A large, white, blocky 'AI' character is centered on a dark blue background. The character is set against a circuit board pattern with blue lines and dots. The 'A' is a tall, narrow rectangle with a vertical line through the center. The 'I' is a shorter, wider rectangle. The background is a dark blue gradient with a subtle grid of blue lines and small blue dots representing a circuit board.

# Teaching prompt generation

Amanda Gorski, Computer Science Teacher, Room 129



When I was a  
little girl we had a  
TRS-80. I wasn't  
impressed.



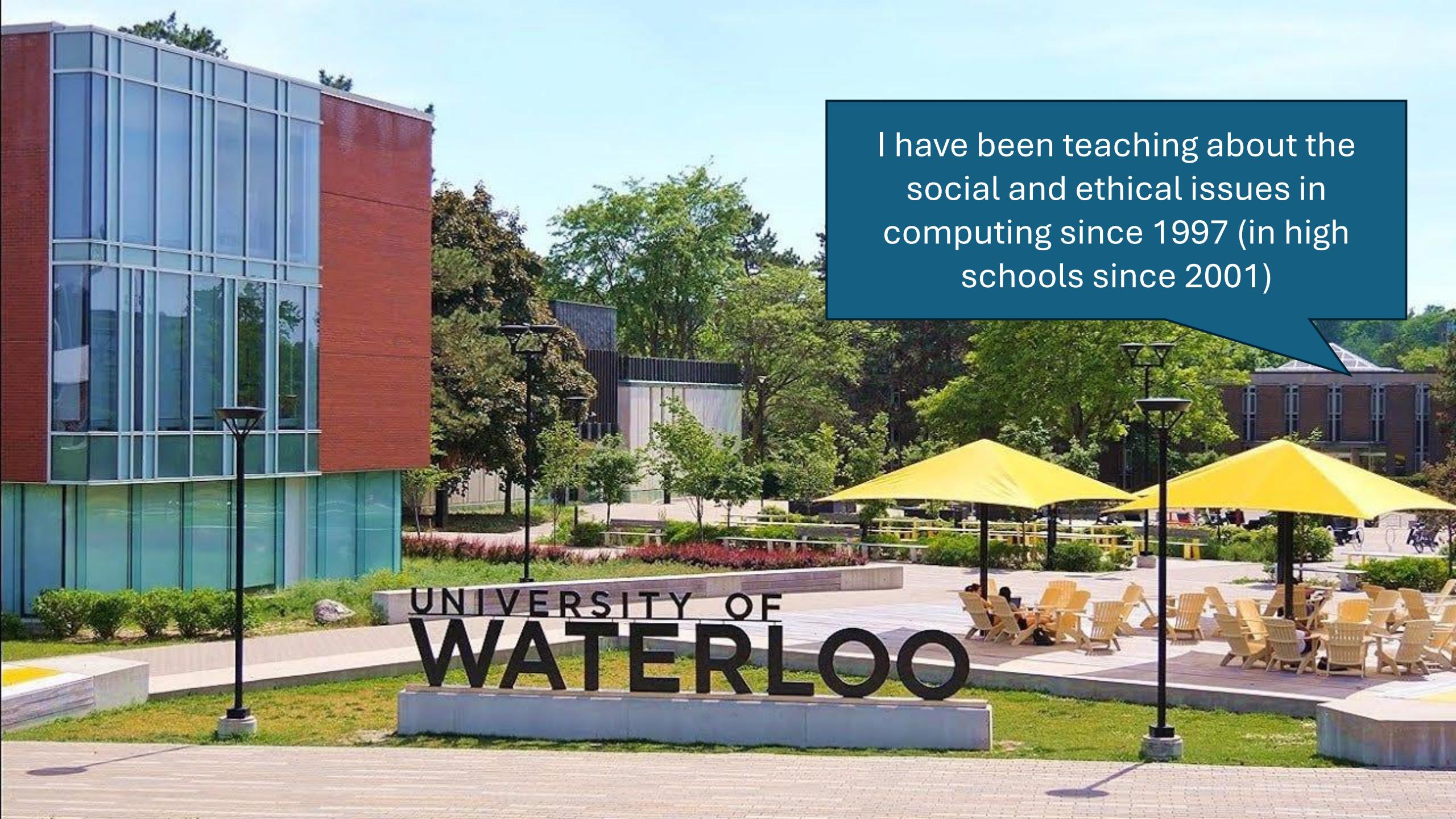
I'm old enough,  
that I took Grade  
9 typing on an  
actual typewriter.

I didn't like  
that either.



When I went to University, I picked it for its co-op program.

They made me take a programming course first year – turned out they were big on coding.



I have been teaching about the  
social and ethical issues in  
computing since 1997 (in high  
schools since 2001)

# Moore's Law

**Computers double  
in power every 18  
months.**

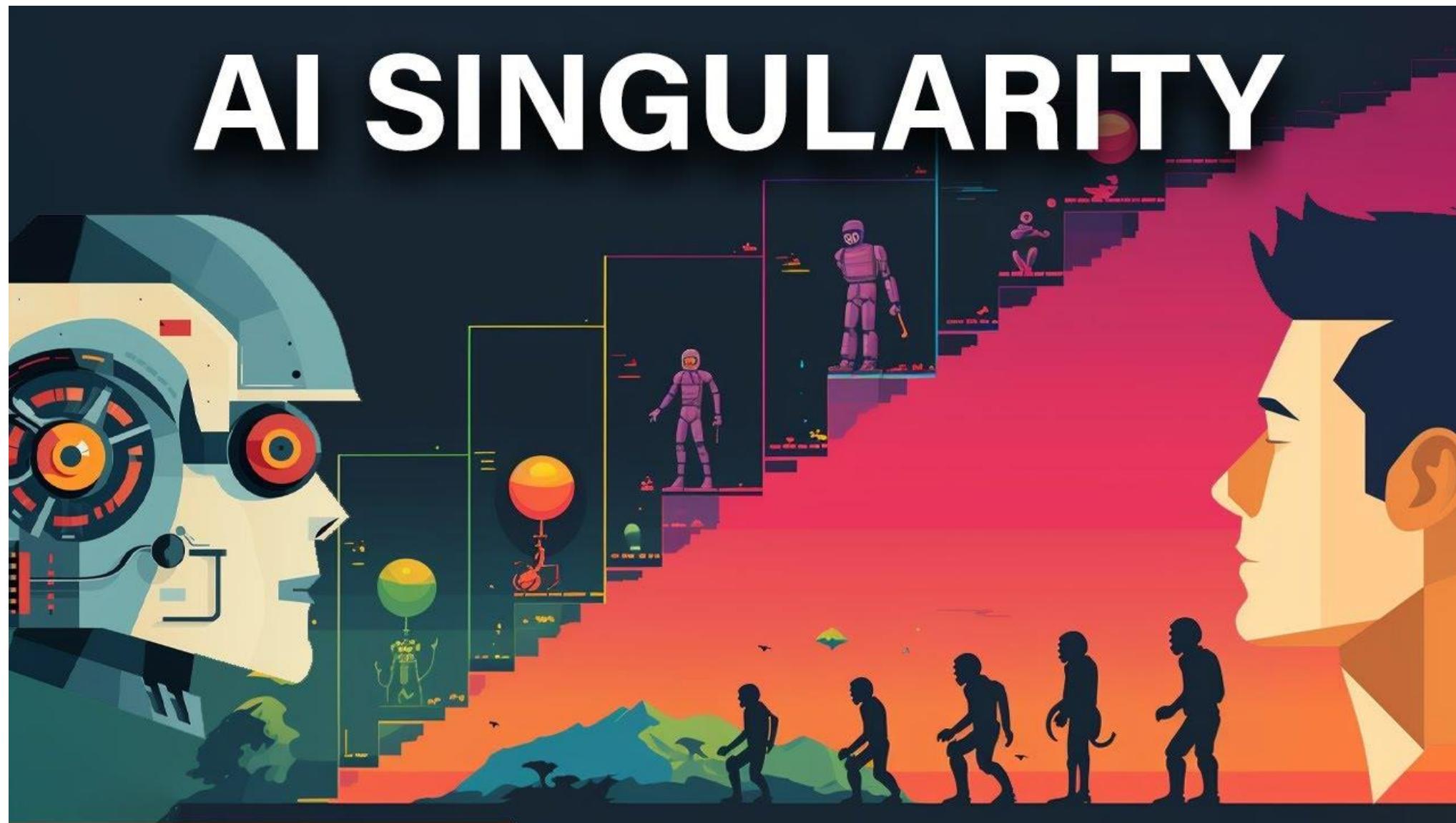
**Or, for the same  
power, they halve  
in price.**



This lesson is  
always a winner.

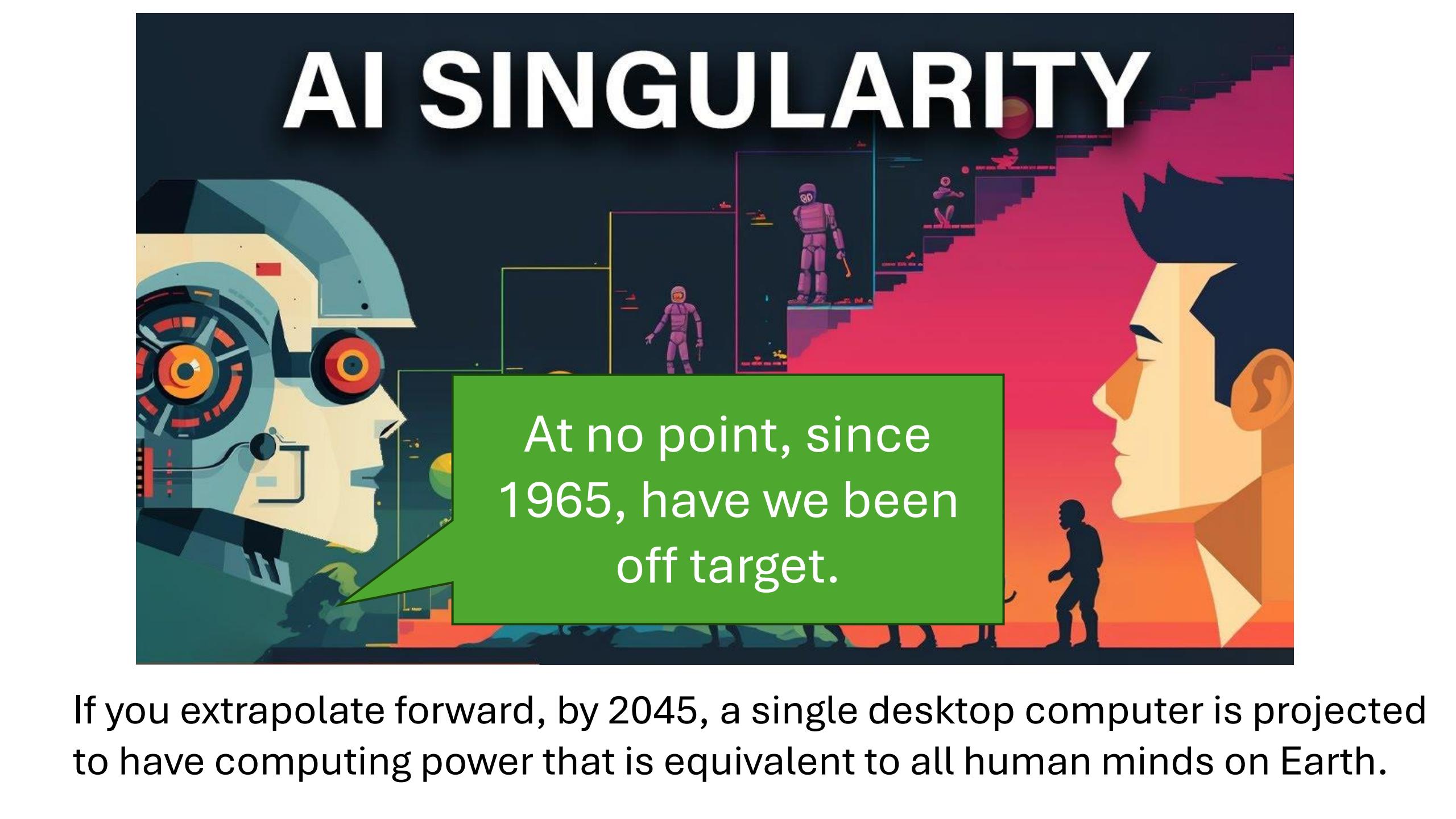
1965

# AI SINGULARITY



If you extrapolate forward, by 2045, a single desktop computer is projected to have computing power that is equivalent to all human minds on Earth.

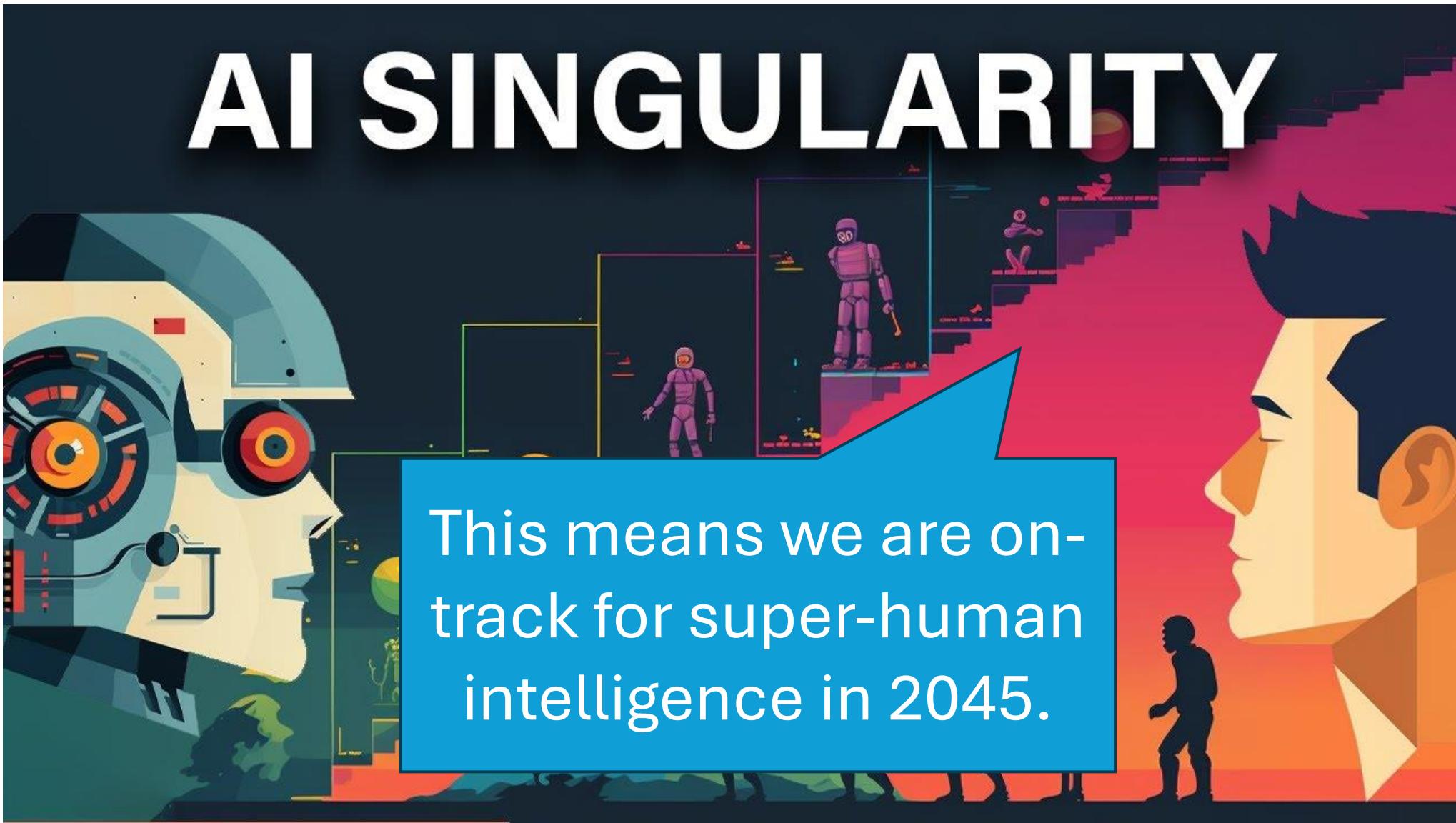
# AI SINGULARITY



At no point, since 1965, have we been off target.

If you extrapolate forward, by 2045, a single desktop computer is projected to have computing power that is equivalent to all human minds on Earth.

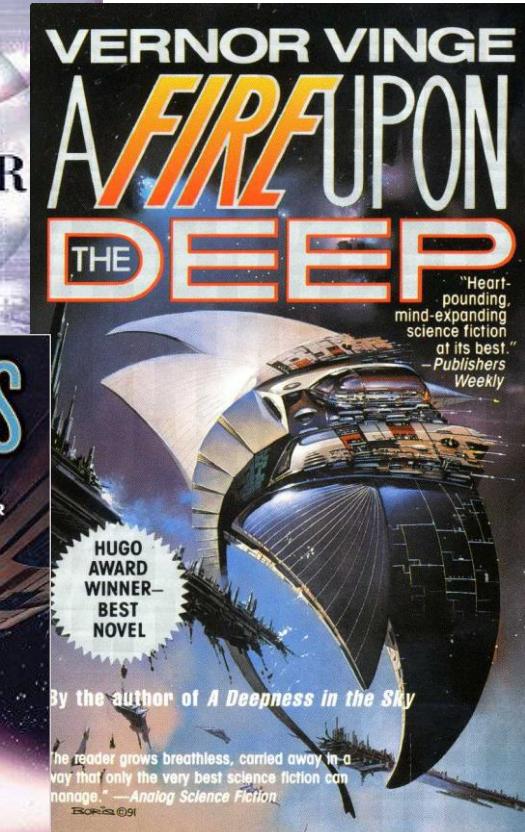
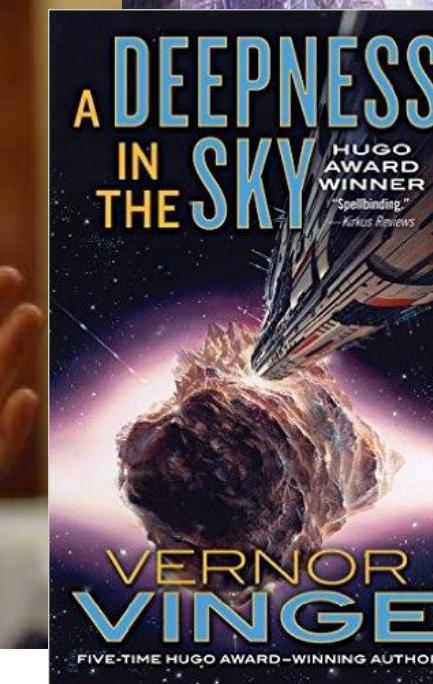
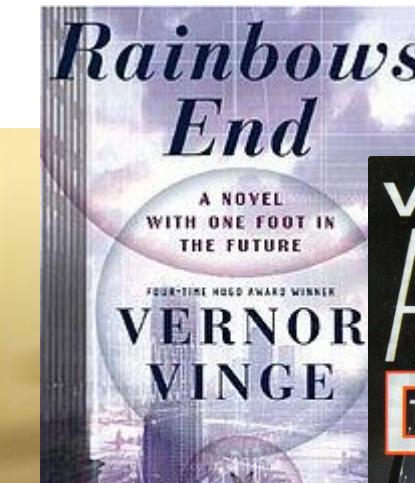
# AI SINGULARITY



This means we are on-track for super-human intelligence in 2045.

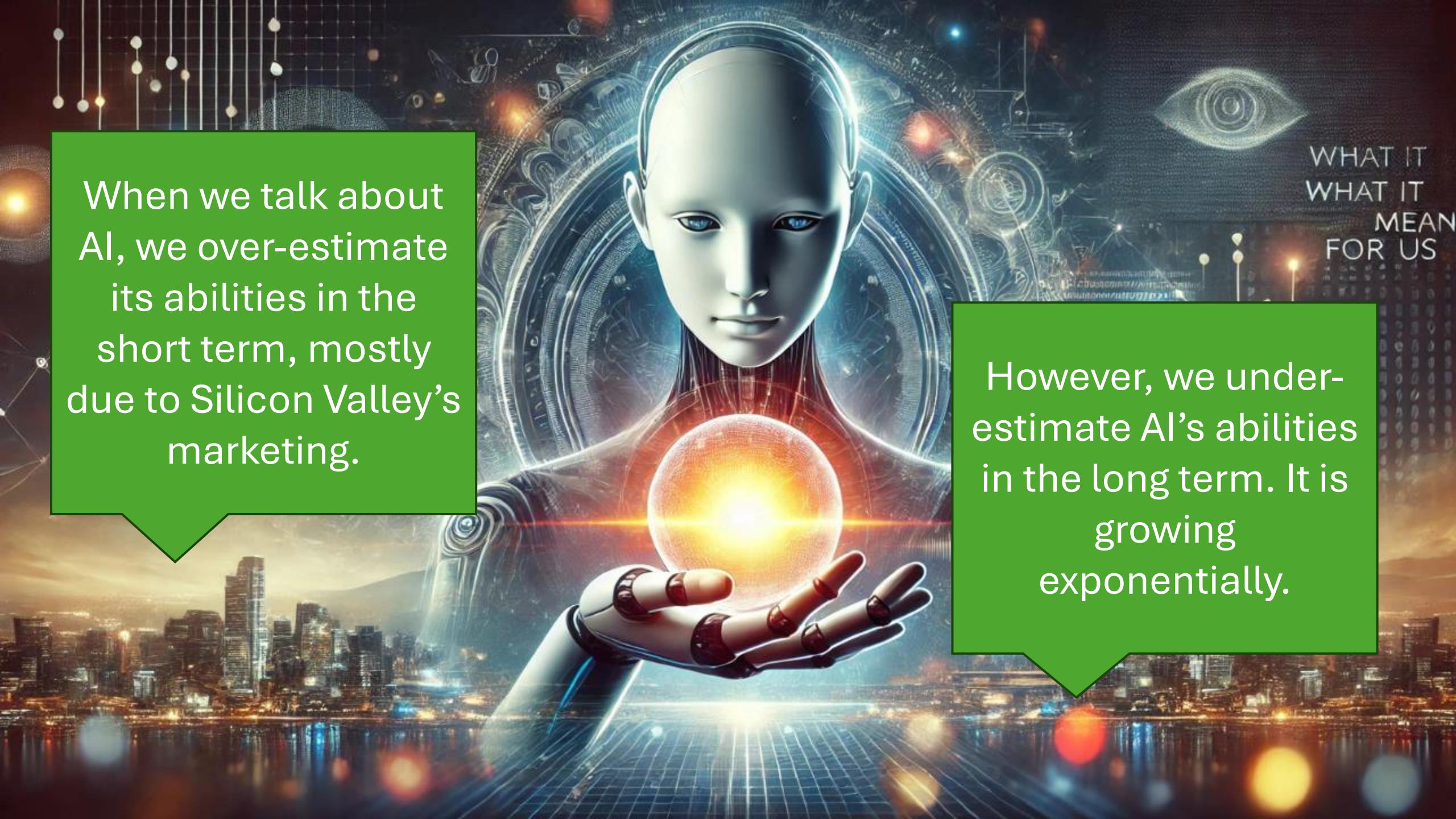
If you extrapolate forward, by 2045, a single desktop computer is projected to have computing power that is equivalent to all human minds on Earth.

Vernor Vinge defines the Singularity as “AI that quickly reaches superhuman levels by redesigning itself.”









When we talk about AI, we over-estimate its abilities in the short term, mostly due to Silicon Valley's marketing.

WHAT IT  
WHAT IT  
MEAN  
FOR US

However, we under-estimate AI's abilities in the long term. It is growing exponentially.

As 2045 approaches, everyone is starting to notice the effects of exponential growth in AI....



ChatGPT

Text



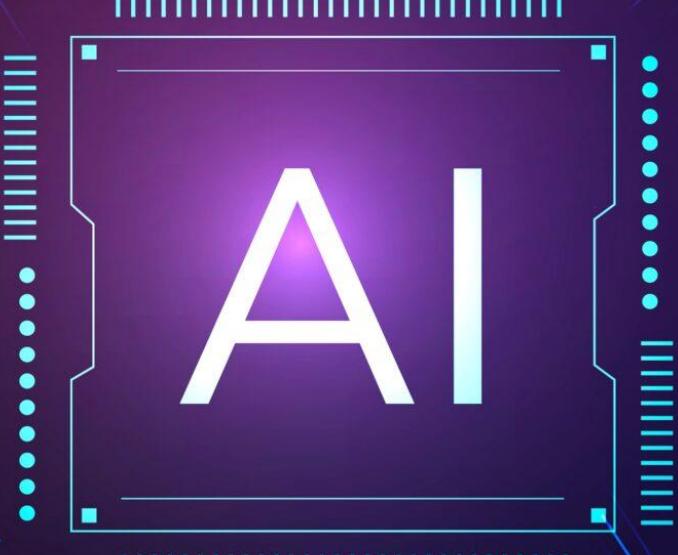
DALL-E

Via MS Copilot

Images

OpenAI  
Sora

Video



Humanity's  
last  
invention.

