



Midjourney: "POV a young girl and a robot staring at the horizon at night"

# The Potential and Pitfalls of AI in Schools

Katherine Delmar Burke School  
January 2025

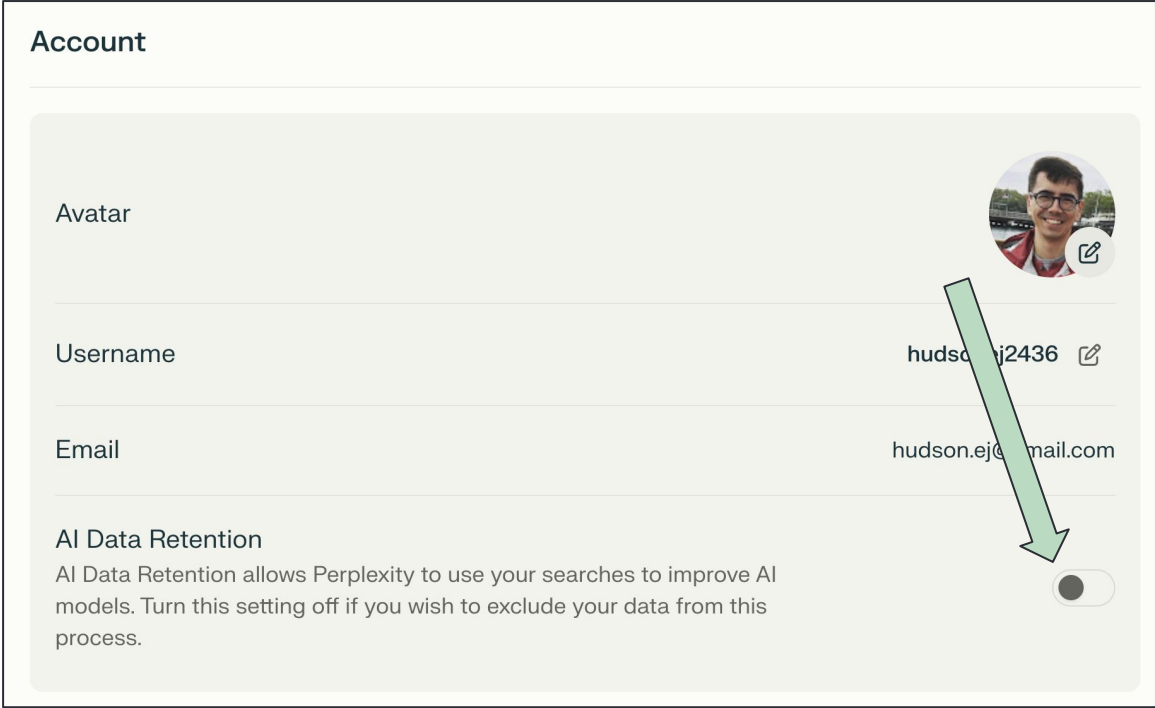
Open the chatbot Perplexity on your device:  
[perplexity.ai](https://perplexity.ai)

*If you haven't yet, I recommend you create a free account so your interactions aren't limited.*

# Safety and Compliance

- Check age limits in Terms of Use
  - ChatGPT: 13 and up (13-18 requires parental permission)
  - Claude: 18 and up
  - Gemini: 18 and up
  - Poe: 13 and up
  - Copilot (Bing): 13 and up
  - Perplexity: 13 and up
- Do not input personal identity information (address, names, account numbers/logins, personal photos, etc.)
- Only input data you are comfortable being used to train AI
- Do not use AI for health, relationship, or other kinds of personal advice

# Go to “Settings,” turn off data sharing



# What's a place you've never been to that you've always wanted to visit?

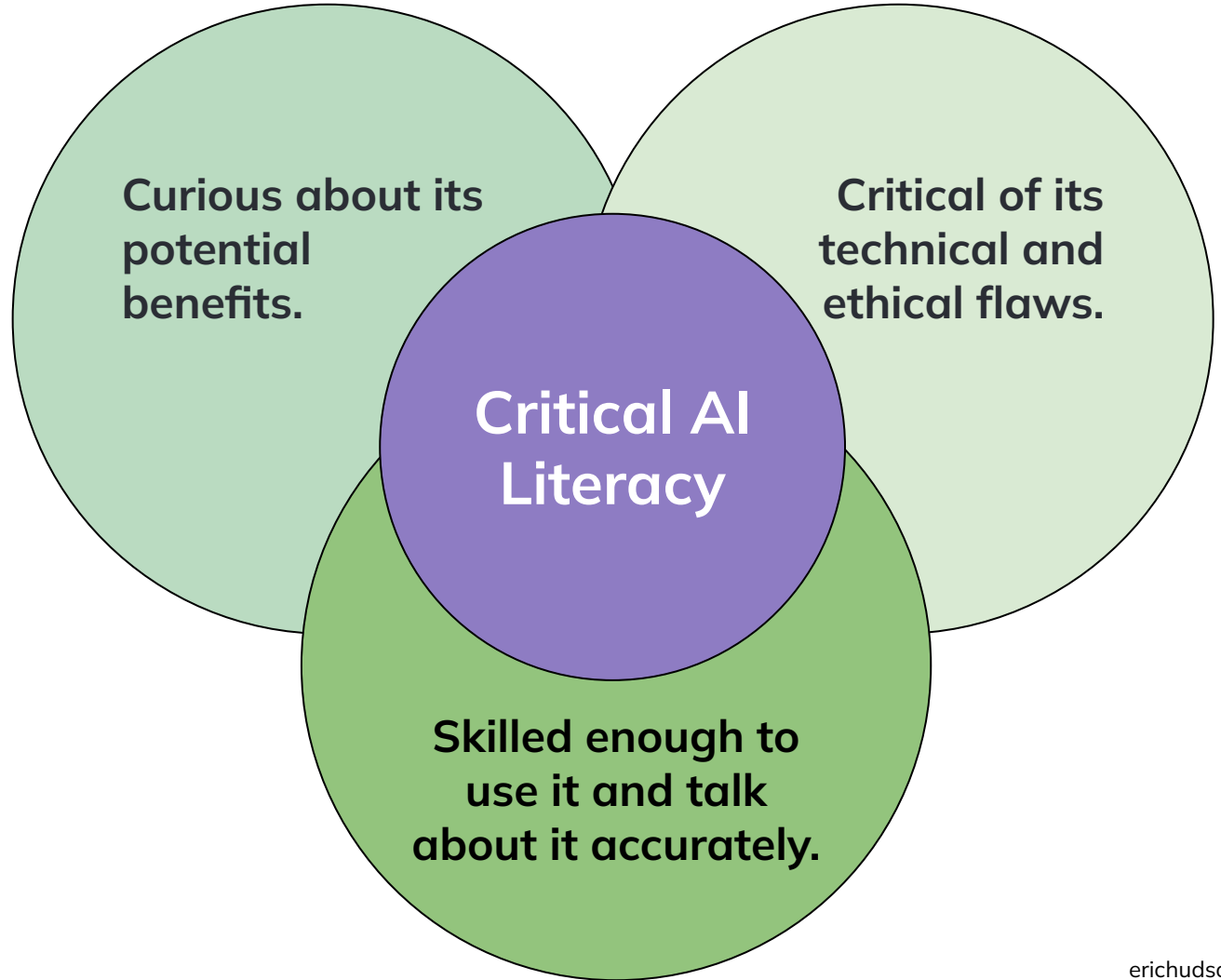
Using Perplexity, try this prompt:

