



# Let's Build a GPT for Higher Ed

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<https://bit.ly/mdcwest>



# THANK YOU!

- Dr. Moore-Garcia
- Dr. Bice
- Bucher, Carmen
- Dr. Carbon
- Administrators
- Faculty

AND ANYBODY I DIDN'T LIST!

# TEACHING IN THE AGE OF A.I

*USING ARTIFICIAL  
INTELLIGENCE PRODUCTIVELY  
AND RESPONSIBLY*





# OBJECTIVES

1

Understand how to use AI as a teaching and learning tool

2

Understand best practices and what to avoid when using AI tools

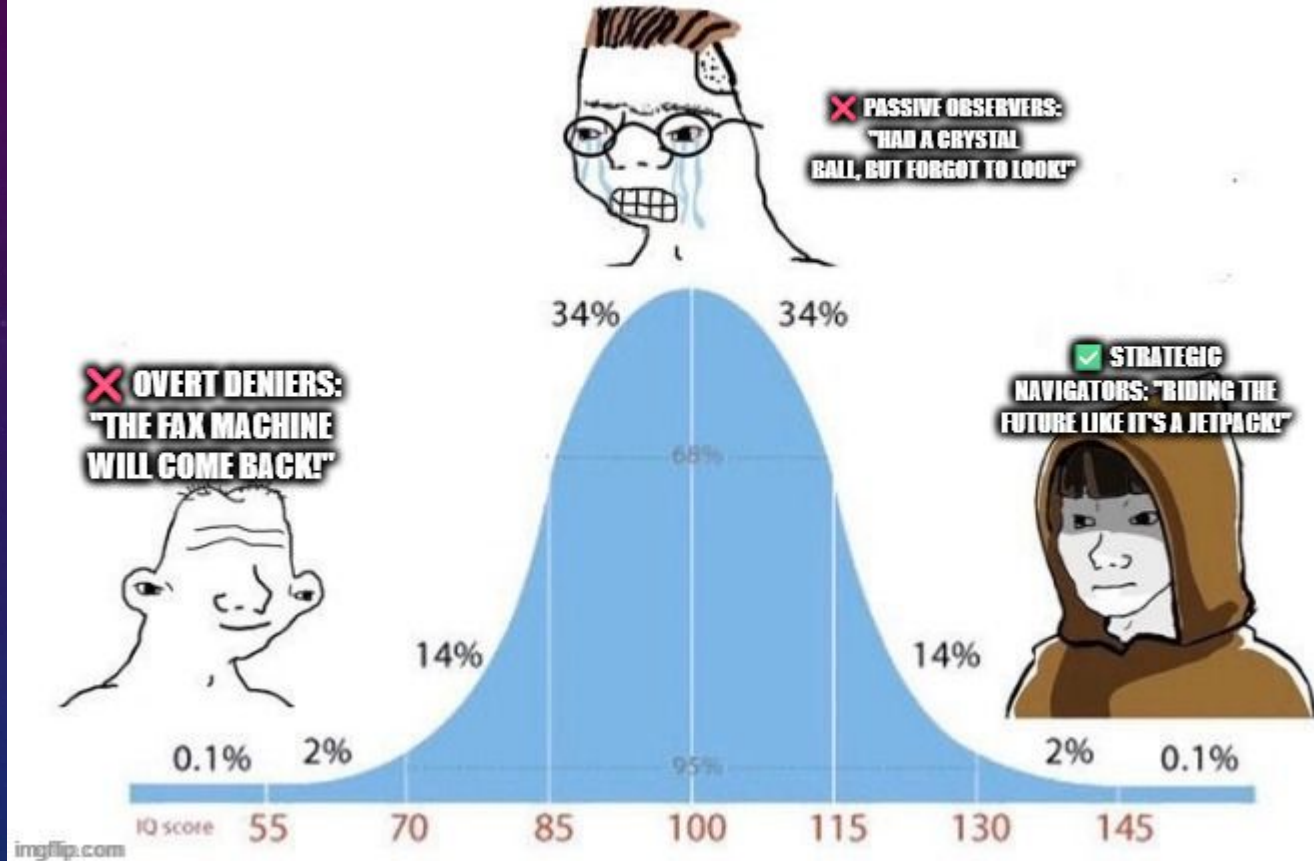
3

Understand how to respond to instances of student AI usage

4

Revise an existing lesson to integrate the use of AI tools

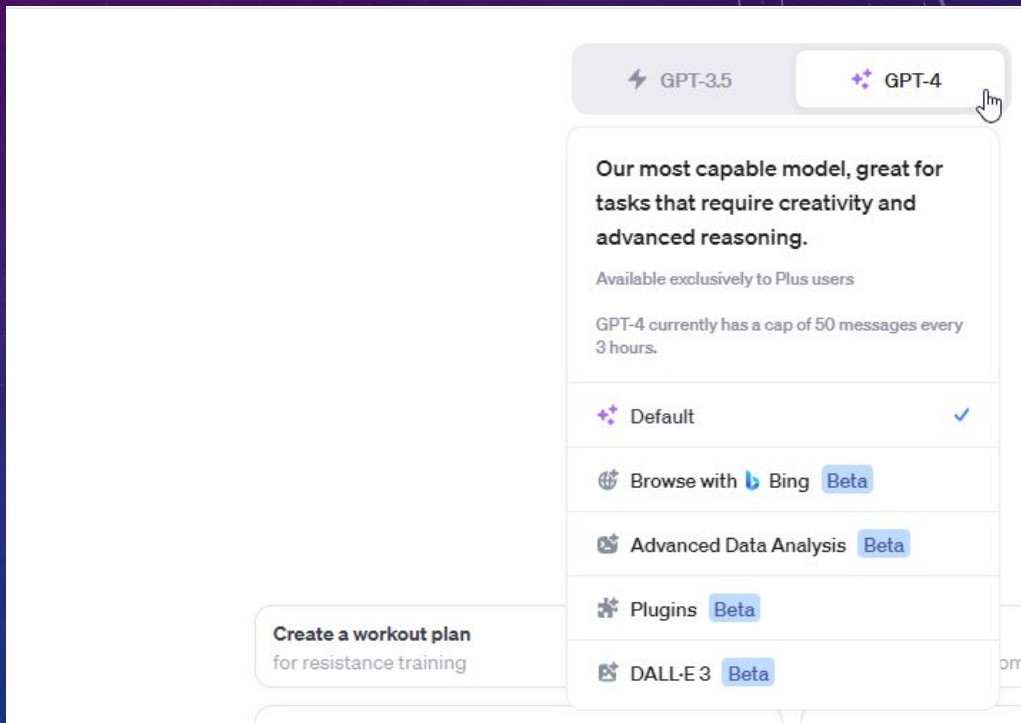
# THE \*RIGHT\* SIDE OF CHANGE



# BLUF

## Demo the Capabilities

- Vision
- Bring on the Web
- Advanced Data Analysis
- Plugins
- DALL-E 3



# Let's Address the Big 3 when it comes to AI / Education

1. How can we empower our students with this technology?
2. How can we leverage this as Faculty/Admin/Staff?
3. How can we manage academic integrity?

# DO CONTENT GENERATORS WORK



write 1 paragraph on butterflies



Butterflies are emblematic  
representing change and tr  
caterpillar to butterfly. They  
species of butterflies world  
Butterflies play a crucial rol  
flowering plants, and as a f

## WRITER

### AI Content Detector

Use our free detector to check up to 1,500 characters, and decide if you want to make adjustments before you publish.

AI content detection is **only available in the Writer app as an API**, and is limited to checks of 1,500 characters at a time. Find out more in our [help center article](#).

Add a URL

https://

Add some text

on their wings. Butterflies play a crucial role in ecosystems as pollinators, aiding in the reproduction of flowering plants, and as a food source for other wildlife. Their lifecycle consists of four stages: egg, larva (caterpillar), pupa (chrysalis), and adult, each stage showcasing a different aspect of their adaptability and the intricate nature of their existence. The migration of certain species, like the Monarch butterfly, is a natural spectacle; they travel thousands of miles to find warmer climates during winter, showcasing an innate and remarkable navigational ability. Observing butterflies and studying their behavior not only provide aesthetic and scientific enjoyment but also crucial insights into biodiversity and the health of ecosystems.

1098/1500 CHARACTERS

Analyze text

100%

HUMAN-GENERATED CONTENT

Fantastic!

