways I could incorporate rocks in my teaching of ELA, inclusion and history?



Incorporating rocks from your beach into your ELA, inclusion, and history lessons can be a unique and engaging way to connect with your community's natural resources and cultural heritage. Here are some creative ideas to do so:



1. Descriptive Writing with Rocks:

Gather a collection of smooth, round rocks from the beach. Have students select a rock and write descriptive paragraphs about their chosen rock, exploring its color, texture, shape, and any unique features. Encourage them to use vivid and sensory language in their writing. This activity not only develops descriptive writing skills but also fosters an appreciation for the natural beauty of the beach and the rocks found there.

2. Rock Poetry:

Invite students to create poems inspired by the rocks on the beach. They can write haikus, free verse, or other forms of poetry that capture the essence of the rocks and the beach environment. Encourage them to experiment with metaphors and symbolism, exploring deeper meanings behind the rocks' appearances and their connection to nature.

3. Inclusive Rock Art:

Organize a rock art project that promotes inclusion and celebrates diversity. Provide paint or markers, and let students decorate rocks with symbols, patterns, or images representing their cultural backgrounds or identities. Display the decorated rocks together as a

Suggested ChatGPT/Generative AI Sequence

Select a specific learning
standard/target



Confirm AI accuracy/credibility

Investigate the characteristic properties of metals, non-metals, and metalloids and classify elements according to these properties.

Examples: ductility, conductivity of heat and electricity, lustre, reactivity...



You

I want to explore the following topic with my students: 'Investigate the characteristic properties of metals, non-metals, and metalloids, and classify elements according to these properties.' -

Suggested ChatGPT/Generative AI Sequence

Select a specific learning standard/target



Confirm AI accuracy/credibility



Develop an introductory activity, lab or quest.

Investigate the characteristic properties of metals, non-metals, and metalloids and classify elements according to these properties.

Examples: ductility, conductivity of heat and electricity, lustre, reactivity...

Do you understand _____?



You

Let's start with a demonstration. Can you suggest an engaging, interesting demonstration that will 'hook' my students?



ChatGPT

Certainly! One engaging demonstration to illustrate the properties of metals and their ability to conduct electricity is the "Copper vs. Aluminum Wire Conduction Race." This demonstration is not only educational but also visually appealing for students.

Materials Needed:

1. Copper wire
2. Aluminum wire
3. Power source (battery or power supply)
4. Light bulb or LED
5. Insulating materials (e.g., plastic or wooden blocks)
6. Alligator clips or wire connectors

Procedure:

Thanks! Could you now organize a lab for my students to investigate conductivity?

- Cut a length of copper wire and a length of aluminum wire, ensuring they are of the same thickness.

80/20

The 80-20 Approach: Use AI for initial work, but make sure to add your final touch, review for bias and accuracy, and contextualize appropriately for the last 20%.



You

This is a bit long...can you summarize it



You

I like the three follow-up questions. I'll give that as an individual assignment. Can I get three assessment criteria?



ChatGPT

Certainly! Here are three assessment criteria that you can use for the individual assignment based on the conductivity lab:

1. Scientific Understanding:

• **Criteria:**

- Demonstrates a clear understanding of the factors influencing conductivity.
- Provides accurate explanations of the observed results in relation to the properties of materials.
- Incorporates relevant scientific concepts and terminology in the explanation.

• **Scoring:**

- Advanced (4): Thorough and insightful understanding demonstrated with detailed and accurate explanations.
- Proficient (3): Clear understanding with accurate explanations.
- Basic (2): Adequate understanding with some inaccuracies or lack of detail.
- Below Basic (1): Limited understanding with significant inaccuracies or lack of detail.

2. Data Analysis and Interpretation:

• **Criteria:**

- Effectively analyzes and interprets the experimental data.
- Presents well-organized data, including average times and any variations observed.
- Draws appropriate conclusions based on the data collected.

• **Scoring:**

- Advanced (4): Comprehensive analysis with accurate interpretation and insightful conclusions.
- Proficient (3): Clear analysis, organized presentation of data, and sound conclusions.
- Basic (2): Adequate analysis with minor organizational issues or conclusions lacking some depth.
- Below Basic (1): Limited analysis, disorganized presentation, or weak conclusions.

3. Critical Thinking and Application:

• **Criteria:**

- Demonstrates critical thinking by discussing the real-world applications of materials with



You

This is a bit long...can you summarize it a bit and build a four column rubric?



ChatGPT

Certainly! Here's a summarized version of the assessment criteria in a four-column rubric:

Criteria	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
Scientific Understanding	Demonstrates a clear and insightful understanding of conductivity factors. Accurate explanations using relevant scientific concepts.	Clear understanding with accurate explanations.	Adequate understanding with some inaccuracies or lack of detail.	Limited understanding with significant inaccuracies.
Data Analysis and Interpretation	Comprehensive analysis, organized presentation of data, and insightful conclusions.	Clear analysis, well-organized data, and sound conclusions.	Adequate analysis with minor organizational issues or shallow conclusions.	Limited analysis, disorganized presentation, or weak conclusions.
Critical Thinking and Application	Thoughtful analysis of real-world applications	Clear discussion of applications, reasonable	Adequate discussion with limited depth in	Superficial discussion with little evidence of



Do you think students copy homework from each other if grades are awarded?



Yes, there is a possibility that some students might copy homework from each other if grades are awarded for completing assignments. The desire to earn a good grade or avoid the consequences of not completing the assignment can sometimes lead students to resort to copying from their peers. This behavior can be driven by various factors:



1. **Pressure to Perform:** Students may feel pressure to excel academically, and copying homework might seem like a quick way to achieve a good grade without fully understanding the material.
2. **Time Constraints:** Students may have busy schedules and limited time to complete assignments. Copying allows them to meet deadlines without investing the necessary time and effort.
3. **Lack of Understanding:** If students struggle to grasp the concepts, they might copy answers to avoid being penalized for incorrect or incomplete work.
4. **Peer Influence:** Observing classmates copying homework can create a norm that encourages others to do the same, especially if they believe they won't be caught.
5. **Lack of Engagement:** Some students may not find the homework meaningful or relevant, leading them to copy answers as a way to fulfill the requirement without genuine effort.