**“Write me a week-long itinerary to [your chosen place]. My requirements are [number of people, age, activity/ability, budget, etc.]. My favorite things about travel are [your favorite things about travel].”**

# Follow up

<b>Option 1: Conversational Prompting</b>	<b>Option 2: AI Literacy Check</b>	<b>Option 3: Be Playful</b>
<p>Give Perplexity feedback on its initial itinerary.</p> <p>Ask it revise, redo, reimagine, etc.</p>	<p>Ask Perplexity for a similar itinerary for a place you know <i>well</i> (like here). Compare the quality of the output.</p> <p>OR</p> <p>Copy the exact same prompt into Gemini. Compare answers.</p>	<p>Have Perplexity rewrite the itinerary as a grumpy, uncooperative travel agent.</p> <p>OR</p> <p>Have it write the “least fun possible” itinerary for the same place.</p>

# Outcomes



# The Potential and Pitfalls of AI in School

1. The Generative AI Landscape
2. Approaching AI at School:  
Augmentation over Automation
3. Building AI Literacy
4. Q&A



# Generative AI: The Current Landscape

“Generative AI is an ‘arrival’ technology.”

-Eric Klopfer, Justin Reich, Hal Abelson, and Cynthia Breazeal

“Generative AI and K-12 Education: An MIT Perspective”

# Artificial intelligence is already everywhere

## 'This Experience May Feel Futuristic': Three Rides in Waymo Robot Taxis

On Monday, Waymo began letting the public pay for driverless cars in San Francisco. The New York Times three reporters around the city to test the service.

Share full article 798



Waymo began offering paid driverless taxi rides in San Francisco despite the safety concerns of some city officials. Andri Tambunan and Jason Henry for The New York Times

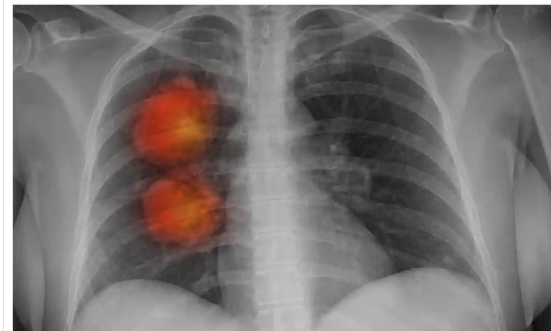


FRAN (face re-aging network) is a neural network that's been trained using thousands of images of synthetic human faces, projecting how an actor's face could look on camera at different stages of life. Image: Disney

## Cancer

## New artificial intelligence tool can accurately identify cancer

Exclusive: algorithm performs more efficiently and effectively than current methods, according to a study



Lung cancer is the biggest worldwide cause of cancer death, and accounts for 21% of cancer deaths in the UK. Photograph: Cultura Creative/Alamy

Doctors, scientists and researchers have built an artificial intelligence model that can accurately identify cancer in a development they say could speed up diagnosis of the disease and fast-track patients to treatment.

NEWS | 13 November 2023

## This AI robot chemist could make oxygen on Mars

The system uses Martian materials to produce catalysts that release oxygen from water.

# “AI” for Our Session = Generative Artificial Intelligence

- Large language models (LLMs) use data scraped from internet to create text, images, and video.
- Prediction-based: think a very sophisticated version of auto-complete.
- Core Models: GPT (OpenAI), Gemini (Google), Claude (Anthropic), Llama (Meta)

What is a **tidy** thing to eat pasta with?

A **tidy** thing to eat pasta with is

What is a **nice** thing to eat pasta with?

A **nice** thing to eat pasta with is



Source: The Guardian

# Phase 1: Chatbots (not just ChatGPT!)



Microsoft Copilot



Elicit



Perplexity

Search & discovery with AI



Poe

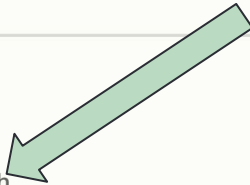
# Chatbots for Chatting, Writing, and Reading

Where knowledge begins

Ask anything...

Focus Attach

Pro



MetaCogCoach-2023

Operated by @ejhudson

1 follower

MetaCogCoach-2023 Poe

What did you learn today?

I learned about rhetorical devices

MetaCogCoach-2023 Poe

Thanks for sharing. Can you tell me a bit more about rhetorical devices and what you learned specifically?

I learned about anaphora, which is when you repeat the same phrase over and over

MetaCogCoach-2023 Poe

That's great, anaphora is an important rhetorical device. Can you give me an example of what anaphora might look like and how it could be used?

1. Contextual Analysis:

```
python
```

Copy

- Look at phrases appearing immediately before/after each key value word
- Extract full sentences containing each value word
- Compare adjectives and verbs used with each value
- Look for pattern differences across stakeholder groups

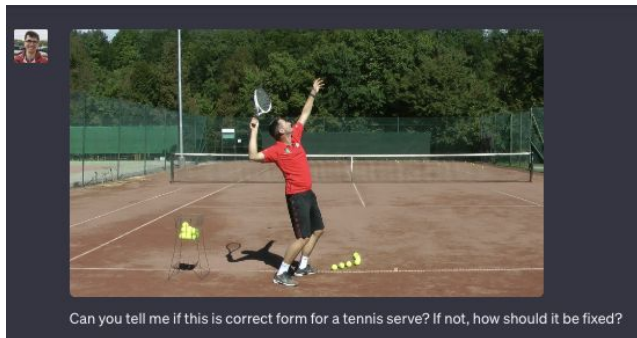
2. Value Co-occurrence Analysis:

```
python
```

Copy

- Which values tend to appear together in responses
- Which values rarely appear together
- Create a network visualization of value relationships
- Compare co-occurrence patterns across groups

# Phase 2: Multimodality



Can you tell me if this is correct form for a tennis serve? If not, how should it be fixed?

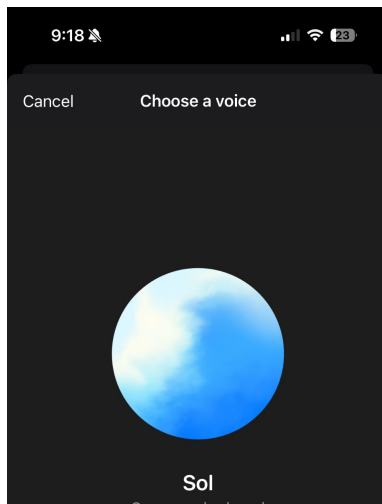
From the image provided, here are some observations regarding the tennis serve form:

- Toss:** The toss appears to be in front of the server, which is ideal for a serve, as it allows the player to hit the ball while moving into the court. A toss that's too far behind can lead to a weaker serve and potential back issues.
- Racquet Position:** The racquet is in the trophy position with the head of the racquet pointing upwards. This is a good sign as it allows for maximum racket-head speed upon the swing forward.
- Body Position:** The player's body is leaning into the court with the back foot off the ground, which is a good indicator that he's using his legs to generate power.
- Eyes on the Ball:** The player's head is tilted upwards, and he seems to be focusing on the ball. Keeping one's eye on the ball until contact is crucial for accuracy and power.
- Ball Position:** Ideally, the ball should be struck at the highest point of the toss. From the image, it's hard to determine if this is the highest point, but it seems close.
- Shoulder Rotation:** There's a noticeable shoulder rotation, which is good as it contributes to generating power in the serve.