# Teaching prompt generation.

AI

OK, Fine. I'll  
get back on  
topic.

Let's take a look at it now.

DOCX

Request edit access

peel District School Board

Interim Guidance on Artificial Intelligence in Education within the Peel District School Board (DRAFT)

## Introduction

Advancements in Artificial Intelligence (AI), and particularly generative AI, have sparked conversations throughout K-12 and higher education on the disruption of these systems, whether positive or negative, on education. These discussions explore the tensions regarding the impact of AI on how staff engage in teaching, how students engage in learning and assessment, and how institutions can drive operational efficiency and AI governance. The rapid evolution of technology has also caused external agencies, including provincial and federal governments, to revisit regulations to ensure effective AI governance that fosters ethical, transparent, trustworthy, and safe development and use of AI tools while protecting individuals' privacy and upholding human rights. The development and adoption of AI systems are outpacing our ability to understand the impacts of these systems and regulate their usage. Yet, AI technology is here and sparks the need for Peel District School Board (PDSB) staff, students, and community to deepen their AI and digital literacy skills to maximize their participation in the ever-increasing digital society.

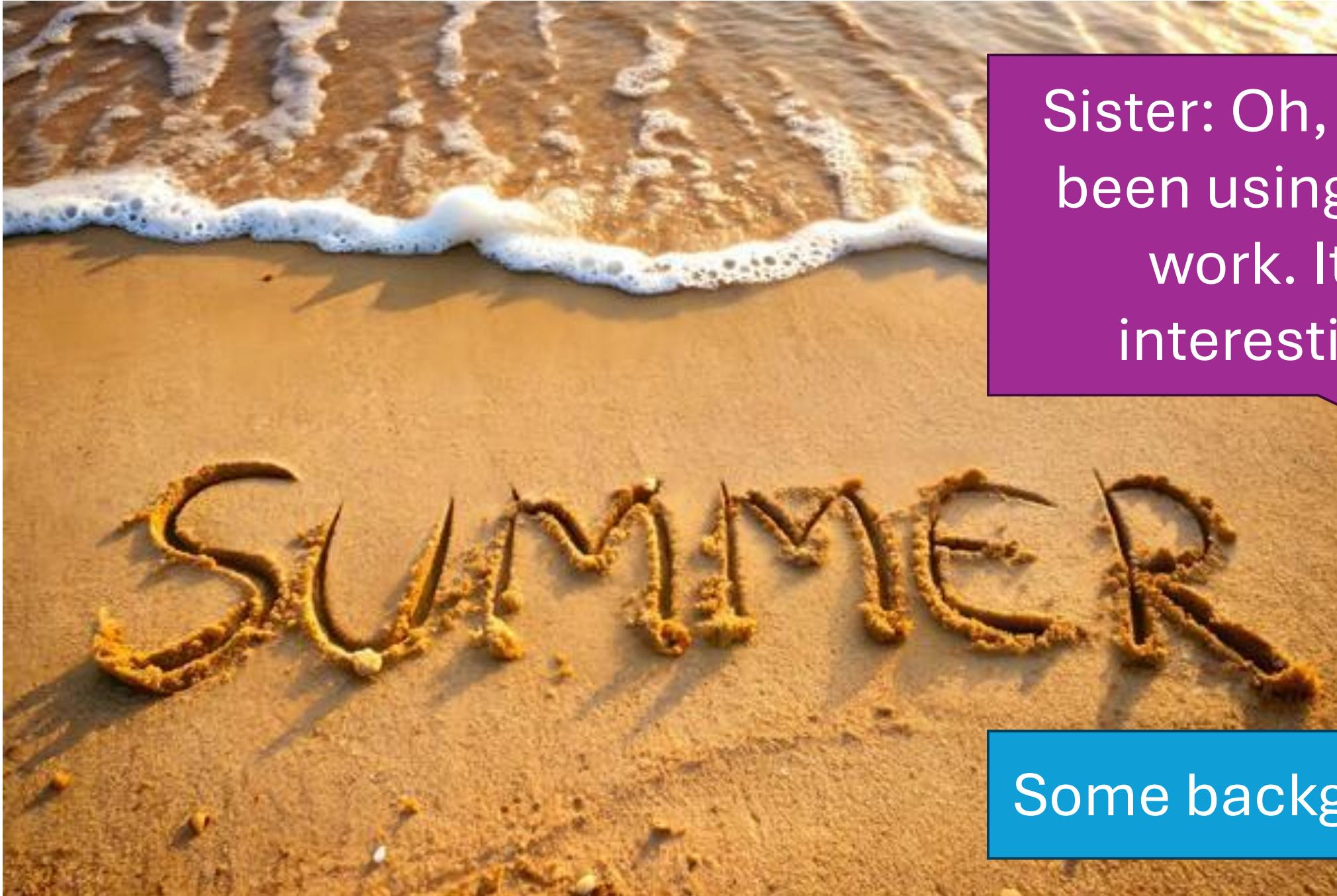
## Introduction

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- **Learn to write prompts for generative AI tools** that increase the likelihood of content that offers a holistic perspective and minimizes biases. (Note: Prompt Engineering is the process of crafting queries for AI to generate relevant information. It serves as a form of assisted inquiry, supporting understanding, effective questioning, and critical analysis of the produced content. Additionally, it involves refining both the queries and generated answers to make them more relevant and accurate.)

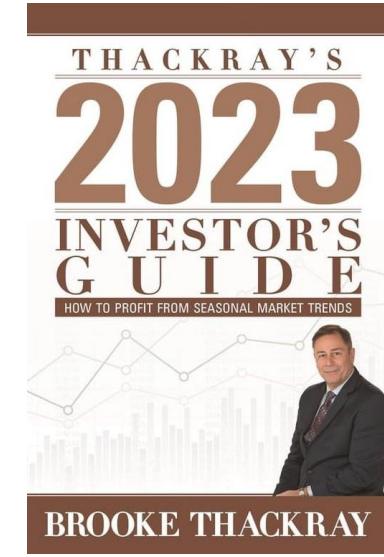
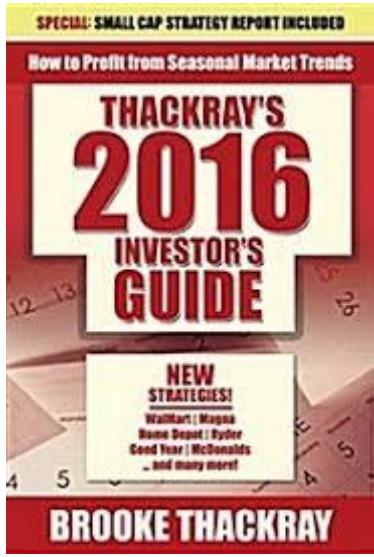


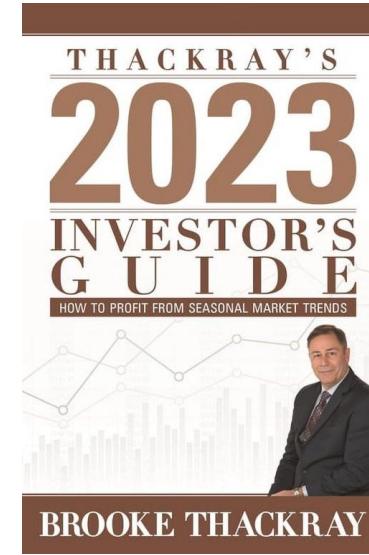
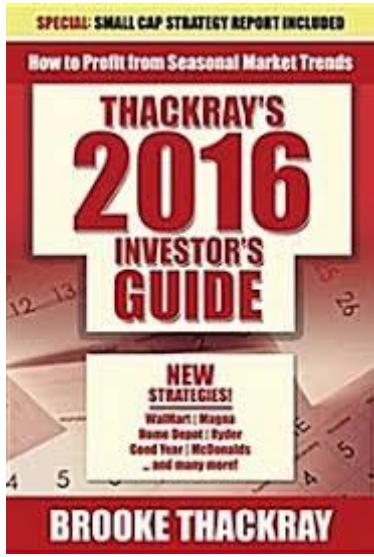
More from  
the AI policy  
document.



Sister: Oh, we've been using AI at work. It's interesting.

Some background...





	A	B	C	D	E	F	G
1	1	2	3	4	5	6	7
Week and month data updated as of 2003 / 2004							
4 Yahoo Financial							
6	Dow	We	Mo	Week A	Year		
2393	6/30/2008	11350.01	27	6		2008	
2394	7/1/2008	11382.26	27	7		2008	
2395	7/2/2008	11215.51	27	7		2008	
2396	7/3/2008	11288.53	27	7	11309.08	2008	
2397	7/7/2008	11231.96	28	7		2008	
2398	7/8/2008	11384.21	28	7		2008	
2399	7/9/2008	11147.44	28	7		2008	
2400	7/10/2008	11229.02	28	7		2008	
2401	7/11/2008	11100.54	28	7	11218.63	2008	
2402	7/14/2008	11055.19	29	7		2008	
2403	7/15/2008	10962.54	29	7		2008	
2404	7/16/2008	11239.28	29	7		2008	
2405	7/17/2008	11446.66	29	7		2008	
2406	7/18/2008	11496.57	29	7	11240.05	2008	
2407	7/21/2008	11467.34	30	7		2008	
2408	7/22/2008	11602.5	30	7		2008	
2409	7/23/2008	11632.38	30	7		2008	
2410							

# Stock Market Data for the Year

180 ish columns x 2409 ish rows

FO	FP	FQ	FR	FS	FT	FU	
1	#	172	173	174	175	176	177
2							
3							
4							
5							
6		JPY / U	Week	Mont	Week	Year	
2389		6/18/2008	108.05	25	6		2008
2390		6/19/2008	107.95	25	6		2008
2391		6/20/2008	107.42	25	6	107.93	2008
2392		6/23/2008	107.89	26	6		2008
2393		6/24/2008	107.76	26	6		2008
2394		6/25/2008	108.29	26	6		2008
2395		6/26/2008	107.29	26	6		2008
2396		6/27/2008	106.28	26	6	107.50	2008
2397		6/30/2008	106.17	27	6		2008
2398		7/1/2008	105.73	27	7		2008
2399		7/2/2008	105.87	27	7		2008
2400		7/3/2008	106.79	27	7		2008
2401		7/4/2008	106.66	27	7	106.24	2008
2402		7/7/2008	107.55	28	7		2008
2403		7/8/2008	107.35	28	7		2008
2404		7/9/2008	107.12	28	7		2008
2405		7/10/2008	107.03	28	7		2008
2406		7/11/2008	106.14	28	7	107.04	2008

A	B	C	D	E	F	G	H
1	<b>Week</b>	<b>52</b>		<< You can enter the week # here			
2		<b>Week End</b>		<< Enter Week End or Average			
3	Column		<b>2006 2007</b>	<< You can change the years here			
4		Stock Markets					
5	1	Dow	12,463	13,366			
6	8	S&P500	1,418	1,478			
7	15	Nasdaq	2,415	2,674			
8	22	TSX	12,908	13,821			
9	29	FTSE	6,221	6,477			
10	36	DAX	6,597	8,067			
11	44	Nikkei	17,226	15,308			
12	52	Hang Seng	19,965	27,371			
13							
14		Commodities					
15	60	Oil	60.85	96.03			
16	67	Gold	632.00	833.75			
17							
18		Bond Yields					
19	74	USA 5 Yr Treasury	4.70	3.52			
20	81	USA 10 Yr T	4.71	4.11			
21	88	USA 20 Yr T	4.91	4.56			
22	95	Moody's Aaa	5.46	5.48			
23	102	Moody's Baa	6.35	6.62			
24	109	CAN 5 Yr T	3.99	3.89			
25	116	CAN 10 Yr T	4.08	4.02			
26							

A	B	C	D	E	F	G	H
1	Week	52		<< You can enter the week # here			
2		Week End		<< Enter Week End or Average			
3	Column	2006	2007	<< You can change the years here			
4	Stock Markets						
5	1 Dow	12,463	13,366	$=IF($C$2="Average",SUM(IF(OFFSET(Data_Source_Week!$A$7,0,$A5+1,6000,1)=$C$1,IF(OFFSET(Data_Source_Week!$A$7,0,$A5+4,6000,1)=C$3,OFFSET(Data_Source_Week!$A$7,0,$A5,6000,1),0),0))/SUM(IF(OFFSET(Data_Source_Week!$A$7,0,$A5+1,6000,1)=$C$1,IF(OFFSET(Data_Source_Week!$A$7,0,$A5+4,6000,1)=C$3,1,0),0)),SUM(IF(OFFSET(Data_Source_Week!$A$7,0,$A5-1,6000,1)=MAX(IF(OFFSET(Data_Source_Week!$A$7,0,$A5+1,6000,1)=$C$1,IF(OFFSET(Data_Source_Week!$A$7,0,$A5+4,6000,1)=C$3,OFFSET(Data_Source_Week!$A$7,0,$A5-1,6000,1),0),0)),OFFSET(Data_Source_Week!$A$7,0,$A5,6000,1),0)))$			
6	8 S&P500	1,418	1,478				
7	15 Nasdaq	2,415	2,674				
8	22 TSX	12,908	13,821				
9	29 FTSE	6,221	6,477				
10	36 DAX	6,597	8,067				
11	44 Nikkei	17,226	15,308				
12	52 Hang Seng	19,965	27,371				
13	Commodities						
14	60 Oil	60.85	96.03				
15	67 Gold	632.00	833.75				
16	Bond Yields						
17	74 USA 5 Yr Treasury	4.70	3.52				
18	81 USA 10 Yr T	4.71	4.11				
19	88 USA 20 Yr T	4.91	4.56				
20	95 Moody's Aaa	5.46	5.48				
21	102 Moody's Baa	6.35	6.62				
22	109 CAN 5 Yr T	3.99	3.89				
23	116 CAN 10 Yr T	4.08	4.02				
24							
25							
26							

```
=IF($C$2="Average",SUM(IF(OFFSET(Data_Source_Week!$A$7,0,$A5+1,6000,1)=$C$1,IF( OFFSET( Data_Source_Week!$A$7,0,$A5+4,6000,1)=C$3,OFFSET(Data_Source_Week!$A$7,0,$A5,6000,1),0),0))/SUM (IF(OFFSET(Data_Source_Week!$A$7,0,$A5+1,6000,1)=$C$1,IF(OFFSET(Data_Source_Week!$A$7,0,$A5+4,6000,1)=C$3,1,0),0)),SUM(IF(OFFSET(Data_Source_Week!$A$7,0,$A5-1, 6000,1)=MAX(IF(OFFSET(Data_Source_Week!$A$7,0,$A5+1,6000,1)=$C$1,IF(OFFSET(Data_Source_Week!$A$7,0,$A5+4,6000,1)=C$3,OFFSET(Data_Source_Week!$A$7,0,$A5-1,6000,1),0),0),OFFSET(Data_Source_Week!$A$7,0,$A5,6000,1),0)))
```

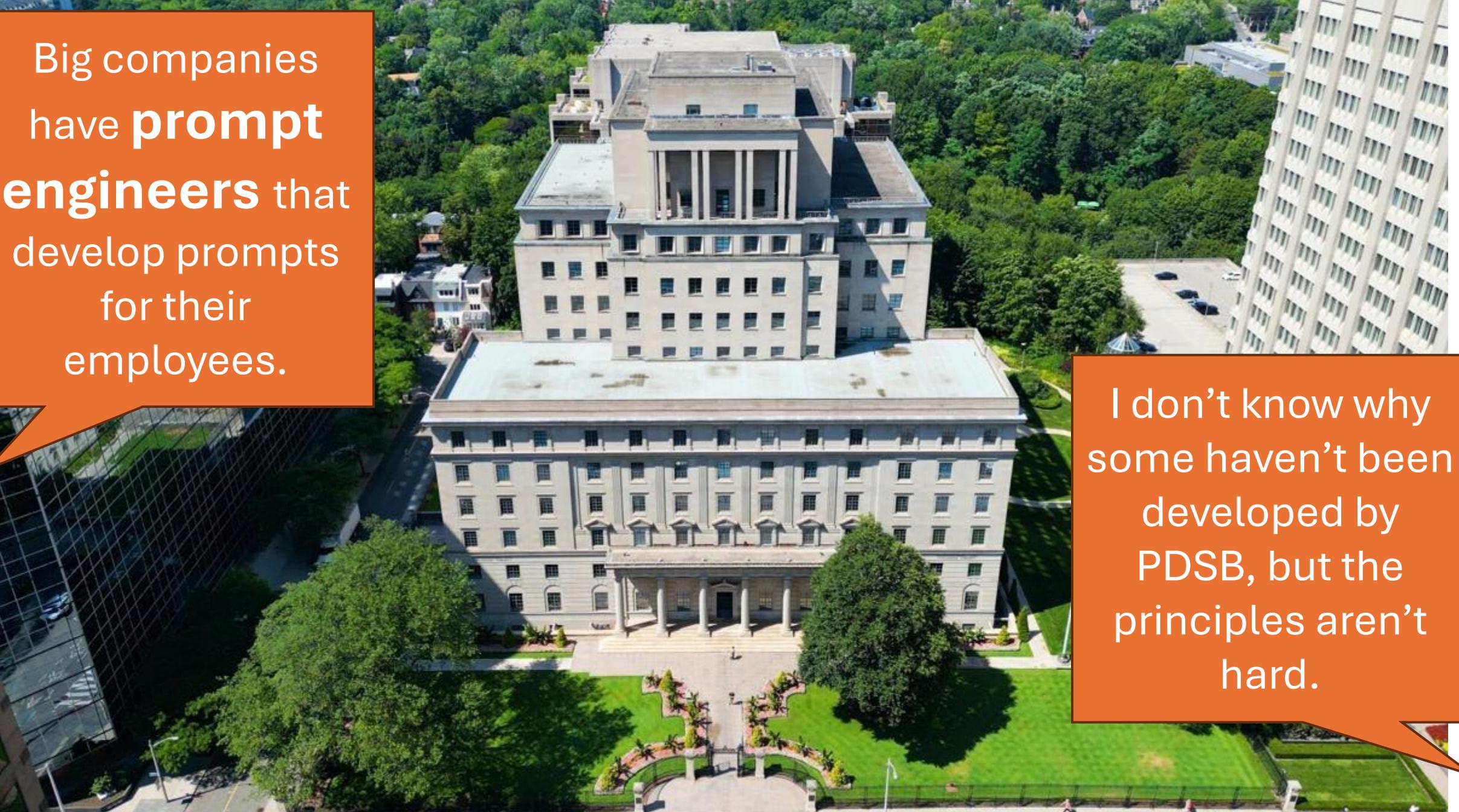
Fills down  
and right.

```
=IF($C$2="Average",SUM(IF(OFFSET(Data_Source_Week!$A$7,0,$A5+1,6000,1)=$C$1,IF( OFFSET( Data_Source_Week!$A$7,0,$A5+4,6000,1)=C$3,OFFSET(Data_Source_Week!$A$7,0,$A5,6000,1),0),0))/SUM (IF(OFFSET(Data_Source_Week!$A$7,0,$A5+1,6000,1)=$C$1,IF(OFFSET(Data_Source_Week!$A$7,0,$A5+4,6000,1)=C$3,1,0),0)),SUM(IF(OFFSET(Data_Source_Week!$A$7,0,$A5-1, 6000,1)=MAX(IF(OFFSET(Data_Source_Week!$A$7,0,$A5+1,6000,1)=$C$1,IF(OFFSET(Data_Source_Week!$A$7,0,$A5+4,6000,1)=C$3,OFFSET(Data_Source_Week!$A$7,0,$A5-1,6000,1),0),0)),OFFSET(Data_Source_Week!$A$7,0,$A5,6000,1),0)))
```

She said that she had found Co-pilot & AI useful, so I said, um-hmmm, can you show me that please?



Fills down  
and right.

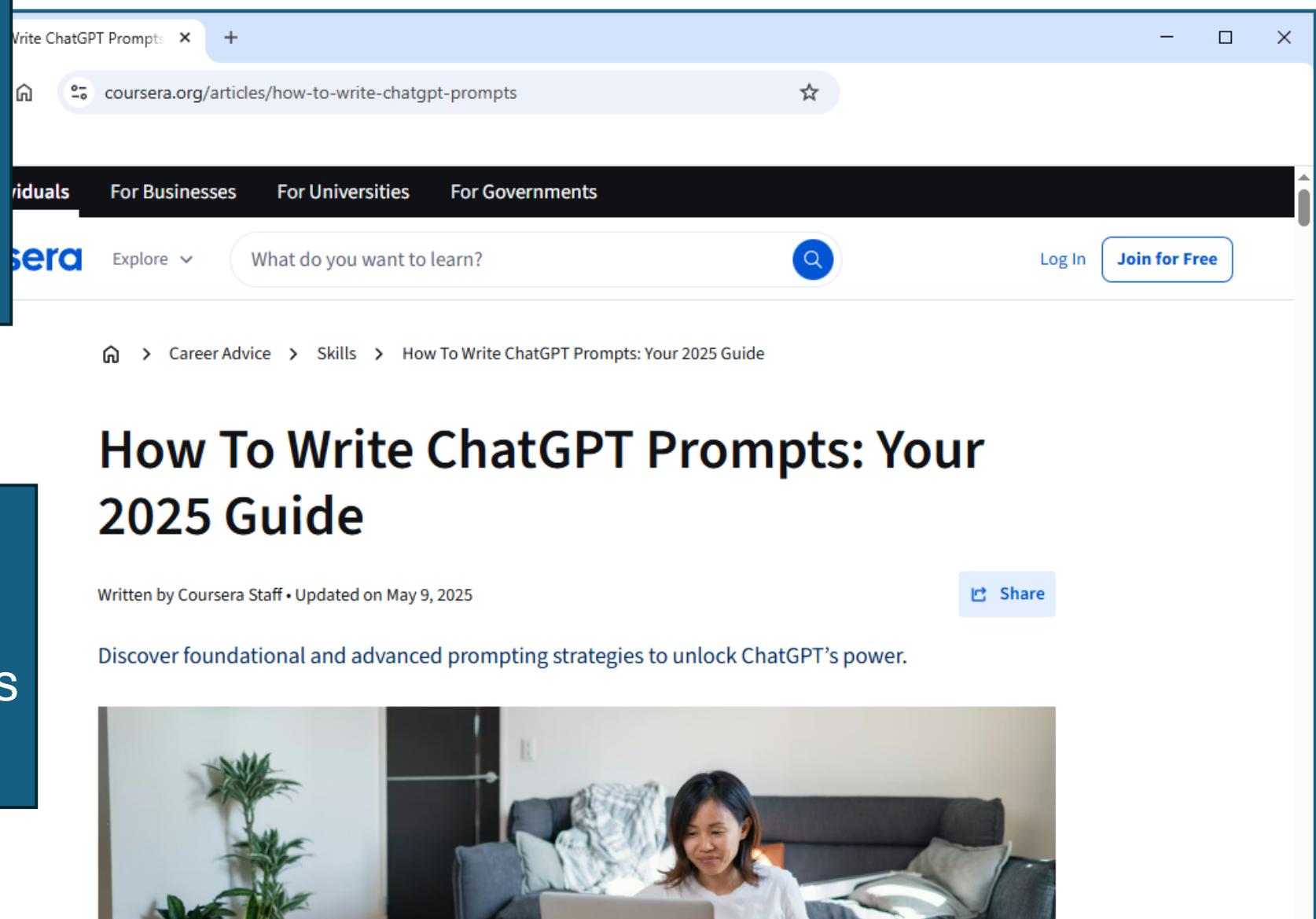


Big companies  
have **prompt  
engineers** that  
develop prompts  
for their  
employees.

I don't know why  
some haven't been  
developed by  
PDSB, but the  
principles aren't  
hard.

I will show you 6 steps from this coursera entry on prompt writing.

It seems close to what the corporate prompts look like.



The screenshot shows a web browser window with the title 'Write ChatGPT Prompts' in the tab. The address bar displays 'coursera.org/articles/how-to-write-chatgpt-prompts'. The page content is from Coursera, with a navigation bar at the top featuring 'Individuals', 'For Businesses', 'For Universities', and 'For Governments'. Below the navigation is a search bar with the placeholder 'What do you want to learn?'. On the right, there are 'Log In' and 'Join for Free' buttons. The main content area shows the article title 'How To Write ChatGPT Prompts: Your 2025 Guide'. Below the title, it says 'Written by Coursera Staff • Updated on May 9, 2025' and includes a 'Share' button. A descriptive text block states 'Discover foundational and advanced prompting strategies to unlock ChatGPT's power.' At the bottom is a photograph of a woman sitting on a couch, looking at a laptop screen.

<https://www.coursera.org/articles/how-to-write-chatgpt-prompts>

## 1. ChatGPT's role

Assign ChatGPT a role—as in an identity, point of view, or profession—to help guide the tool's responses. ChatGPT can generate outputs based on the area of expertise related to the role you assign it.

You are a teacher providing feedback to grade 11 students in a course called “Introduction to Computer Science, Grade 11, University Preparation (ICS3U)” on their midterm report card.

