



# Creating AI Policy With Learners

## *AlphaPlus Workshop #1*

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# Tom Driscoll

## CEO | EdTechTeacher



- ❖ Husband and Father of 2
- ❖ High School Social Studies Teacher
- ❖ Digital Learning Director
- ❖ Consultant, Keynote Speaker
- ❖ Author, **BECOMING ACTIVE CITIZENS**
- ❖ Owner and CEO of EdTechTeacher
- ❖ Former NCAA Basketball Player (Vassar College)



# Workshop Series Overview

*This three-workshop series is about what an AI policy for adult learners in literacy could look like.*

We will explore how to work with learners to create a policy that offers guidance for using AI ethically and safely to do research, make material more accessible and support creativity, communication and collaboration.





# By the end of this workshop series, you will be able to...

1. **Recognize the purpose and goals of AI use for teaching & learning.**
2. **Identify ethical and purposeful uses of AI in education.**
3. **Plan key areas where AI can be used by both educators (e.g., activity creation, assessment, feedback) and learners (e.g., homework help, content creation, research assistance).**
4. **Draft guidelines that address how AI should be used responsibly, ethically, and effectively.**
5. **Implement strategies for collaborative guideline development with your learners.**





# Workshop #1

## Agenda

1. **Brief Introduction to Generative AI and Key Benefits / Challenges of AI in Education**
1. **Emerging Shifts in AI, It is Changing Fast!**
1. **The Role of Educators in Guiding AI Use**





## Topic Familiarity

- Rate yourself on a scale of 1-5.
- Put your number in the chat.

***Bonus: Add one way that you have used AI as a teachers OR as a learner.***

Level of Familiarity with AI	
Level	Meaning
1	I am brand new to AI Tools.
2	I have used AI and explored the tools a little bit.
3	I have Used AI Tools to create resource for my students.
4	I've regularly use AI tools to create materials for my students.
5	I am a master of using AI in my classroom and encourage my students to use it regularly.



# Introduction to Generative AI in Education

*Key Benefits & Challenges*







## ar·ti·fi·cial in·tel·li·gence

the theory and development of computer systems able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.



# What is AI?





**“This will change everything.  
It is as important as the  
invention of the PC or the  
internet.”**

“The development of AI is as fundamental as the creation of the microprocessor, the personal computer, the Internet, and the mobile phone.

It will change the way people work, learn, travel, get health care, and communicate with each other. Entire industries will reorient around it.”



***Bill Gates***



# What is “Generative” AI

Generative AI refers to deep-learning models that can generate **(Create)** text, images, music, videos and other content based on the data they were trained on.

## *Examples Include:*

- ChatGPT
- Google’s Gemini
- Microsoft’s Copilot



# Copilot





ChatGPT 4o ▾



ChatGPT



Excel AI



Canva



Explore GPTs

Previous 7 Days

Using Commas Explained

Previous 30 Days

Understanding Congressional Red



Add Team workspace



Thank my  
interviewer



Activities to make  
friends in new city



Pick outfit to look  
good on camera



Fun fact about  
the Roman Empire

Create a Project-Based Learning unit outline that focuses on environmental protection. This unit will take approximately 3 weeks, including 15 classes of 45 minutes. The audience is grade 7 students. Format the output in a table in language that is informal and accessible. You are an expert in instructional design with expertise in experiential, project-based learning.





# When ChatGPT writes something in response to a prompt...



- What information does it process?
- What computation does it perform?
- **In other words, what does it actually do?**



# IT PREDICTS



Given a sequence of words, it predicts the next word in the sequence. And it does that over and over again.