To mitigate the issue of copying, educators can consider the following strategies:

To mitigate the issue of copying, educators can consider the following strategies:

1. **Vary Assignments:** Design assignments that require critical thinking, problem-solving, and application of concepts rather than simple rote tasks. This makes copying more challenging and less tempting.
2. **Personalized Assignments:** Assign tasks that allow for individual expression and creativity, making it difficult for students to copy identical answers.
3. **Use of Technology:** Utilize educational technology tools that generate unique questions or randomize elements of assignments, discouraging copying.
4. **In-Class Activities:** Incorporate in-class activities, discussions, and assessments to encourage active participation and ensure understanding.
5. **Regular Assessment:** Include regular quizzes or short assessments to gauge students' understanding and hold them accountable for their individual learning.
6. **Communication:** Emphasize the importance of independent learning, critical thinking, and the value of making mistakes as part of the learning process.
7. **Promote Integrity:** Foster a classroom environment where academic integrity is valued and respected. Discuss the consequences of copying and the benefits of independent learning.
8. **Peer Collaboration:** Encourage collaboration on specific tasks, but clarify when collaboration is appropriate and when independent work is required.



You

On the topic of conductivity, I'd like to have each of my 28 students tackle an inquiry combining 'conductivity' with a real world application. Can I get 28 different prompts that would be appropriate for grade 9 students?



ChatGPT

Certainly! Here are 28 inquiry prompts that combine the concept of conductivity with real world applications, suitable for grade 9 students:

1. **Prompt 1:** Investigate how the conductivity of various metals influences their wiring. Explore the importance of choosing the right material for this application.
2. **Prompt 2:** Examine the conductivity of different liquids (e.g., saltwater, tap water) and discuss how this relates to their potential use in electronic devices.
3. **Prompt 3:** Explore the conductivity of common household items (e.g., pencil leads, metal bands) and suggest creative applications based on your findings.
4. **Prompt 4:** Investigate how temperature affects the conductivity of metals and on the efficiency of electrical systems.
5. **Prompt 5:** Examine the conductivity of materials commonly used in sports equipment (e.g., graphite in tennis rackets) and discuss how it enhances performance.
6. **Prompt 6:** Explore the conductivity of soil and its implications for agriculture. How can this knowledge be applied to improve crop yield.
7. **Prompt 7:** Investigate how conductivity plays a role in the design of wearable devices. Discuss the advantages and challenges of using conductive materials.
8. **Prompt 8:** Examine the conductivity of different types of water (e.g., distilled,





Can you suggest some instructional strategies that do not use any AI?



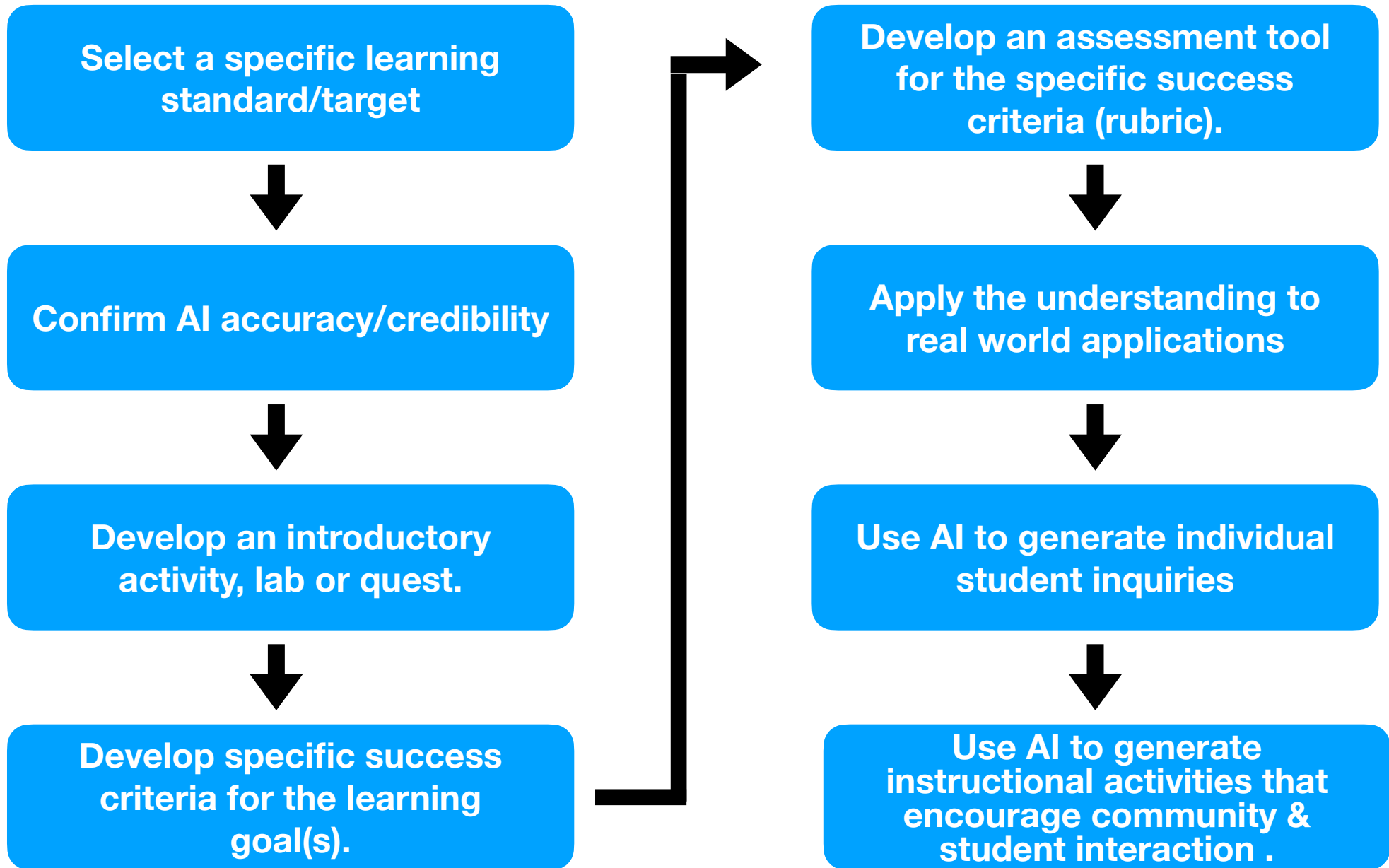
Certainly, here are some effective instructional strategies that do not rely on AI:



1. **Socratic Seminars:** Engage students in discussions centered around open-ended questions. This strategy encourages critical thinking, active listening, and respectful dialogue.
2. **Think-Pair-Share:** Have students think about a question or topic, discuss it with a partner, and then share their thoughts with the whole class. This promotes peer interaction and deeper understanding.
3. **Jigsaw Method:** Divide students into groups, assign each group a specific topic, and have them become "experts" in that topic. Students then reorganize into new groups with one "expert" from each topic to share their knowledge.
4. **Project-Based Learning:** Assign complex, real-world projects that require students to research, problem-solve, and create meaningful outcomes. This strategy fosters collaboration, critical thinking, and practical skills.
5. **Debates:** Organize structured debates where students research and present opposing sides of an issue. This helps them develop persuasive skills and consider different viewpoints.
6. **Peer Teaching:** Have students take turns teaching a specific topic to their peers.