A few suggestions for improvement:

- Elbow Position:** Ensure that the hitting arm's elbow is not too close to the body. Keeping a slight distance allows for a fuller range of motion and better leverage.
- Follow Through:** After striking the ball, it's essential to have a complete follow-through, which will help in both power and direction. The racquet should ideally finish on the opposite side of the body.
- Leg Drive:** Ensure that there's a good leg drive, pushing upwards and forwards. It provides additional power to the serve.
- Grip:** Ensure you're using the correct grip, typically the continental grip, for serves.

While this analysis is based on a single still image, watching a video would give a more comprehensive understanding of the entire serve motion. It's also beneficial to have a tennis coach or professional assess in person for real-time feedback.



### Speech Synthesis

Unleash the power of our cutting-edge technology to generate realistic, captivating speech in a wide range of languages.

**Task**

**Text to Speech**  
Convert text into lifelike speech using a voice of your choice.

**Speech to Speech**  
Create speech by combining the style and content of an audio file you upload with a voice of your choice.

**Settings**

Voice: Antoni

Voice Settings

Eleven Multilingual v2

**Text**

Qué lindo que es caminar,  
bien tomados de la mano,  
por el barrio, por la plaza,  
¿qué sé yo?, por todos lados.

Qué lindo es mirar los árboles,  
bien tomados de la mano,  
desde el banco de la plaza,  
en el que estamos sentados.

Qué lindo es mirar el cielo  
bien tomados de la mano:  
en nuestros ojos, volando,  
dos pájaros reflejados.

448 / 2559 Total quota remaining: 2675

**Generate**

# SUNO

## Make a song about anything

Home

Create

Library

A powerful dance song about dancing all night long



# Phase 2: Multimodality



*New York Times* technology columnist Kevin Roose wrote recently that educators should “assume that 100 percent of their students are using ChatGPT and other generative AI tools on every assignment, in every subject, unless they’re being physically supervised inside a school building.” Given this reality, how might we as educators engage with and learn from students when it comes to AI? Rather than ban AI, how might we collaborate with students to understand both its power and its pitfalls? This virtual intensive will introduce some guiding principles, talking points, and sample activities we can do *with* students to begin a conversation with them about how we might use AI *for* learning, not instead of it.

《纽约时报》科技专栏作家 Kevin Roose 最近写道，教育工作者应该“假设 100% 的学生在每个科目的每项作业中都使用 ChatGPT 和其他生成式 AI 工具，除非他们在教学楼内受到实际监督。”鉴于这一现实，当谈到人工智能时，我们作为教育工作者如何与学生互动并向他们学习？我们不应该禁止人工智能，而是如何与学生合作来了解它的力量和陷阱？这个虚拟强化课程将介绍一些指导原则、谈话要点以及我们可以与学生一起进行的示例活动，以便与他们开始对话，讨论我们如何使用人工智能进行学习，而不是取代它。





# Phase 3: Customizable Bots

Career Exploration

## Project Launcher

Helping 30 students go after personalized projects is really hard. Project launcher helps educators offer individualized support, even for projects that are outside of their personal expertise.

**ST** Seth Trudeau, Learning Designer

History

Middle School

High School

Writing

## Ida B. - Cornell Notes Tutor

This bot reads an uploaded text and provides students with 2 questions per paragraph. To ensure student understanding of the text, the bot produces a short 5 question quiz to stamp key understandings within the given text.

**FB** Fatimah Barrie, Middle School History Teacher

Writing

Feedback

## Murrow: A journalism writing coach

Murrow is a journalistic story development and writing coach.

**EM** Ed Madison, College Professor

Community

Non-Profits

Administration

## Community Engagement Assistant

An assistant that helps you better engage your community by drawing on Teach For America's Office of Belonging & Equity's Work on Community Engagement & Coalition Building.

**BT** Barry Thomas, VP of Community Engagement



Welcome to chatOAME ... Please send feedback to [oame.ai@oame.on.ca](mailto:oame.ai@oame.on.ca) OR use the FEEDBACK buttons after every reply. AI is not always correct; check its work! Your name and ID are not recorded during this session. However, your anonymous prompts and responses may be used to improve chatOAME and could be made public. Use your professional judgement in the use of any chatOAME reply.

+Catholic

Lesson

M/C

Thin Slice

Word Problem

Desmos Activity

Worksheet

Type your message... try including a grade level, course or approach along with your topic

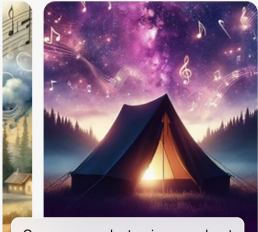


Send

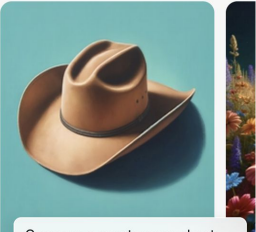
# Phase 4: Integration



Your everyday AI companion



Compose an electronic song about camping



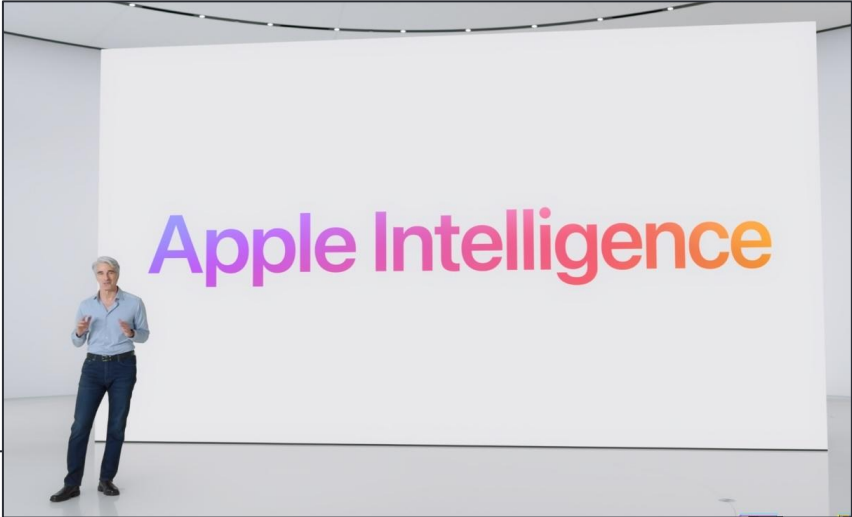
## Bring your best ideas to life with Gemini for Google Workspace


Gemini is the AI-powered assistant from Google, built right into Gmail, Docs, Sheets, and more, with enterprise-grade security and privacy.