Get started with  
enterprise generative AI

Request a demo





# IN-CLASS ASSIGNMENTS





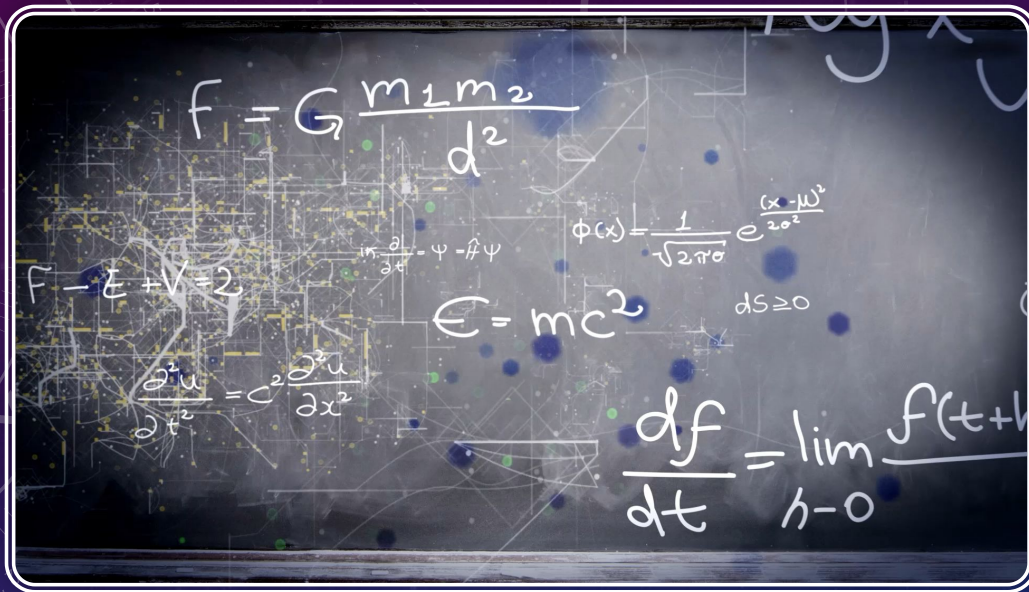
# REDESIGNED ASSESSMENTS

Use Flip / Panopto or video recordings to replace some writing assessments.



Use in-class presentations as assessments.

Require a 2-3 minute (live) summary speech to accompany longer writing assignments



# TEACHING WITH CHAT GPT



# A.I. TEACHING ASSISTANT

## Generate Course Content

### Lesson Plans

- Draft lesson plans
- Revise lesson plans to incorporate AI tools
- Generate lesson content
- Write instructions

### Evaluation & Feedback

- Assessments (Quizzes, Tests, etc.)
- Checklists
- Rubrics
- Evaluate work based on a rubric



Generate a lesson plan on APA style in-text citations for a 50-minute long class session in a first-year, college writing class.



#### Lesson Plan: APA Style In-Text Citations



**Objective:** By the end of this 50-minute class session, students will be able to properly format in-text citations using APA style.

#### Materials:

- PowerPoint presentation on APA style in-text citations
- Handout on APA style in-text citations
- Examples of sources and how to cite them in-text
- Whiteboard and markers

#### Introduction (5 minutes):

- Greet the students and introduce the topic of APA style in-text citations
- Ask students if they have any experience with APA style in-text citations
- Explain that in-text citations are important in academic writing to give credit to the sources used and to avoid plagiarism

#### Body (35 minutes):

- Show the PowerPoint presentation on APA style in-text citations
- Define what an in-text citation is and why it is important
- Explain the basic structure of an in-text citation: author's last name and year of publication (e.g., Smith, 2021)
- Provide examples of different types of sources (e.g., books, articles, websites) and how to properly cite them in-text
- Discuss how to handle different  le authors, no author, and citing



The background is a dark blue gradient with faint, light blue concentric circles and dashed lines. Some of these circles have numbers written along their perimeters, such as 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, and 260. There are also small white arrows pointing in various directions, suggesting a sense of motion or a technical diagram.

# Let's Create our Own GPT

# WRITING QUIZZES

Example (Professor Arnold)...

“I had it generate a 10-question true/false multiple-choice quiz on the Netflix Documentary *The Social Dilemma*.”

“I changed some questions and asked it to generate some questions to emphasize points from the documentary that I find important.”





# ESSAY EVALUATION

Chat GPT will generate detailed comments on student papers and even suggest a grade.



It can evaluate papers according to a rubric if you supply one.

# RECOMMENDATION LETTERS

Use it to assist in writing a student recommendation, adding information the student sends and information you want to include.





# SAMPLE ASSIGNMENTS WITH CHATGPT



Generate a factually accurate paper using this tool. Then write about the process of achieving the accurate paper.