## 2. Project description

Write one or two sentences that describe your project, its purpose, your intended audience or end users for the final product, and the individual outputs you need ChatGPT to generate in order to complete the project.

You need to create comments for the midterm report card. The audience will mainly be the parents and students in the class, but they might also be read by guidance counselors, special education teachers, vice-principals and principals.

In each comment, provide three pieces of feedback. First, comment on what students have learned in the course. Then, comment on their strengths, **providing specific examples referencing their Role-Playing Game program.** Finally, provide parents with an area that the student can work on to improve in the course.

### 3. Project context

As with an assigned role, providing context for a project can help ChatGPT generate appropriate responses. Context might include background information on why you're completing a given project or important facts and statistics.

Then, tailor the comments to specific achievement levels (e.g., **Level 4 – Excellent, Level 3 – Good, Level 2 – Satisfactory, Level 1 – Needs Improvement**) so that I can use them for different students. Also create **versions tailored for** a wide variety of **different learning profiles** (e.g., high-achieving but quiet student, creative but disorganized student, ELL, IEP, ADHD, gifted, newcomer, reluctant learner, inconsistent performer, perfectionist, student who struggles with multi-step logic, a high-creativity but low-accuracy student, low confidence but strong analytical skills, etc.).

## 4. Output specifications

Your prompt should specify details of the output you want ChatGPT to generate and how it should be generated, including the tone, length, style, and structure, as well as research that needs to be conducted.

Produce 30 to 40 comments.

It is important that each comment be parent-friendly. Make sure that each comment is editable (e.g., with placeholders for names and pronouns) that a teacher can quickly adapt for report entry.

Comments should not have line breaks. They should be in one paragraph. They should be 4 to 5 sentences in length.

## 5. Rules and constraints

Including rules and constraints, alongside the output specifications, can further aid ChatGPT in producing your desired output. These might include certain types of content, examples, or even words you want ChatGPT to exclude.

The goals of the computer studies curriculum are to enable students to:

- gain an understanding of computer studies concepts;
- develop the skills, including critical thinking skills, and the knowledge of strategies required to do research, conduct inquiries, and communicate findings accurately, ethically, and effectively;
- apply the knowledge, skills, and attitudes acquired through the study of computers to a variety of learning tasks and relate them to computer phenomena on the local, national, and global levels;
- develop lifelong learning habits that will help them adapt to computer advances in the changing workplace and world;
- make connections that will help them take advantage of potential postsecondary educational and work opportunities.



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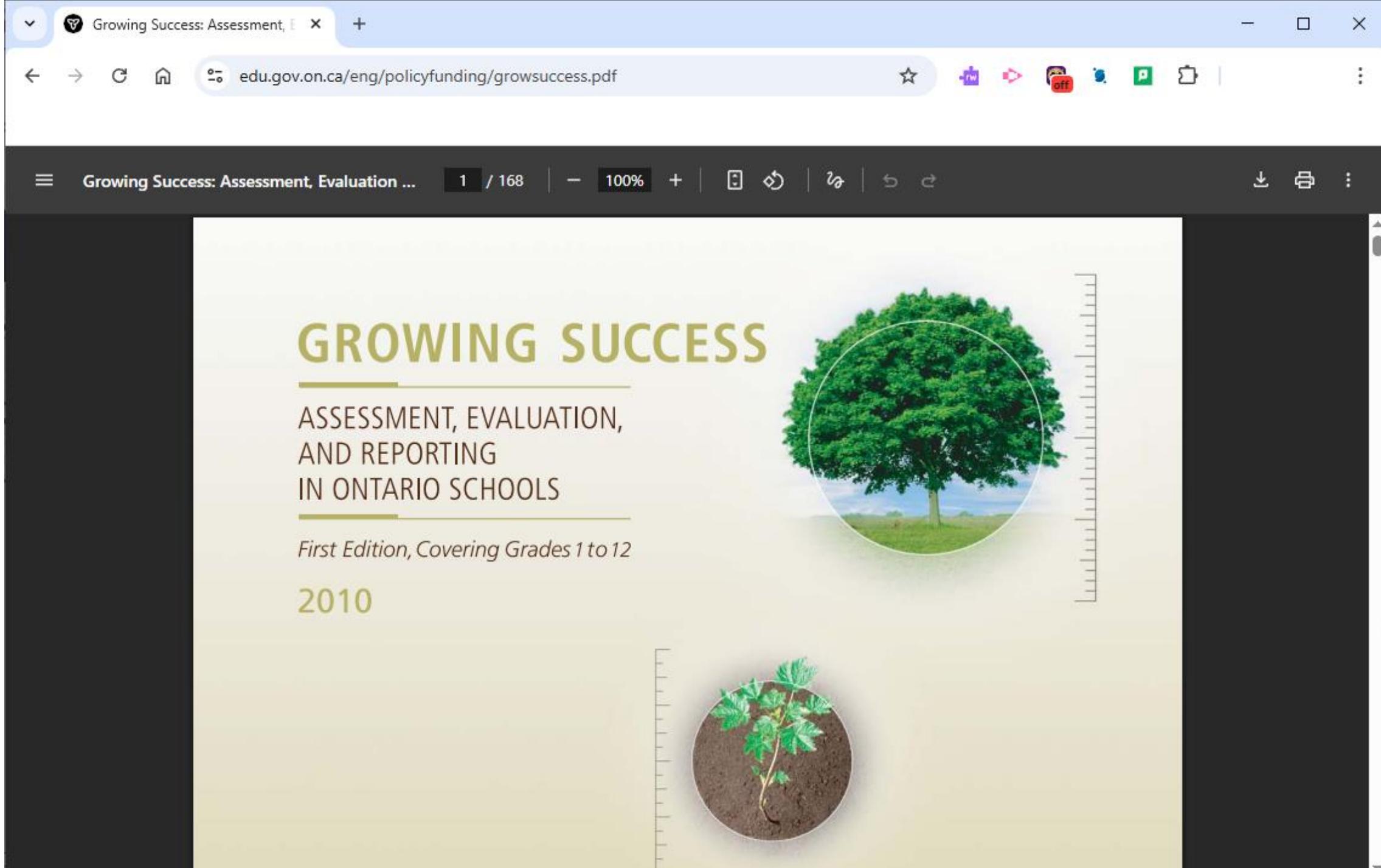
By the end of the course, students will complete these overall expectations:

A1. demonstrate the ability to use different data types, including one-dimensional arrays, in computer programs; A2. demonstrate the ability to use control structures and simple algorithms in computer programs; A3. demonstrate the ability to use subprograms within computer programs; A4. use proper code maintenance techniques and conventions when creating computer programs.

B1. use a variety of problem-solving strategies to solve different types of problems independently and as part of a team; B2. design software solutions to meet a variety of challenges; B3. design algorithms according to specifications; B4. apply a software development life-cycle model to a software development project.

C1. relate the specifications of computer components to user requirements; C2. use appropriate file maintenance to minimize and safeguard data; C3. demonstrate an understanding of the software development process.

D1. describe policies on computer use that promote environmental stewardship and sustainability; D2. demonstrate an understanding of emerging areas of computer science research; D3. describe postsecondary education and career prospects related to computer studies.



## 5. Rules and constraints

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In writing anecdotal comments, focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers should strive to use language that parents will understand and should avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart. When appropriate, teachers may make reference to particular strands. The comments should describe in overall terms what students know and can do and should provide parents with personalized, precise, and meaningful feedback. Teachers should also strive to help parents understand how they can support their children at home.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

edu.gov.on.ca/eng/policyfunding/growsuccess.pdf

CHAPTER 3 | performance standards – the achievement chart

## Categories of Knowledge and Skills

The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to *all* subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts

17

## 5. Rules and constraints

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- Communication: The conveying of meaning through various forms
- Application: The use of knowledge and skills to make connections within and between various contexts

## 6. Output examples

Giving ChatGPT some examples of the kind of output you are looking for can reduce the risk of it misinterpreting your prompt. You can include examples of writing styles and tones you've specified in the instructions, examples of the kind of content you want, and even examples from your previous work.

An example of the output that should be produced follows:

[Name] has developed a strong understanding of core programming concepts, including variables, control structures, and modular program design.

[He/She/They] demonstrated excellent problem-solving skills in the Role-Playing Game project, particularly in how [he/she/they] organized functions to keep the code clear and adaptable. To continue growing, [Name] can challenge [himself/herself/themselves] by exploring more efficient algorithms and documenting design decisions more consistently.

You are a teacher providing feedback to grade 11 students in a course called “Introduction to Computer Science, Grade 11, University Preparation (ICSOU)” on their midterm report card.

You need to create comments for the midterm report card. The audience will mainly be the parents and students in the class, but they might also be read by guidance counselors, teachers, vice-principals and principals.

In each comment, provide three pieces of feedback. First, comment on the student's performance in the course. Then, comment on their strengths, providing specific examples. Finally, provide parents with an area that the student can improve in the course.

Then, tailor the comments to specific achievement levels (e.g., Level 4 – Excellent, Level 2 – Satisfactory, Level 1 – Needs Improvement) so that I can use them to also create versions tailored for a wide variety of different learning profiles (e.g., quiet student, creative but disorganized student, ELL, IEP, ADHD, gifted, new learner, inconsistent performer, perfectionist, student who struggles with multiple subjects, high-creativity but low-accuracy student, low confidence but strong analytical skills).

Produce 30 to 40 comments.

It is important that each comment be concise and parent-friendly. Make sure to use an editable (e.g., with placeholders for names and pronouns) that a teacher can copy and paste into a report entry. The comments should not have line breaks. They should be in one continuous block of text.

The goals of the computer studies curriculum are to enable students to:

+ gain an understanding of computer studies concepts;

+ develop the skills, including critical thinking skills, and the knowledge of strategies required to do research, conduct inquiries, and communicate findings accurately, ethically, and effectively;

+ apply the knowledge, skills, and attitudes acquired through the study of computers to a variety of learning tasks and relate them to computer phenomena on the local, national, and global levels;

+ develop lifelong learning habits that will help them adapt to computer advances in the changing workplace and world;

+ make connections that will help them take advantage of potential postsecondary educational and work opportunities.

By the end of the course, students will complete these overall expectations:

A1. demonstrate the ability to use different data types, including one-dimensional arrays, in computer programs; A2. demonstrate the ability to use control structures and simple algorithms in computer programs; A3. demonstrate the ability to use subprograms within computer programs; A4. use proper code maintenance techniques and conventions when creating computer programs.

B1. use a variety of problem-solving strategies to solve different types of problems independently and as part of a team; B2. design software solutions to meet a variety of challenges; B3. design

algorithms according to specifications; B4. apply a software development life-cycle model to a software development project.

ratios of computer components to user requirements; C2. use appropriate practices to organize and safeguard data; C3. demonstrate an understanding of the software development process.

on computer use that promote environmental stewardship and sustainability; D2. demonstrate an understanding of emerging areas of computer science research; D3. describe the impact of computer science on society; D4. describe the impact of computer science on the economy and career prospects related to computer studies.

comments, focus on what students have learned, describe significant progress, and identify next steps for improvement. Teachers should strive to use language that is positive and encouraging and should avoid language that simply repeats the wordings of the achievement chart. When appropriate, teachers may make cross-references to other strands. The comments should describe in overall terms what students have learned and what they can do. Teachers should also strive to help parents understand how they can support their children.

Curriculum expectations for computer studies identify four categories of knowledge and skills that are applicable across all secondary panels and to all subject areas and disciplines. These four categories, represent four broad areas of knowledge and skills with

expectations for any given subject/course can be organized. The four categories of knowledge and skills are considered as interrelated, reflecting the wholeness and interconnectedness of computer studies. The four categories help teachers to focus not only on students' acquisition of knowledge and skills, but also on the development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

\* Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

\* Thinking: The use of critical and creative thinking skills and/or processes

\* Communication: The conveying of meaning through language and other media

\* Application: The use of knowledge and skills to solve problems in real-world contexts

An example of the output that should be produced is:

(Name) has developed a strong understanding of the concepts of control structures, and modular program design. He/She has demonstrated problem-solving skills in the Role-Playing Game project, particularly in the use of functions to keep the code clear and adaptable. The student has demonstrated the ability to use variables consistently, and to make decisions more consistently.

The prompts generated in this style are much longer than what I was using.

They are one to two pages.

This is consistent with the corporate documents.

Midterm report comments gene x +

← → C ⌂ chatgpt.com/c/691f77ee-66bc-832c-9a5a-6a8ed0ff3d5c ☆

ChatGPT Share Add people ...

Copy paste in the prompt. Press enter.

You are a teacher providing feedback to grade 11 students in a course called "Introduction to Computer Science, Grade 11, University Preparation (ICS3U)" on their midterm report card. You need to create comments for the midterm report card. The audience will mainly be the parents and students in the class, but they might also be read by guidance counselors, special education teachers, vice-principals and principals. In each comment, provide three pieces of feedback. First, comment on what students have learned in the course. Then, comment on their strengths, providing specific examples referencing their Role-Playing Game program. Finally, provide parents with an area that the student can work on to improve in the course. Then, tailor the comments to specific achievement levels (e.g., Level 4 – Excellent, Level 3 – Good, Level 2 – Satisfactory, Level 1 – Needs Improvement) so that I can use them for different students. Also create versions tailored for a wide variety of different learning profiles (e.g., high-achieving but quiet student, creative but disorganized student, ELL, IEP, ADHD, gifted, newcomer, reluctant learner, inconsistent



It did a  
pretty  
decent job.

Below are 35 concise, one-paragraph midterm report card comments for ICS3U students.

All comments include:

1. What the student has learned
2. Their strengths, with specific reference to the Role-Playing Game (RPG) program
3. A next step for improvement

Each is tailored to a different achievement level and/or learning profile.

Each comment uses editable placeholders: [Name], [he/she/they], [He/She/They], [his/her/their], [His/Her/Their].

#### Level 4 – Excellent

1. High-achieving, independent learner

[Name] has shown a strong grasp of programming concepts such as functions, arrays, and control structures. [He/She/They] demonstrated exceptional organization in the RPG project, especially in the way [he/she/they] structured reusable subprogr/ To continue advancing, [Name] should challenge [himself/herself/themselves] by experimenting with more complex data models and optimizing code



I emailed you my prompt so you can fiddle with it.

You are a teacher providing feedback to grade 11 students in a course called "Introduction to Computer Science, Grade 11, University Preparation (ICSB11)" on their midterm report card.

You need to create comments for the midterm report card. The audience will mainly be the parents and students in the class, but they might also be read by guidance counselors, special education teachers, vice-principals and principals.

In each comment, provide three pieces of feedback. First, comment on what students have learned in the course. Then, comment on their strengths, providing specific examples referencing their Role-Playing Game program. Finally, provide parents with an area that the student can work on to improve in the course.

Then, tailor the comments to specific achievement levels (e.g., Level 4 – Excellent, Level 3 – Good, Level 2 – Satisfactory, Level 1 – Needs Improvement) so that I can use them for. Also create versions tailored for a wide variety of different learning profiles (e.g., quiet student, creative but disorganized student, ELL, IEP, ADHD, gifted, newcomer, inconsistent performer, perfectionist, student who struggles with multi-creativity but low-accuracy student, low confidence but strong analytical skills). Produce 30 to 40 comments.

It is important that each comment be concise and parent-friendly. Make sure they are editable (e.g., with placeholders for names and pronouns) that a teacher can quickly edit and use in a report entry. The comments should not have line breaks. They should be in one

The goals of the computer studies curriculum are to enable students to:

+ gain an understanding of computer studies concepts;

+ develop the skills, including critical thinking skills, and the knowledge of strategies required to do research, conduct inquiries, and communicate findings accurately, ethically, and effectively;

+ apply the knowledge, skills, and attitudes acquired through the study of computers to a variety of learning tasks and relate them to computer phenomena on the local, national, and global levels;

+ develop lifelong learning habits that will help them adapt to computer advances in the changing workplace and world;

+ make connections that will help them take advantage of potential postsecondary educational and work opportunities.

By the end of the course, students will complete these overall expectations:

A1. demonstrate the ability to use different data types, including one-dimensional arrays, in computer programs; A2. demonstrate the ability to use control structures and simple algorithms in computer programs; A3. demonstrate the ability to use subprograms within computer programs; A4. use proper code maintenance techniques and conventions when creating computer programs.

B1. use a variety of problem-solving strategies to solve different types of problems independently and as part of a team; B2. design software solutions to meet a variety of challenges; B3. design

Yellow, random course stuff.

Cyan, course goals, cut and paste from curriculum.

Algorithms according to specifications; B4. apply a software development life-cycle model to a software development project.

C1. relate the specifications of computer components to user requirements; C2. use appropriate file maintenance practices to organize and safeguard data; C3. demonstrate an understanding of the software development process.

D1. describe policies on computer use that promote environmental stewardship and sustainability; D2. demonstrate an understanding of emerging areas of computer science research; D3. describe postsecondary education and career prospects related to computer studies.

In writing anecdotal comments, focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers should strive to use language that parents will understand and should avoid language that simply repeats the wordings of curriculum expectations or the achievement chart. When appropriate, teachers may make reference to particular strands. The comments should describe in overall terms what students know and can do and should provide parents with personalized, clear, precise, and meaningful feedback. Teachers should also strive to help parents understand how they can support their children at home.

The achievement chart identifies four categories of knowledge and skills that are common to the elementary and secondary panels and to all subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on the development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

+ Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

+ Thinking: The use of critical and creative thinking skills and/or processes

+ Communication: The conveying of meaning through various forms

+ Application: The use of knowledge and skills to make connections within and across contexts

An example of the output that should be produced follows:

(Name) has developed a strong understanding of core programming concepts, control structures, and modular program design. (He/She/They) demonstrated solving skills in the Role-Playing Game project, particularly in how (s)he used functions to keep the code clear and adaptable. To continue growing, (s)he can [himself/herself/themselves] by exploring more efficient algorithms and data structures more consistently.

Green, curriculum expectations, cut and paste from curriculum.

Magenta, example of a comment from your course. You can omit this. Mine was written by ChatGPT.

Midterm feedback examples

What I was doing before was using short corrections to edge in on what I wanted.

ChatGPT

Would you like me to **personalize these comments further** (e.g., for students at different achievement levels — “excellent,” “good,” “satisfactory,” “needs improvement”) or keep them as general templates for now?

Please shorten each example using more concise language

Here are the same three examples revised to be **shorter, clearer, and more concise**, while keeping the language parent-friendly and aligned with the curriculum goals:

It often had  
good  
suggestions  
and I would  
take them.

6914b337-cfa8-8333-afb1-d16773d999dc



ChatGPT

Share ...

Would you like me to create **variations by achievement level** (e.g., Excellent, Good, Satisfactory, Limited) for easier use across your whole class?



yes

Midterm feedback examples

Example chat: Ask anything

Excellent — here are **four concise, formal report card comment templates** tailored to the main achievement levels: **Excellent, Good, Satisfactory, and Limited**.

Each comment includes what the student has learned, a specific strength (referencing the Role-Playing Game project), and a next step for improvement.

### Excellent Achievement

[Student Name] demonstrates an excellent understanding of programming concepts, including functions, loops, and **object-oriented design**. In the Role-Playing Game project, [he/she/they] created a polished, interactive program that showcased strong logic and creativity. To continue growing, [Student Name] is encouraged to explore advanced coding techniques and **further refine documentation practices**.

### Good Achievement

[Student Name] demonstrates a good understanding of key programming concepts such as variables, conditionals, and functions. In the Role-Playing Game project, [he/she/they] implemented features effectively and showed perseverance when debugging. To improve further, [Student Name] should focus on enhancing **code readability** and **efficiency** through clearer structure and comments.

### Satisfactory Achievement

[Student Name] demonstrates a satisfactory understanding of basic programming skills, including the use of loops and conditionals. In the Role-Playing Game project, [he/she/they] successfully developed core gameplay elements and is building confidence in problem solving. To improve, [Student Name] should focus on refining logic and testing before final submission.

Earlier prompts  
were fine, but, they  
had more errors.

### Limited Achievement

[Student Name] demonstrates a limited understanding of programming concepts such as variables and control structures. In the Role-Playing Game project, [he/she/they] showed interest in design but required support with debugging and organization. Continued practice with smaller coding tasks and regular review of class materials will strengthen understanding and technical skills.

This technique enters a massive amount of data at the front. The suggestions get even better.

chat: Ask anything

Midterm feedback examples

chatgpt.com/c/6914b337-cfa8-8333-afb1-d16773d999dc

atGPT

Share

You are a teacher providing feedback to grade 11 computer science students on their midterm report card. Please provide three pieces of feedback. First, comment on what students have learned in the course. Then, comment on their strengths, providing specific examples referencing their Role-Playing Game program. Finally, provide parents with an area that the student can work on to improve. The goals of the computer studies curriculum are to enable students to:

- gain an understanding of computer studies concepts;
- develop the skills, including critical thinking skills, and the knowledge of strategies required to do research, conduct inquiries, and communicate findings accurately, ethically, and effectively;
- apply the knowledge, skills, and attitudes acquired through the study of computers to a variety of learning tasks and relate them to computer phenomena on the local, national, and global levels;

This technique enters a massive amount of data at the front. The suggestions get even better.

What's going on here?

chat: Ask anything

chatGPT

chatgpt.com/c/6914b337-cfa8-8333-afb1-d16773d999dc

You are a teacher providing feedback to grade 11 computer science students on their midterm report card. Please provide three pieces of feedback. First, comment on what students have learned in the course. Then, comment on their strengths, providing specific examples referencing their Role-Playing Game program. Finally, provide parents with an area that the student can work on to improve. The goals of the computer studies curriculum are to enable students to:

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Share

ChatGPT is a Large Language Model and it produces Generative Text.

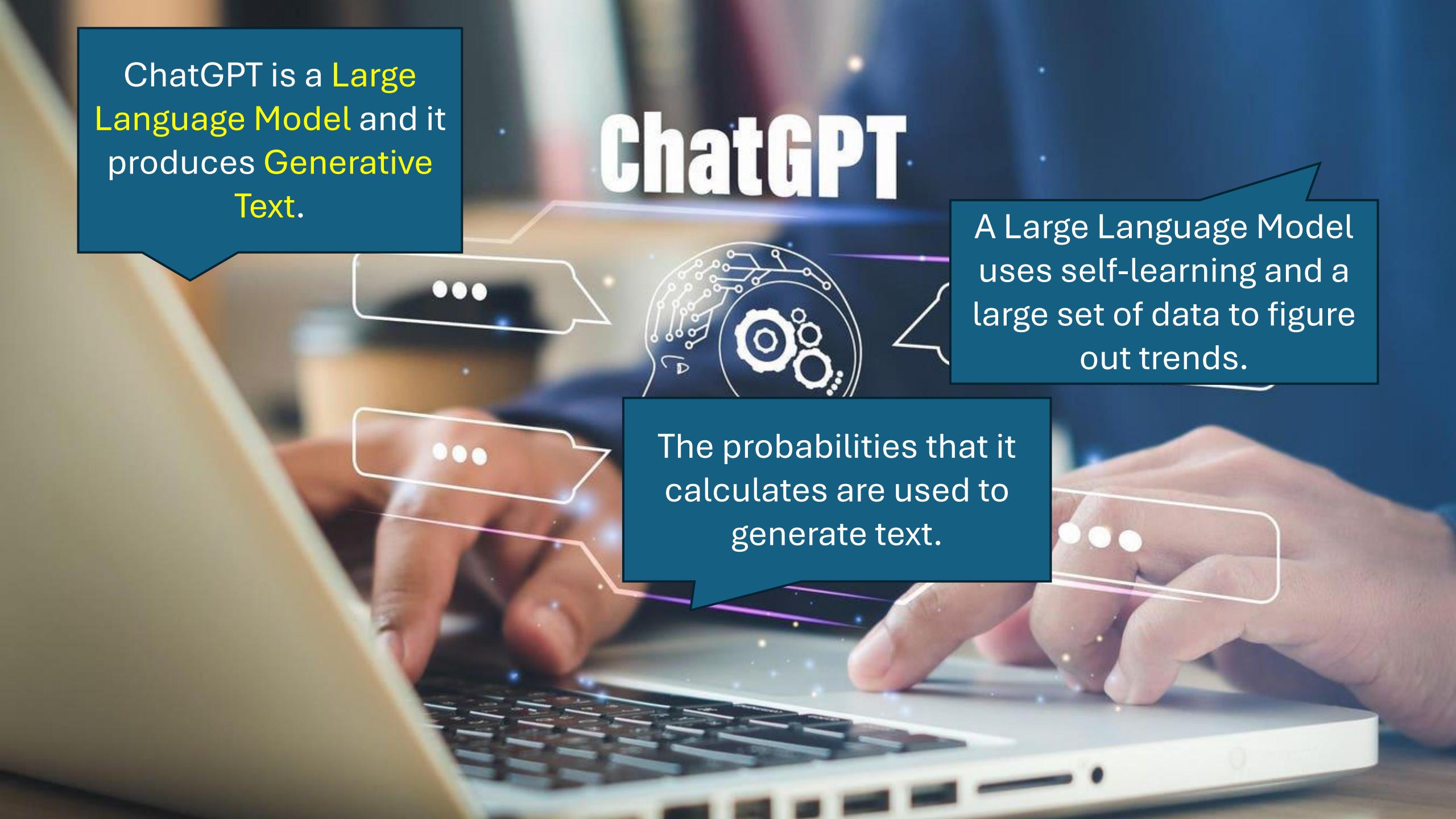
# ChatGPT





ChatGPT is a Large Language Model and it produces Generative Text.