[Get started](#)

[Contact sales](#)

To get Gemini for Google Workspace, you need an existing



Mark Cuban is putting  Gemini to work.



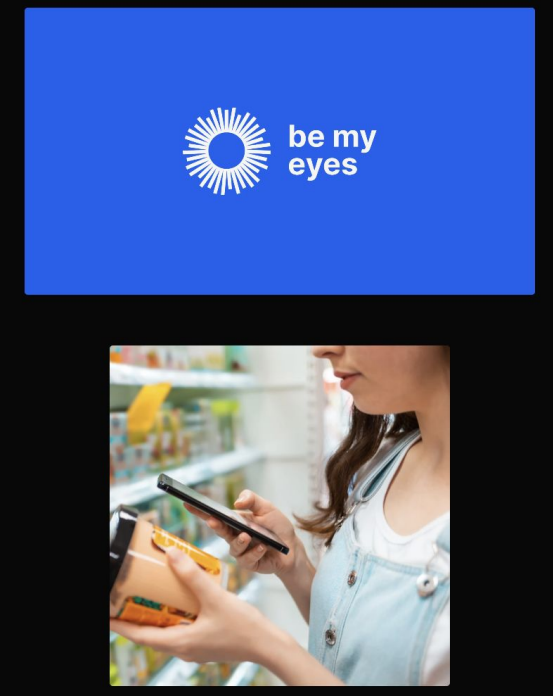
# Phase 5: Agents



# Can AI Make the World a Better Place?



The screenshot shows the Signapse website. At the top left is the 'Signapse' logo. To its right is a navigation menu with links for 'Home', 'About us', 'Join our Team', 'Our Blog', 'News', and 'Our Products'. The main content area features a woman with curly hair, wearing a black t-shirt, who is smiling and signing. A small square icon with a white 'S' on a dark background is positioned to her right. Below the image, the text reads: 'Breaking Barriers with our AI Sign Language Translator'. Underneath that, a smaller line of text says: 'Welcome to Signapse! We are so pleased that you found us. I am a synthetic signer. I was built to work with you to turn your words into sign language quickly and with no fuss.'



The advertisement is split into two sections. The top section has a solid blue background with a white sunburst icon on the left and the text 'be my eyes' in white on the right. The bottom section is a photograph of a woman in a pharmacy, wearing a light blue apron over a white shirt. She is holding a smartphone in her right hand and a box of medicine in her left hand, looking at the phone.

# Can AI Make the World a Better Place?

*As a Teen, She Loved Video Games.  
Now She's Using A.I. to Try to Quash  
Malaria.*

Rokhaya Diagne, a 25-year-old A.I. entrepreneur in Senegal, is part of a subset of Africa's enormous youth population that is confident technology can solve the continent's biggest problems.





# Can AI Make the World a Better Place?



## INSPIRIT AI



### Algorithmic Justice

Discover hidden racial biases in machine learning systems used today for deciding who



### Disaster Relief Improvement

Learn how to apply AI to identify communities impacted by natural disasters.



### News Reporting and Bias

Does your favorite newspaper have a conservative or liberal lean? Let an AI tell you

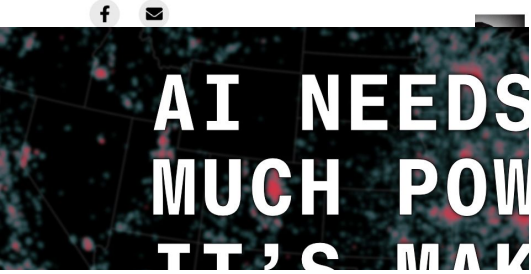
# Worries | AI will do more harm than good

ARTIFICIAL INTELLIGENCE

## Victim of deepfake porn at NJ high school pushes for federal law targeting AI-generated explicit content

Published January 17, 2024 • Updated on January 18, 2024 at 8:50 am

SKIN TONE	I	II	III	IV	V	VI	GENDER	MEN	WOM.	AMB.
SHARE (%)	13	10	7	12	31	27		39	38	23



ARTIFICIAL INTELLIGENCE / TECH / GOOGLE

## Google promised a better experience – now it's te

## glue on our pizza

### The Times Su Over A.I. Use

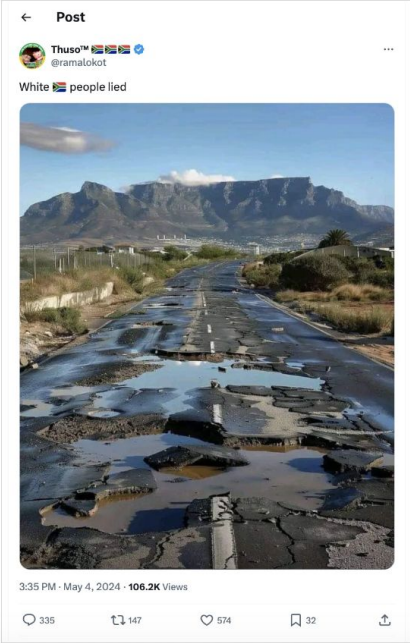
Millions of articles from The New York Times were used to train chatbots that now compete with it, the lawsuit said.

SOUTH AFRICA • 4 MAY 2024

## AI-generated potholes warn off South African voters


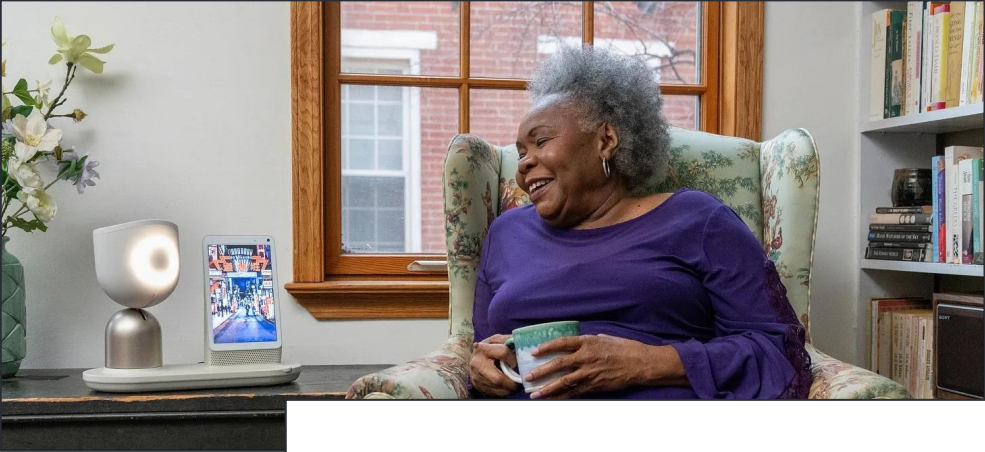
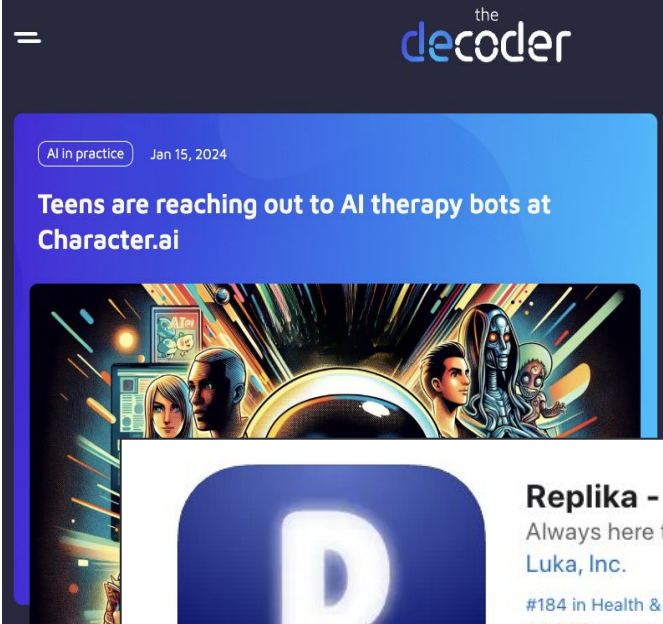
ELECTION | 29 MAY 2024