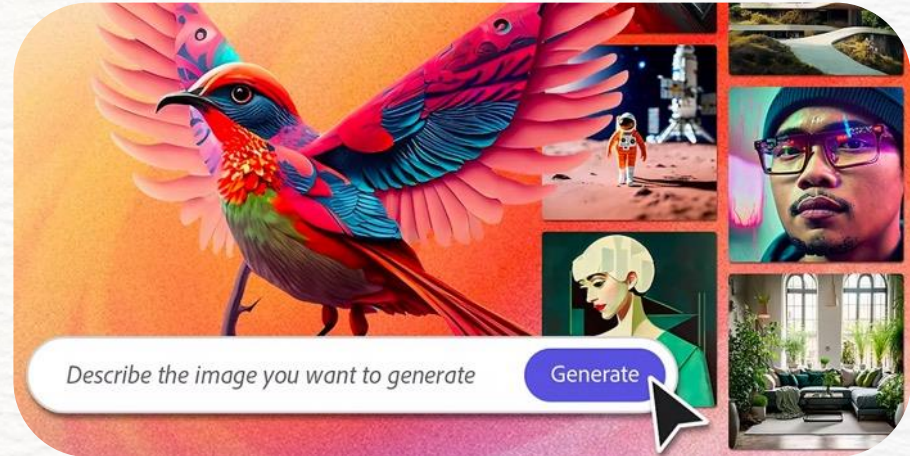
**ChatGPT predicts writing outputs one word at a time.**



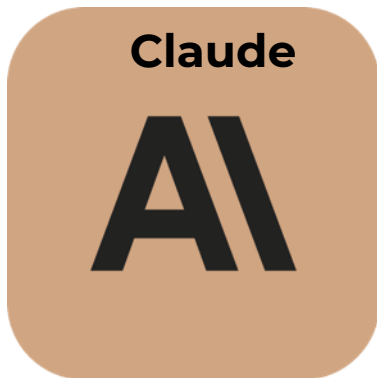


A.I. can *DO* things that usually require human intelligence.

Generative AI can *CREATE* things that usually require human intelligence.









# Chat GPT

Select chat  
GPT Version

Your  
Account

Create A  
New Chat

Enter your  
prompts  
here!

What can I help with?

Your  
Previous  
Chats

Message ChatGPT



Create image

Make a plan

Surprise me

Help me write

Brainstorm

More



ChatGPT 4o



ChatGPT



Operator



Sora



Excel AI



Adobe Express



Copywriter GP...



Diagrams: Flow...



Explore GPT

Projects



New project

Today

PBL Environmental Protecti



# The Importance of “Prompts”



A **prompt** is the initial message or instruction given to the chatbot to start a conversation or guide the response.





# Creating Prompts 101

*Educators typically begin refining prompts in some of the following ways...*

**Specify the task** - Use action verbs

**Be specific** - Include what you do and don't want

**Provide context** - Explain your situation

**Specify the audience** - Grade level, reading level, etc

**Specify the output** - Format, tone, length, style, etc.

**Give the AI its role** - If the AI should respond from a certain perspective

**Give examples** - As needed to guide the AI

**Refine and repeat** - Edit your prompt, tell the AI what was wrong, etc.





# 60+ *Must-Try* ChatGPT Prompts for Teachers

CLASS  
TECH  
TIPS

BY MONICA BURNS, ED.D.



## PROMPTS

- |    |   |    |   |
|----|---|----|---|
| 01 | What are some fun ways to introduce [TOPIC] to [GRADE LEVEL]? | 05 | Write a song in the style of [ARTIST/GENRE] that teaches students about [TOPIC] |
| 02 | Describe [TOPIC] in detail                                    | 06 | Explain the process of [TASK] in [NUMBER] steps                                 |
| 03 | Write 10 discussion questions to talk about [TOPIC]           | 07 | Condense this into just [NUMBER] steps [PASTE TEXT]                             |
| 04 | Write a model essay on [TOPIC] that includes [FEATURES]       | 08 | How does [STRATEGY] work?   |



# What are some of the benefits & opportunities for AI in education?

- Lesson Planning
- Content Generation / Personalized Instructional Materials
- Differentiation
- Assessment Development
- AI-Enhanced Feedback
- Accessibility Features
- Study help
- Brainstorming ideas
- Practicing Language Skills





# AI as an *Instructional Design Assistant*



The majority of teachers we work with use AI tools primarily to help differentiate lessons & learning materials.