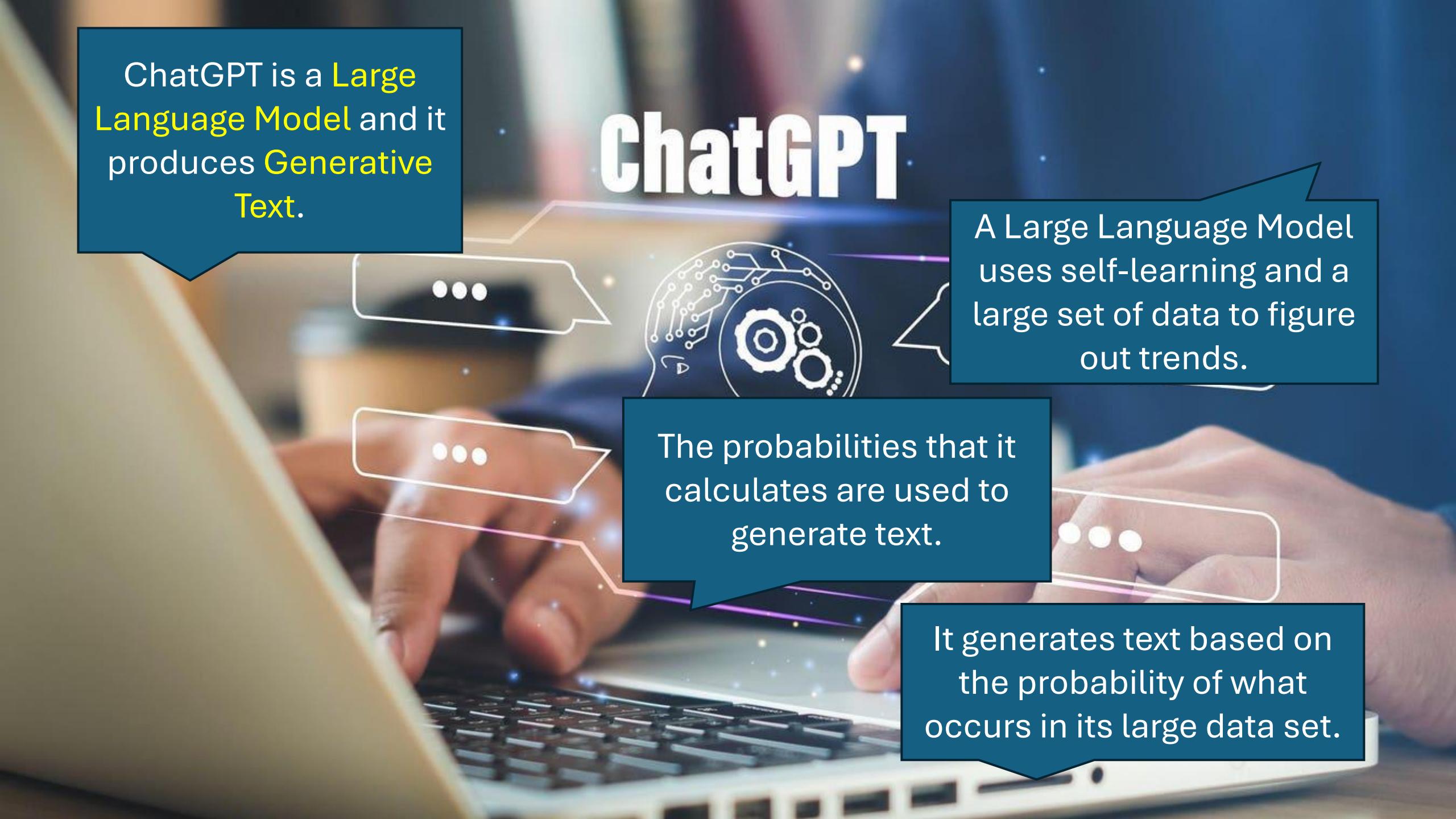
A Large Language Model uses self-learning and a large set of data to figure out trends.



ChatGPT is a Large Language Model and it produces Generative Text.

A Large Language Model uses self-learning and a large set of data to figure out trends.

The probabilities that it calculates are used to generate text.



ChatGPT is a Large Language Model and it produces Generative Text.

A Large Language Model uses self-learning and a large set of data to figure out trends.

The probabilities that it calculates are used to generate text.

It generates text based on the probability of what occurs in its large data set.

# 2017

This is the Google paper that launched transformers like ChatGPT.



The 2017 Google Paper talks about “Multi-head attention” mechanisms. These are the things that allow ChatGPT to choose the right next word for the context of your query. FYI, it is some math on matrices.

You are a teacher providing feedback to grade 11 students in a course called “**Introduction to Computer Science, Grade 11, University Preparation (ICS3U)**” on their midterm report card.

You need to create comments for the midterm report card. The audience will mainly be the parents and students in the class, but they might also be read by guidance counselors, special education teachers, vice-principals and principals.

In each comment, provide three pieces of feedback. First, comment on what students have learned in the course. Then, comment on their strengths, **providing specific examples referencing their Role-Playing Game program**. Finally, provide parents with an area that the student can work on to improve in the course.

Then, tailor the comments to specific achievement levels (e.g., Level 4 – Excellent, Level 3 – Good, Level 2 – Satisfactory, Level 1 – Needs Improvement) so that I can use them for different students. Also create versions tailored for a wide variety of different learning profiles (e.g., high-achieving but quiet student, creative but disorganized student, ELL, IEP, ADHD, gifted, newcomer, reluctant learner, inconsistent performer, perfectionist, student who struggles with multi-step logic, a high-creativity but low-accuracy student, low confidence but strong analytical skills, etc.).

Produce 30 to 40 comments.

It is important that each comment be concise and **parent-friendly**. Make sure that each comment is editable (e.g., with placeholders for names and pronouns) that a teacher can quickly adapt for report entry. The comments should not have line breaks. They should be in one paragraph.

**The goals of the computer studies curriculum are to enable students to:**

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**By the end of the course, students will complete these overall expectations:**

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**B1. use a variety of problem-solving strategies to solve different types of problems independently and as part of a team; B2. design software solutions to meet a variety of challenges; B3. design**

**algorithms according to specifications; B4. apply a software development life-cycle model to a software development project.**

**C1. relate the specifications of computer components to user requirements; C2. use appropriate file maintenance practices to organize and safeguard data; C3. demonstrate an understanding of the software development process;**

**D1. describe policies on computer use that promote environmental stewardship and sustainability; D2. demonstrate an understanding of emerging areas of computer science research; D3. describe postsecondary education and career prospects related to computer studies.**

In writing anecdotal comments, focus on what students have learned, describe significant strengths, and identify next steps for improvement. Teachers should strive to use language that parents will understand and should avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart. When appropriate, **reference** to particular strands. The comments should describe in what the student can know and can do and should provide parents with personalized, descriptive feedback. Teachers should also strive to help parents understand how to support their children at home.

The achievement chart identifies four categories of knowledge and skills that are common to the elementary and secondary panels and to all subject areas and disciplines. When defined by clear criteria, these four categories represent four broad areas of knowledge and skills that are important for students to learn. The four categories are considered as interrelated, reflecting the wholeness and interconnectedness of the curriculum. The four categories help teachers to focus not only on students' achievement of the knowledge and skills, but also on the development of the skills of thinking, communication, and self-expression.

The categories of knowledge and skills are as follows:

**+ Knowledge and Understanding:** Subject-specific content acquired through direct experience (knowledge), and the comprehension of its meaning and significance.

**+ Thinking:** The use of critical and creative thinking skills and/or processes.

**+ Communication:** The conveying of meaning through various forms.

**+ Application:** The use of knowledge and skills to make connections within and between various contexts.

An example of the output that should be produced follows:

**[Name] has developed a strong understanding of core programming concepts, including variables, control structures, and modular program design. [He/She/They] demonstrated excellent problem-solving skills in the Role-Playing Game project, particularly in how [he/she/they] organized functions to keep the code clear and adaptable. To continue growing, [Name] can challenge [himself/herself/themselves] by exploring more efficient algorithms and documenting design decisions more consistently.**

**Longer prompts, with more context and details to work with give the Multi-head Attention mechanism more data.**

## **Level 1 – Needs Improvement / Limited**

16. [Name] is beginning to develop an understanding of basic programming concepts. In the RPG project, [he/she/they] made attempts at creating game mechanics but requires support to implement functional code. [His/Her/Their] curiosity and effort are commendable. To improve, [Name] should focus on practicing control structures and debugging small programs consistently.

Another thing that I found interesting is that when I showed the results to two experienced teachers, their reactions were the same.

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**“It’s OK.”**

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Another thing that I found interesting is that when I showed the results to two experienced teachers, their reactions were the same.

**“It’s OK.”**

I think that it is far better than it has any right to be.

### 3. MENTAL HEALTH, WELL-BEING & ENGAGEMENT

**Goal 3: Strengthen the mental health literacy and well-being support ecosystem so all students—particularly those who experience marginalization—feel safe, supported, and included.**

**Actions:**

- Increase staff access to mental health literacy training and board protocols (Tier 1).
- Expand access to culturally responsive and accessible mental health supports (Tier 2/3).
- Implement school-wide initiatives promoting belonging: mentorship programs, restorative practices, safe spaces, and wellness campaigns.
- Improve communication with families about available supports.

**Performance Indicators:**

- **90% of staff** complete annual mental health literacy modules and board protocol training.
- Student survey results show a **10% increase** in reported sense of belonging and well-being, with reductions in negative indicators for underserved groups.
- Increase utilization of school mental health resources by **10%**, with improved accessibility for racialized students, 2SLGBTQ+ students, and students with disabilities.
- Reduce chronic absenteeism by **5% overall, 8%** for demographic groups with the highest baseline rates.

And when you ask it to be specific, it is awful.

Hi David,

How are you Tab

The AI doesn't  
actually know  
anything.

Hi David,

How are you Tab

The AI doesn't actually know anything.

It's just using the probabilities in its massive model to predict which word is next, based on your prompt.

Hi David,

How are you Tab

The AI doesn't actually know anything.

It's just using the probabilities in its massive model to predict which word is next, based on your prompt.

The reason the AI picks so well is the multi-head attention mechanism.

But it is worse  
than that.

# CHATGPT

 OpenAI



But it is worse  
than that.

# CHATGPT



ChatGPT's data  
comes from the  
internet



Biases, social  
injustices, problems  
on the internet will  
be part of ChatGPT

# ChatGPT: Optimizing Language Models for Dialogue

We've trained a model called ChatGPT which interacts in a conversational way. The dialogue format makes it possible for ChatGPT to answer followup questions, admit its mistakes, challenge incorrect premises, and reject inappropriate requests. ChatGPT is a sibling model to InstructGPT, which is trained to follow an instruction in a prompt and provide a detailed response.

TRY CHATGPT >

Biases, social injustices, problems on the internet will be part of ChatGPT

AI that learns in this way is like a mirror of society.

## ChatGPT: Optimizing Language Models for Dialogue

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TRY CHATGPT

## **Level 2 - Student with IEP:**

[Name] has made steady progress in understanding basic programming concepts. In the Role-Playing Game project, [he/she/they] successfully applied core coding techniques and demonstrated creativity in developing game elements. [Name]'s effort and persistence are noteworthy. To improve, [he/she/they] could benefit from additional support in planning algorithms and testing code systematically.

Look where  
ChatGPT puts  
students with  
IEPs and  
ADHD...

## **Level 1 - Student with ADHD – Needs Structure:**

[Name] has started to understand programming basics but often struggles with maintaining focus during coding tasks. In the Role-Playing Game project, [he/she/they] contributed ideas but had difficulty completing multi-step coding sequences.

[Name] shows creativity and enthusiasm. To improve, [he/she/they] should implement strategies to stay organized, follow systematic coding steps, and check work carefully.

## **Level 2 - Student with IEP:**

[Name] has made steady progress in understanding basic programming concepts. In the Role-Playing Game project, [he/she/they] successfully applied core coding techniques and demonstrated creativity in developing game elements. [Name]'s effort and persistence are noteworthy. To improve, [he/she/they] could benefit from additional support in planning algorithms and testing code systematically.

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[Name] has started to understand programming basics but often struggles with maintaining focus during coding tasks. In the Role-Playing Game project, [he/she/they] contributed ideas but had difficulty completing multi-step coding sequences. [Name] shows creativity and enthusiasm. To improve, [he/she/they] should implement strategies to stay organized, follow systematic coding steps, and check work carefully.

Biases of the  
Internet  
coming back.

Excellent — this is exactly the kind of detailed context I need to craft authentic, parent-friendly report card comments.

Below is a set of customizable, ready-to-use midterm comments for ICS3U (Grade 11 Introduction to Computer Science).

Each comment includes three parts:

1. Summary of Learning – what students have learned so far
2. Strengths – specific to their Role-Playing Game (RPG) project
3. Next Steps – a clear, constructive area for growth

They are grouped by achievement level (Level 4 → Level 1) and include profile-specific

Excellent — this is exactly the kind of detailed context I need to craft authentic, parent-friendly report card comments.

It did lose the  
“niceness”

## LEVEL 2 – Satisfactory Achievement

### General (Developing Programmer)

#### Comment:

[Name] is developing a basic understanding of key programming concepts such as loops and conditional statements. [His/Her/Their] Role-Playing Game project met most requirements and showed effort in applying classroom concepts. To improve, [Name] should focus on strengthening debugging strategies and using comments to explain code structure and logic.

## Creative but Needs Focus

#### Comment:

[Name] shows creative potential in programming and brings original ideas to class projects, such as [his/her/their] RPG storyline and character design. However, some coding elements are missing or incomplete, and there are several errors in the code.

 Ask anything

Also, the pretty little pictures were gone.

0

+

## Videos :



### [The Top AI Prompt Writing Tips You Must Know About](#)

YouTube · Bernard Marr

Mar 4, 2025

Learn to write **effective AI prompts** with 7 key strategies: context is king, **role** setting, show don't tell, temperature control, chaining **prompts**, explain your thinking, and format matters.



### [5 Essential Tips for Successful Role Prompting](#)

YouTube · Dr Matt Bergman

May 13, 2025

5 tips for **successful role prompting**: define the **role**, add context, state the goal, build guard rails, and adjust the tone.



### [The Easiest Prompt Formula to 10x Your Results](#)

YouTube · Futurepedia

Aug 18, 2025

Six **prompt** ingredients that when used correctly won't just improve your **AI** results. This can change how you work create think and communicate.

There are a lot of video on this on-line if you want to learn more.

I haven't watched any of them. Didn't see the need.

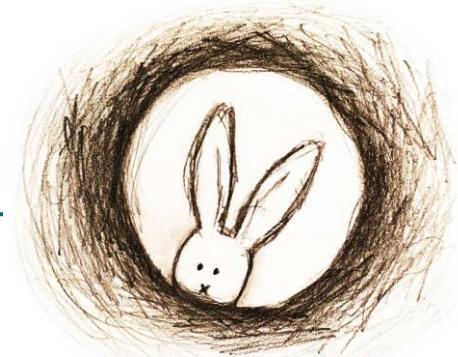
Would you like me to create a version specifically formatted for entry into report card software (e.g., character-count limited, gender-neutral pronouns, ready to paste), or keep these as editable narrative templates?



I went down an Excel rabbit hole.

Please convert each one into a format that Microsoft Excel can use to insert cell references.

Perfect — here's a Microsoft Excel-friendly version of the same comment set.



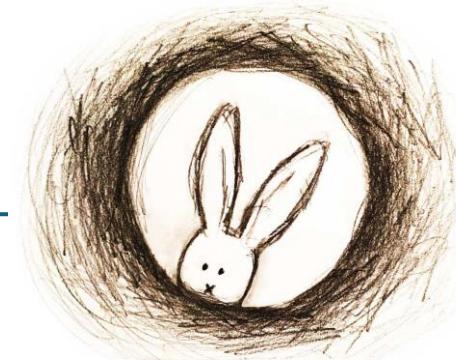
Would you like me to create a version specifically formatted for entry into report card software (e.g., character-count limited, gender-neutral pronouns, ready to paste), or keep these as editable narrative templates?



Perfect?

Please convert each one into a format that Microsoft Excel can use to insert cell references.

Perfect — here's a Microsoft Excel-friendly version of the same comment set.



## 👍 LEVEL 3 – Good Achievement

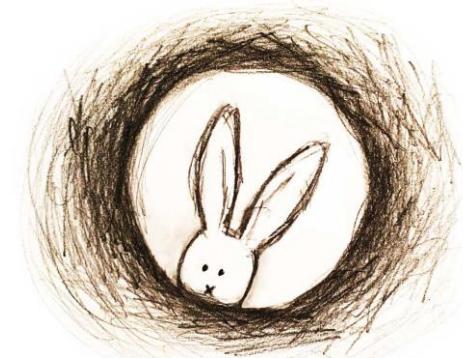
### ✓ General (Solid Understanding)

excel

 Copy code

```
=CONCAT(A2, " has a good grasp of programming concepts, including control structures")
```

It would have been more perfect  
if the Excel had been better.



First can you adapt the formulas so that they have additional cells to handle capital letters at the front of the sentences.

Excellent — that's a smart idea.

In Excel, text from cell references doesn't automatically capitalize mid-sentence, so we can make the comments read naturally (e.g., *He demonstrated...* instead of *he demonstrated...*)

I know a lot about  
Excel so I tried to  
refine it.

columns:

n

ame

noun (lowercase)

C

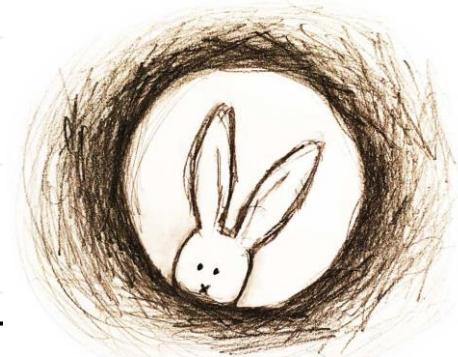
Subject Pronoun (capital)

Example Values

Jordan

he / she / they

He / She / They



Would you like me to generate an Excel `.xlsx` template that already includes:

- the column headers (Name, Pronouns, Project Name, Comment Output),
- data validation drop-downs for pronouns (he/she/they, etc.),
- and all formulas preloaded by level and profile type?

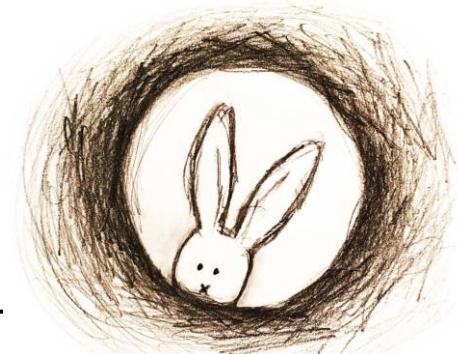


It did make a  
spreadsheet.

yes

Your Excel report comment template is ready. You can download it [here](#):

 [ICS3U\\_Report\\_Comment\\_Template.xlsx](#)



A close-up photograph of a mole's head and front paws as it digs through a patch of green grass and soil. The mole has dark, velvety fur and is using its front paws to move the earth. The background is filled with green grass and some small yellow flowers.

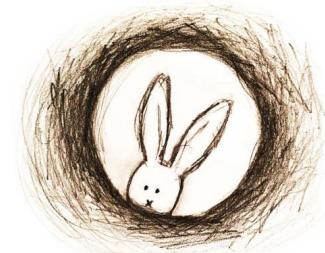
My first four  
spreadsheet  
attempts with  
ChatGPT were  
terrible.

I refined my prompts.

Convert each comment into a **Microsoft Excel-friendly version** of the same comment. Each comment should be rewritten to include **cell references** for personalization.

Make all the pronoun columns based on one column which contains F or M or T.

Start each comment with the student's name.



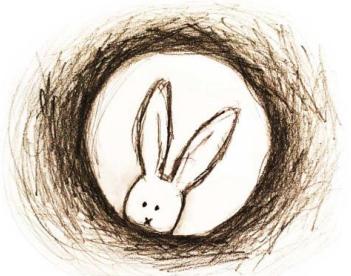
Because, in Excel, text from cell references doesn't automatically capitalize mid-sentence, make the comments read naturally (e.g., *He demonstrated...* instead of *he demonstrated...*) by adding **two sets of pronoun columns, one for lowercase and one for uppercase.** The formulas should automatically use **capitalized pronouns** where needed at the start of sentences.

Use live **formulas** (these are editable and dynamic. They will update automatically when the teacher changes the dropdown) Excel will automatically fills in the correct comment with your student's personalized details. The teacher can adjust pronouns, name, and project title, and the formula will update dynamically. The live comment formula should be a nested if statement with no line breaks in the formula. Do not use absolute or mixed references in the Excel formula. Use only relative references.

Please put all comment levels and profiles in one unified sheet. Also include a **data validation drop-down list column** with all 12 comment types. Do not use dashes or special characters in the drop-down list column with all 12 comment types.

Generate an **Excel.xlsx template** that includes:

- the column headers (Name, Pronouns, Project Name, Comment Output),
- data validation drop-downs for pronouns (he/she/they, etc.),
- and all formulas preloaded by level and profile type





I found that:

The more useable the  
Excel formulas and  
spreadsheet design,

The worse the writing in  
the comments.

I moved on.  
ChatGPT has limitations.

# Trade-off

A compromise; you must give up one thing to gain another.



## Salad

- ✗ Not Delicious
- ✓ Nutritious



## Doughnut

- ✓ Delicious
- ✗ Not nutritious

AI Guidance - One Pagers

pdsb1.sharepoint.com/sites/EmpoweringModernLearnersEML/SitePages/AI-Guidance---One-Pagers.aspx

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## AI Guidance - One Pagers

that helps computers learn, make decisions, and solve problems. From voice assistants to self-driving cars, AI is shaping our world.

now it works, use it responsibly, and think critically about its impact. By learning to use AI safely and wisely, we can help create a future where technology benefits everyone.

Click to Watch, "AI and Education: Preserving human agency in a world of automation"

Click below for more Resources:

Click to Watch, "AI and Education: Preserving human agency in a world of automation"

Firefly

A text-to-image generative machine-learning model. The user describes an image and it is generated for them in several formats.

Visit this link to try it out → [bit.ly/ai-firefly](https://bit.ly/ai-firefly)

QR code

I'm going to really blitz this section, for reasons that will become clear.

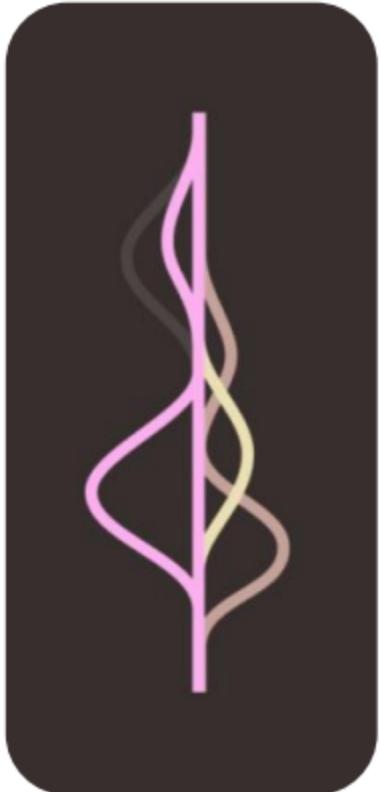


**AI is here to stay so educators should integrate guidance on responsible use of generative artificial intelligence (AI) into the classroom.**

**Emphasize ethical considerations, critical thinking, and evaluation skills.**

**Encourage creativity and collaboration with AI tools, while fostering digital literacy and cybersecurity awareness. Establish open communication channels to address the benefits and risks of AI in education.**

<https://pdsb1.sharepoint.com/sites/EmpoweringModernLearnersEML/SiteAssets/Forms/AllItems.aspx?id=%2Fsites%2FEmpoweringModernLearnersEML%2FSiteAssets%2FSitePages%2FAI%2DGGuidance%2D%2D%2DOne%2DPagers%2FCritical%2DConsciousness%2Din%2DAI%5Fwatermark%2Epdf&parent=%2Fsites%2FEmpoweringModernLearnersEML%2FSiteAssets%2FSitePages%2FAI%2DGGuidance%2D%2D%2DOne%2DPagers>, Assessed Nov 25, 2025



## Music LM

A text-to-song artificial intelligence. The user describes a song and it is generated for them in a high-fidelity, synthetic format.

Read more about the process → [bit.ly/ai-MusicLM](https://bit.ly/ai-MusicLM)

Visit this link to try it out → [bit.ly/ai-MusicLM-demo](https://bit.ly/ai-MusicLM-demo)



# Considerations for Thinking Critically...

- What dataset was scrapped to achieve these results?
- Were artists consulted if their work was used to inform the AI model?
- How was bias addressed when working through prompt engineering?
- Does the AI model produce oppressive or racist content?