Write two papers:

- 1) Write one paper with ChatGPT
- 2) Analyze the paper in another paper, fact-checking, adding detail, etc.

## Interview a Chat Bot

- Students draft questions and 'interview' a chatbot. Then peer review the interviews and reflect on what was learned.

## Find the Right Question

- *Ask students to create the most effective query to generate effective output from A.I.*
- *Ask students to reflect on the process: Why they made revisions, what they observed, what they wanted to change, etc.*

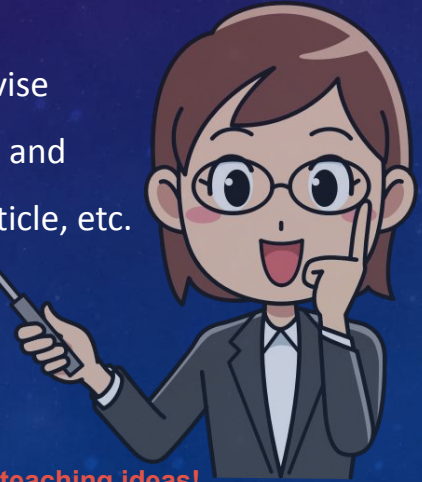
## Be the Reviewer

- Use GPT to create an essay. Then ask students to review it and make suggestions for improvement.

**TIP:** Use the Gordon Rule rubric to help students understand grading better.

## Create / Complete an Outline

- Ask students to create outlines. Then use GPT to generate paragraphs for each section.
- Have students share outlines and GPT output.
- Have students edit and revise paragraphs, adding details and specifics from the text, article, etc.



[Visit AI for Education for more great teaching ideas!](#)

## Getting Better Results

If outputs are too long,  
ask for brief replies.

If outputs are too  
simple, ask for  
expert-level writing.

If you dislike the  
format, demonstrate  
the format you'd like to  
see.

The less GPTs have to  
guess at what you  
want, the more likely  
you'll get it.

## ChatGPT: Zero to Power User Cheat Sheet

### KEY TERMS

**OpenAI:** parent company of ChatGPT  
**Generative AI:** category of AI that can "produce" content like text/images vs. specific tasks like predicting things  
**AI models:** think of these as big, big math equations  
**Large language models:** very big math equations that are very good at predicting the next word  
**Prompts:** messages you send to ChatGPT  
**Prompt engineering:** the "science" of sending the exact right messages to ChatGPT to get the output you want

### PROMPT FRAMEWORKS

Get better output by structuring your prompts:

- **RTF (Role, Task, Format)**
- **CTF (Context, Task, Format)**
- **RASCEF (Role, Action, Steps, Context, Examples, Format)**

Two methods to prompting:

- **Megaprompts:** Write one big message that contains all of the above. E.g., ask for a full press release.
- **Prompt chaining:** Break down the task into smaller steps. E.g., start by asking for a blog post idea, then an outline, then the content.

### MODES

1. **Intern:** "Come up with new fundraising ideas."
2. **Thought Partner:** "What should we think about when generating new fundraising ideas?"
3. **Critic:** "Here's a list of 10 fundraising ideas I created. Are there any I missed? Which ones seem particularly good or bad?"
4. **Teacher:** "Teach me about [x]. Assume I know [x] and adjust your language."

### EXAMPLE PROMPTS

**Example context (attach before prompt):** "I run a bake shop called Pete's Pies located in Denver. We sell vegan cookies, brownies and cakes. My brand is witty, humorous and irreverent."

1. "Write 5 subject lines I should use for a holiday sale. Maximum 8 words each."
2. "Come up with a 5-day email sequence outline based on the teachings of the world's best e-commerce marketers to sell my ebook called 'Baking Wonders'"
3. "Write a landing page header for my new Salt Lake City location. Generate 10 ideas. Make sure they're creative."
4. "Write a cold email to the CEO of a local insurance agency. Assume they are interested in catered dessert. End of email asks for a 15-minute call. Max length 50 words. Tone: professional, enthusiastic."
5. "I'm hiring for a part-time baker position. Draft a job description using what you know about my business."
6. "I need to increase sales by 10% this year. What are some growth strategies I should think about?"
7. "Here are the reviews from my Google Reviews page. Summarize the feedback from my customers."
8. "Below are scratch notes from my recipe notebook. Format as a recipe to be shown online."