# Utilize Professional Learning-Style Prompts

## UDL

What are the core elements of UDL and what are three go-to strategies when applying to for writing instruction?

## PBL

What are three ways to design a compelling inquiry-hook activity?

## Classroom Management

What are three rituals and routines for appropriate and safe use of chromebooks.



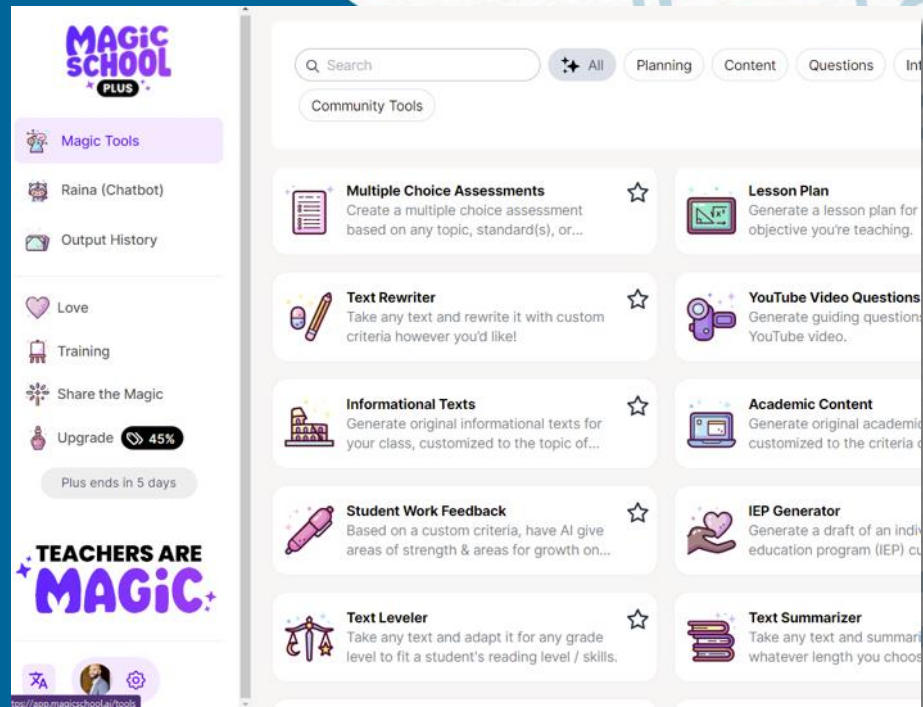




MagicSchool is a set of 60+ easy to use, AI-powered tools that help lesson plan, differentiate, communicate, and more!

## RESOURCES

[MagicSchool PD Collection & Teacher Communities](#)











# Brisk Teaching

Brisk is a **Chrome Extension** helps you:

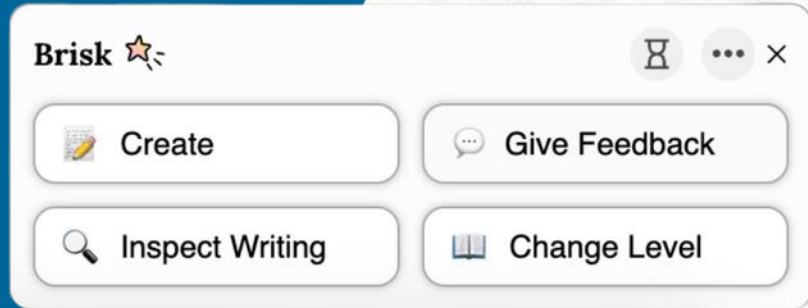
-  Change article reading levels
-  Give feedback on student work
-  Create quizzes, lesson plans, and more
-  Detect AI plagiarism

## RESOURCES

[What is Brisk? \(Video\)](#)

[Brisk AI Tools for Teachers](#)

[Brisk PD Slides](#)