Suggested ChatGPT/Generative AI Sequence



CHANGES

Can I it?

**VERY
EASY**

Worksheets

Right/Wrong Questions

Basic solutions

Simple poetry, stories...

Riddles, recipes...

(Basic tasks)

**FAIRLY
EASY**

Draft a letter or email

Brainstorm ideas

Language translation

Word problems

**NOT
EASY**

In-class assessments

Personal experiences/opinion

Community-Based Projects

Outdoor learning

Human interaction

Predictions

Current events

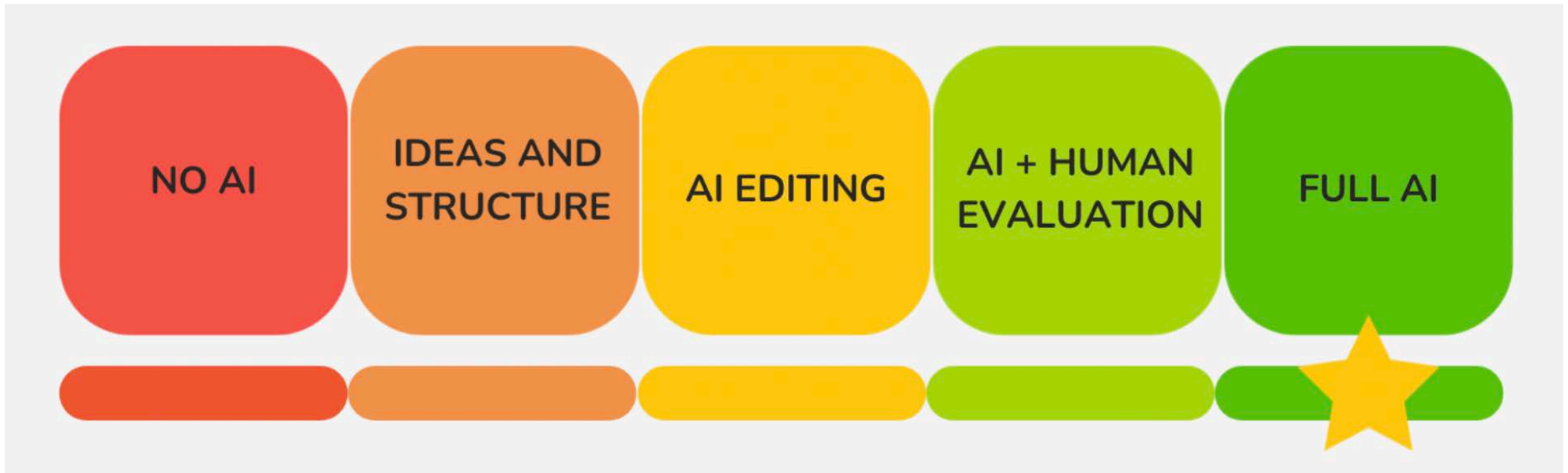
Defend the process/answer

Two-stage exams

Activity then reflection

Students





Using the AIAS

In the full paper, we clearly outline each level of the AIAS and the kinds of tasks it may be applied to. Here's a condensed version which explains the five levels of the updated AIAS:

1	NO AI	<p>The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.</p> <p>AI must not be used at any point during the assessment.</p>
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	<p>AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.</p> <p>No AI content is allowed in the final submission.</p>
3	AI-ASSISTED EDITING	<p>AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI.</p> <p>AI can be used, but your original work with no AI content must be provided in an appendix.</p>
4	AI TASK COMPLETION, HUMAN EVALUATION	<p>AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output.</p> <p>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</p>
5	FULL AI	<p>AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.</p> <p>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</p>



Magic School



All

Images

Videos

Maps

News

More

Tools

About 1,610,000,000 results (0.27 seconds)



Magic School AI

<https://www.magicschool.ai>

MagicSchool.ai - AI for teachers - lesson planning and more!

Join thousands of teachers saving hours of time using the #1 AI Platform for Education, **MagicSchool**, to help lesson plan, differentiate, write assessments, ...

Sign In

Join thousands of teachers saving hours of time using AI to help ...

MagicSchool

Join thousands of teachers saving hours of time using AI to help ...

Sign up

Join thousands of teachers saving hours of time using AI to help ...

Magic Tools

Magic Tools · 5E Model Science Lesson Plan Generator ...

[More results from magicschool.ai »](#)



Facebook · Magic School

410+ followers

Magic School | Morelia

Magic School, Morelia, Mexico. 381 likes. ¡Inscripciones Abiertas para Ciclo 2023/2024 Maternal y Preescolar Sistema Holistic-Green-Art: -E.

- Magic Tools
- Raina (Chatbot)
- Output History
- Launch to Students

- Love
- Training
- Share the Magic
- MagicStudent Intro
- Upgrade
- Plus

TEACHERS ARE MAGIC

Avatar and settings icons

Search Tools

MagicSchool MagicStudent

Favorites Change Order

- Professional Email: Generate a professional e-mail communication to colleagues...
- E-mail Responder: Generate a customized professional e-mail...
- Family: Generate a professional e-mail communication to families and...

Recommended For You

- YouTube Video Questions: Generate guiding questions aligned to a YouTube video.
- Rubric Generator: Have AI write a rubric for an assignment you are creating fo...
- Choice Board (UDL): Create a choice board for a student assignment based on...
- Academic Content: Generate original academic content customized to the...
- Image Generator: Generate and edit images with AI from Adobe Express.

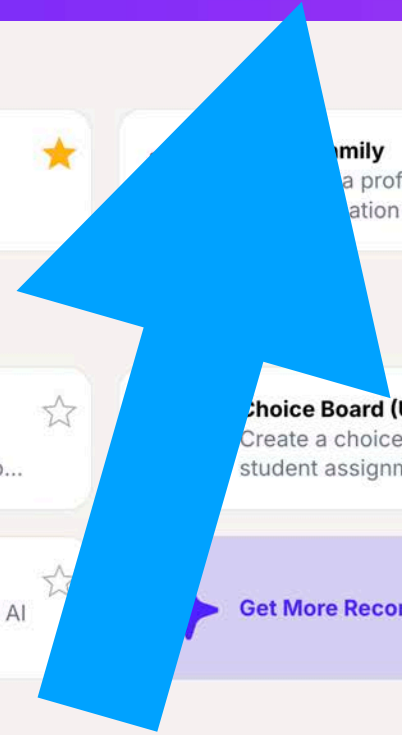
Get More Recommendations >

All Tools

Sort by Most Popular

- All New Planning Content Questions Intellectual Prep Student Support Communication
- Community Tools Admin

- Text Rewriter: Take any text and rewrite it with custom criteria however you'd...
- Lesson Plan: Generate a lesson plan for a topic or objective you're...
- Multiple Choice Quiz / Assess...: Create a multiple choice assessment, quiz, or test base...
- Worksheet Generator: Generate a worksheet based on any topic or text.
- Report Card Comments: Generate report card comments with a student's strengths and...
- Text Leveler: Take any text and adapt it for any grade level to fit a student'...
- Academic Content: Generate original academic content customized to the...
- Informational Texts: Generate original informational texts for your class, customize...
- Professional Email: Generate a professional e-mail communication to colleagues...