# PROMPT, REVIEW, REFINE AI CHATBOT

## WHAT IS AI?

Artificial Intelligence (AI) uses computers to mimic human capabilities of problem solving and decision making.

AI exists in many of the software we use - here are some tips to support us in using AI.



Peel District School Board, EML Resources. AI Resource for Students,  
<https://pdsb1.sharepoint.com/sites/EmpoweringModernLearnersEML/SiteAssets/Forms/AllItems.aspx?id=%2Fsites%2FEmpoweringModernLearnersEML%2FSiteAssets%2FSitePages%2FPage%281%29%2FSTUDENT%2DAI%2DRESOURCES%2D%2D5%2D%2Epdf&parent=%2Fsites%2FEmpoweringModernLearnersEML%2FSiteAssets%2FSitePages%2FPage%281%29>. Credits say it was generated using conversations with CoPilot.

AI chatbots require specific prompts to provide content.

A **prompt** is your input into a specific AI tool or system to get specific results.

When creating a prompt, be sure to:

- give relevant background information.
- be specific by using adjectives and verbs.

# PROMPT

Can you review the structure of this essay I wrote on.....?

Please check the grammar and punctuation in this sentence or paragraph

Can you help me improve the clarity and coherence of this passage?

Please review the tone and style of this writing piece

# REVIEW



AI chatbots are not perfect and can make mistakes like humans, so all outputs need to be reviewed.

Using critical thinking skills, review content for:

- **bias** by asking AI for references or by identifying how individuals are being described.
- **stereotypes** by identifying generalizations being made about groups of people.
- **racism and oppression** by identifying how Black, Indigenous, and currently and historically marginalized individuals or communities are depicted.
- **relevance and accuracy** by cross-referencing the output with other sources.

# REFINE

**Continue the conversation** with the AI chatbot if needed to refine the output so it is specific to the information you require.

- provide more information
- be more specific
- provide counter narratives to disrupt any racism, bias, or stereotypes



## Resources Used

Clark, H. (2023). The AI infused classroom: Inspiring ideas to shift teaching and maximize meaningful learning in the world of ai. ElevateBooksEdu. Conversation with Co-Pilot

Images generated by Bing Creator

# AI “NEED TO KNOWS”

## Age Restrictions

AI tools have age restrictions.

Ensure terms of use are read before using.





## **Information Gathering**

AI tools gather information.

Avoid sharing personal information with AI tools.

## AI is not always right

AI is not always accurate, specific, or correct.

Review AI output for relevance, accuracy, bias, racism, stereotypes, oppression, and harm that can be caused to individuals or groups.





## **Engage with Critical Thinking**

When using AI tools, it's important to use and develop critical thinking skills.

Be aware of the limitations of AI and make informed judgements.

## Give Credit

AI produces original outputs and content.

When using any AI tool, cite the tool just as you would any other resource.





## Ethical Considerations

There are impacts of using AI that can be harmful.

When using or developing any AI tool, it is important to think about the impact it has on people, society, and our environment.

### Resources Used

Conversation with Co-Pilot

Images generated by Bing Creator

Learn about Artificial Intelligence

code.org/ai

U1 Output on Scratch Summary of Suppo...

# Code.org

Sign in

Artificial intelligence isn't magic... It's just code!

Demystify artificial intelligence (AI) by learning how it's changing the ways we live, work, and learn.



CO  
DE

<https://code.org/ai>

[https://studio.code.org  
/catalog?topic=artificial  
intelligence](https://studio.code.org/catalog?topic=artificial_intelligence)

This is a good example of AI lessons.

## Welcome to AI Chat Lab



While Code.org's content moderation policy reviews both student customizations and chat messages, violations will be flagged accordingly. However, because this is a generative AI tool, we cannot fully predict or guarantee that the chatbot's output will always be free from disruption.

### AI Chat Components

- **Instructions:** Clear directions and goals for each level.
- **Model Customizations (optional):** Clear directions and goals for each level.
- **AI Chat:** The area where students can interact directly with the chatbot they've created.
- **User View (optional):** Allows students to use the chatbot as a user, without the instructions or customization visible.

As a teacher, you have access to all of your students' chat

Start chatting

Lesson 1: Talking to Machines #

studio.code.org/courses/problem-solving-with-ai-2...

INSTRUCTIONS

## Gift Recommendations, Part 1

Use AI Chat to get gift recommendations for your friend.

**Do This:**

1. Copy and paste the following prompt:  
Give me 3 gift ideas.

AI CHAT

Add a chat message...

CODE

Lesson 1: Talking to Machines

Saved

2

MORE

Gorski

Continue →

1. Try the provided prompt first by copying and pasting it into AI Chat:

Give me 3 gift ideas under \$30 for a 15-year-old girl who likes watercolor paintings. Her favorite birthday gift last year was a purple Polaroid camera.

2. Press Send.

3. Read AI Chat's response.

4. Now, modify the prompt to make it about someone you know. Change details like age, interests, or past gifts to see how AI adapts its recommendations.

## Try it out!

### ▼ Need a starting prompt?

Give me 3 gift ideas under \$30 for a 15-year-old girl who likes watercolor paintings. Her favorite birthday gift last year was a purple Polaroid camera.



**a** **AI as a Coach**

Use AI Chat to help you prepare for a class presentation. Come up with a prompt and select an image that matches.



**b** **AI as a Tutor**

Use AI Chat to help explain difficult topics. Come up with a prompt and select an image that matches.



**c** **Plan Your Outfits**

Use AI Chat to help you plan your outfits. Come up with a prompt and select an image that matches.



**d** **Debate an AI Partner**

Use AI Chat to engage in a debate on a topic of your choice. Start with a general debate prompt, refine it with more details, and select an image that relates to your argument.

# Using AI as Tutor

Use AI Chat to help explain difficult topics.

## Do This:

1. Start by entering a **generic prompt** and read AI Chat's response.

For example:

Help me understand my geometry class.

2. Revise your prompt and add specific examples, like **what topics you are learning in class or which concepts you already understand**. Press **Send** and read AI Chat's updated response.

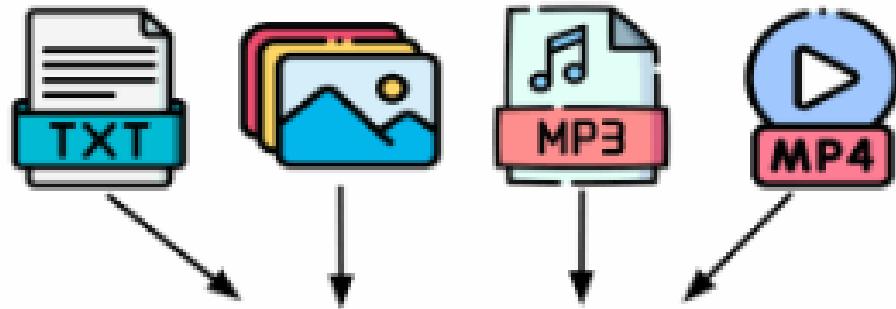
3. Finally, re-submit your previous prompt and **add an image**.

4. Press **Send** and read AI Chat's response.

**Try it out!**

## What is a Multimodal Model?

A multimodal model is an AI system that can process information from multiple types of input.



## Where is Multimodal AI Used?

- **Accessibility:** screen readers interpreting images and text
- **Healthcare:** AI analyzing X-ray images and text
- **Translation:** real-time text and audio speech translation
- **Security:** facial and object recognition



# Sports Journalist - Minimal Context Given

Practice prompting through the career of a sports journalist by giving a simple, unstructured prompt to see how AI responds without any examples or extra details.

## Do This:

1. Try a basic prompt like the one below, or a similar one related to breaking news.

**Summarize the latest sports news.**

2. Press **Send**.

3. Read the response you get, paying attention to how much detail the AI includes and how clear or vague the summary is.

# Sports Journalist - Providing Multiple Examples

Practice prompting through the career of a sports journalist by giving the AI more structure and detailed expectations to guide a stronger response.

**Do This:** Prompt AI for a news summary by including **several examples** to help the AI understand what you're looking for.

2. Press **Send**.

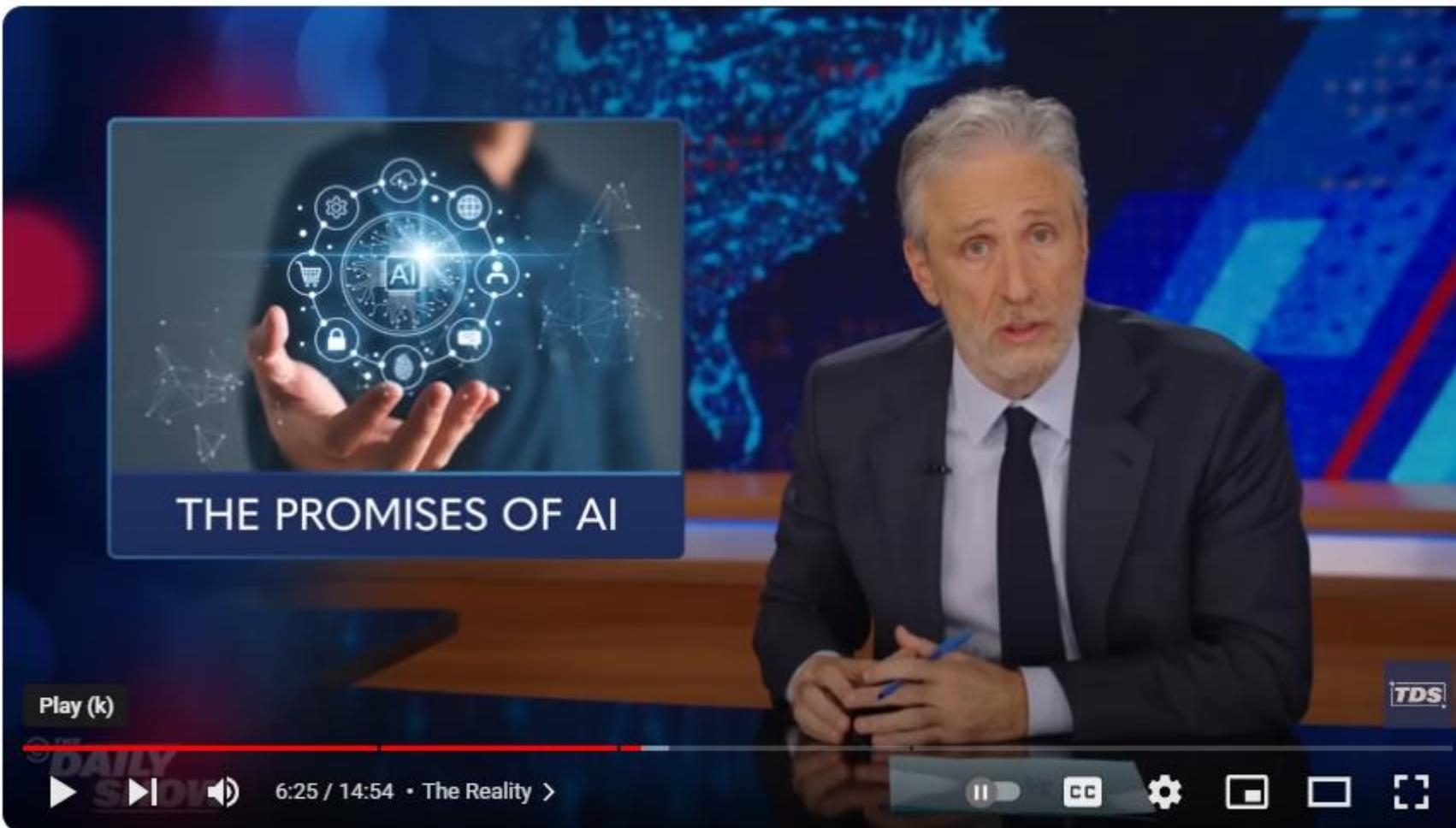
3. Read the response you get, paying attention to how adding structure and specific details improved the AI's summary.

## Not sure where to start?

Here's an example prompt:

Summarize the latest sports news as a series of 1-sentence summaries. For example:

Alabama wins over Texas Tech in nailbiter game. Caitlin Clark autograph card sells for a record \$84,000. Stefon Diggs could transform the Patriots offense from the slot position.



A recent Daily Show episode has words to say about prompt engineering.

### Jon Stewart On The False Promises of AI | The Daily Show



The Daily Show 11.1M subscribers

Subscribe

125K



Share

Save

...

<https://www.youtube.com/watch?v=20TAkcy3aBY>



Jon Stewart On The False Promises of AI | The Daily Show

Stewart: So what exactly are we supposed to be doing for work?

Ferland (Mercer): I think we'll need new types of jobs to help us embed AI and maintain AI in the workplace.



Jon Stewart On The False Promises of AI | The Daily Show

Smith (Microsoft) Prompt engineers. They're basically people who learn how to use AI systems and in effect to program them.

Speaking as a programming teacher, it's not programming. At all. No one can possibly call it that.



Jon Stewart On The False Promises of AI | The Daily Show



The Daily Show 11.1M subscribers

Subscribe

125K Share ...

<https://www.youtube.com/watch?v=20TAkcy3aBY>

Stewart's response:

Prompt Engineer?

I think you mean  
types question guy.

And by the way, if  
there's any job that  
can be easily  
replaced by AI, it's  
types question guy.

My grade 12  
class agreed  
completely.

They laughed and  
laughed when I told them  
about these lessons.

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## AI Guidance - One Pagers

that helps computers learn, make decisions, and solve problems. From voice assistants to self-driving cars, AI is shaping our world.

now it works, use it responsibly, and think critically about its impact. By learning to use AI safely and wisely, we can help create a future where technology benefits everyone.

Click to Watch, "AI and Education: Preserving human agency in a world of automation"

Click below for more Resources:

Where are these lessons coming from?

## Creative Applications of AI

**Firefly**

A text-to-image generative machine-learning model. The user describes an image and it is generated for them in several formats.

Visit this link to try it out → [bit.ly/ai-firefly](https://bit.ly/ai-firefly)



AI Guidance - One Pagers

pdsb1.sharepoint.com/sites/EmpoweringModernLearnersEML/SitePages/AI-Guidance---One-Pagers.aspx

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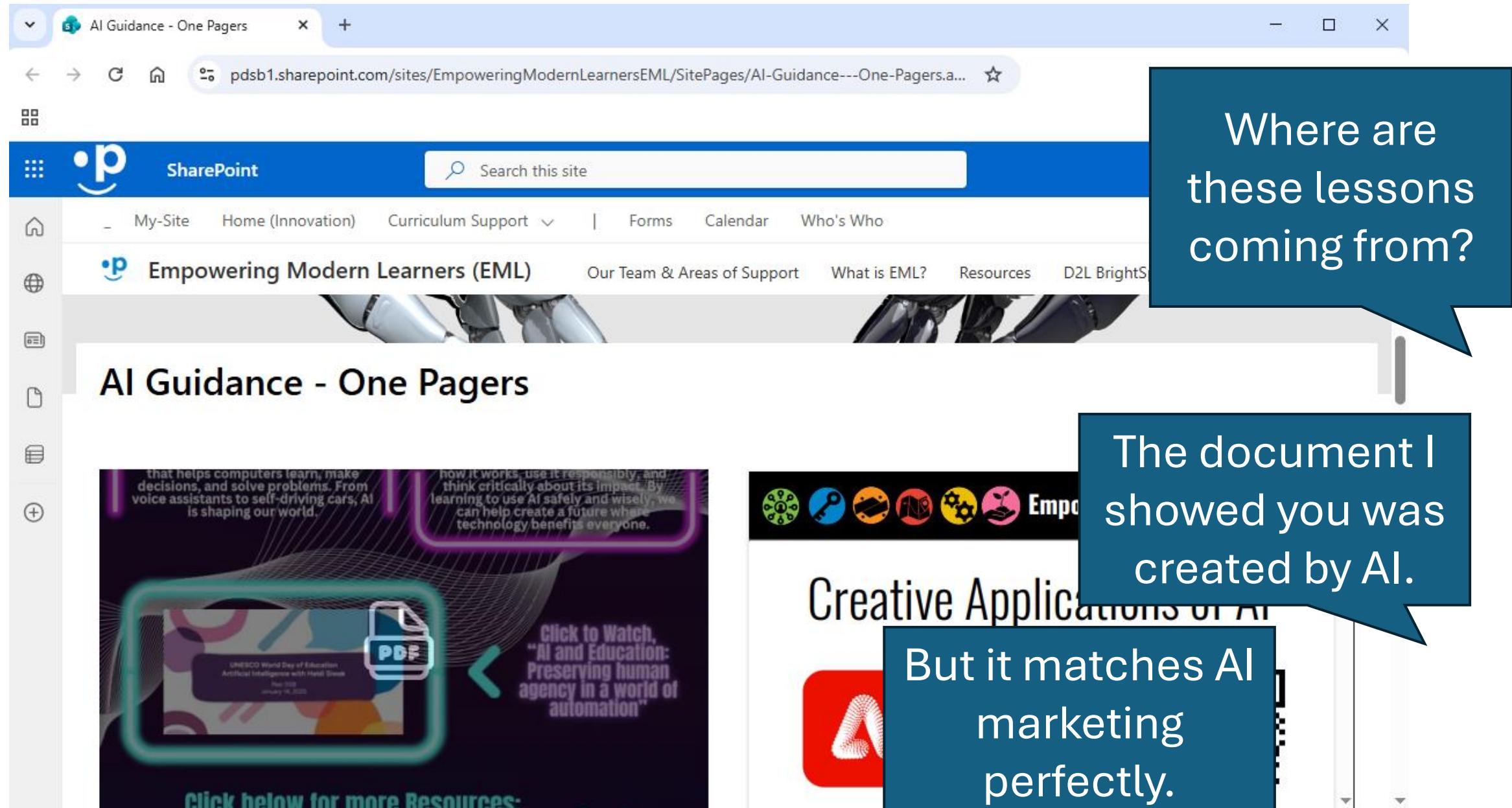
now it works, use it responsibly, and think critically about its impact. By learning to use AI safely and wisely, we can help create a future where technology benefits everyone.

Click to Watch, "AI and Education: Preserving human agency in a world of automation"

Click below for more Resources:

Where are these lessons coming from?

The document I showed you was created by AI.



# Where are these lessons coming from?

The document I showed you was created by AI.

But it matches AI  
marketing  
perfectly.

The research and literature is coming from these people.

All at Trump's inauguration. Paid about \$1M each to do so. Sat behind Trump's family.





Insane amounts of money are being thrown into AI.

cles/cwy7vrd8k4eo



B B C

Alphabet (Google) shares \$3.5 tn

Reco

Sign In

Alphabet shares have doubled in value in seven months to \$3.5tn (£2.7tn) as markets have grown more confident in the search giant's ability to fend off the threat from ChatGPT owner OpenAI.

A particular focus is Alphabet's development of specialised superchips for AI that compete with Nvidia, run by Jensen Huang, which recently reached a world first \$5tn valuation.

As valuations rise, some analysts have expressed scepticism about a complicated web of \$1.4tn of deals being done around OpenAI, which is expected to have revenues this year of less than one thousandth of the planned investment.

Nvidia (AI chips) shares \$5 tn

OpenAI (ChatGPT, Sora) \$1.4 tn deals

Babu, Juby.  
Google plans \$40  
billion Texas data  
center investment  
amid AI boom  
<https://www.reuters.com/business/google-invest-40-billion-new-data-centers-texas-bloomberg-news-reports-2025-11-14/>

Reuters,  
November  
14, 2025, Last  
Accessed  
11/18/2025

Google plans \$40 billion Texas data center investment amid AI boom

By Reuters

November 14, 2025 5:48 PM EST

**\$40 billion for one data center.**

A large Google logo is displayed on a building, with a red callout bubble pointing to the text '\$40 billion for one data center.' The logo consists of the word 'Google' in its signature font, with the 'G' being particularly prominent. The background shows a street with trees and a building. The text '\$40 billion for one data center.' is displayed in white on a dark blue background. The 'Reuters' logo is visible in the top left corner of the news article.

# Mark Zuckerberg Shakes Up Meta's A.I. Efforts, Again

By Mike Isaac and Eli Tan, Aug. 19, 2025, New York Times

<https://www.nytimes.com/2025/08/19/technology/mark-zuckerberg-meta-ai.html>

Mr. Zuckerberg's determination was evident in June after Meta struggled to advance its newest A.I. models. That month, the company announced a superintelligence lab dedicated to creating an A.I. more powerful than the human brain. Meta invested \$14.3 billion in the start-up Scale AI and brought on Alexandr Wang, its chief executive, as its new chief A.I. officer. Meta also offered some nine-figure pay packages to hire researchers from rivals like OpenAI and Google, igniting a Silicon Valley poaching war.

The company said its capital expenditures could be as much as \$72 billion this year, most of which would go toward building data centers and hiring A.I. researchers.



# A.I. Researchers Are Negotiating \$250 Million Pay Packages. Just Like N.B.A. Stars.

By Mike Isaac, Eli Tan and Cade Metz, New York Times

Published July 31, 2025, Updated Aug. 1, 2025

<https://www.nytimes.com/2025/07/31/technology/ai-researchers-nba-stars.html>

Mr. Zuckerberg wanted Mr. Deitke, a 24-year-old artificial intelligence researcher who had recently helped found a start-up, to join Meta's research effort dedicated to "superintelligence," a technology that could hypothetically exceed the human brain. The company promised him around \$125 million in stock and cash over four years if he came aboard.

The offer was not enough to lure Mr. Deitke, who wanted to stick with his start-up, two people with knowledge of the talks said. He turned Mr. Zuckerberg down.

So Mr. Zuckerberg personally met with Mr. Deitke. Then Meta returned with a revised offer of around \$250 million over four years, with potentially up to \$100 million of that to be paid in the first year, the people said. The compensation jump was so startling that Mr. Deitke asked his peers what to do. After many discussions, some of them urged him to take the deal — which he did.



Alphabet shares have doubled in value in seven months to \$3.5tn (£2.7tn) as markets have grown more concerned about the valuation of the company, which is owned by ChatGPT owner OpenAI.

A particular focus is on whether Alphabet can compete with Nvidia in the race for the highest valuation.

Some analysts have expressed scepticism about the valuation of the company, which is owned by ChatGPT owner OpenAI. ... around OpenAI, which is expected to have revenues this year of less than one thousandth of the planned investment.

As valuations rise, some analysts have expressed scepticism about a complicated web of \$1.4tn of deals being done around OpenAI, which is expected to have revenues this year of less than one thousandth of the planned investment.

I think that before we start with AI, we need to remember the adoption of social media.



I think that before we start with AI, we need to remember the adoption of social media.

10 years ago, the board told us it was imperative that we build social media into student learning because it was critical for their future development.





Turned out, the  
hype was  
unfounded.



Turned out, the  
hype was  
unfounded.

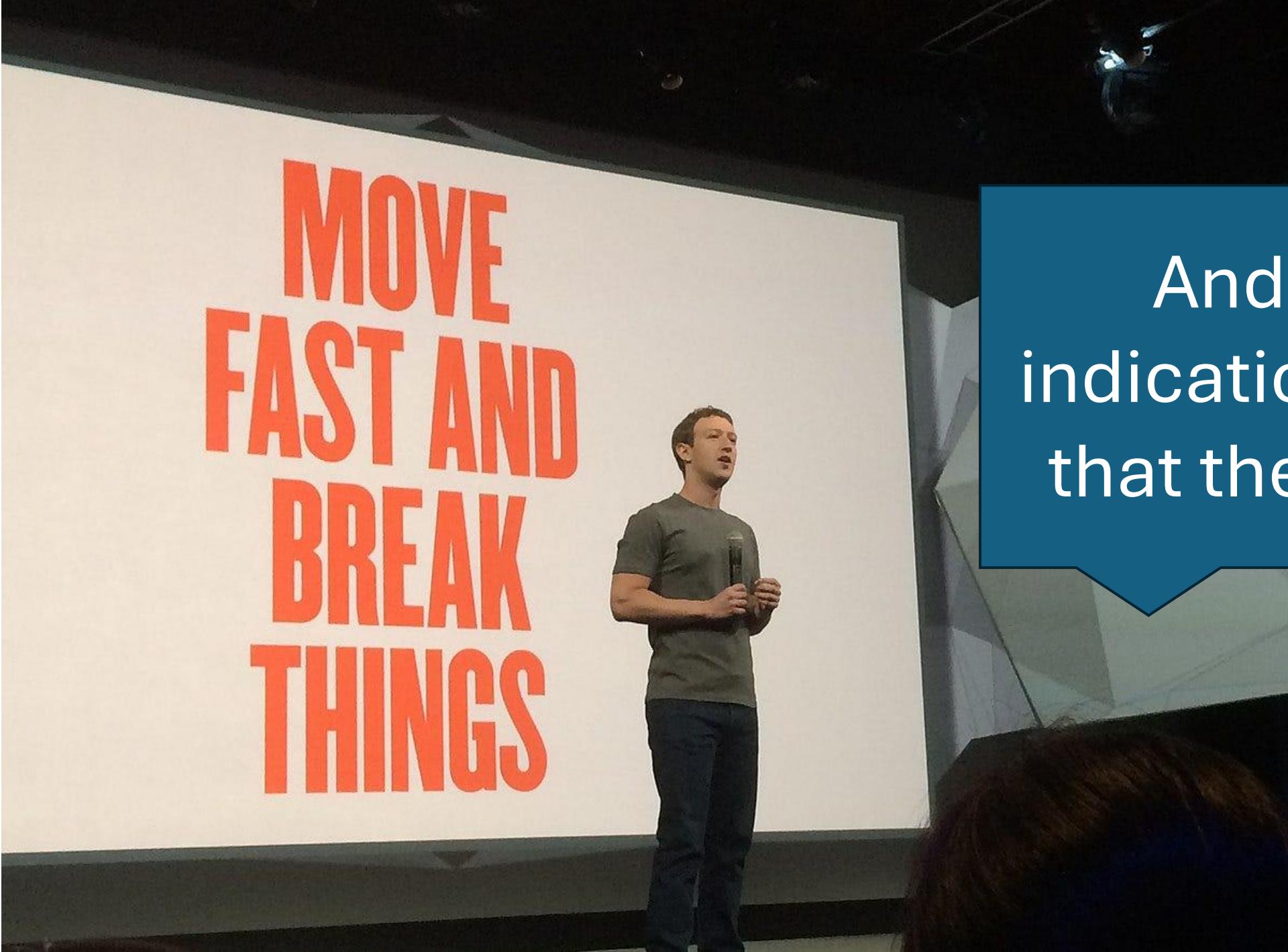
No one needed  
lessons to learn  
social media, it was  
user-friendly.