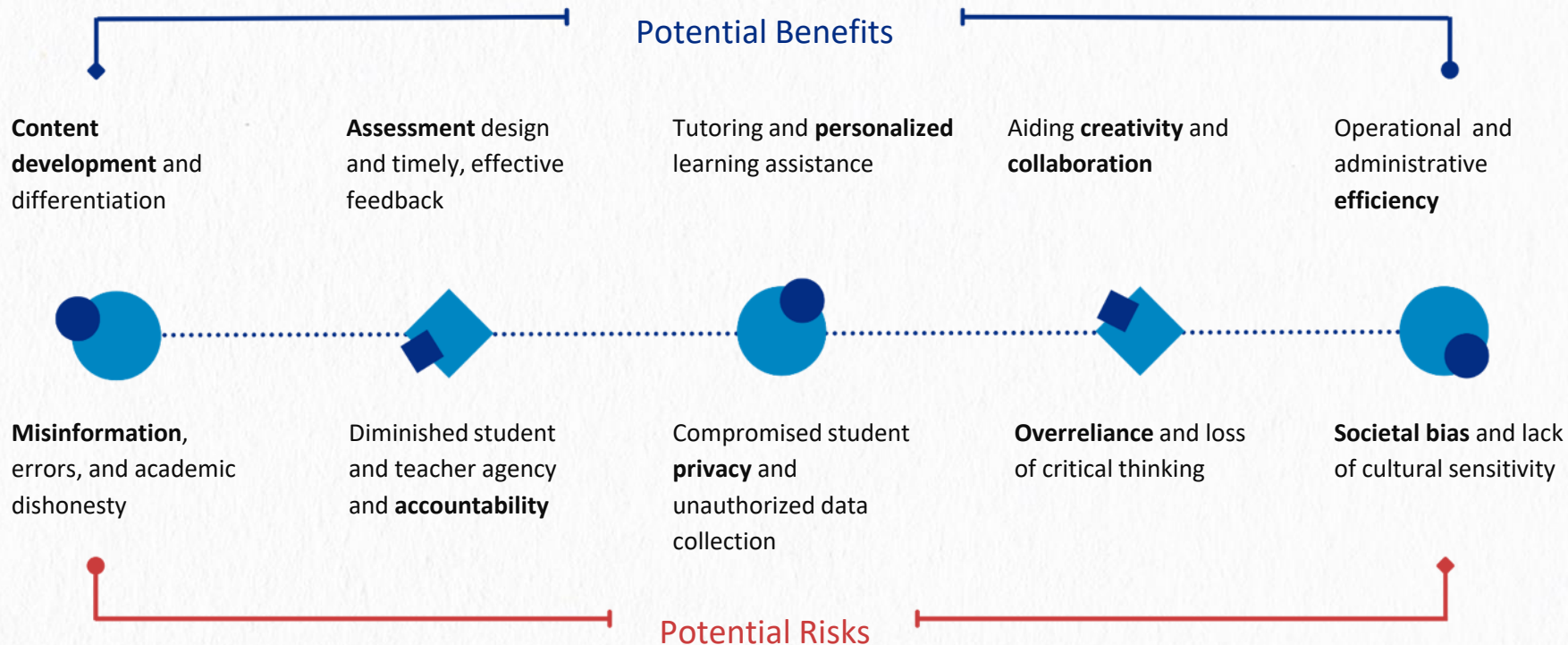
# What are some of the core challenges related to AI in edu?

- Offloading cognition (ex. Dependency on the tools)
- Academic integrity and responsible use
- AI hallucinations and biases
- Technical Skill (ex. Prompting abilities)





# Potential Benefits & Risks of Using AI in Education





# *Generative AI in Education*

## LET'S DISCUSS

1. Initial Thoughts & Reactions

1. Opportunities

1. Challenges





# Emerging Shifts in AI Technologies or...

*Things are changing very  
fast.*





# 2023

S


what is the world record for crossing the english channel entirely on foot



The world record for crossing the English Channel entirely on foot is held by Christof Wandratsch of Germany, who completed the crossing in 14 hours and 51 minutes on August 14, 2020. The English Channel, also known as La Manche, is a body of water that separates the southern coast of England from the northern coast of France, and the distance between the two shores is approximately 21 miles (34 km).