Magic Tools

Raina (Chatbot)

Output History

Launch to Students

Love

Training

Share the Magic

MagicStudent Intro

Upgrade

Plus

Favorites [Change Order](#)

Your favorite tools appear here! Click the star on any tool to add it to your favorites.

All Tools

Sort by Popular

- All
- New
- Chatbots
- Content
- Creative
- Ideas
- Studying
- Supports
- STEM
- Writing

Raina for Students ☆
Ask questions or get ideas through prompting Raina, the A...

Custom Chatbot NEW! ☆
Build a chatbot from scratch to interact with!

Writing Feedback ☆
Get feedback on your writing.

Language Learning Tutor ☆
Interact with a language tutor who can help you learn a new...

Research Assistant ☆
Find information and sources for a research project.

Song Generator ☆
Write a custom song about any topic to the tune of the song of...

Translate It! ☆
Take any text and translate it into any language instantly.

Character Chatbot ☆
Chat with any historic figure, author, or recognizable...

Create a Skit! ☆
Create a skit for class or for fun!

Tutor Me with AI ☆
Get tutored by Raina on any topic or subject you are learning.

College & Career Counselor ☆
Ask any questions about college or careers to this helpful...

Step by Step ☆
Get step by step directions on any topic or task.

5 Questions ☆
Get AI to ask 5 questions to push your creativity and deepen you...

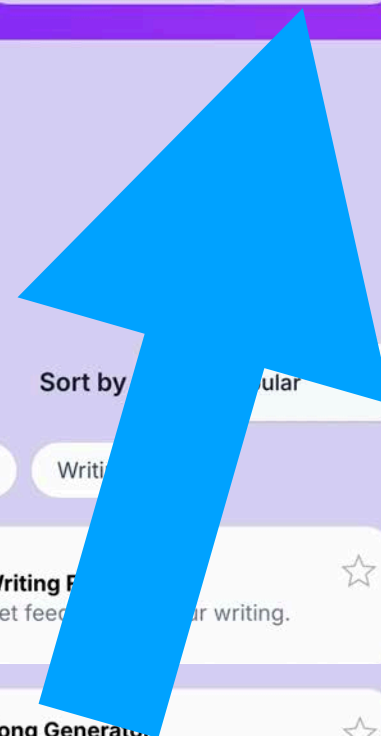
Rap Battle ☆
Create a rap battle between famous figures in history.

Idea Generator ☆
Get help coming up with ideas on any topic.

Book Suggestions ☆
Discover books that match your interests.

Rewrite It! ☆
Take any text and rewrite it with custom criteria however you'd...

Summarize It! ☆
Take any text and summarize it in whatever length you choose.



TEACHERS ARE MAGIC

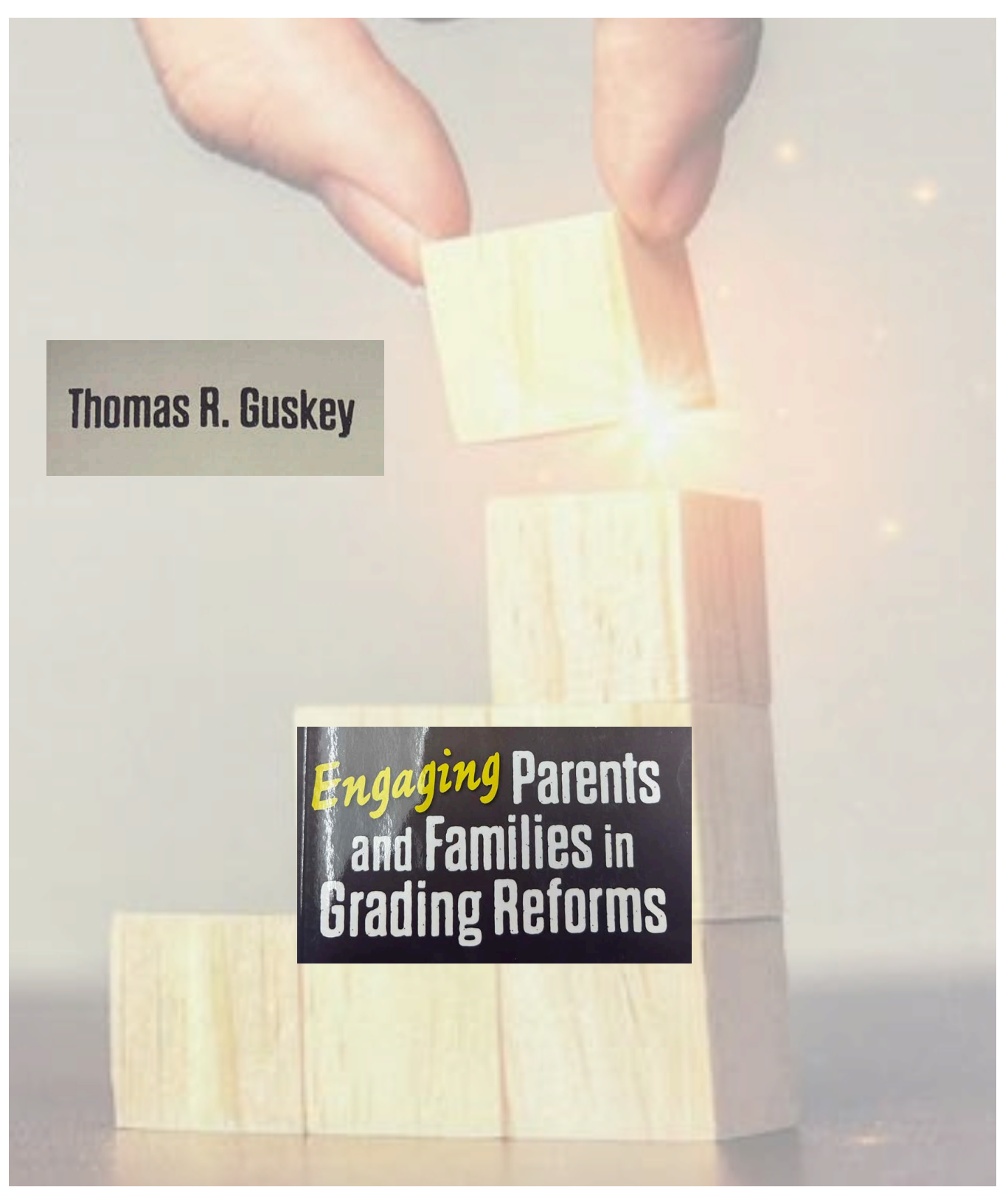


Parents



When we meet to discuss grades, school policies and education...

