Beyond AI Hype: Experimentation with Generative AI

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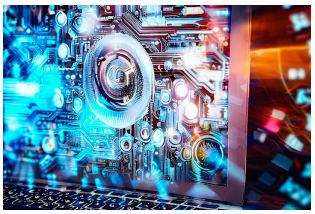

This lesson provides students with an opportunity to further engage with generative AI tools. Students will learn about the timeline of generative AI development and examples of how generative AI is presently used. Students will also engage in a 3-part activity to understand how generative AI models are built and learn how to identify AI-generated content.

Duration 120 minutes

Lesson Objectives

After this experience, students will:

- Improve their knowledge of generative AI
- Interact further with various types of generative AI tools
- Increase their understanding of ethical implications

Questions Explored

In this experience, students will consider:

- What do you know about ChatGPT or other generative AI tools?
- Have you experimented with generative AI tools?
- What are the concerns around using generative AI?

Key Terms & Concepts

- generative AI
- ChatGPT
- large language models

Lesson Overview

5 min **Group Discussion**

To gauge student experiences actively using generative AI, engage students in a group discussion.

Guiding questions include:

- What do you know about ChatGPT or other generative AI tools?
- Have you experimented with generative AI tools?
- How was your experience interacting with these tools?

10 min **Generative AI Video**

Re-introduce students to generative AI through watching the first ten minutes of this video: Introduction to Generative AI. These slides will be used to guide the rest of the lesson: Beyond AI Hype Session V Slides.pdf.

25 min **ChatGPT Activity**

To begin this activity, students will experiment with the ChatGPT platform developed by OpenAI. Students will generate different types of text content and write up their experiences. Guiding questions include:

- What does ChatGPT seem to do well?
- What does it seem to do poorly? Why do you think that is?

25 min **Microsoft Bing Image Generator Activity**

After experimenting with ChatGPT, students will interact with Microsoft Bing Image Generator. Students will generate different types of image content and write up their experiences. Guiding questions include:

- What does Bing Image Generator seem to do well?
- What does it seem to do poorly? Why do you think that is?

15 min **Activity Presentations**

Students will provide short presentations detailing their experiences with the activity.

30 min **Ethical Implications of Generative AI Activity**

Students will then transition into another activity to reflect on the ethical implications of using ChatGPT in various settings, including in education. This section will begin by having students watch a video Breaking down ethical questions surrounding new chatbot GPT-4 and will read an article from the New York Times discussing how universities have responded to ChatGPT and other chatbots. Students

will then create a short write-up responding to the following questions:

- Why do you think many educators are worried about ChatGPT and similar technologies?
- Who is responsible for making sure that these tools are used responsibly?
- When should GenAI not be used?
- How do you think ChatGPT and other technologies can be misused by students?
- Why is it important to use generative AI responsibly?

15 min **Activity Discussion**

After writing up their responses, students will watch a video: How a Hong Kong school embraces ChatGPT in the classroom. Next, engage students in a discussion to briefly chat about their responses to the write-up.

10 min **Activity Debrief and Session Wrap-Up**

Engage students in a debrief session on their experience with the curriculum and obtain feedback.

15 min **Video (optional)**

If there is extra time in the session, students can watch a TED talk from the founder of an education technology platform who provides insights on how AI could benefit education How AI Could Save (Not Destroy) Education | Sal Khan | TED.