South Africa • Image • Facebook • X/Twitter • Instagram • Reddit





# Worries | Companion Bots



**Replika - AI Friend** 17+  
Always here to listen and talk  
Luka, Inc.  
#184 in Health & Fitness  
★★★★★ 4.5 • 220.5K Ratings  
Free · Offers In-App Purchases

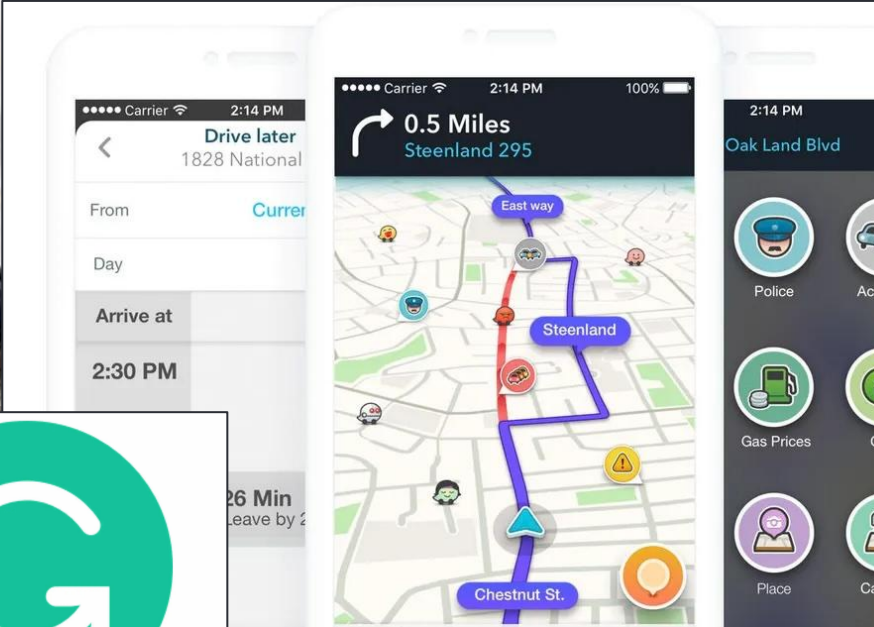
THE SHIFT

## *Can A.I. Be Blamed for a Teen's Suicide?*

The mother of a 14-year-old Florida boy says he became obsessed with a chatbot on Character.AI before his death.



# Worries | Overreliance/Cognitive Offloading



# Using AI at School:

## Augmentation over Automation

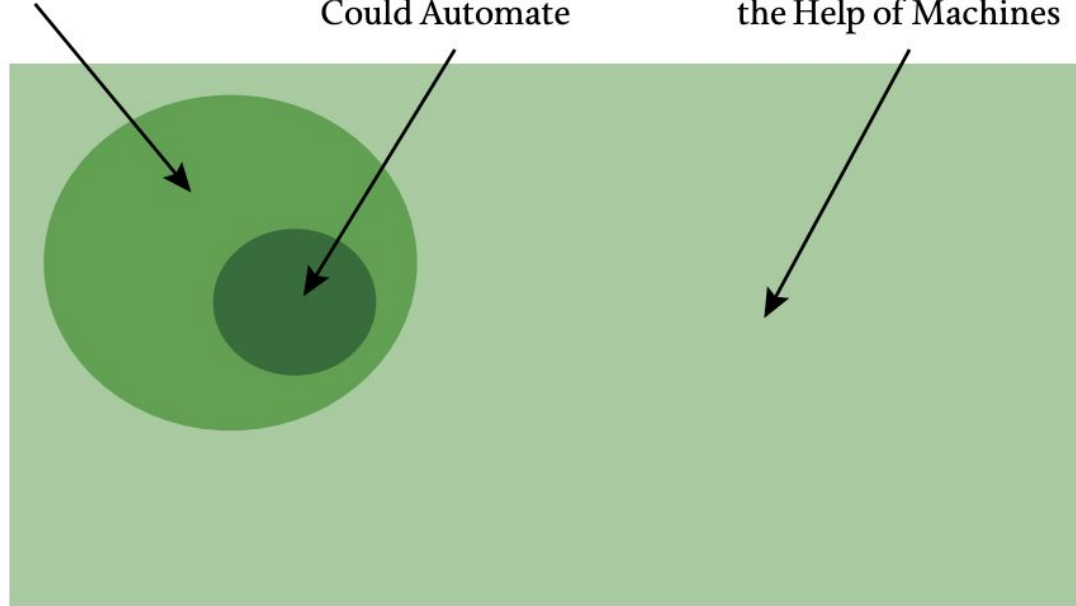
## Assistance over Cheating

# Augmentation over Automation

Tasks That  
Humans Can Do

Human Tasks  
That Machines  
Could Automate

New Tasks That  
Humans Can Do with  
the Help of Machines

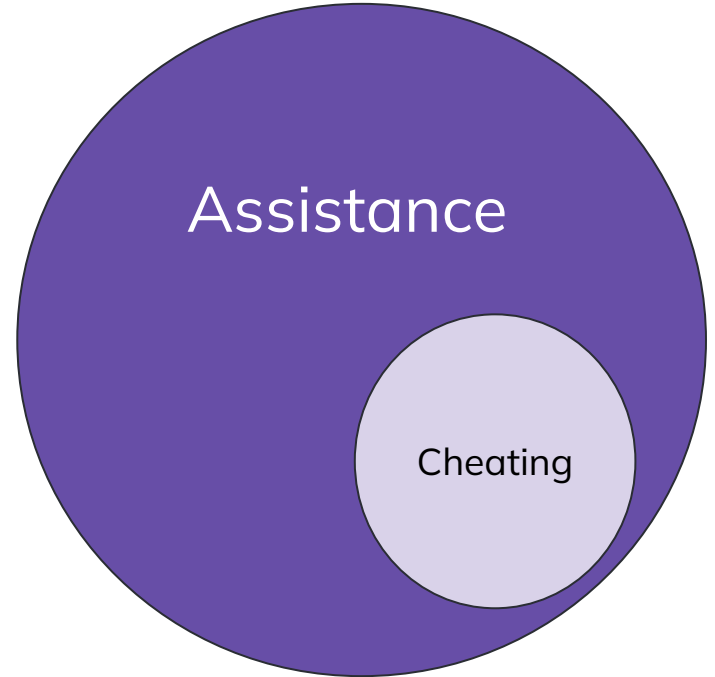


Erik Brynjolfsson, [“The Turing Trap”](#)

# Assistance over Cheating

“When we were having a discussion in my department, I said, try not to use the word ‘cheating.’ Because the teacher was like, well, they’re going to have all these ways to cheat. And I said, **maybe replace the word ‘cheating’ with ‘assistance.’**”

-Cherie Shields, English Teacher, Oregon, USA,  
“ChatGPT Transforms a Classroom”



# Augmentation at School



**'Iolani School (HI)**

- Second graders now have grade-level texts on hard-to-source subjects, (e.g. Okinawan culture).
- In AP Chinese, the use of AI-generated materials eliminated textbook costs.
- A faculty-student developed local LLM (Large Language Model) has been used to analyze data in advanced research classes.

