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Explore Microsoft Copilot in Microsoft Edge (Expected Duration 1 hours) [Details](#)

AI-900T00-A Microsoft Azure AI Fundamentals [Cloud Slice Provided], Learning Path 05 (CSS)

Required: Yes

Status: Complete

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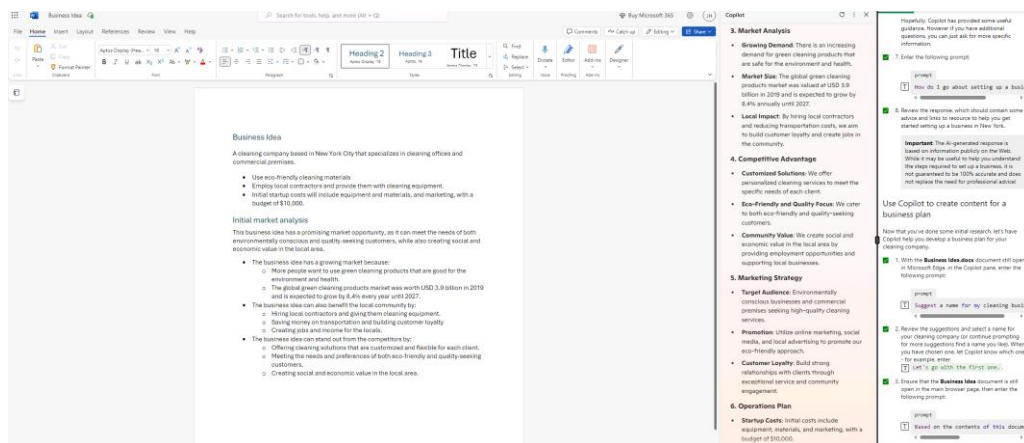
Prof. McManus

Lab L05

Reflection Journal: Exploring Microsoft Copilot

In this journal, I reflect on my experience completing the fifth and final introductory lab, part of a five-lab series, in preparation for the Azure AI 900 certification. This lab primarily focused on exploring Microsoft Copilot and its various applications. I will explain my hands-on experience in using Copilot to explore applications such as creating business ideas, understanding its potential, and analyzing how this lab experience has contributed to both my academic and professional growth. I will examine the tasks completed during the lab, the skills I gained, and how this practical exercise has expanded my understanding of generative AI tools, specifically Copilot.

The lab introduced me to how Microsoft Copilot can support productivity and creativity by assisting with research, content generation, and administrative tasks. My task was to use Copilot to create a business idea, specifically for a corporate cleaning company in New York. The goal was to utilize Copilot's capabilities to research market trends, generate financial projections, create a business plan, design promotional assets, and schedule a funding meeting. Throughout the lab, I utilized Copilot to respond to a series of prompts, including summarizing documents, visualizing data in financial projections, and creating presentation content. This process gave me a better understanding of how generative AI can streamline complex tasks in creative business planning.



Initially, I found the lab to be interesting but slightly intensive, as it required me to rely heavily on prompts. However, it was fascinating to see how Copilot could generate clear

summaries and assist in creating professional content such as financial tables, presentation slides, and emails. One of the primary prompts involved summarizing market research. Copilot proved effective at providing clear summaries of information, extracting key points, and making sense of complex data. As an IT professional, I appreciated how this tool could streamline processes, making it easier to organize and interpret data efficiently, a skill that complements my technical background. Similarly, as a student, I recognized its value in simplifying academic research.

When exploring the financial projections portion of the lab, I was tasked with using Copilot to generate a 5-year profit table. I also asked Copilot how to visualize this data. I learned how Copilot could provide clear financial information and recommend visualization techniques, such as creating line charts to represent data trends. This part of the lab demonstrated how Copilot could act as both a data analyst and a visualization assistant, sparking curiosity about how this might impact the future of data professionals.

Another task of this lab focused on creating a presentation to pitch the business idea to potential investors. I used Copilot to generate concise content, including summaries of the benefits of hiring a corporate cleaning service, logo concepts, and the design of a presentation slide. It was exciting to see how Copilot could create professional quality visuals and content based on my input. This reinforced how generative AI can support professionals by reducing the workload of repetitive administrative tasks and allowing more time for planning. For me as a student, it provided valuable insights into how AI tools can simplify group projects and presentations.

Possibly the most interesting part of this lab was learning how AI tools like Copilot can support organizational communication, specifically by drafting emails and managing meeting schedules. I used Copilot to draft a professional funding meeting request to a bank manager. The generated email was concise, professional, and to the point, emphasizing Copilot's ability to adapt written communication for formal and professional settings. These capabilities further highlighted how Copilot can act as an assistant for administrative planning and communication. In my IT role, where clear and concise communication is often necessary, I frequently use generative AI to write professional and "to-the-point" emails. Copilot is just another tool I could incorporate into this workflow.

Upon reflection, I learned that tools like Copilot can save time, streamline research, and generate creative solutions. However, I also understand that while AI tools are impressive, they rely on user input and context. AI is limited by its programming and understanding, which means critical thinking and interpretation are essential when using these tools. Inaccurate generated information is another concern someone may need to take into account. This insight is particularly important in my academic and professional journey, where critical thinking is foundational.

This lab contributed significantly to my personal and professional growth by expanding my technical skills, such as navigating Copilot's functionality and learning how to use AI-

generated content effectively. I also gained an understanding of the ethical considerations and limitations of AI. As an IT professional, this experience has sparked my interest in exploring how AI can be securely and ethically integrated into organizational workflows, potentially leading me to become a Copilot administrator in the future.

Overall, this lab has broadened my perspective on how generative AI tools like Microsoft Copilot can be applied to business and academic research, planning, and communication. It has helped me develop new technical skills, improve my critical thinking, and explore the exciting possibilities that AI offers for applications. This hands-on experience has motivated me to continue exploring AI tools to learn how they can make complex things easier and faster.