

# Artificial Intelligence

## A Before you start



AI, or Artificial Intelligence, works by using algorithms and data to simulate human intelligence. It involves programming computers to perform tasks that usually require human intelligence, such as recognizing speech, making decisions, and solving problems.

Which AI tools and programs have you already used? What have you used them for? How often do you use them? How can you recognize AI-generated content? Have you ever been fooled by it?

## B Prompting with AI

### 1. Look at these three examples of creative work: a painting, a poem and a sculpture

Using an AI tool allowed in your school, try to recreate these works by describing them in as much detail as possible. Who can get the closest with the fewest prompt attempts? Include as much descriptive information in one prompt as possible.

<p><b>A</b></p> 	<p><b>B</b></p> <p>When using artificial intelligence, It often depends on the elegance Of using some prompts Dug up from the swamps Of a human brain full of cognizance.</p>	<p><b>C</b></p> 
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2. Work with a partner or small group and compare both your prompts and your results.

3. Which creative work was the easiest to reproduce? Why do you think that was?

4. Did you encounter any problems with the AI you used? Did you notice any limitations or misunderstandings?

Here are some basic rules for writing good prompts:

- |  |   |
|--|---|
| • What is your role?                             | I am a Year 9 student/an art student/a young author |
| • What is the AI's role?                         | You are a teacher/student/art critic                |
| • What is the AI's task?                         | Write a poem/make a sculpture/paint a portrait      |
| • What format and style should the results have? |   |

### Here are some descriptive words for prompts used to generate creative work:

Expressionist, Impressionist, Pop Art, Renaissance, Modern, painting, drawing, portrait, watercolor, haiku, sonnet, limerick, ballad, narrative, monologue, meter, rhythm, rhyme scheme, humorous, tragic, dramatic, ironic, sarcastic, three-dimensional, carved, assembled, modeled, abstract.

## C Using AI for homework

### 1. Discussion

Some people are afraid students will no longer do homework and instead use AI for all the answers. Do you see this happening? Where is it possible and where is it not probable?

### 2. Your homework assignment in English class is to write a text about virtual reality (VR).

Write down five ideas on how AI can help you with this assignment, but not complete it for you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### 3. Generating texts

- a) Now decide what kind of text you want to write – a fictional story, a factual text, a critical essay ...
- b) As you write your text, note down whether and how you used AI for each step. Your text should be about one page long.

inspiration	brainstorming	outline	feedback	editing

- c) Rate AI's responses whenever you use it – (not) helpful, off/on target, good/bad prompts, biased ...
- d) Give your final draft to a human to read and critique. Ask the AI tool to also critique your final draft and give you a grade using the German grading scale of 1 to 6. Compare the comments and decide which were more helpful.

## 4. Look at these other areas of language learning.

Write down ideas for how you might use AI constructively in these areas.

Grammar: \_\_\_\_\_

\_\_\_\_\_

Vocabulary: \_\_\_\_\_

\_\_\_\_\_

Speaking/Listening: \_\_\_\_\_

\_\_\_\_\_

Reading comprehension: \_\_\_\_\_

\_\_\_\_\_

## D AI in schools – a debate

### 1. Using AI in schools

- Brainstorm the pros and cons of using artificial intelligence tools in educational settings.
- Now look at these notes and add your ideas to the lists.

Criticism of AI in an educational setting	Praise of AI in an educational setting
<b>Biased</b> – very white, not diverse at all, no equal access for the masses	<b>Assistance</b> – for students who need help with homework or reviewing for a test
<b>Interaction</b> – cannot show/feel empathy, curiosity or other emotions	<b>Assistance</b> – helps teachers with lesson plans, writing and correcting tests
<b>Misinformation</b> – information from AI may be inaccurate, outdated	<b>Individualization</b> – can easily create a variety of lessons and adapt them to individual needs
<b>Cheating</b> – students could get lazy and misuse AI, unethical	<b>Jobs</b> – AI can fill gaps where teachers are not available, equal opportunity
<b>Jobs</b> – AI could replace teachers, could lead to a lack of social skills in students	

**2. Divide into two teams – one is in favor of AI in an educational setting and the other is against it.**

**3. Gather more ideas to the ones above, either by expanding on the thoughts or by adding more of your own.**

**4. Prepare your team for a debate on the motion:**

This house believes that it is unethical to use AI in classrooms or outside of classrooms for work related to school.