Source: "An Uncertain Future: An AI Resource Guide for Independent School Trustees" by ATLAS

# Augmentation at School

## Speech Synthesis

Unleash the power of our cutting-edge technology to generate realistic, captivating speech in a wide range of languages.

**Task**

**Text to Speech**  
Convert text into lifelike speech using a voice of your choice.

**Speech to Speech**  
Create speech by combining the style and content of an audio file you upload with a voice of your choice.

**Settings**

Antoni

Voice Settings

Eleven Multilingual v2

**Text**

Qué lindo que es caminar,  
bien tomados de la mano,  
por el barrio, por la plaza,  
¿qué sé yo?, por todos lados.

Qué lindo es mirar los árboles,  
bien tomados de la mano,  
desde el banco de la plaza,  
en el que estamos sentados.

Qué lindo es mirar el cielo  
bien tomados de la mano;  
en nuestros ojos, volando,  
dos pájaros reflejados.

448 / 2500 Total quota remaining: 2076



Ensworth School (TN)



# Augmentation at School



Landmark School (MA)

“Administrators and teachers at Landmark are exploring, experimenting and debating the role of AI in building, not bypassing, the fundamental skills of literacy. Preliminary conclusions show AI has profound opportunities for individualizing instruction for students with high intellectual capacity and relatively low decoding skills.”

Source: “An Uncertain Future: An AI Resource Guide for Independent School Trustees” by ATLAS

# Teaching Tools: MagicSchool, Brisk





# Multimodal: Eleven, Gamma, Napkin, Yoodli

## II ElevenLabs



### Gamma App - How AI Transforms Presentations and Drives Growth



Technology template

Data, Analytics and Integration

01

What is data integration?

Integrating data from different sources into a single system or platform. This allows for a more comprehensive view of your data and enables you to analyze it more effectively.

⚡ Get visuals from your text



yoodli

Instant, effective feedback on your speaking



You said "um" 10 times um (10)

Consider speaking faster



You talked for 68% of the call



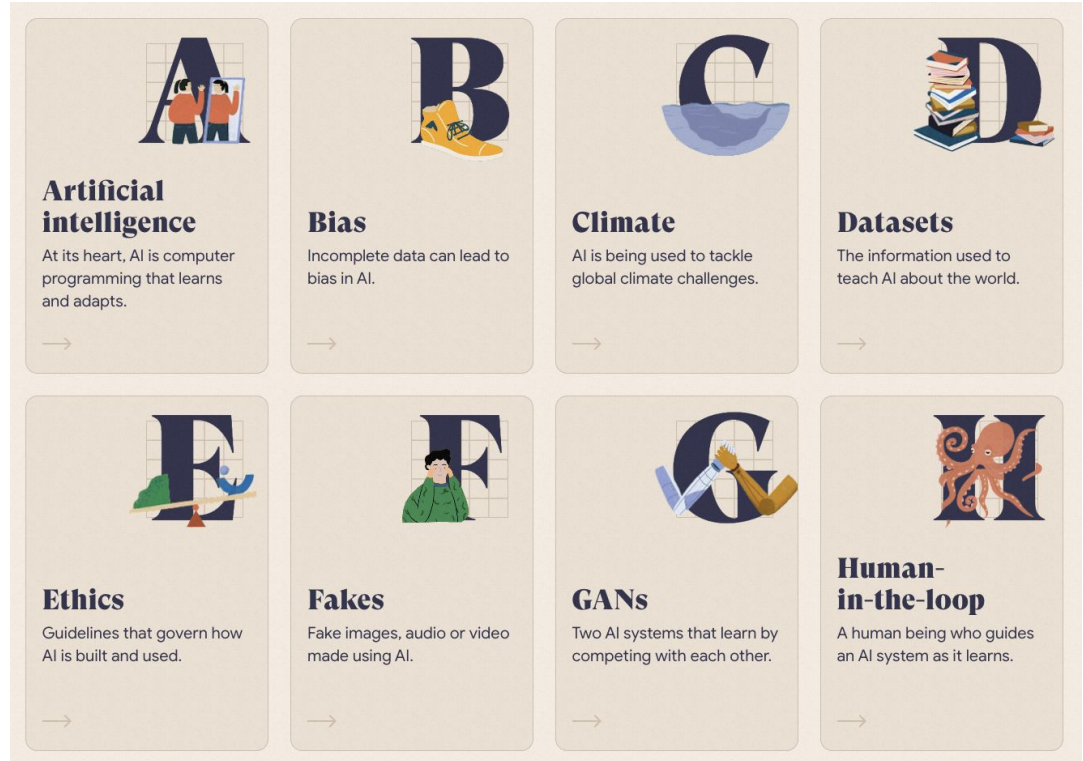
# Building AI Literacy

# Safety and Compliance

- Check age limits in Terms of Use
  - ChatGPT: 13 and up (13-18 requires parental permission)
  - Claude: 18 and up
  - Gemini: 18 and up
  - Poe: 13 and up
  - Copilot (Bing): 13 and up
  - Perplexity: 13 and up
- Do not input personal identity information (address, names, account numbers/logins, personal photos, etc.)
- Only input data you are comfortable being used to train AI
- Do not use AI for health, relationship, or other kinds of personal advice

# Considerations for Younger Students (<13)

- Prioritize AI “readiness”
- Focus on AI’s impact on tools students already might use: YouTube Kids, code.org, Roblox
- Educate families and engage them as resources
- Consider using AI in presence of students (image generation, writing stories/poems, refining prompts, etc.)



[The A-Z of AI](#)



Unplugged

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Real-Life Algorithms

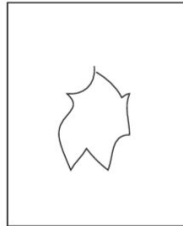
## Paper Airplane Worksheet



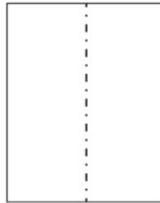
You can use algorithms to help describe things that people do every day. In this activity, we will create an algorithm to help each other make paper airplanes.