### KEY USE CASES

- **Summarizing** long text, transcripts, articles, reports
- **Brainstorming** ideas, outlines, new concepts
- **Synthesizing** insights and takeaways from text
- **Writing** blog posts, articles, press releases, standard operating procedures, pretty much any type of text
- **Coding** scripts and small programs
- **Extracting** data and patterns from messy text
- **Reformatting** text/data from messy text to tables/structure

### TONES

"Tone: [x]"  
"Write using a [x] tone"

CONVERSATIONAL  
LIGHHEARTED  
PERSUASIVE  
SPARTAN  
FORMAL  
FIRM

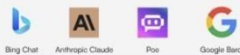
### FORMAT

- "Be concise. Minimize excess prose."
- "Use less corporate jargon."
- "Output as bullet points in short sentences."
- "Output as a table with columns: [x], [y], [z], [a]"
- "Be extremely detailed."

### MISC. TIPS

- **Encouragement = better:** "You are world-class at marketing."
- **Scolding also = better:** "Make this better/more insightful."
- If the output is bad, add more detail/background info
- **Ask it to check its work:** "Are there any topics you missed?"
- **Adjust temperature:** Add "Temperature: x" to prompt. 1 = more creative (good for copywriting). 0 makes it more conservative (good for academic/formal).

### OTHER CHATBOTS



### USEFUL PLUGINS



### PROMPT INSPIRATION



Compiled by Pete Huang  
Get the HI-RES version at [theneurondaily.com](https://theneurondaily.com)

## Prompt Strategies

Include details to get more  
relevant answers

Use delimiters to clearly indicate  
distinct parts of the input

Specify the steps required to  
complete a task

Provide examples

Specify the desired length of the  
output

### SOURCE:

*Open AI: Six Strategies for Getting  
Better Results*

<https://platform.openai.com/docs/guides/gpt-best-practices/six-strategies-for-getting-better-results>

# ESTABLISHING A GENERATIVE AI POLICY

- Publish it in the syllabus
- Indicate beneficial uses
- Highlight policy for documenting use of generative AI
- Perhaps require a statement of process and annotation, along with the major research assignment
- Discuss the policies in class, highlighting the reasons for writing and the learning outcomes and uses





# CLASS POLICY RECOMMENDATION

## (AUTHORED BY CHAT GPT)

To ensure that the use of generative AI tools in this course helps students improve their writing skills, we ask that you follow the guidelines below:

1. Use generative AI tools as a tool to supplement, not replace, your own writing. Do not rely on these tools to generate content without engaging in your own critical thinking and writing skills.
2. When using generative AI tools in your assignments, be transparent about the fact that the content was generated by an AI tool and provide an explanation of how the tool works.
3. Use generative AI tools to generate content that helps you better understand the philosophical concepts being explored in the course and use the content as a starting point for your own writing.
4. Be aware of the limitations of generative AI tools and do not rely on them as a substitute for critical thinking or original thought.
5. Seek feedback from your instructor and peers on your writing and use generative AI tools to help identify areas for improvement.

### Summary Statement:

The use of generative AI tools can be a valuable and exciting addition to your learning, and we look forward to exploring these tools with you throughout the course. However, we also want to make sure that we use these tools in a responsible and ethical manner, and that they are used to supplement your critical thinking and writing skills.

# DO'S AND DON'TS



Use anonymized or generic data

Define the topic, level, and length of class session or assignment

Be as specific as possible

Review for accuracy



Do NOT share private information or data!

- Intellectual property
  - Publisher Materials (PowerPoints, textbook, etc.)
- FERPA-sensitive information

Do NOT overlook inaccuracies

Do NOT rely solely on ChatGPT

# BEST PRACTICES

- **Remind students not to share private, identifiable, or proprietary information with GPT** (i.e. names, copywritten works, or intellectual property of any type)
- **Rework your Syllabus and Academic Integrity policy**
- **Set expectations. Decide what *is* or *isn't* acceptable AI use for your assignments.**
- **Help students develop AI literacy. Model ethical and responsible AI usage.**

# ***BREAKOUT GROUP ACTIVITY***

After the presentation, how do you feel about the use of AI in education?

Has your perspective changed in any way? How?

## **Instructions:**

Brainstorm with your breakout group and discuss a few potential areas where AI tools can be integrated into teaching or educational processes to enhance learning outcomes.



# TAKEAWAYS

1

Use AI as a productivity tool for yourself.

2

Add an AI statement to your syllabus. Maybe even add your new Assistant

3

Talk to students about it. Let them know what you are /are not comfortable with.

4

Let them know/see that you are using AI detection. Show an example.