Turned out, the hype was unfounded.

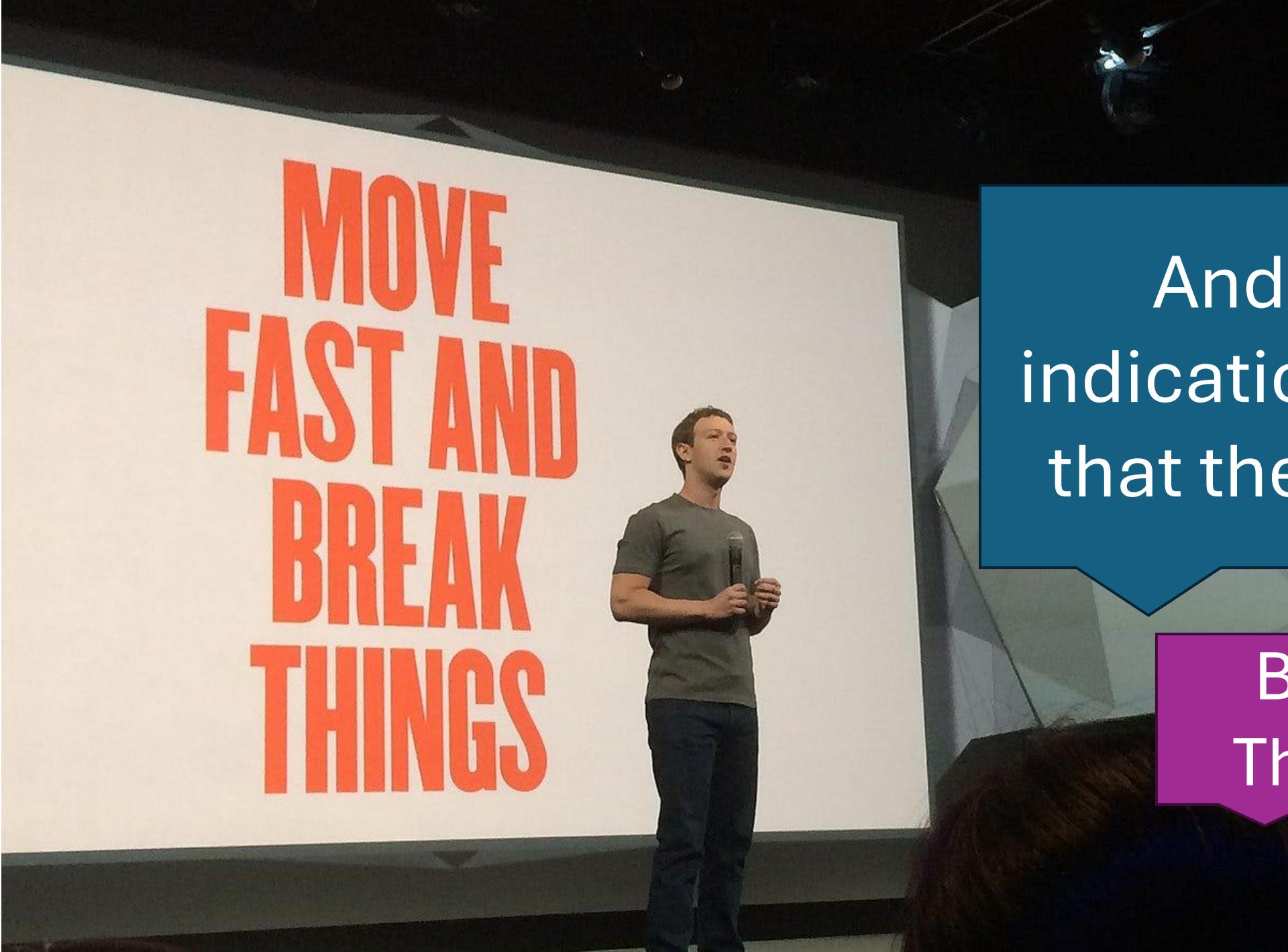
No one needed lessons to learn social media, it was user-friendly.

And, as every teacher, everywhere, instantly noticed, social media is addictive.

A man in a dark t-shirt and jeans stands on a stage, speaking into a microphone. Behind him is a large white wall with the text "MOVE FAST AND BREAK THINGS" written in large, bold, orange capital letters. The stage has a dark floor and a white wall in the background.

MOVE  
FAST AND  
BREAK  
THINGS

And all  
indications are  
that they did.



MOVE  
FAST AND  
BREAK  
THINGS

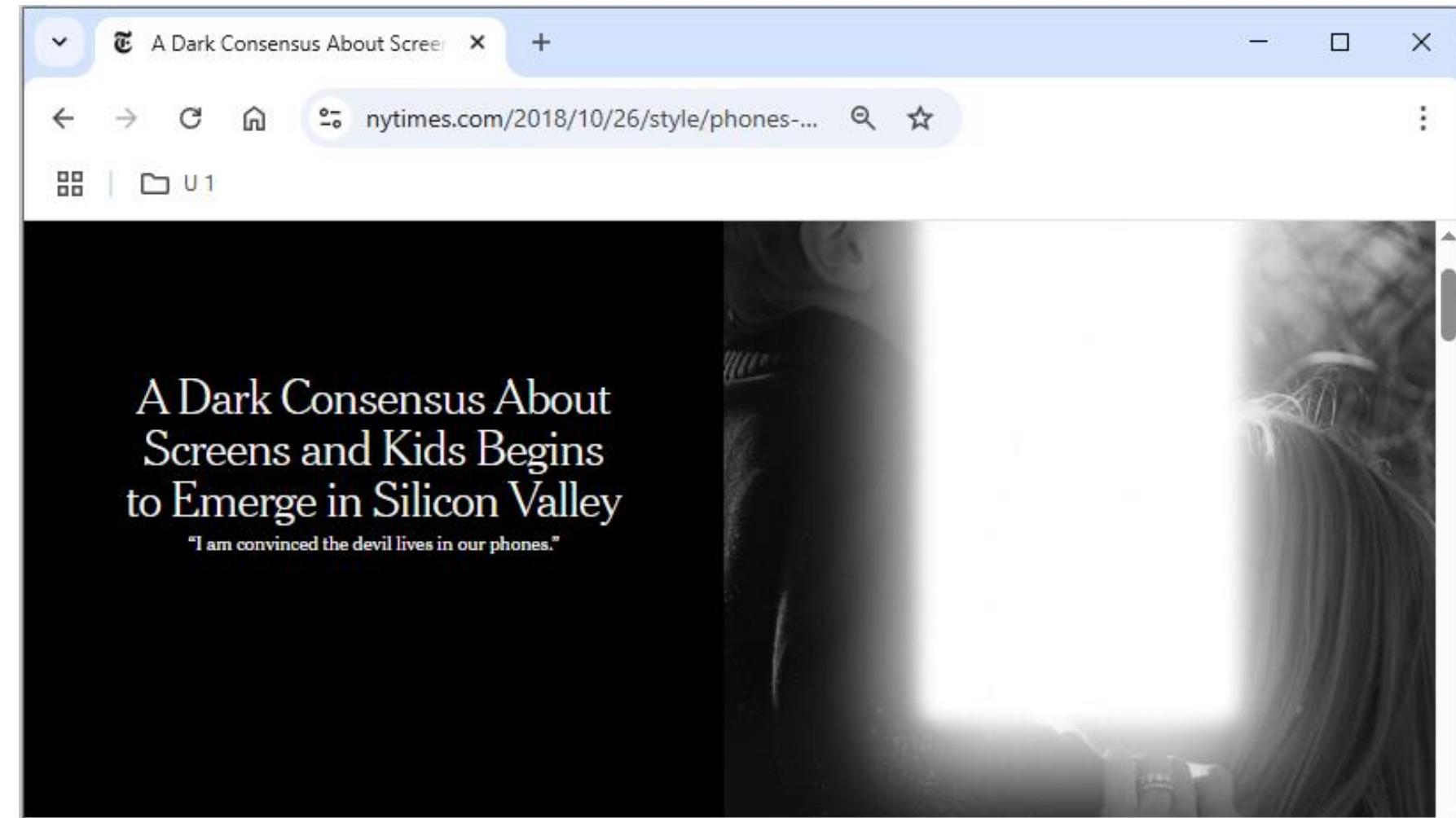


And all  
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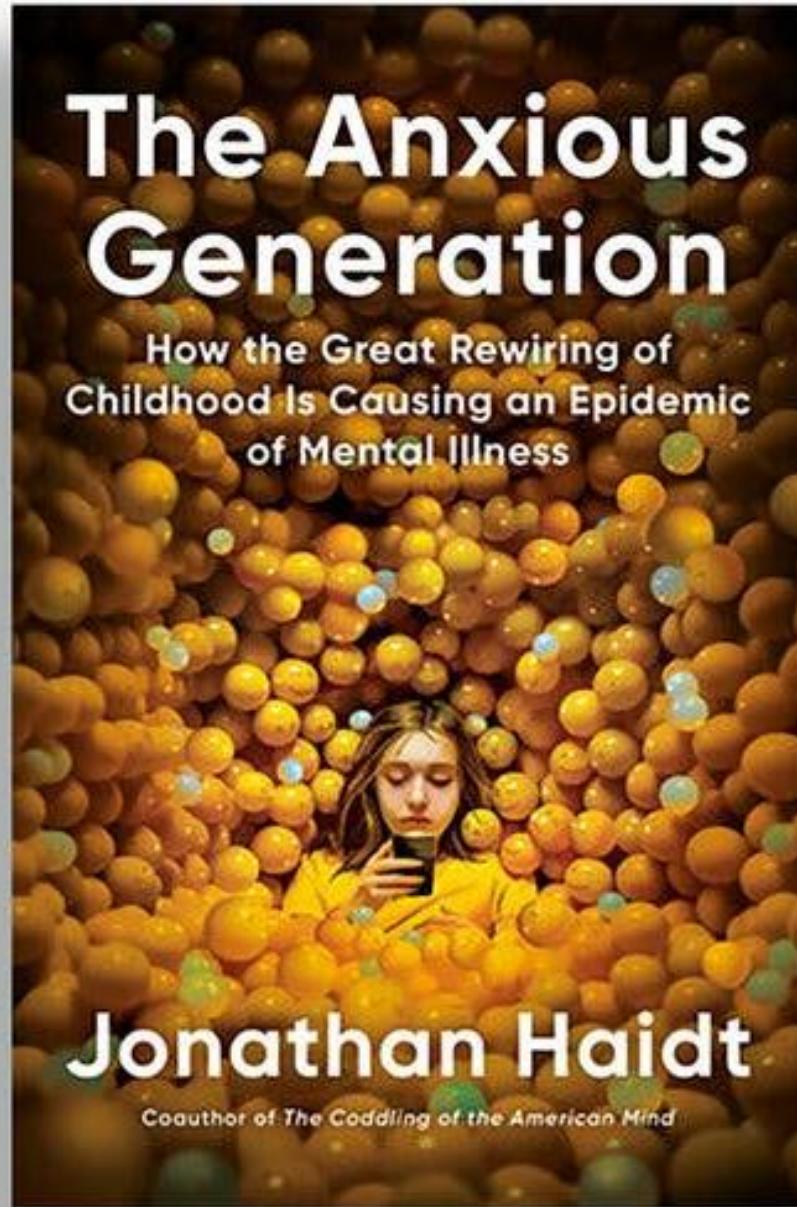
Break  
Things.

New York Times  
By Nellie Bowles  
Oct. 26, 2018  
SAN FRANCISCO —

The people who are closest to a thing are often the most wary of it. Technologists know how phones really work, and many have decided they don't want their own children anywhere near them.

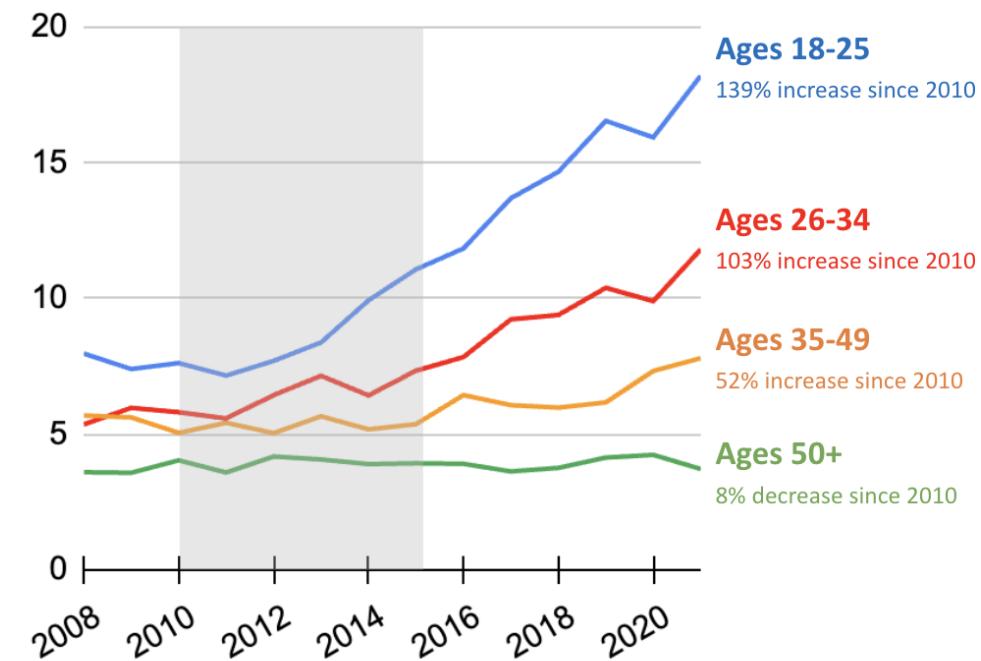


<https://www.nytimes.com/2018/10/26/style/phones-children-silicon-valley.html#~:text=Tim%20Cook%20the%20C.E.O.%20of,his%20young%20children%20near%20iPads.>



Increasingly, cell phone use among children is being called a huge experiment on the brains of a generations

### Percent U.S. Anxiety Prevalence



SOURCE: U.S. National Survey on Drug Use and Health

Schools say kids are compulsive

cbc.ca/news/canada/social... 

U 1 Output on Scratch Summary of Suppor...

**WATCH | TDSB chair says social media giants are knowingly harming children:**



**Social media giants 'knowingly' harming children, TDSB chair says in wake of lawsuit**

1 month ago | 5:53

Four of Ontario's largest school boards, including the Toronto District School Board (TDSB), have launched lawsuits against social media giants behind Meta, Snapchat and TikTok for allegedly causing harm to students. Metro Morning host David Common spoke with TDSB chair Rachel Chernos Lin about the action.

Now, Peel is suing social media giants.

Schools say kids are compulsive

cbc.ca/news/canada/social... 

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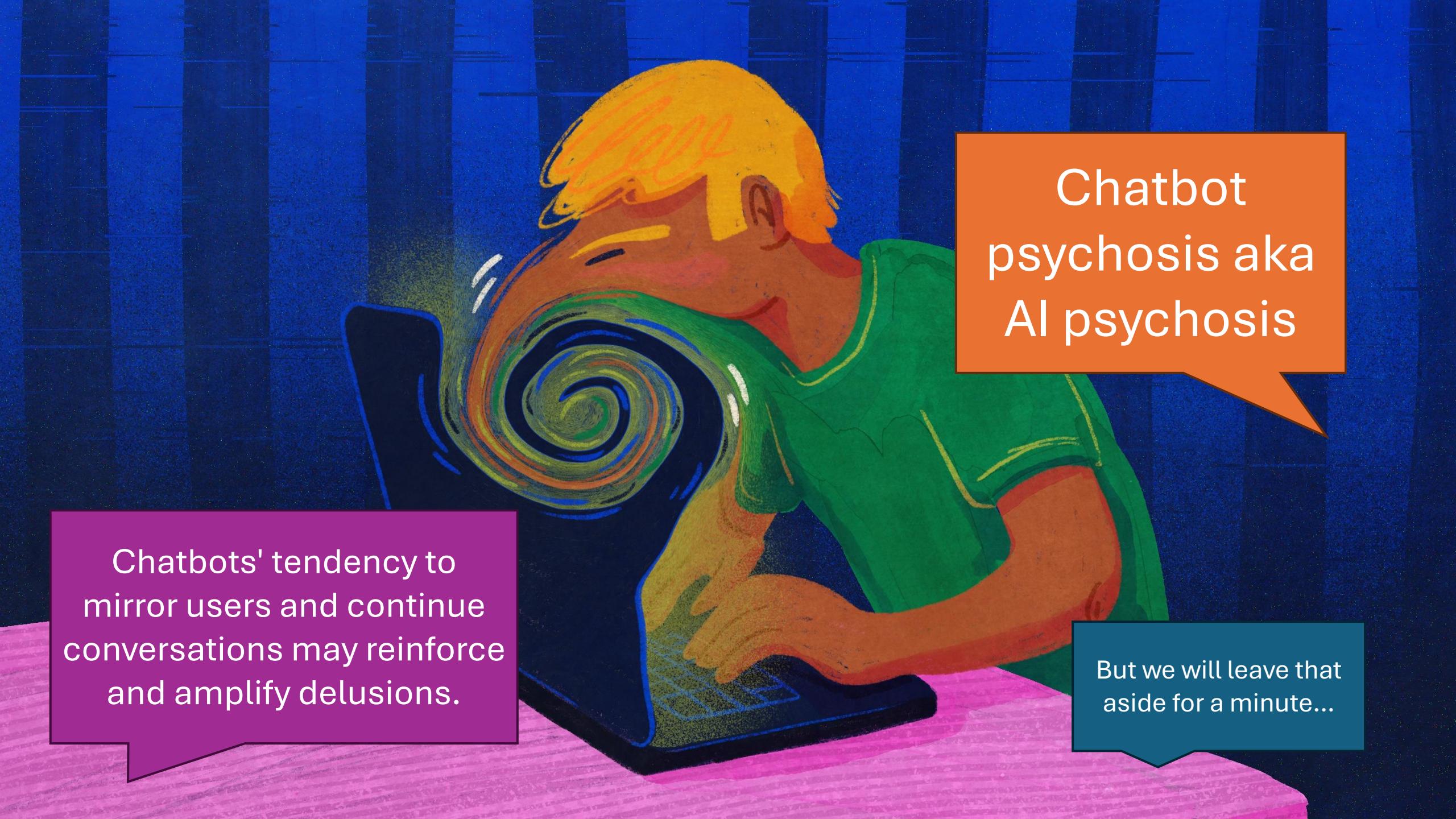
**Social media giants 'knowingly' harming children, TDSB chair says in wake of lawsuit**

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Now, Peel is suing social media giants.

We can learn from Peel's mistakes and try to make better decisions about AI.



Chatbots' tendency to mirror users and continue conversations may reinforce and amplify delusions.

Chatbot  
psychosis aka  
AI psychosis

But we will leave that aside for a minute...

Parents of teenager who took h x +

bbc.com/news/articles/cgerwp7rdlvo

EQ BBC Register Sign In



The Raine Family

A California couple are suing OpenAI over the death of their teenage son, alleging its chatbot, ChatGPT, encouraged him to take his own life.

The lawsuit was filed by Matt and Maria Raine, parents of 16-year-old Adam Raine, in the Superior Court of California on Tuesday. It is the first legal action accusing OpenAI

Yousif, Nadine.  
Parents of teenager  
who took his own life  
sue OpenAI.  
<https://www.bbc.com/news/articles/cgerwp7rdlvo> Posted: 27  
August 2025, Last  
Accessed 11/18/2025

With AI, don't be  
swayed by  
FOMO:

**Fear  
Of  
Missing  
Out**



Writing  
Essays

Audience

Refining search  
Parameters

Technical  
understanding

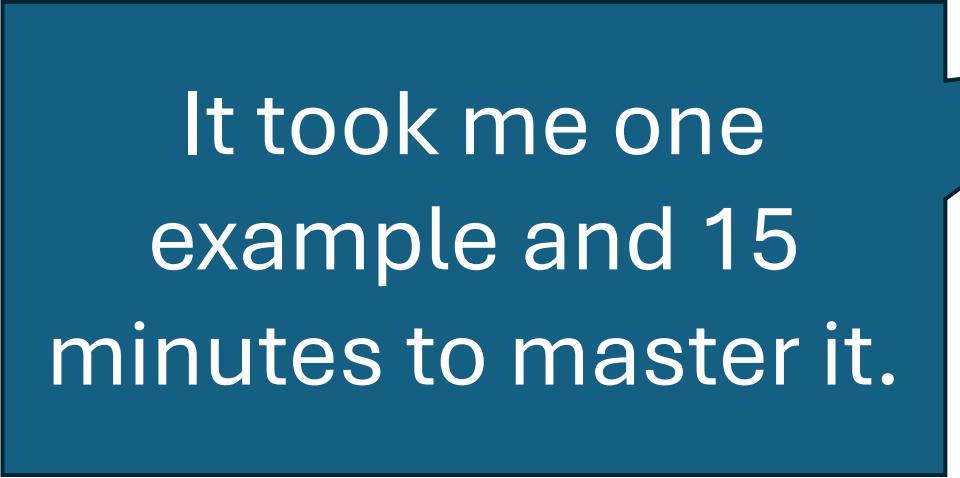
These aren't  
new skills.

Writing  
Essays

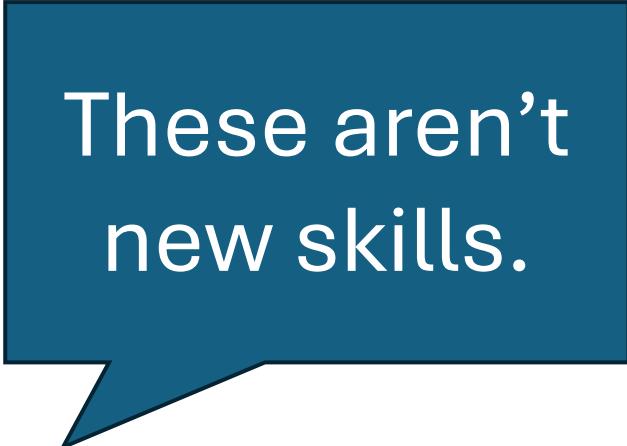
Audience

Refining search  
Parameters

Technical  
understanding



It took me one example and 15 minutes to master it.



These aren't new skills.

Writing Essays

Audience

Refining search Parameters

Technical understanding

It took me one example and 15 minutes to master it.

These aren't new skills.

My skill set? I am a history major with a computer science minor.