Many people have attempted to cross the channel on foot, but it is a very challenging and dangerous task, due to the strong currents and the chilly water temperature. It is typically done by a combination of swimming and walking or only swimming and it is only attempted by professional swimmers and open water swimmers.



 Regenerate response







What is the world record for crossing the English Channel entirely by foot?



It is not possible to cross the English Channel entirely by foot because it is a body of water separating England from France, with a width of about 21 miles at its narrowest point (Dover to Calais). The Channel must be crossed by swimming, boating, or other forms of transport.

If you were asking about unique or unusual records related to crossing the Channel, there are records for swimming and innovative modes of crossing, but no one has done it entirely on foot due to the presence of water. Let me know if you'd like details on other related records!



March 2023





January 2025





← 2 / 2 →



a jazz band, cozy atmosphere,  
rainy, foggy, leaves changing  
color 35mm film



✦ Create

More minimal sketchy handmade

abstract

chiaroscuro

baroque

Seed

385352




Seed is unlocked to give your outputs more variety

Model

Best quality

Aspect ratio

Landscape (16:9)

 Powered by Imagen 3

Edit history

Settings







← 2 / 2 →



Photo ▾ of a cat floating ▾ in  
space ▾ wearing an  
astronaut suit ▾, with the earth ▾  
in the background minimal ▾  
handmade ▾



✦ Create

↻ More

35mm film

sketchy

abstract

chiaroscuro

photography

painting

Edit history

Settings





Veo

Overview

Veo 2 New



# Veo 2

Our state-of-the-art video generation model

[Sign up to try on VideoFX >](#)





# Video Creation Prompt

“The sun rises slowly behind a perfectly plated breakfast scene. Thick, golden maple syrup pours in slow motion over a stack of fluffy pancakes, each one releasing a soft, warm steam cloud. A close-up of crispy bacon sizzles, sending tiny embers of golden grease into the air.

Coffee pours in smooth, swirling motion into a crystal-clear cup, filling it with deep brown layers of crema. ”







# *Rapid Advancements in Generative Image and Video Creation*

## LET'S DISCUSS

1. Initial Thoughts & Reactions

1. Opportunities

1. Challenges







# New Ways to Interactive with AI

*Beyond the Chat Box*





“Models that can interact with humans in real time through the most common human senses - **vision and voice** - turn AI into present companions... rather than entities trapped in a chat box on your computer.”



# I Used ChatGPT's Advanced Voice Mode.

<https://www.wired.com/story/chatgpt-advanced-voice-mode-first-impressions/>

Google Pixel with  
Gemini Live



<https://store.google.com/intl/en/ideas/gemini-ai-assistant/>





Gemini ▾  
2.0 Flash Experimental



Hello, Tom

2.0 Flash Experimental. Might not work  
as expected.

Ask Gemini







Please describe this image.



The image shows a Pekingese dog with a luxurious, fluffy coat that almost entirely envelops its body, giving it a round, ball-like appearance. The dog's fur is long and thick, blending shades of brown, black, and possibly a hint of purple. The face is mostly black with a distinct, small snout, and the dog is sticking its tongue out slightly, giving it a cute and endearing expression. The dog is standing on a grassy surface, and a leash is visible, suggesting it is being walked or presented at a show.







## Show Gemini

Use your webcam to  
share what you're  
looking at and get  
real-time feedback.





## **Share your screen**

Share your screen to  
show Gemini what  
you're working on.