What do parents want?

A close-up photograph of a hand placing a light-colored wooden block on top of a stack of other wooden blocks. The background is a soft, out-of-focus light gray with some bokeh light spots. The text 'Thomas R. Guskey' is overlaid on a dark gray rectangular box on the left side of the image.

Thomas R. Guskey

Engaging Parents
and Families in
Grading Reforms

**What do
parents
most
want
?????**

I think we want:

(Parents)



Our children to be happy, safe and enjoy learning.



To get regular updates on our children's learning (and have it make sense to us.)

(Precise enough but not overwhelming...with clear next steps)



Confidence that our children will be ready for the next grade, university, and the 'real world' (locally and globally competitive).

EDITORS' PICK

Worried AI Will Take Your Job? How To Stay Relevant In The GenAI Era

Bernard Marr Contributor ⓘ

Follow

Mar 12, 2024, 03:06am EDT

Updated Mar 14, 2024, 10:41am EDT



Updated Mar 14, 2024, 10:41am EDT



Post-Secondary



Unfortunately, the results of a ChatGPT “chat” are not retrievable by other readers, and although nonretrievable data or quotations in APA Style papers are usually cited as personal communications, with ChatGPT-generated text there is no person communicating. Quoting ChatGPT’s text from a chat session is therefore more like sharing an algorithm’s output; thus, credit the author of the algorithm with a reference list entry and the corresponding in-text citation.

Example:

When prompted with “Is the left brain right brain divide real or a metaphor?” the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, “the notation that people can be characterized as ‘left-brained’ or ‘right-brained’ is considered to be an oversimplification and a popular myth” (OpenAI, 2023).

Reference

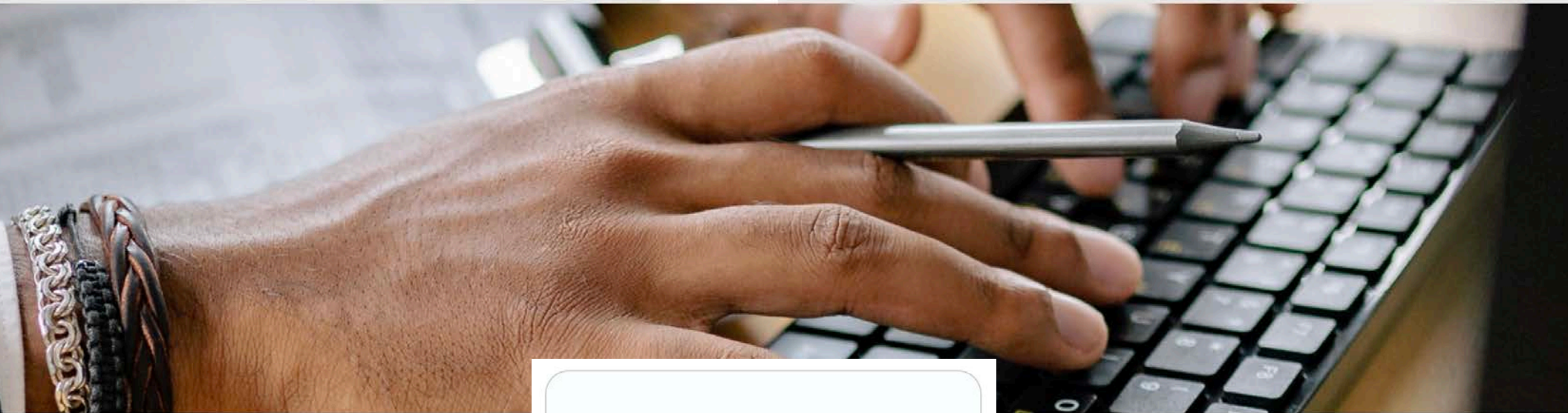
OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model].

<https://chat.openai.com/chat>



Centre for Teaching, Learning and Technology

- Home
- About
- What we do
- Learning Tech
- Programs
- Resources
- Events



Home / Resources / Teaching and Learning in an Era of Generative AI

Teaching and Learning

This resource provides some considerations and suggestions that can generate text, such as ChatGPT and Bing AI. There are many other tools that generate text, but this resource is only focused on tools that generate text.

[Designing assessments](#)

Get suggestions on designing assessments that mitigate or encourage the use of AI tools in your teaching.

Generative AI

The growing prevalence of artificial intelligence tools that can generate images, text, and audio, such as Midjourney, Stable Diffusion, and DALL-E, but at the moment

Please note that this resource is a work in progress. We welcome your feedback and your input to further document it and make it valuable for your teaching. In particular, we are looking for examples from UBC instructors to include in the sections on assessment design. **If you are willing to share an example of how you're designing activities and assessments either using, or mitigating the use of generative AI, please let us know by filling in our contact form!**

Learn about prompting:

- Replay the Promptathon Event blog entry (held on July 31st). (Session video to be posted soon). Learn how to talk to ChatGPT so you can better understand the possibilities for



Assignment and Assessment Design Using Generative AI

Below are strategies based on faculty experiences and current research, to address the use of AI in assessments and assignments. They include approaches for mitigating AI use, as well as ways to leverage generative AI in assessment design. These strategies aim to promote fair, authentic, and inclusive assessment practices, in which students' knowledge and skills can be accurately assessed.

When considering revising assessments based on the availability of AI tools, it's important to align the assessment with your learning objectives: what is the assessment activity measuring, and does this fit with the learning outcomes for the course? When deciding between various assessment options, consider whether students have achieved the learning goals of the course.

Designing assignments to mitigate the use of AI generative tools

Some instructors may wish to design assessments that can help mitigate use of generative AI, to promote fairness and help ensure assessments reflect students' own knowledge and skills. Some [assessment strategies that are designed to promote academic integrity](#) more broadly may also be effective for helping to reduce students' ability to use generative AI on assignments.