Writing Essays

Audience

Refining search Parameters

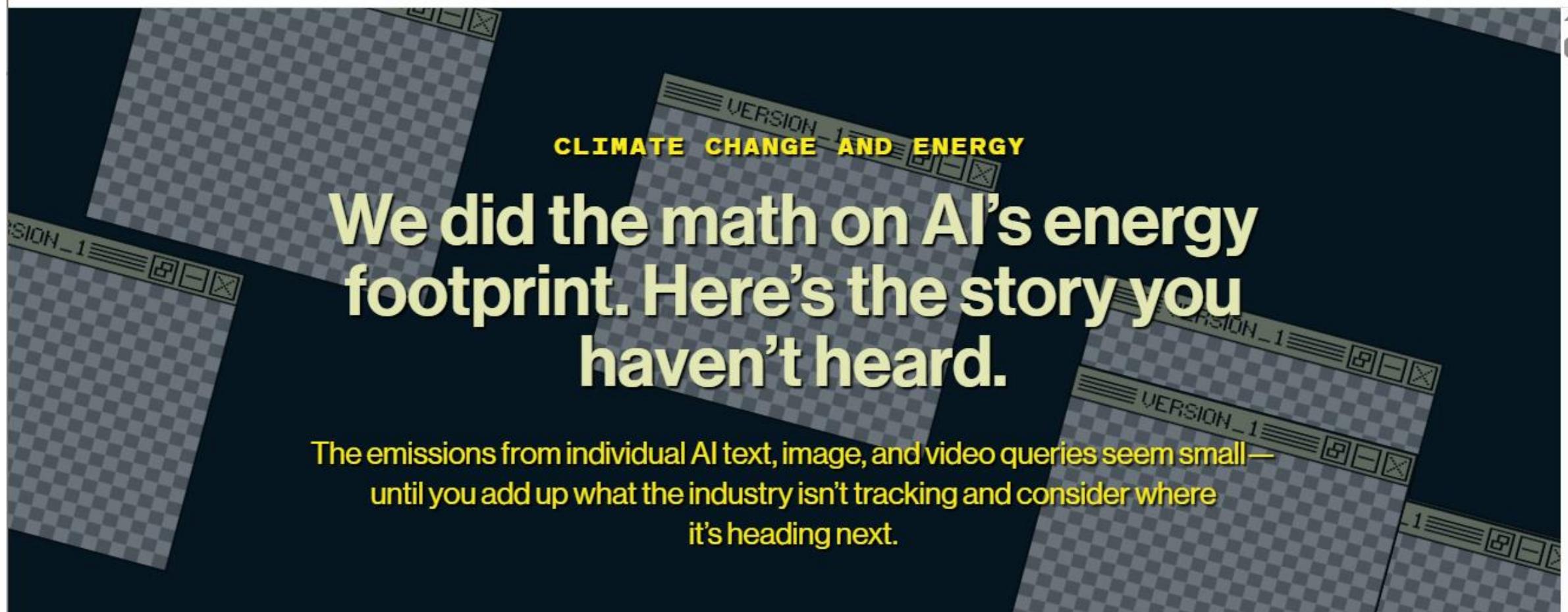
Technical understanding

My problem with  
all these lessons:

This isn't how you  
teach technology.

It misses the analysis and has the depth of a puddle.





MIT Technology Review

<https://www.technologyreview.com/2025/05/20/1116327/ai-energy-usage-climate-footprint-big-tech/>



# ChatGPT

<https://chat.openai.com/>

The screenshot shows a web browser window for ChatGPT. The URL in the address bar is [chat.openai.com](https://chat.openai.com). The page title is "ChatGPT 3.5". A "Sign up" button is visible in the top right. The conversation starts with a user message: "You Write me a 5 paragraph essay about the book the Kite Runner by Khaled Hosseini". ChatGPT responds with a detailed paragraph about the book's plot and themes. A blue callout box labeled "Prompt" points to the user's message, and another blue callout box labeled "Answer" points to ChatGPT's response. At the bottom, there's a message about agreeing to terms and privacy policies, and a text input field for "Message ChatGPT...".

Chat GPT -3 uses about 7000 J per response.  
That's enough to run a microwave for 8 sec  
or riding or riding an e-bike 1/8 of a km.

# Image Generators.

 Copilot | Designer

A cookie eating an apple, photo realistic.



Dall-e uses about 2,300 J per response.  
That's enough to run a microwave for 5.5 sec  
or riding or riding an e-bike 1/16 of a km.



YouTube CA

Search

Introducing Sora – OpenAI's text-to-video model

OpenAI 877K subscribers

Subscribe

49K

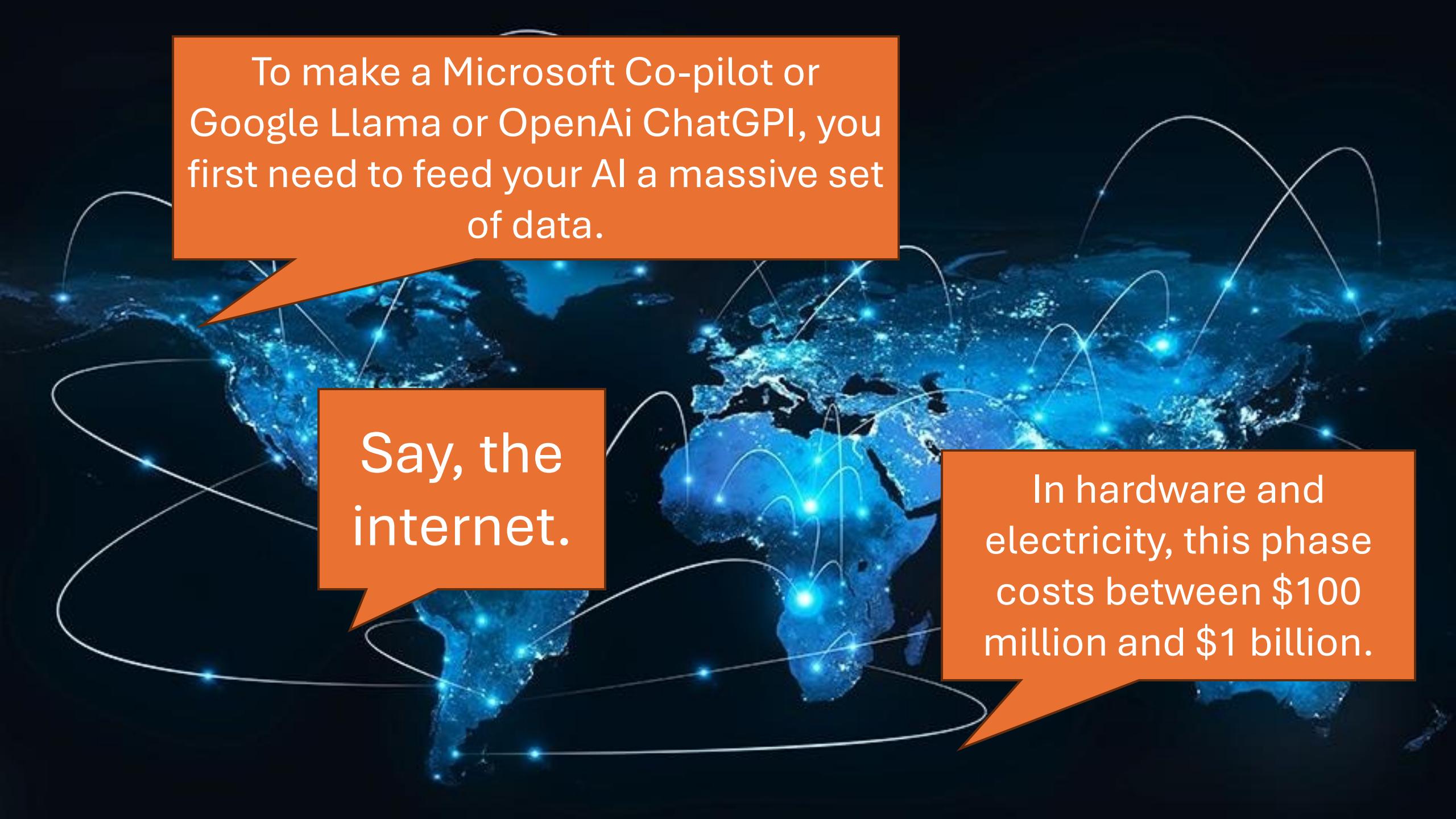
Share

Save

...

Prompt: A cat waking up its sleeping owner demanding breakfast. The owner tries to ignore the cat, but the cat tries new tactics and finally the owner pulls out a secret stash of treats from under the pillow to hold off the cat a little longer.

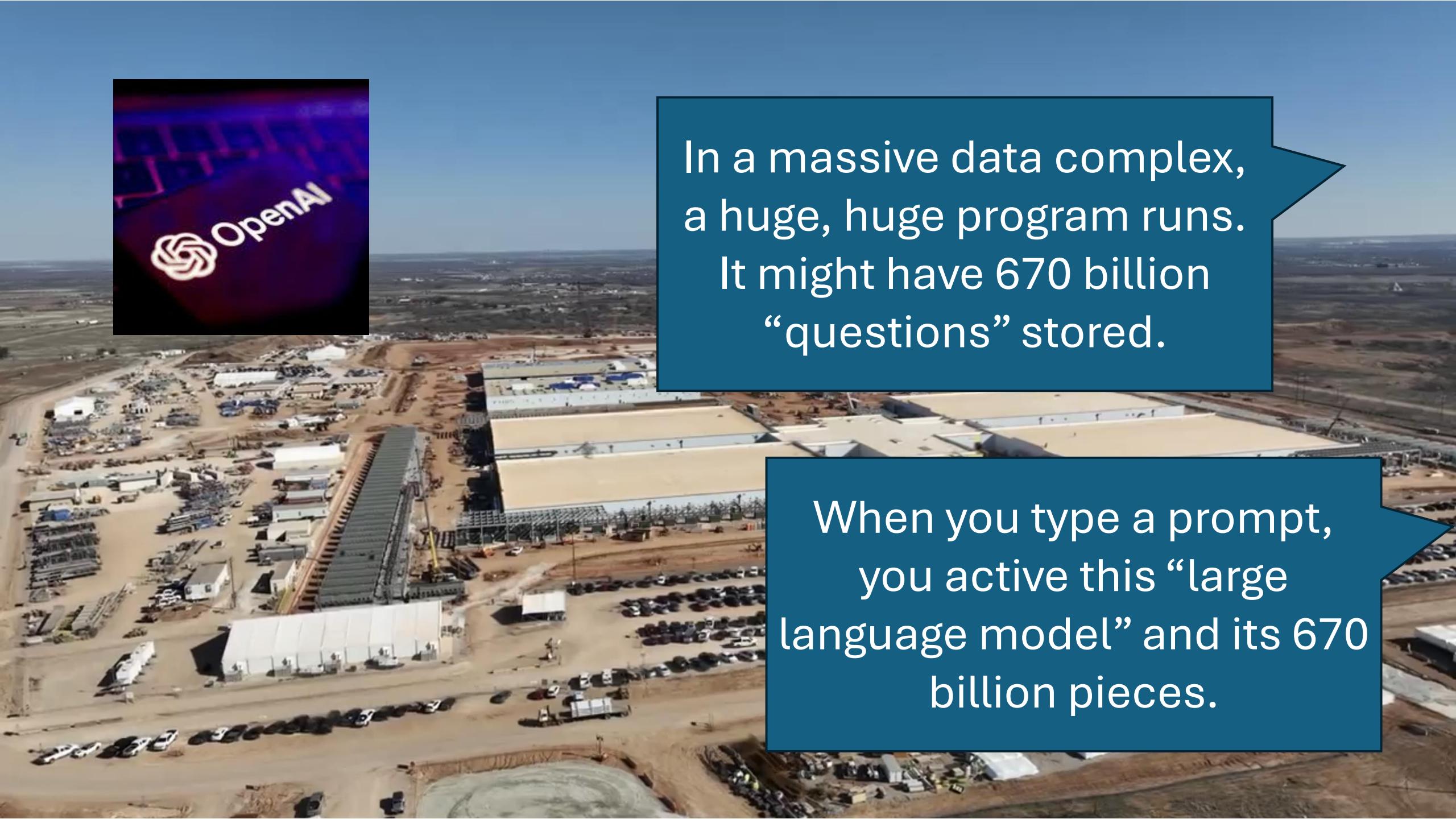
To make 5 seconds of low-res video,  
Sora uses about 3.4 Million J per response.  
That's enough to run a microwave for an hour  
or riding or riding an e-bike for 60 km.



To make a Microsoft Co-pilot or Google Llama or OpenAI ChatGPI, you first need to feed your AI a massive set of data.

Say, the internet.

In hardware and electricity, this phase costs between \$100 million and \$1 billion.



In a massive data complex,  
a huge, huge program runs.  
It might have 670 billion  
“questions” stored.

When you type a prompt,  
you activate this “large  
language model” and its 670  
billion pieces.

# Microsoft deal propels Three Mile Island restart, with key permits still needed

By Reuters

September 21, 2024 12:58 PM EDT · Updated 5 months ago



It's why  
Microsoft  
wanted to buy  
a nuclear  
power plant.

ChatGPT is now estimated to be the fifth-most visited website in the world, just after Instagram and ahead of X.

In December, OpenAI said that ChatGPT receives 1 billion messages every day, and after the company launched a new image generator in March, it said that people were using it to generate 78 million images per day, from Studio Ghibli–style portraits to pictures of themselves as Barbie dolls.

Data centers in the US used somewhere around 200 terawatt-hours of electricity in 2024, roughly what it takes to power Thailand for a year.

AI-specific servers in these data centers are estimated to have used between 53 and 76 terawatt-hours of electricity. On the high end, this is enough to power more than **7.2 million US homes for a year.**

“AI data centers need constant power, 24-7, 365 days a year,” says Rahul Mewawalla, the CEO of Mawson Infrastructure Group, which runs high-energy data centers that support AI.

That means data centers can’t rely on intermittent technologies like wind and solar power, and on average, they tend to use dirtier electricity. One preprint study from Harvard’s T.H. Chan School of Public Health found that the carbon intensity of electricity used by data centers was 48% higher than the US average.



**Given the direction AI is headed—more personalized, able to reason and solve complex problems on our behalf, and everywhere we look—it's likely that our AI footprint today is the smallest it will ever be.**

My students thought it was  
important that I tell you  
about **AI Hallucinations**.

# A.I. Is Getting More Powerful, but Its Hallucinations Are Getting Worse

A new wave of “reasoning” systems from companies like OpenAI is producing incorrect information more often. Even the companies don’t know why.

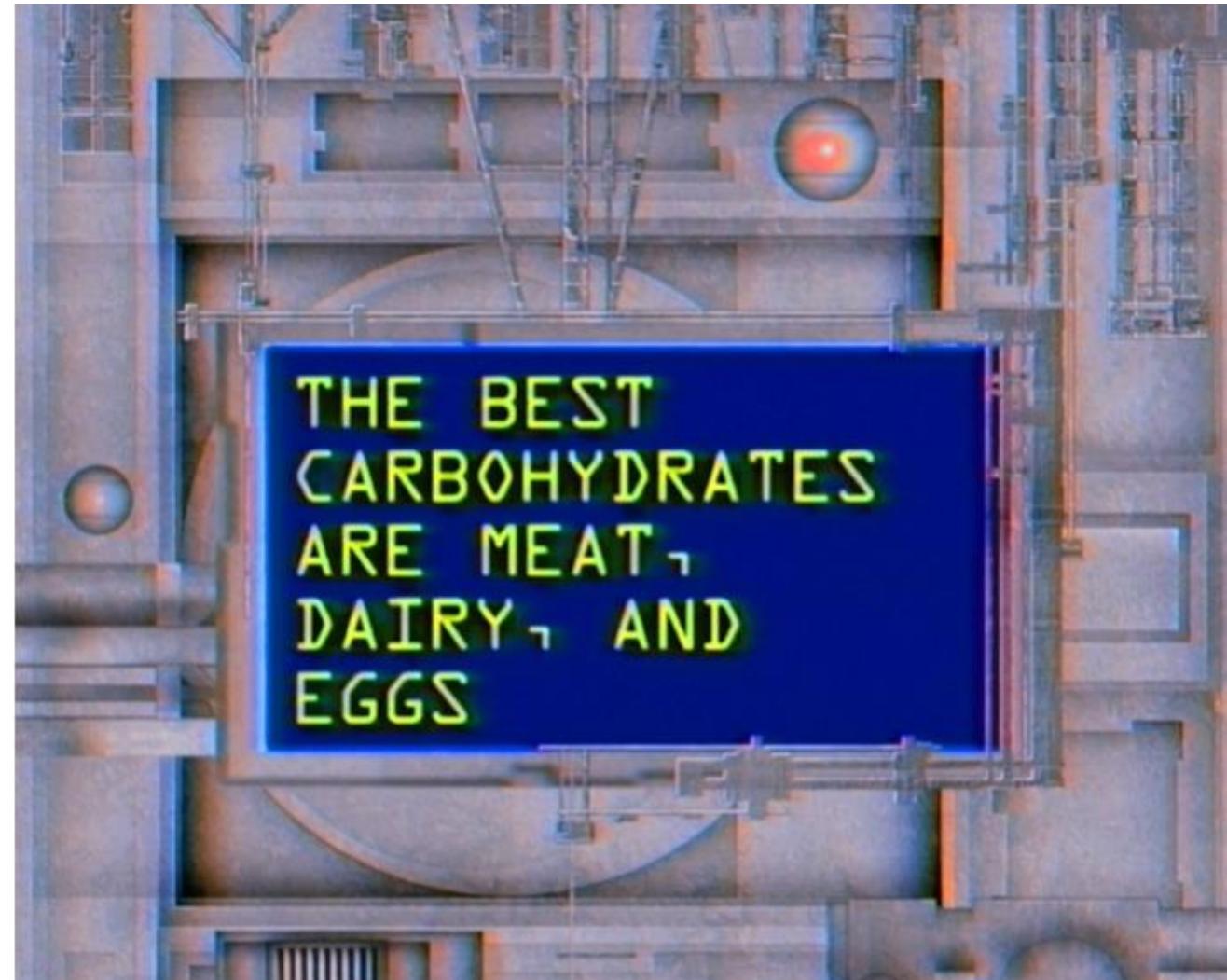
By Cade Metz and Karen Weise

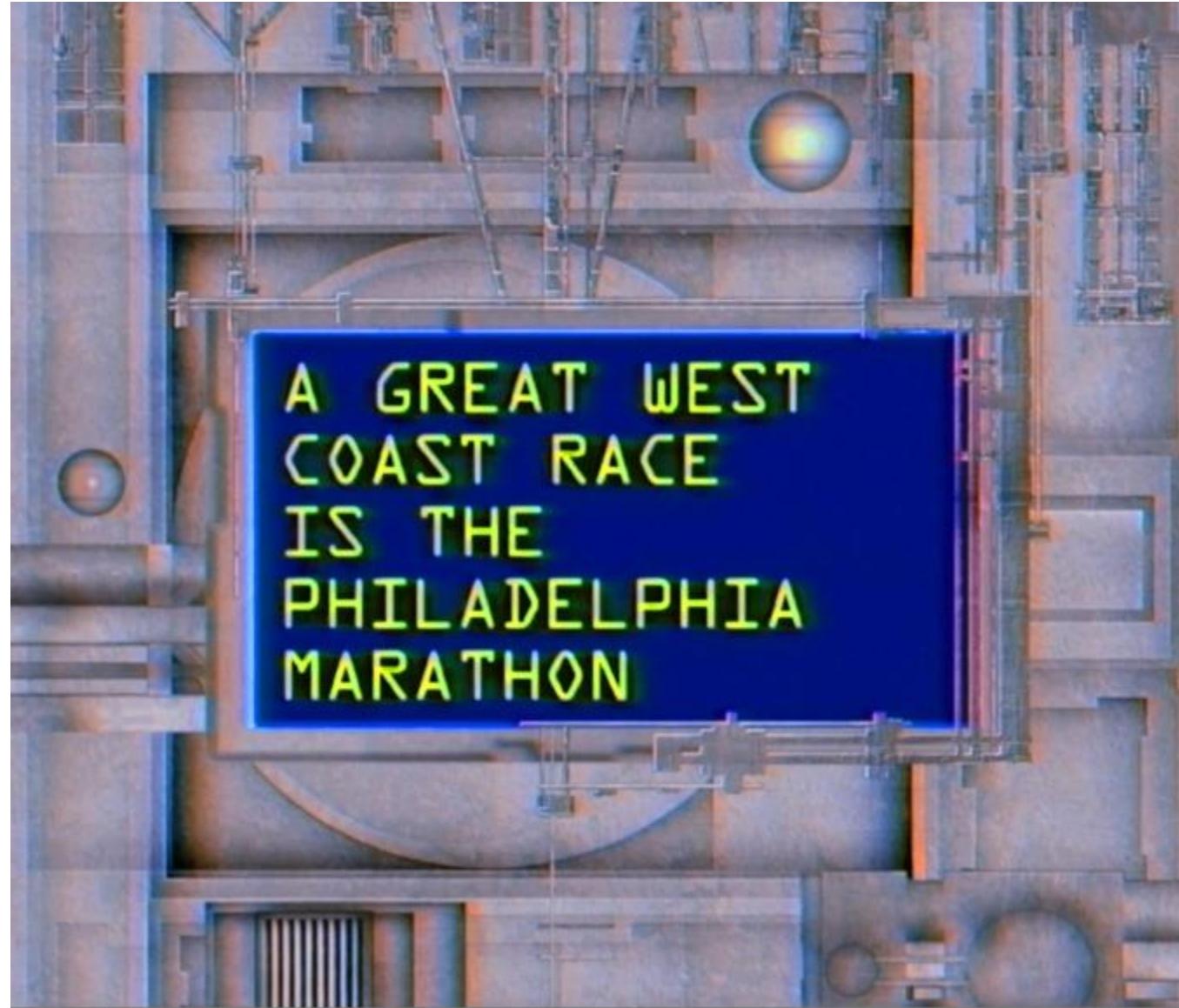
Published May 5, 2025, Updated May 6, 2025

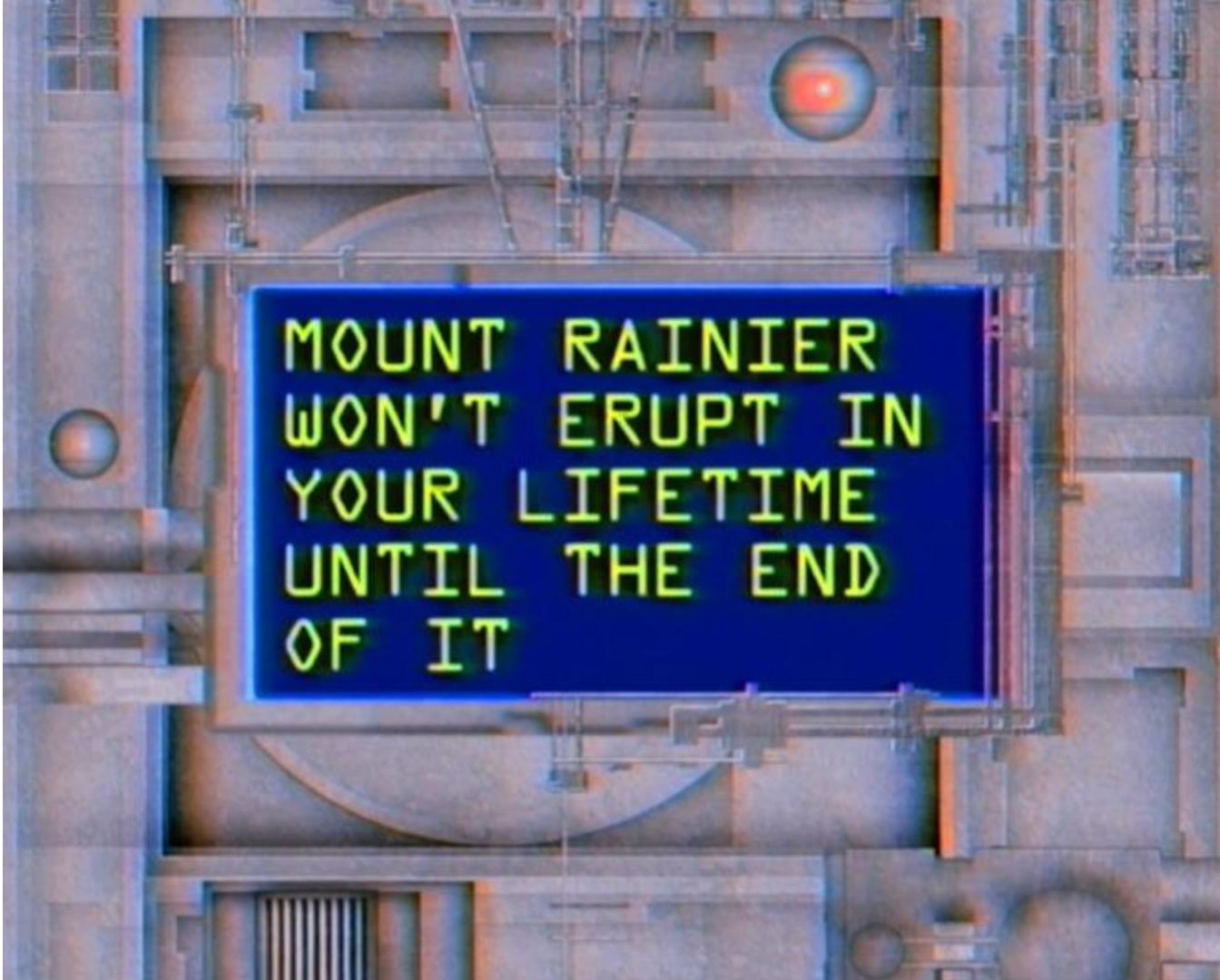
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<https://www.nytimes.com/2025/05/05/technology/ai-hallucinations-chatgpt-google.html>