Cut out the steps of making an airplane below. Glue the six the correct steps, in order, onto a separate piece of paper. Trade your finished algorithm with another person or group and let them use it to make an actual flying model paper plane!

Go to  
L G



**CUT CENTER OUT OF  
PAPER**

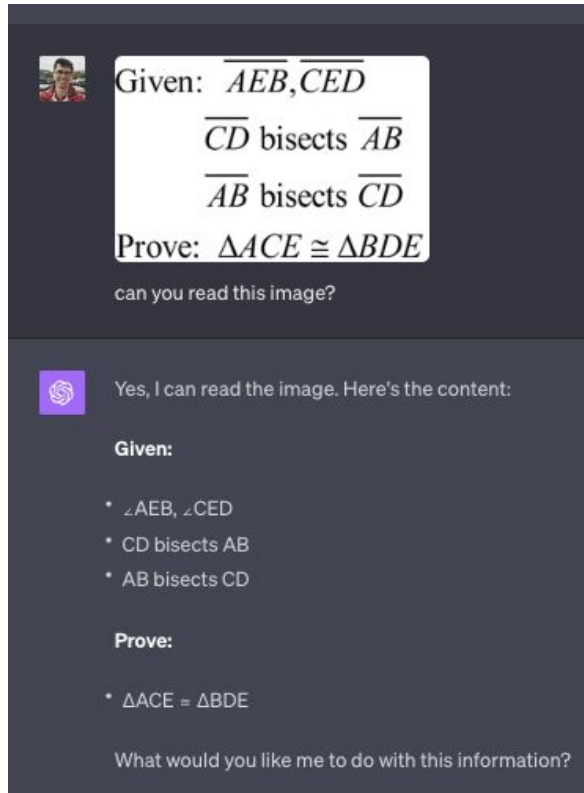


**CREASE PAPER  
DOWN THE CENTER**



**CRUMBLE PAPER**

# Critical AI Literacy | Prior Knowledge



The screenshot shows a chat window with a dark background. At the top left is a small profile picture of a man. The main content is a white box containing a math problem. Below the box, the text 'can you read this image?' is written. The AI response is in a dark box with a purple icon on the left. It repeats the problem's content and asks a follow-up question.

Given:  $\overline{AEB}, \overline{CED}$   
 $\overline{CD}$  bisects  $\overline{AB}$   
 $\overline{AB}$  bisects  $\overline{CD}$   
Prove:  $\triangle ACE \cong \triangle BDE$

can you read this image?

Yes, I can read the image. Here's the content:

**Given:**

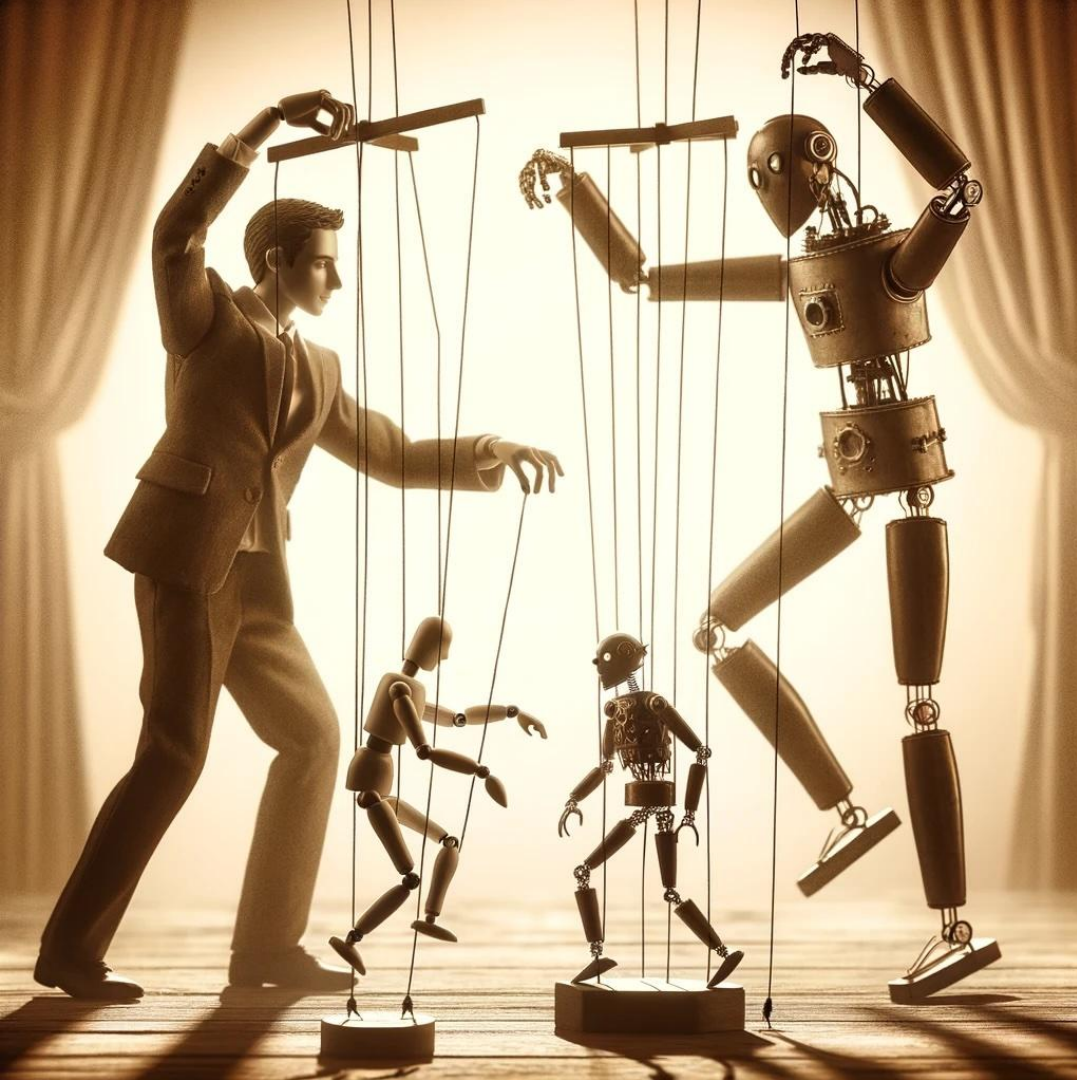
- $\angle AEB, \angle CED$
- $CD$  bisects  $AB$
- $AB$  bisects  $CD$

**Prove:**

- $\triangle ACE = \triangle BDE$

What would you like me to do with this information?

- Is AI accurate in its answer? How do you know? If you don't know, what do you need to do to find out?
- Where did AI get this information? How did it compose this response?
- What grade would you give AI for this output? What follow-up questions or feedback should we give it to make it better?
- How could you do better than AI on this assignment?
- If AI can do a pretty good job on this assignment with just a prompt or two, what's the point of this assignment?



Does it look like a  
human made this?