Incorporate in-class assignments

One approach to mitigating the use of ChatGPT in assignment and assessment design is to incorporate more in-class or otherwise synchronous assignments, either written or oral, or change your current grade weighting to emphasize these ([Weissman 2023](#)). For example, in-class essays could work in larger classes, and in a small class one might meet with students to discuss texts written on their own time.

Bring parts of assignments into the classroom

While completing all assignments in class may not be feasible, integrating specific elements of assignments can help you monitor student work more closely and reduce the use of ChatGPT and other generative AI tools. For instance, you can have students reflect on the development of an assignment or work collaboratively in groups to solve specific problems related to their assignments.

By incorporating these elements into classroom activities, you can ensure that students are developing their critical thinking and writing skills while promoting academic integrity. This approach may also allow you to offer feedback as students are developing their work, fostering a more engaging and collaborative learning environment.

Screen Time



Alarming Average Screen Time Statistics (2023)



by Josh Howarth
January 13, 2023

Average Screen Time Stats 2023

- Globally, people average **6 hours 58 minutes** of screen time per day.
- Daily screen time has increased by nearly **50 minutes per day** since 2013.
- The average American spends **7 hours and 4 minutes** looking at a screen each day.
- South Africans spend **10 hours and 46 minutes** on screen per day.
- **Almost half (49%)** of 0 to 2-year-olds interact with smartphones.
- Gen Z averages **around 9 hours** of screen time per day.

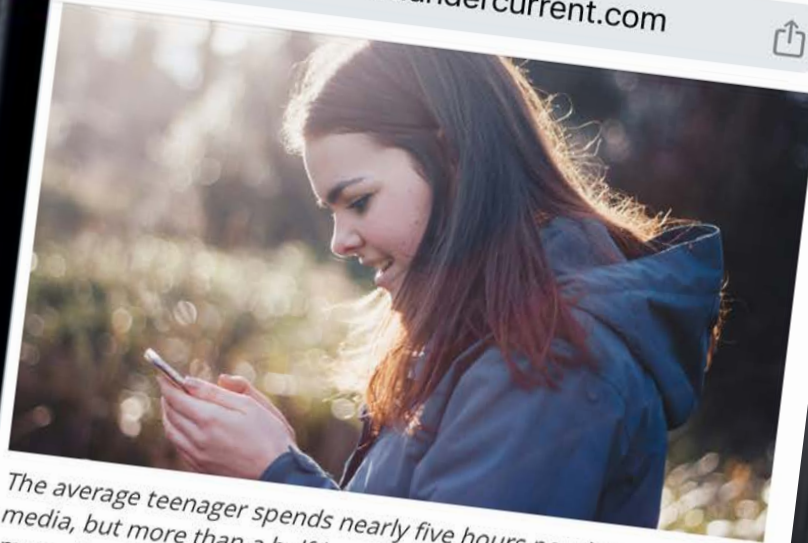
Average Screen Time Overview

According to the latest available data, the average person spends **6 hours and 58 minutes** per day on screens connected to the internet.

12:16

SOS 56%

bowenilandundercurrent.com



The average teenager spends nearly five hours per day on social media, but more than a half-hour of daily usage alone may increase mental health risks, one study found. | Luke Porter/Unsplash



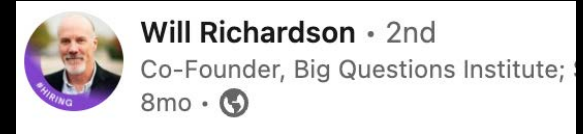
[Listen to this article](#)

00:07:20

Amid the ongoing [youth mental health crisis](#), experts and parents alike are trying to pinpoint why so many young people are facing mental health challenges. Time and time again, many point to social media as the culprit.

Adolescents spent nearly five hours per day on average scrolling through TikTok, Instagram, YouTube, and Snapchat—more than double the time spent on homework, according to [one study](#). All this screen time has an undeniable impact (for better or worse).

Maybe I'll ^{model} ~~teach~~ AI.



Strive to...

Communicate

Explore

Discuss

Infuse

Learn





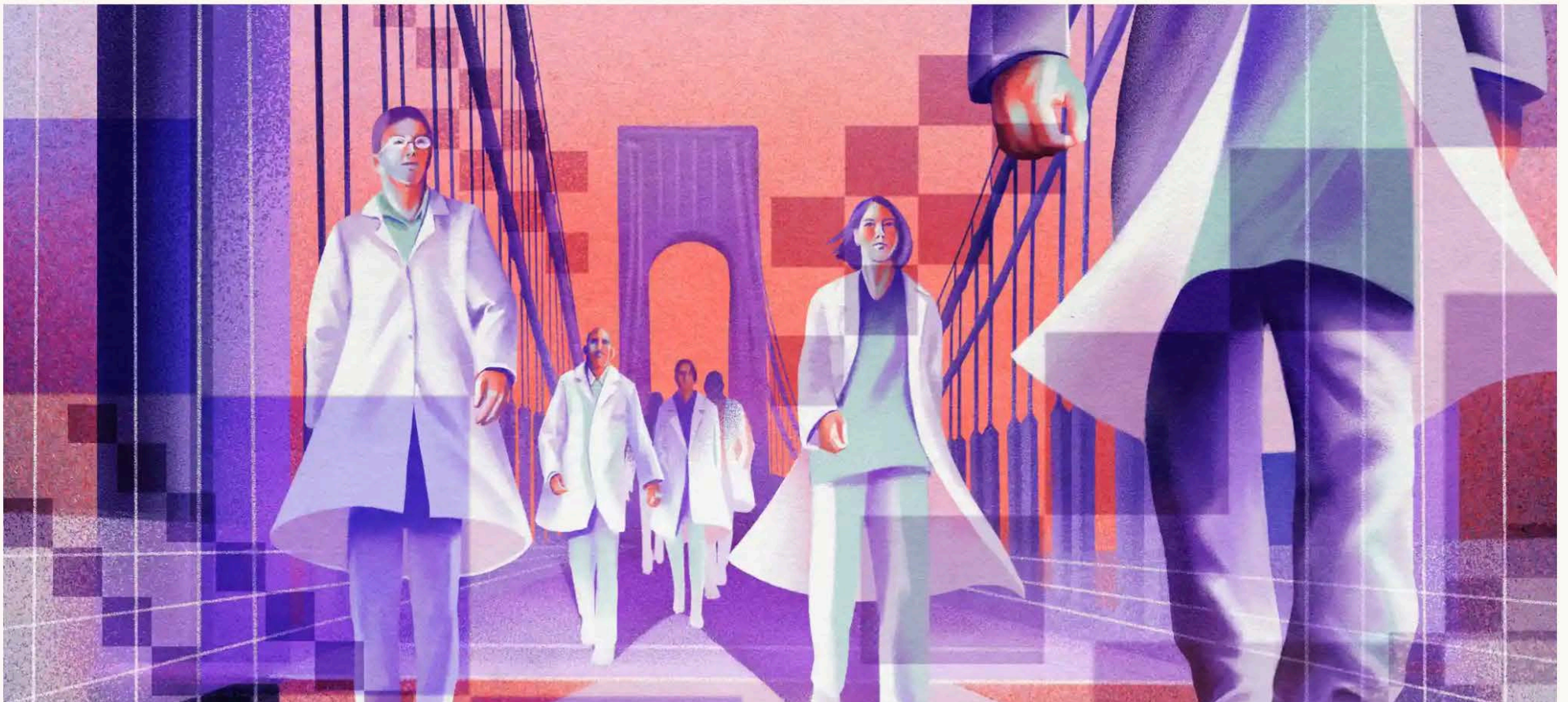
AI-powered personalised medicine could revolutionise healthcare (and no, we're not putting ChatGPT in charge)