**5. Follow these debate guidelines:**

A debate is a group discussion that follows clear rules. It is a contest between teams of speakers for (proposition) and against (opposition) a statement or 'motion' (e.g. "This house believes that ...") which ends in a vote.

**Step 1:** Choose a chairperson who will introduce the issue and present the motion to be voted for.

**Step 2:** In the first round, four speakers argue alternately for and against the motion without being interrupted.

The audience listens. A timekeeper watches the clock and allows speakers only the agreed upon time to present their argument.

**Step 3:** An open debating phase follows, in which the audience can participate, raising hands and, if allowed by the chair, making comments or asking questions.

**Step 4:** In the second round, speakers summarise positions or make prepared speeches against the other party's arguments.

**Step 5:** The chair calls for a vote by raising hands for/against the motion and concludes the debate.

**6. Here is some basic debate vocabulary:**

## **Stating your case**

Let me begin with ... • In my opinion/view, ... • I am convinced that ... • There is strong evidence that ... • I'd like to draw your attention to the fact that ... • It is also important to know ... • What we haven't discussed yet is the question of whether .../of changing ... • I'd like to emphasise ...

## **Defending your case**

I see your point, but I still believe ... • I'm glad you asked me that. • That's possibly true, but ... • I'm afraid there has been a misunderstanding. What I actually meant was ... • Don't get me wrong. I meant ... • The logical consequence is ... • That's why ...

## **Interacting with others**

As we have just heard from ... • I (strongly) disagree with ... • What is your position/view on ...? • So, if I understand you correctly, ... • What exactly do you mean by ...?

## **Polite phrases instead of just saying yes or no**

No, I'm afraid I don't think so. • Yes, that's partially true. • That's interesting, but what do you think about ...? • Yes, but may I suggest ...? • Well, actually ...

## **Feedback phrases to keep a friendly atmosphere**

Please • Are you sure? • I understand that ... • I hadn't seen it from that angle before. • You're absolutely right. • That's a good idea. • That sounds very convincing. • I can go along with that.

### C Using AI for homework

#### 2. Suggested answers

1. give me a definition of VR \_\_\_\_\_
2. explain constructive uses of VR \_\_\_\_\_
3. give me story ideas \_\_\_\_\_
4. give me sources explaining VR \_\_\_\_\_
5. correct the grammar in my finished text \_\_\_\_\_

#### 4. Suggested answers

Grammar: ask AI to make exercises for grammar points I find difficult; ask AI to explain and give examples of grammar I don't understand; ask AI to correct my grammar and explain why it's wrong \_\_\_\_\_

Vocabulary: ask AI to make vocabulary exercises; ask AI to use new words in a sentence; ask AI to explain or translate new words; ask AI for synonyms/antonyms \_\_\_\_\_

Speaking/Listening: ask AI to say a word or sentence if I'm not sure of the pronunciation; have a conversation with an AI chatbot to practice \_\_\_\_\_

Reading comprehension: ask AI for questions about a text; ask AI to rate/correct my answers; ask AI to summarize a long text \_\_\_\_\_

### Further information

✧ A Harvard lecturer on education offers a good summary of what this newsletter is attempting to accomplish.  
<https://www.gse.harvard.edu/ideas/usable-knowledge/23/07/embracing-artificial-intelligence-classroom>

✧ Here is a one-minute video on teaching with AI.  
[https://youtu.be/Uriw6oziM\\_Q](https://youtu.be/Uriw6oziM_Q)

✧ This article is a rundown of AI's potential and risks as presented at the first AI+Education Summit held at Stanford in 2023.  
<https://bristolbeacon.org/about-us/our-new-name/>

✧ And, finally, another short video prepared by two high school teachers.  
<https://www.youtube.com/watch?v=Z0e4eYVb6Cc>

Disclaimer: Check the website of your state's ministry of education for guidelines and regulations about using artificial intelligence in schools.