# AI & Search / Research

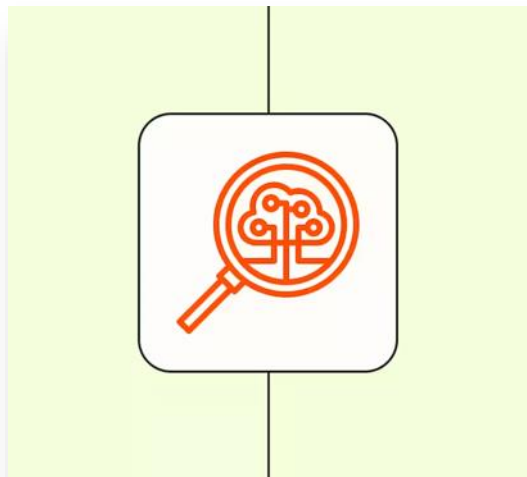




# AI will change how you search—here's how

## Three key shifts with AI Search:

1. a change in **search query types**, from primarily informational to more transactional and navigational, driven by AI's ability to autonomously gather and summarize information;
1. the evolution of **search interaction**, transitioning from simple keyword searches to iterative dialogues with AI tools that refine results through contextual adjustments;
1. a transformation of **search platforms**, incorporating multimedia searches (image, voice, and eventually video)





## ◆ AI Overview

Learn more ⋮

To fry a turkey properly, you should: completely thaw the turkey, pat it dry, use a dedicated deep fryer with a basket, preheat the oil to around 350°F (ideally peanut oil for its high smoke point), carefully lower the turkey into the hot oil, and cook for approximately 3-4 minutes per pound until the internal temperature reaches 165°F; always ensure you have a safe setup outdoors with a fire extinguisher readily available and follow safety guidelines when handling hot oil. ⓘ

**Key points to remember:****Proper preparation:**

Thoroughly thaw the turkey and pat it completely dry to prevent splattering when lowered into the hot oil. ⓘ

**Oil selection:**

Opt for a high smoke point oil like peanut oil to avoid burning. ⓘ

**Temperature control:**

Maintain a consistent oil temperature around 350°F throughout the cooking process. ⓘ

**Safe handling:**

Use a dedicated turkey fryer with a basket and always lower the turkey slowly to minimize oil splashing. ⓘ

**Monitoring temperature:**

Use a meat thermometer to check the internal temperature of the turkey, ensuring it reaches 165°F before removing. ⓘ

**Deep-Fried Turkey Recipe**

Feb 14, 2024

Allrecipes ⋮

**How to Deep Fry a Turkey | Butterball**

Butterball ⋮

**How to Deep-Fry Turkey: The Terrified Beginner's Guide**

Nov 18, 2024 — Outside of the equipment, the frying oil is going to be your biggest expense, so you want to be confident that...

The Kitchn ⋮

Show all





What is the best way to fry a turkey?



Deep-frying a turkey yields juicy meat with crispy skin, but it requires careful preparation and strict adherence to safety protocols. Here's a comprehensive guide:

### 1. Equipment and Setup:

- **Turkey Fryer Kit:** Includes a burner, large stockpot (typically 26- to 40-quart capacity), poultry holder or basket, lifter, and a long-stem thermometer.
- **Propane Tank:** Powers the burner; ensure it's properly connected and leak-free.
- **Protective Gear:** Wear long sleeves, pants, heat-resistant gloves, and safety goggles to protect against oil splatters.
- **Location:** Set up outdoors on a flat, non-flammable surface, at least 10 feet away from structures or flammable materials [NEW YORK POST](#)

### 2. Choosing and Preparing the Turkey:

- **Size:** Opt for a turkey between 10 and 15 pounds for even cooking. [ALLRECIPES](#)
- **Thawing:** Ensure the turkey is completely thawed and pat it dry inside and out to prevent dangerous oil splatters. [FOOD52](#)

Message ChatGPT



Search







# NotebookLM



UDL Research

Analytics

Share

Settings



## Sources



+ Add source

Select all sources ☒

Action & Expression | UDL Guidelines ☒

Alt text helps the visually impaired experie... ☒

Changes from Guidelines Version 2.2 to Gu... ☒

Deep Dive into the Expansion of the Resea... ☒

Engagement | UDL Guidelines ☒

Representation | UDL Guidelines ☒

The Goal of UDL: Learner Agency | UDL Gu... ☒

Themes found in UDL Guidelines 3 ☒

UDL Guidelines 3.0 Rationale.pdf ☒

UDL Guidelines v. 3.0 ☒

## Chat



## UDL Research

10 sources

CAST, a non-profit organization, has released version 3.0 of its **Universal Design for Learning (UDL) Guidelines**. These guidelines aim to create more inclusive learning environments by shifting the focus from addressing learner deficits to designing accessible learning experiences that promote **learner agency**. The update involved extensive research, including a review of over 1,000 articles and numerous focus groups, resulting in significant revisions to the guidelines' structure, language, and considerations for equity and inclusivity. The updated guidelines emphasize learner-centered design and address systemic biases, fostering a more welcoming and equitable learning experience for all. Accompanying resources, such as a graphic organizer, are available in multiple languages.