Mihaela van der Schaar



Artificial intelligence can't replace human professionals but it could transform the way they treat diseases such as cancer, and save lives

- Mihaela van der Schaar is director of the Cambridge Centre for AI in Medicine at the University of Cambridge





World

Africa

Americas

Asia

Australia

China

Europe

India

Middle East

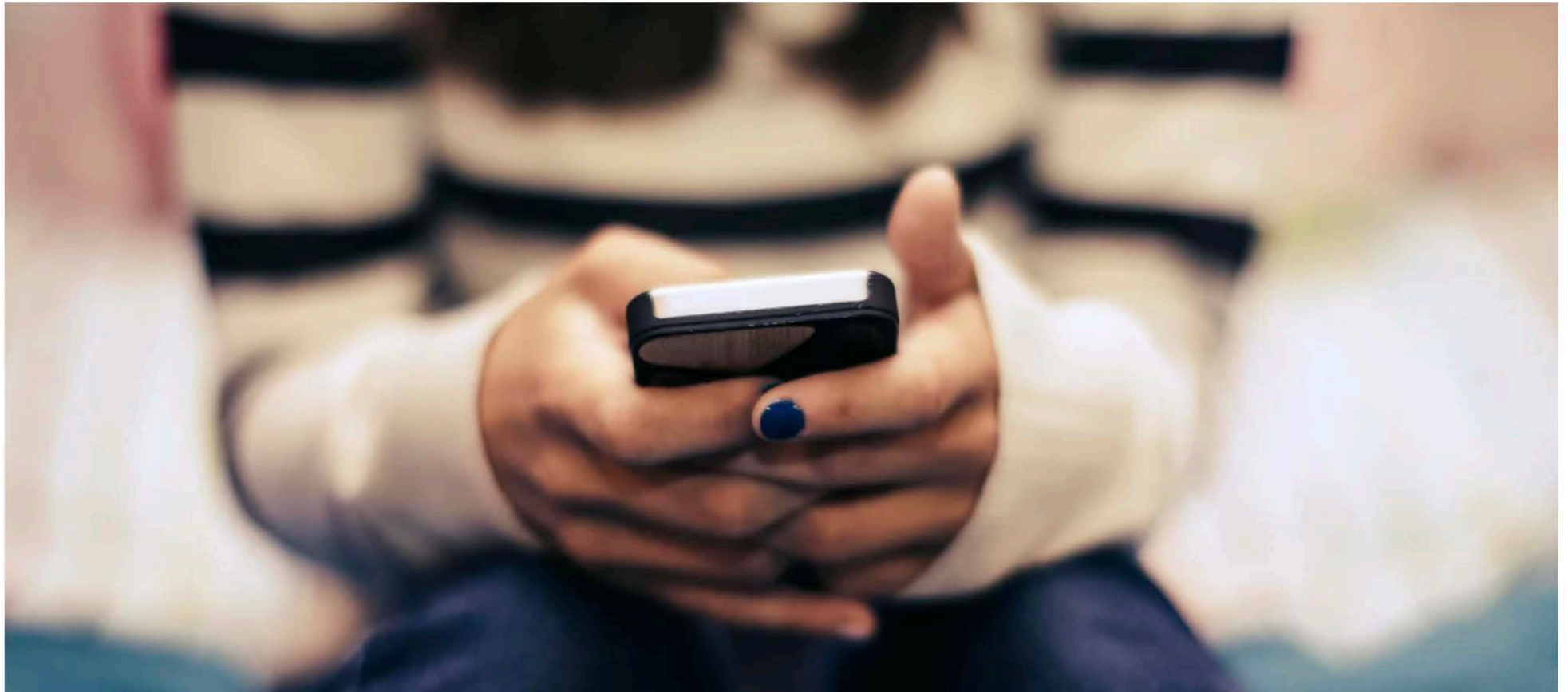
United Kingdom

BREAKING NEWS

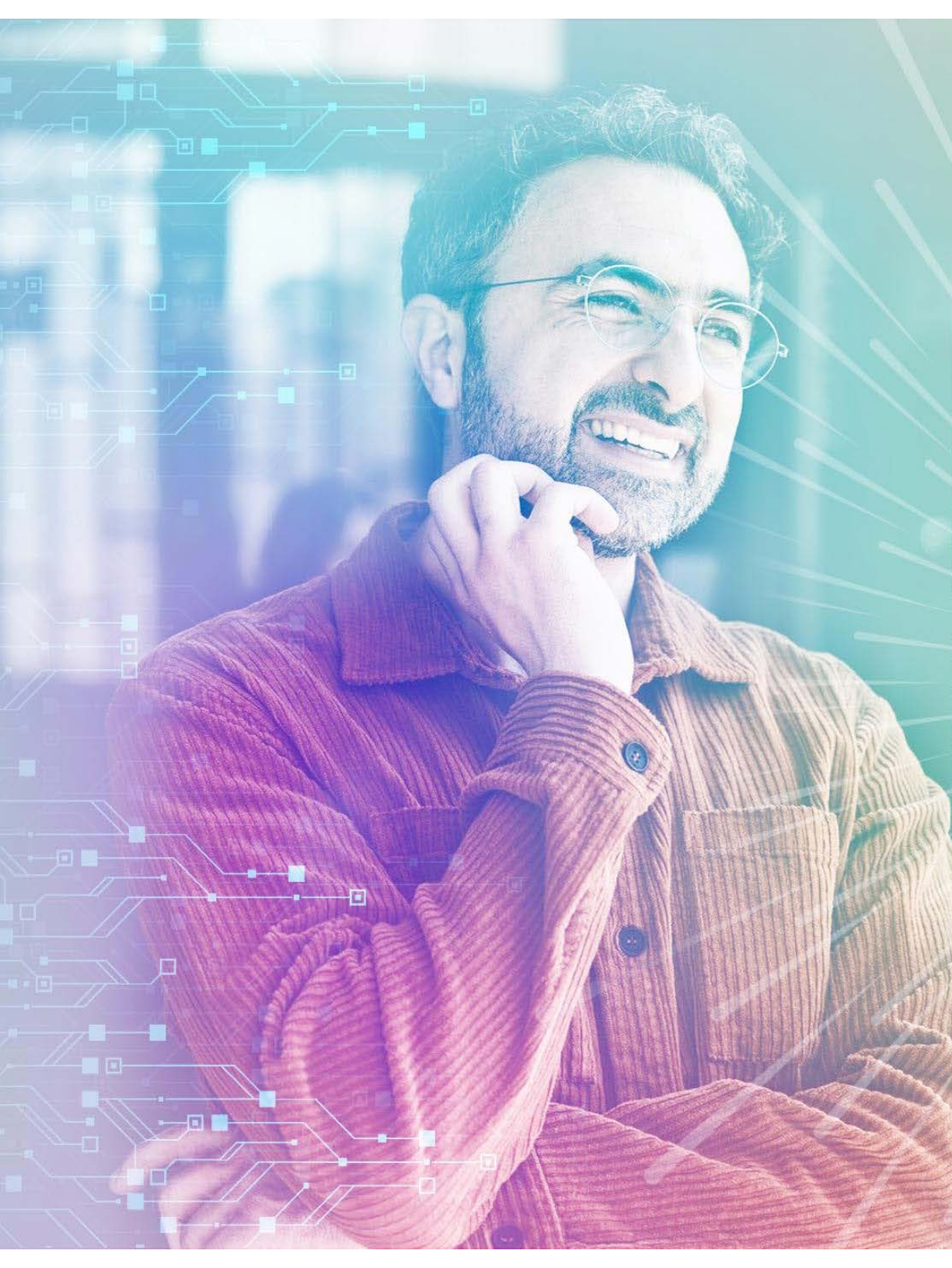
Outcry in Spain as artificial intelligence used to create fake images of underage girls

By Jack Guy, CNN

Updated 12:12 PM EDT, Wed September 20, 2023







"A fascinating, well-written, and important book." —YUVAL NOAH HARARI

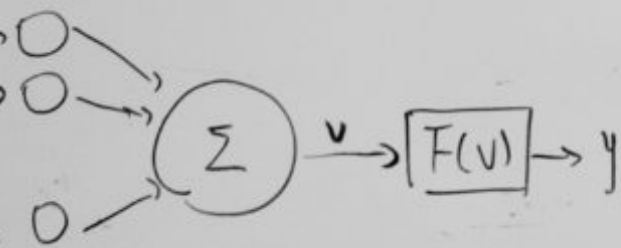
**TECHNOLOGY, POWER, AND THE
21ST CENTURY'S GREATEST DILEMMA**

THE COMING WAVE

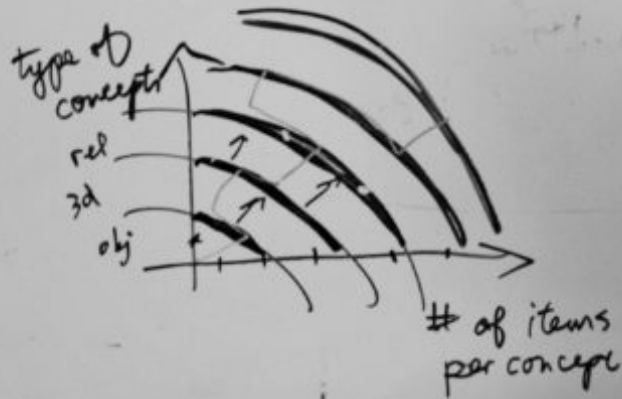
MUSTAFA SULEYMAN

CO-FOUNDER OF