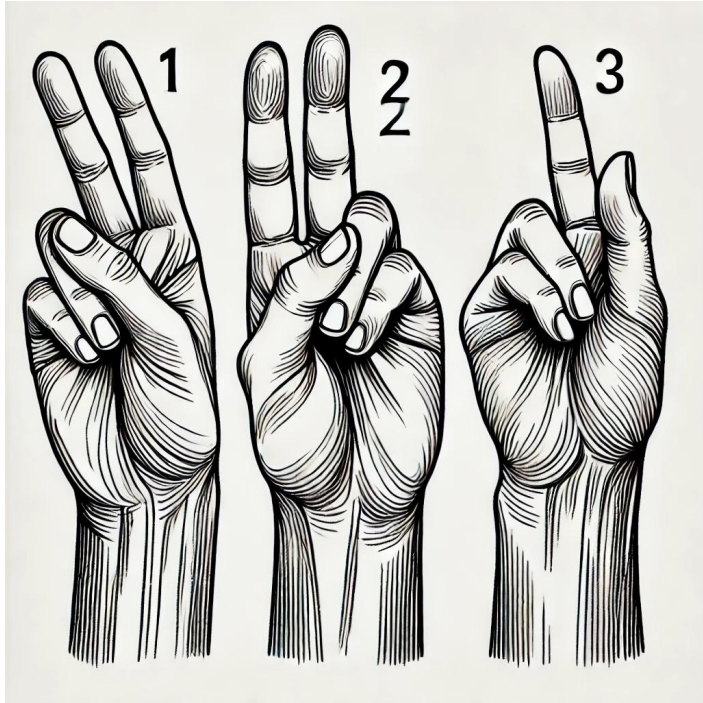
Is this accurate?

Where did AI get this  
information?

Is this art?



# Critical AI Literacy | AI Weaknesses



ARTIFICIAL INTELLIGENCE / TECH / GOOGLE

**Google promised a better search experience – now it's telling us to put glue on our pizza**



# Ethics: Generative AI in learning

## Five Lesson Mini-Unit

### Rationale / Overview

As background, it is recommended that teachers of this unit watch all five short videos from [Wharton Interactive Crash Course: Practical AI for Instructors and Students](#) with Wharton Interactive's Faculty Director Ethan Mollick and Director of Pedagogy Lilach Mollick and/or read over "[Teaching AI Ethics](#)" by Leon Furze. As well, [this academic paper from Ethan Mollick and Lilach Mollick](#) describes seven approaches to using AI (as a tutor, a coach, a mentor, a teammate, a tool, a simulator, and a student) and gives specific prompts and examples for each. This will be helpful in aiding students and teachers to have a common language for creating ethical GenAI practices in aid of learning.

This five lesson mini-unit is designed to introduce students to the opportunities and challenges embedded in using AI in their learning and to invite student voice in the creation of UCC's guidance on GenAI use in teaching and learning.

### Scope and Sequence

<a href="#">Lesson 1</a> : Ethical Uses of GenAI in Learning (Case Studies)	<a href="#">Lesson 2</a> : Protecting the Learning: GenAI as collaborator	<a href="#">Lesson 3</a> : Co-Creation of AI Ethical Use Guidelines	<a href="#">Lesson 4</a> : Gen AI Data Privacy and training issue	Lesson 5: AI & Sustainability Concerns / Proxy relationship
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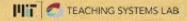
Upper Canada College (Ontario)

# MIT Teaching Systems Lab Teacher Survey

- Listen closely to students.
- Play! Embrace the weird.
- Teach students to use it for parts, not wholes.
- Engage students with the bigger issues.
- Gift students with offline spaces.

## TEACHERS ON AI

**No, AI won't replace great teaching; AI might support great teaching.**  
Here are some ideas based on interviews with classroom teachers around the country on how they have been adapting to the arrival of generative AI technologies (GenAI), such as ChatGPT, in learning environments.



### LISTEN CLOSELY TO STUDENTS

Ask your students how they are using AI, and how teachers and schools can best support them. Consider creating a *Student AI Advisory Board* to inform school policy or instructional changes.

One school district in New York interviewed a panel of students to be interviewed during a professional development day; teachers reported gaining new insights into how and why students use GenAI in their classes.

### PLAY! EMBRACE THE WEIRD

Exploring GenAI's capacity to generate wonderfully strange content instantly is fun, and a great way to start building knowledge about AI's strengths and weaknesses.

Mr. Bernstein in Hawaii shows students how to use GenAI as an iterative "thought partner" to brainstorm titles for their capstone project.

To spark student interest, Mr. Kieffer in Illinois uses ChatGPT to generate math word problems that include his own classroom jokes or a specific set of student interests.

Ms. Naki in California leverages GenAI's weaknesses to reach her learning goals. She's noticed the Photo Math app sometimes makes mistakes, and plans to encourage students to analyze the error in the bot's "thinking."

Mr. Hunt in Washington D.C. shows students how to prompt a GenAI tool to rewrite the abstract of an academic paper at a 9th-grade level so that his students can understand the gist of the paper's findings as they search for potential sources for a research project.

### TEACH STUDENTS TO USE IT FOR PARTS, NOT WHOLE

Students are tempted to use GenAI to write whole answers or entire essays. Show them how it can help with specific parts of their work without compromising on the wider learning goals you've set for them.

**Remember!** New tools will come and go, but the awareness and self-discipline required to *not* to use a new piece of technology is a transferable skill we can teach students.

### ENGAGE STUDENTS WITH THE BIGGER ISSUES

AI raises a range of issues beyond the concerns about academic integrity, from environmental costs to intellectual property rights to the spread of misinformation. Use debates, Socratic seminars, or other discussion formats to get students thinking and talking about the many issues related to technology and society raised by the development of GenAI.



Powering AI tools like ChatGPT demands a tremendous amount of energy and water. How might we deal with the environmental costs of this technology?

Should we consider content created by GenAI original work? Does art need to be created by a human to be considered authentic?

Bots learn from humans and humans are flawed. How do we address the challenge of GenAI regurgitating falsehoods and harmful language circulating online?

### A NOTE FOR ADMINISTRATORS

*Include teachers in decision-making about policies and technology access or subscriptions. If any new rules or policies are put in place, be mindful of providing corresponding resources and support. AI-powered tools aren't a substitute for investing in high quality curriculum, instructional materials, and especially time for teachers to learn and plan!*

### GIFT STUDENTS WITH OFFLINE SPACES

Calls for flipped classrooms, process-focused assessments, and a return to handwriting aren't new. Neither is the initial shake-up caused by the arrival of a new technology, be it a calculator or a smartphone. What might be different this time? Most K-12 students do not know what a world without internet access in their pocket is like. Consider how important an intentionally created offline space in the classroom might be. Teach students to disconnect from screens and reconnect to their surroundings by providing a literal space and time in their otherwise hyper-connected day to speak, handwrite, and look and listen to each other's human faces.



**Remember!** This technology and the best teaching practices associated with it are shifting all the time. What makes sense today might not make sense tomorrow. Be compassionate with yourself as you adapt! We invite you to share your thoughts with us at [tsl.mit.edu/ai](https://tsl.mit.edu/ai)

1. Skim the menu of activities.
2. Find one or two that you want to try.\*
3. Try the prompts in a chatbot or other tools.

\*Adjust as needed to create something useful for you!

Enter this url into your browser:

[tinyurl.com/2501Prompt](https://tinyurl.com/2501Prompt)



# Thank you!



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