Save to note



Add note

Audio Overview

Briefing doc

Start typing...

10 sources



How does UDL 3.0 address systemic biases impacting learner agency?

What >

## Studio



### Audio Overview



Deep Dive conversation

Two hosts (English only)

Customize

Generate

## Notes



+ Add note

Study guide

Briefing doc

FAQ

Timeline

New Note

MMR Explained

Representation Principle Overview The Principle of Designing Multiple Means of Representation encourages educators to...

New UDL 3.0 Guidelines

Here are 6 of the most vital themes found in the new UDL Guidelines: The new UDL Guidelines highlight the importanc...





# NotebookLM



The Science of Reading: The Basics

Analytics

Share

Settings



## Sources



+ Add source

Select all sources



A Really Honest Conversation on OG Instru...



How the Science of Reading Informs 21st-...



The Science of Reading: The Basics | Natio...



## Chat

Refresh



## The Science of Reading: The Basics

3 sources

The text summarizes the Science of Reading, clarifying what it is and isn't. **It's not** a specific program or product but rather a research-based approach encompassing five key areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension. **It is** an evolving collection of research from multiple fields, emphasizing that effective reading instruction integrates these five areas. The text also highlights that phonics is a crucial component but not the sole focus. Finally, the source emphasizes the ongoing nature of research within the Science of Reading.

Save to note



Add note

Audio Overview

Briefing doc

Describe the science of reading in four sentences.

Start typing...

1 source



How does orthographic depth affect reading acquisition?

What reading prac



## Studio



### Audio Overview



The Science of Reading: The Basics



00:00 / 16:22

Interactive mode BETA

### Notes



+ Add note

Study guide

Briefing doc

FAQ

Timeline



Saved notes will appear here

Save a chat message to create a new note, or click Add note above.



# AI Agents



# What are AI Agents?

**AI agents are systems or programs that autonomously perform tasks by designing their workflow and utilizing tools, encompassing functions like decision-making, problem-solving and interacting with environments.**

AI agents operate in a three-stage process: goal initialization and planning based on human-defined goals and environments, reasoning using tools to obtain information and update their knowledge base, and learning and reflection through feedback to improve accuracy.

There are different types of AI agents, ranging in complexity from simple reflex agents based on pre-programmed rules to learning agents that can adapt and improve based on new experiences....

Source: <https://www.ibm.com/think/topics/ai-agents>





# When you give a Claude a mouse

Normally, you interact with an AI through chat, and it is like having a conversation.

With this agentic approach, it is about giving instructions, and letting the AI do the work. It comes back to you with questions, or drafts, or finished products while you do something else. It feels like delegating a task rather than managing one.


<https://www.oneusefulting.org/p/when-you-give-a-claude-a-mouse>

 I am a teacher and I am doing a week on the Great Gatsby (which is out of copyright) please take the text and divide it into readable chunks for a 10th grader and come up with assignments for each, writing this all into a spreadsheet

 I'll help you create a lesson plan for The Great Gatsby. Let's break this down into steps:

1. First, we'll need to download the text of The Great Gatsby
2. Then we'll need to analyze it and break it into chunks
3. Create a spreadsheet with the chunks and assignments
4. Save and format the spreadsheet

Let's start by getting the text and setting up our environment:

 Based on my research, let me compare our lesson plan with Common Core Standards and other syllabi, and suggest some improvements:

1. Alignment with Common Core Standards: Our plan already incorporates several key Common Core Standards for 11th-12th grade ELA, but we can make them more explicit:
  - Reading Literature (RL.11-12.1, 2, 3, 4, 5, 6)
    - We cover character analysis, themes, and symbolism
    - Add: More explicit focus on analyzing author's choices and point of view
  - Writing (W.11-12.1, 2, 3, 9)
    - We have various writing assignments
    - Add: More argumentative writing tasks with textual evidence
2. Additions based on other syllabi:

A. Historical Context

- Add a column for "Historical Connection" to each chapter
- Include topics like:

gatsby\_lesson\_plan.csv - LibreOffice Calc

File Edit View Insert Format Styles Sheet Data Tools Window Help

DejaVu Sans 10 pt B I U A [color] [background color] [font color] [font size] [bold] [italic] [underline] [link] [unlink] [print] [save] [open] [recent] [help] [about]

C9 Gatsby's vigil, George Wilson's actions

A	B	C	D	E	F
Chapter	Pages	Summary	Vocabulary Words	Discussion Questions	Writing Assignment
1	1-11	Introduction to Nick Carraway, Tom and Daisy Buchanan, Jay Gatsby, and the Valley of Ashes	Foreign, Reciprocal, Complicated	1. How does Nick's description of himself set the tone for the novel? 2. What do we learn about Tom and Daisy's relationship from this chapter? 3. Why do you think Gatsby's name is mentioned? Write a character analysis of Nick Carraway. Use evidence from the text to support your claims.	
2	12-21	The Valley of Ashes, Myrtle Wilson, Tom's affair	Opresque, Vitality, Conspicuous	1. What does the Valley of Ashes symbolize? 2. How does Tom act differently with Myrtle compared to how he acts with Daisy? 3. What does the party in New York reveal about Gatsby and its significance to the story. Use evidence from the text to support your claims.	
3	22-25	Daisy's lavish parties, Nick meets Daisy	Lavish, Infinite, Turbulent, Envy	1. Why do you think Gatsby throws these elaborate parties? 2. How is Gatsby different from what Nick expects? Compare and contrast the parties in Chapter 2 and Chapter 3. What do you believe Gatsby's motives are for this?	
4	26-56	Daisy's past, Jordan Baker's story, Gatsby's connection to Wolfsheimer, Prose, Prose, Prose	Luminous, Exhilarating, Profane	1. What is the significance of Gatsby's parties? 2. How does Gatsby's story change our understanding of him? 3. Why is Gatsby so nervous about meeting Daisy?	
5	57-70	Reunion of Gatsby and Daisy, Nick's role as facilitator	Luminous, Exhilarating, Profane	1. How does the weather mirror the mood of the reunion scene from Daisy's perspective in a diary entry form? 2. How does Gatsby's past background affect his current actions? 3. Why is Tom becoming suspicious of Gatsby?	
6	71-85	Daisy's true background revealed, Tom's growing suspicion	Indecent, Discomfited, Perturbed	1. What does young Gatsby's schedule reveal about him? 2. Why does Gatsby want Daisy to stay the next day? 3. How does the hot weather affect the characters?	
7	86-113	Confrontation at the Plaza Hotel, Myrtle's death	Tumultuous, Impetuous, Desperate	1. Why is Gatsby responsible for Myrtle's death? Explain. Write a police report detailing the accident that killed Myrtle Wilson. 2. Why doesn't Daisy call Gatsby? 3. How does George Wilson believe about his wife?	
8	114-127	Gatsby's vigil, George Wilson's actions	Desolate, Precipitately, Inquire	1. How does Nick's opinion of Jordan Baker change? Write an internal monologue for Gatsby as he waits for Daisy's call. 2. What does the attendance at Gatsby's party reveal about him? 3. Why does Nick decide to leave New York?	
9	128-145	Daisy's funeral, Nick's final reflections	Provincial, Opresque, Solemn	1. What is the significance of the novel's final line? Write an eulogy for Gatsby that Nick could have given at the funeral.	



# ***NEXT SESSION***

## ***Collaborating with Learners to Develop and Implement AI Guidelines***

**January 31st, 10:30am ET**



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