DEEPMIND AND INFLECTION AI

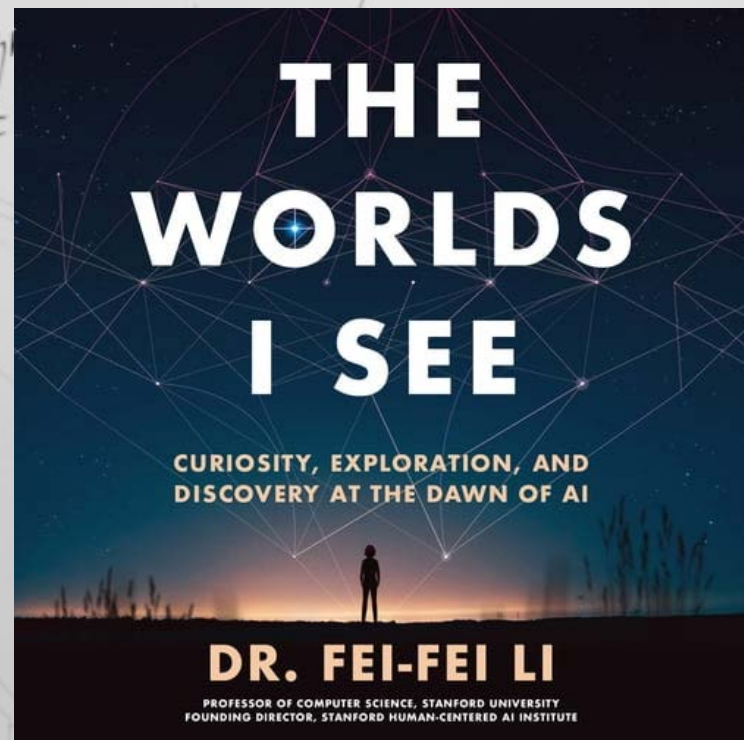
WITH
MICHAEL BHASKAR



$$F_{\psi}(\pi_E) = \arg \min_{c \in E} \dots$$



π {type of concept, # of items, order}



IMAGENET A_0

↓

VISUAL GENOME

- relationship
- vision + language

$$\{\theta_{T-1} \rightarrow \theta_T\}^k$$

“This technology has the power to transform the world for the better.”

“While the future might indeed be bright, it won’t be so by accident...

[AI] needs to be human-centred.”



As educators in 2023, we need to explore ~~three~~
a number of critical questions:

Who are we?

What service to students do we offer?

Do we teach/model adaptability?

Are we preparing students for their
future?

Who is comfortable with, and
benefitting from...

'The best questions do
not want
answers
as much as
companionship.'

Dr. Daniel Snyder

This will be difficult...



Instead, I'll try this...