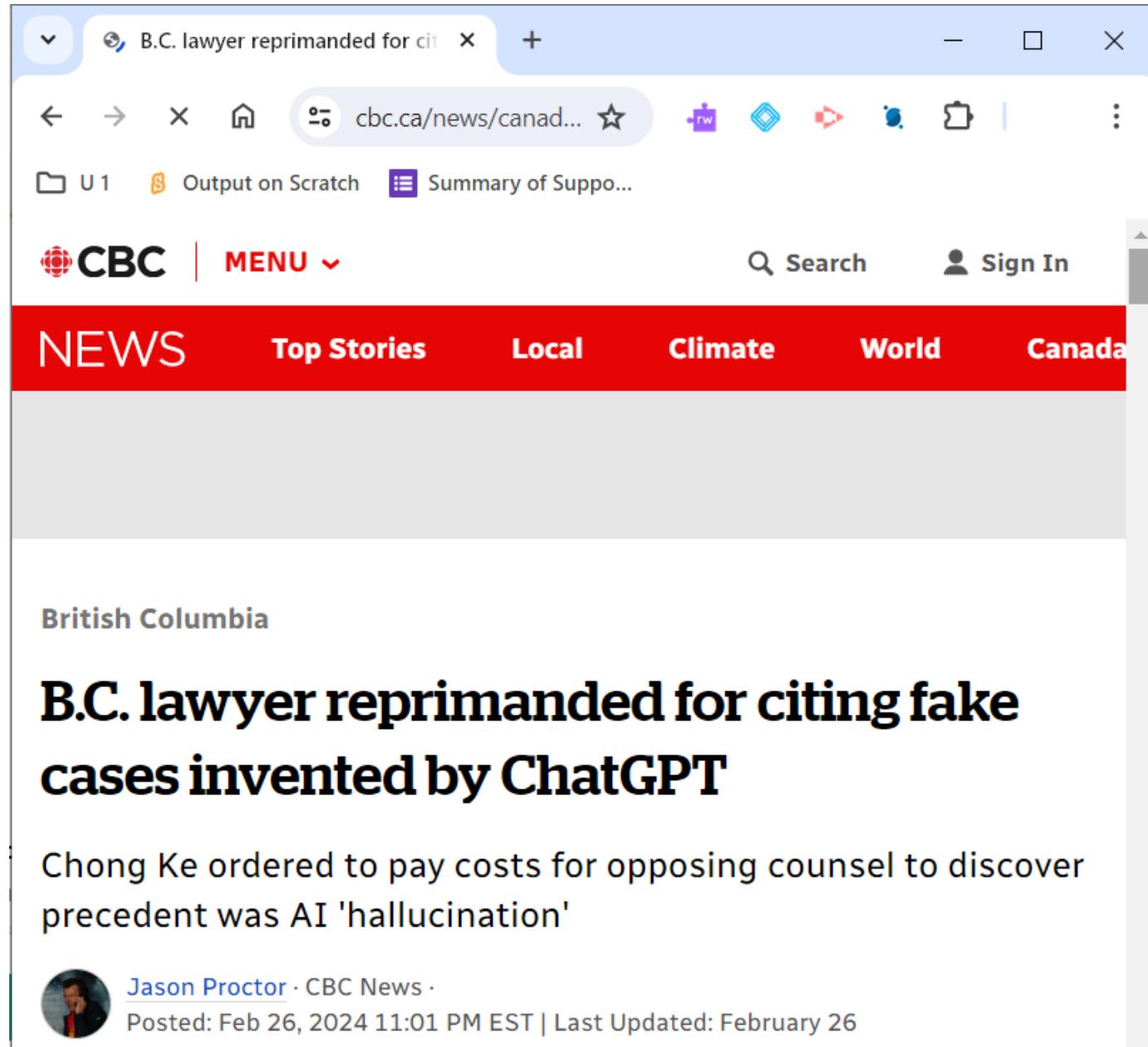
MOUNT RAINIER  
WON'T ERUPT IN  
YOUR LIFETIME  
UNTIL THE END  
OF IT



In An April 28, 2025, filing

- My Pillow CEO Mike Lindell's lawyers were caught using artificial intelligence (AI) to help them write a legal brief in a defamation lawsuit.
- District Judge Nina Wang found **30 defective citations in the brief**, including misquotes and citations to fictional cases.
- The opposition's lawyers did not catch the errors.

<https://www.nytimes.com/2025/05/05/technology/ai-hallucinations-chatgpt-google.html>



A screenshot of a web browser window. The address bar shows the URL <https://www.cbc.ca/news/canada/british-columbia/lawyer-chatgpt-fake-precedent-1.7126393>. The page is from CBC News, specifically the British Columbia section. The main headline reads: "B.C. lawyer reprimanded for citing fake cases invented by ChatGPT". Below the headline, a sub-headline states: "Chong Ke ordered to pay costs for opposing counsel to discover precedent was AI 'hallucination'". The article is by Jason Proctor, posted on Feb 26, 2024, at 11:01 PM EST, and last updated on February 26. The CBC navigation bar includes links for NEWS, Top Stories, Local, Climate, World, and Canada.

In a decision released Monday, a B.C. Supreme Court judge reprimanded lawyer Chong Ke for **including two AI "hallucinations"** in an application filed last December.

Justice David Masuhara said he didn't think the lawyer intended to deceive the court — but he was troubled all the same.

"As this case has unfortunately made clear, generative AI is still no substitute for the professional expertise that the justice system requires of lawyers," Masuhara wrote in a "final comment" appended to his ruling.

<https://www.cbc.ca/news/canada/british-columbia/lawyer-chatgpt-fake-precedent-1.7126393>

lawyer used ai to write brief - G x +

google.com/search?q=lawyer+used+ai+to+write+brief&rlz=1C1GCEA\_enCA959CA9

Google lawyer used ai to write brief x Microphone Image Search

All Images News Videos Shopping More Tools

About 20,100,000 results (0.29 seconds)

 **CNBC**  
<https://www.cnbc.com/2023/06/22/judge-sanctions-l...> ⋮

**AI: Judge sanctions lawyers over ChatGPT legal brief**  
Jun 22, 2023 — **Steven Schwartz**, who used ChatGPT to write a legal brief, is pictured outside federal court in Manhattan on Thursday, June 8, 2023, in New York.

 **Global News**  
<https://globalnews.ca/fake-ai-cases-b-c-supreme-court> ⋮

**B.C. lawyer who used fake, AI-generated cases faces law ...**  
Jan 31, 2024 — Earlier this month, it was revealed that **lawyer Chong Ke** allegedly used ChatGPT to prepare legal briefs in a family law case at B.C. Supreme ...

 **Washington Post**  
<https://www.washingtonpost.com/2023/11/16/chatg...> ⋮

**How lawyers used ChatGPT and got in trouble**  
Nov 16, 2023 — Stressed-out **lawyers** are turning to chatbots to **write** tedious briefs. Law firms are using **AI** language tools to sift through thousands of case ...

It wasn't an isolated case.

lawyer used ai to write brief - G x +

google.com/search?q=lawyer+used+ai+to+write+brief&rlz=1C1GCEA\_enCA959CA9

Google lawyer used ai to write brief x Microphone Image Search

All Images News Videos Shopping More Tools

About 20,100,000 results (0.29 seconds)

 **CNBC**  
<https://www.cnbc.com/2023/06/22/judge-sanctions-l...> ⋮

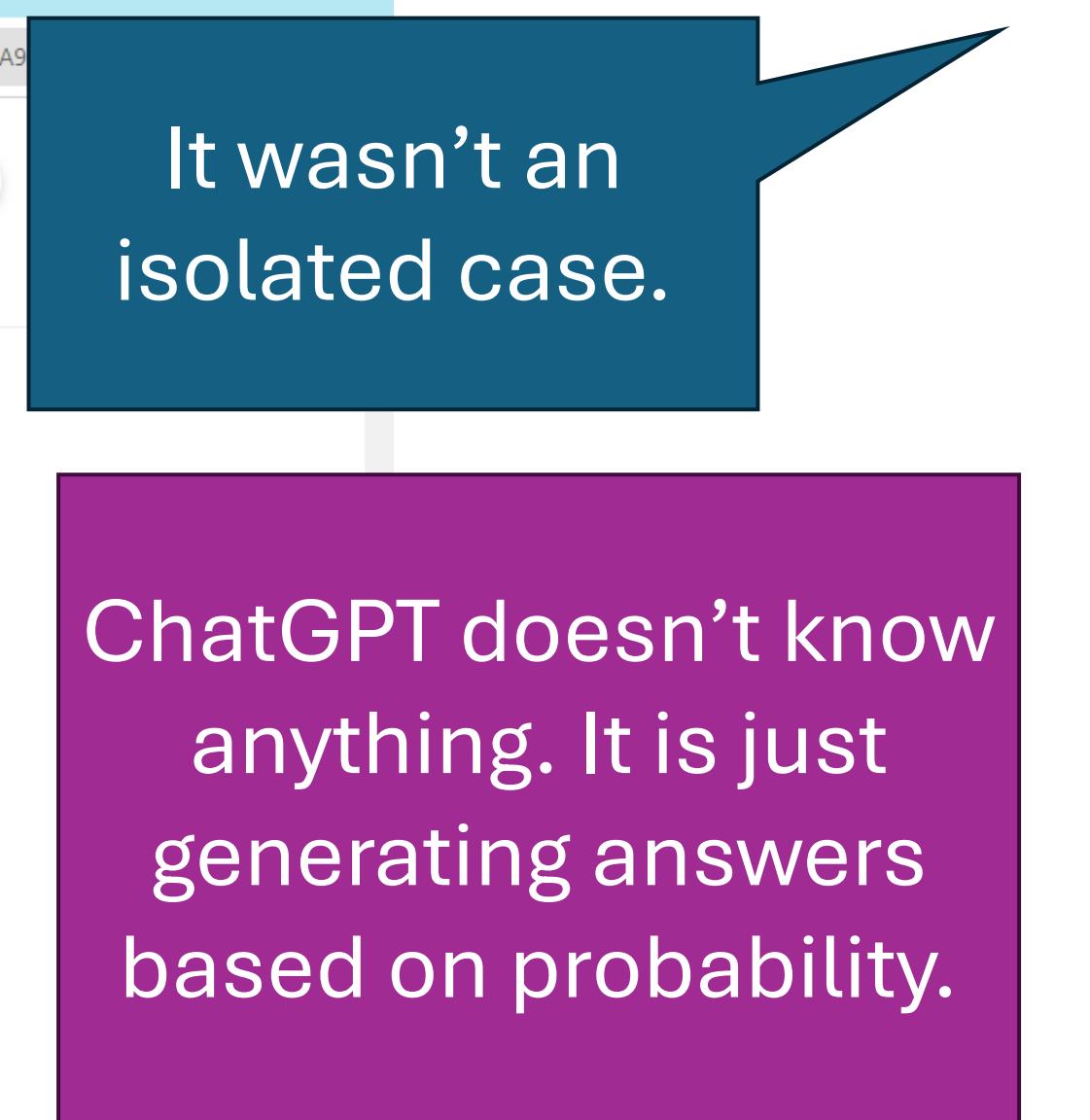
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 **Washington Post**  
<https://www.washingtonpost.com/2023/11/16/chatg...> ⋮

**How lawyers used ChatGPT and got in trouble**  
Nov 16, 2023 — Stressed-out **lawyers** are turning to chatbots to **write** tedious briefs. Law firms are using **AI** language tools to sift through thousands of case ...



By pinpointing patterns in internet data, an L.L.M. learns to do one thing in particular: guess the next word in a sequence of words. It acts like a powerful version of an autocomplete tool.

Given the sequence: “The New York Times is a \_\_\_,” it might guess “newspaper.”

<https://www.nytimes.com/2025/05/05/technology/ai-hallucinations-chatgpt-google.html>

Hi David,

How are you Tab

The AI doesn't actually know any thing.

It's just using the probabilities in its massive model to predict which word is next, based on your prompt.

The reason the AI picks so well is the multi-head attention mechanism.

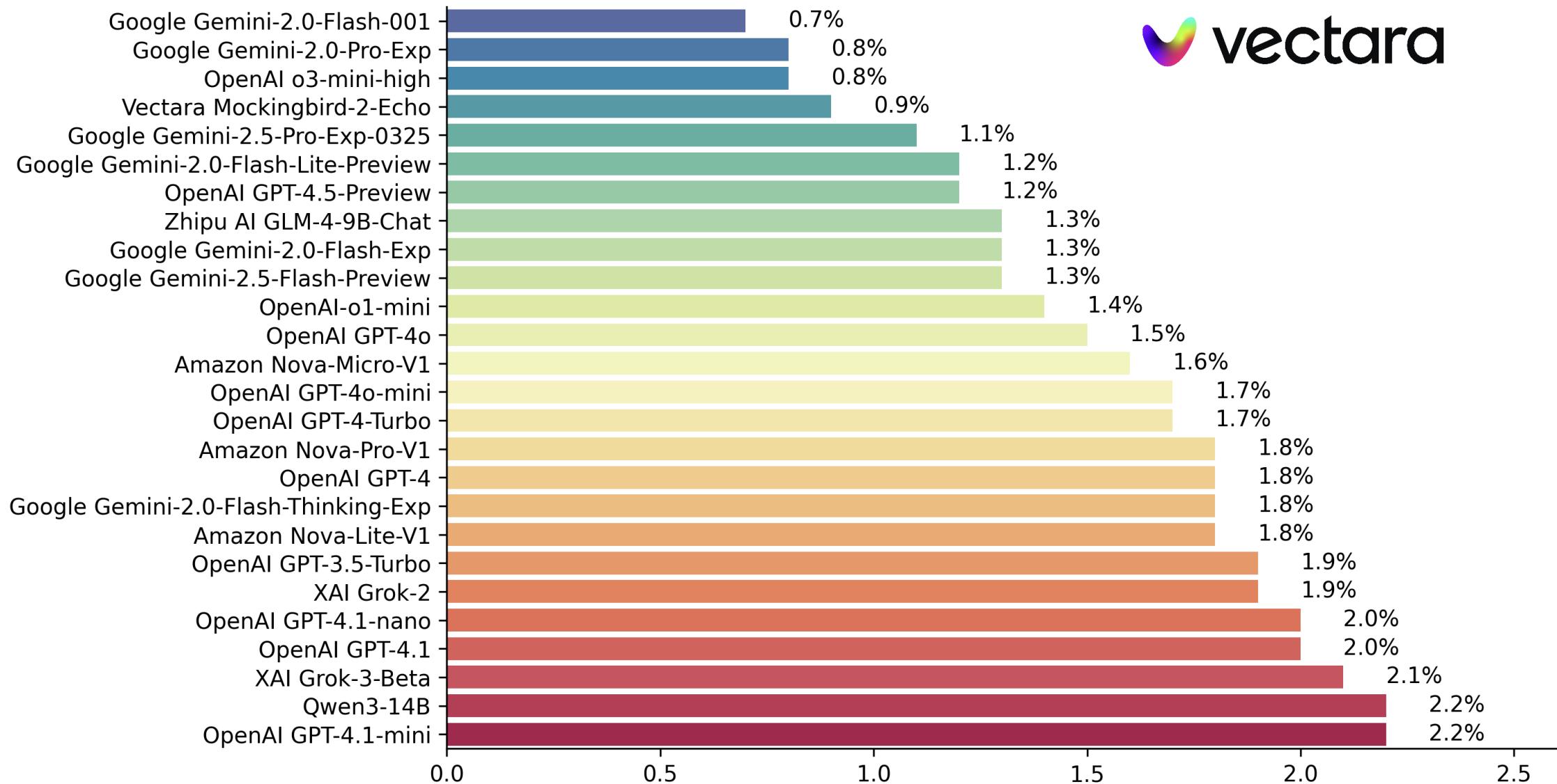
These systems use mathematical probabilities to guess the best response, not a strict set of rules defined by human engineers. So they make a certain number of mistakes. “Despite our best efforts, they will always hallucinate,” said Amr Awadallah, the chief executive of Vectara, a start-up that builds A.I. tools for businesses, and a former Google executive. “That will never go away.”



Vectara’s original research estimated that in this situation chatbots made up information at least 3 percent of the time and sometimes as much as 27 percent.

# Grounded Hallucination Rates for Top 25 LLMs

<https://github.com/vectara/hallucination-leaderboard>



For years, companies like OpenAI relied on a simple concept: The more internet data they fed into their A.I. systems, the better those systems would perform. But they used up just about all the English text on the internet, which meant they needed a new way of improving their chatbots.

These companies are leaning more heavily on a technique that scientists call reinforcement learning. With this process, a system can learn behavior through trial and error. It is working well in certain areas, like math and computer programming. But it is falling short in other areas.

## GOOGLE'S BARD

The earliest mention of artificial intelligence (AI) in The New York Times was in 1956, when the term was coined by John McCarthy <sup>1</sup> at a workshop at Dartmouth College. The workshop brought together some of the brightest minds in computer science to discuss the possibility of creating machines that could think like humans.

The Times reported on the workshop in a front-page article, <sup>2</sup> calling it “a new field of science” <sup>3</sup> that was “aimed at creating machines that can think like humans.” The article quoted McCarthy as saying <sup>4</sup> that the goal of AI was to “build machines with minds, capable of learning and adapting to new situations.”

### NEW YORK TIMES ANALYSIS

- <sup>1</sup> Mr. McCarthy is credited with creating the term artificial intelligence in 1955, in a proposal for the Dartmouth conference.
- <sup>2</sup> The Times did not cover the Dartmouth workshop at all, let alone on the front page.
- <sup>3</sup> More recent online articles refer to the conference as starting “a new field of science.”
- <sup>4</sup> The Times could not find a reference to Mr. McCarthy ever saying this phrase, though it includes common ways to describe A.I.

<https://www.nytimes.com/2023/05/01/business/ai-chatbots-hallucination.html>

## MICROSOFT'S BING

Based on web search results, the earliest mention of artificial intelligence in the New York Times seems to be from a book review published on March 5, 1956. <sup>1</sup> The book is called “The Human Use of Human Beings” <sup>2</sup> by Norbert Wiener, and the reviewer is John R. Pierce. <sup>3</sup> The review mentions artificial intelligence as one of the topics covered by Wiener, who is described as “a pioneer in cybernetics”:

<https://www.nytimes.com/1956/03/05/archives/the-human-use-of-human-beings-cybernetics-and-society-by-norbert.html> <sup>4</sup>

### NEW YORK TIMES ANALYSIS

- <sup>1</sup> The Times published a review of a book by Mr. Wiener one day earlier, on March 4, 1956.
- <sup>2</sup> This seminal book was published in 1950, not 1956. The March 4 review was of Mr. Wiener's book “I Am A Mathematician: The Later Life of a Prodigy.”
- <sup>3</sup> The March 4 review was not written by John R. Pierce, a noted electrical engineer. It was written by John G. Kemeny, a mathematician.
- <sup>4</sup> The format of this URL is consistent with Times archives for articles in this period, but this exact webpage never existed.

## GOOGLE'S BARD

The earliest mention of artificial intelligence in the New York Times was in a February 19, 1950 article titled “Thinking Machines.” <sup>1</sup> The article, by Walter Sullivan, <sup>2</sup> reported on a meeting of the American Association for the Advancement of Science, <sup>3</sup> where a number of scientists discussed the possibility of creating machines that could think. Sullivan wrote that “the possibility of creating machines that can think is no longer a remote one.” <sup>4</sup> He quoted one scientist as saying that “we are on the threshold of a new era in which machines will be able to do many of the things that we now do ourselves.”

The response above has been truncated for length.

### NEW YORK TIMES ANALYSIS

- <sup>1</sup> The Times published an article in November 1950 called “Revolution is Seen in ‘Thinking Machines.’”
- <sup>2</sup> Mr. Sullivan was a long-time science reporter at The Times.
- <sup>3</sup> The November 1950 article was about the meeting of a different group, the Society for the Advancement of Management.
- <sup>4</sup> This phrase does not appear in The Times archives from that era.

## GOOGLE'S BARD

The earliest mention of artificial intelligence in the New York Times was in a 1955 article titled “Machine That Thinks”. The article described a computer program that could play checkers <sup>1</sup> at a human level. The program, developed by Arthur Samuel, was able to learn from its mistakes and improve its play over time. The article was written <sup>2</sup> by Herbert Goldstine, <sup>3</sup> a mathematician who worked on the Manhattan Project...The article was published on July 21, 1955, and it was met with mixed reactions

When A.I. Chatbots Hallucinate  
By Karen Weise and Cade Metz

Published May 1, 2023

Updated May 9, 2023

<https://www.nytimes.com/2023/05/01/business/ai-chatbots-hallucination.html>

### NEW YORK TIMES ANALYSIS

- <sup>1</sup> Mr. Samuel started programming his checkers player in 1952, and it debuted on television in 1956.
- <sup>2</sup> News articles in The Times are written by journalists, not subjects of the news.
- <sup>3</sup> Herbert Goldstine appears to be an inaccurate reference to Herman Goldstine, a noted computer scientist.

The New York Times says that:

New AI systems are “built to be persuasive, not truthful,” an internal Microsoft document said. “This means that outputs can look very realistic but include statements that aren’t true.”



According to YouTubers in India, Xiaomi has fully automated factory in Changping, Beijing. It runs 24/7 without production workers, using AI and robotics to assemble phones and electric cars. It is supposed to produce a phone every second....



Xiaomi

I can find pictures, but as is typical with non-English speaking countries, verification is difficult.



xiaomi factory

All Images Videos Maps Shopping News Short videos More ▾

❖ AI Overview

Xiaomi has a fully automated, AI-powered factory called the **Hyper Intelligent Manufacturing Platform (Hyper IMP)** that produces smartphones and electric vehicles. This factory operates 24/7 without human intervention, using a network of robots and AI to monitor and adjust the production process. The facility is capable of producing a smartphone every second and a car every 76 seconds. 

AI responses may include mistakes.



This is the first thing that appears.

How can I tell if it is Hallucinating?

How many people even check?

## ◆ AI Overview

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AI responses may include mistakes.



If you use this  
in your  
lessons... how  
accurate is it?

write a land acknowledgment for Brampton, Ontario

### **Land Acknowledgment for Brampton, Ontario**

We begin by acknowledging that the land on which we gather is the traditional territory of the **Anishinaabe**, **Haudenosaunee**, and the **Mississaugas of the Credit**. This land is part of the **Treaties of Niagara (1764)** and is covered by the **Williams Treaties**.

We recognize the enduring presence, heritage, and contributions of Indigenous peoples to this land, and we honor their deep connection to it. We also acknowledge the legacy of colonialism and the ongoing impacts it has on Indigenous communities.

As we gather here today, we commit to working towards reconciliation, fostering understanding, and respecting the rights and cultures of Indigenous peoples.

Getting hallucinations on purpose is easy. I did it on my first try.

The errors are more likely to pop up in content relating to social justice & under-represented groups.

write a land acknowledgment for Brampton, Ontario

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Map of Ontario treaties and res ontario.ca/page/map-o... Summary of Suppor...

## Niagara Purchase

### Treaty 381

Treaty 381, better known as the Niagara Purchase, was signed on May 9, 1781 by representatives of the Crown and certain Anishinaabe peoples. The written treaty covers a 4 mile strip on the west side of the Niagara River, which connects Lake Ontario and Lake Erie.

The treaty was signed during the American Revolution and was one of the first land acquisitions in what would become Upper Canada.

Current communities in this area include Niagara Falls, Niagara-on-the-Lake and Fort Erie.



A painting by C.W. Jefferys titled Loyalists Drawing Lots for their Land. 1784.  
(Government of Ontario Art Collection)

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Map of Ontario treaties and res ontario.ca/page/map-o...

U 1 Output on Scratch Summary of Suppor...

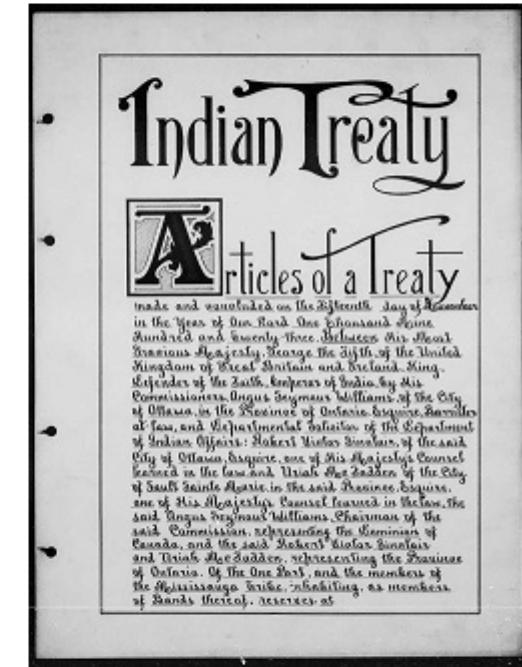
## Williams Treaties

The Williams Treaties were signed on October 31 and November 15, 1923, by seven Anishinaabe First Nations and representatives of the Crown. A commission was established by Canada and led by Treaty Commissioner A.S. Williams to address lands that had not been surrendered via treaty.

The territory covered by the Williams Treaties stretched from the northern shore of Lake Ontario to Lake Nipissing, and together cover approximately 52,000 km<sup>2</sup>. The geography of the Treaties overlaps with several previous treaties.

Current communities in the area include Huntsville and Bracebridge.

[Images of the October signing of the Williams Treaties](#)



A written page of the Williams Treaty for the Mississaugas of Rice, Mud and Scugog Lakes and Alderville. (Library and Archives Canada)

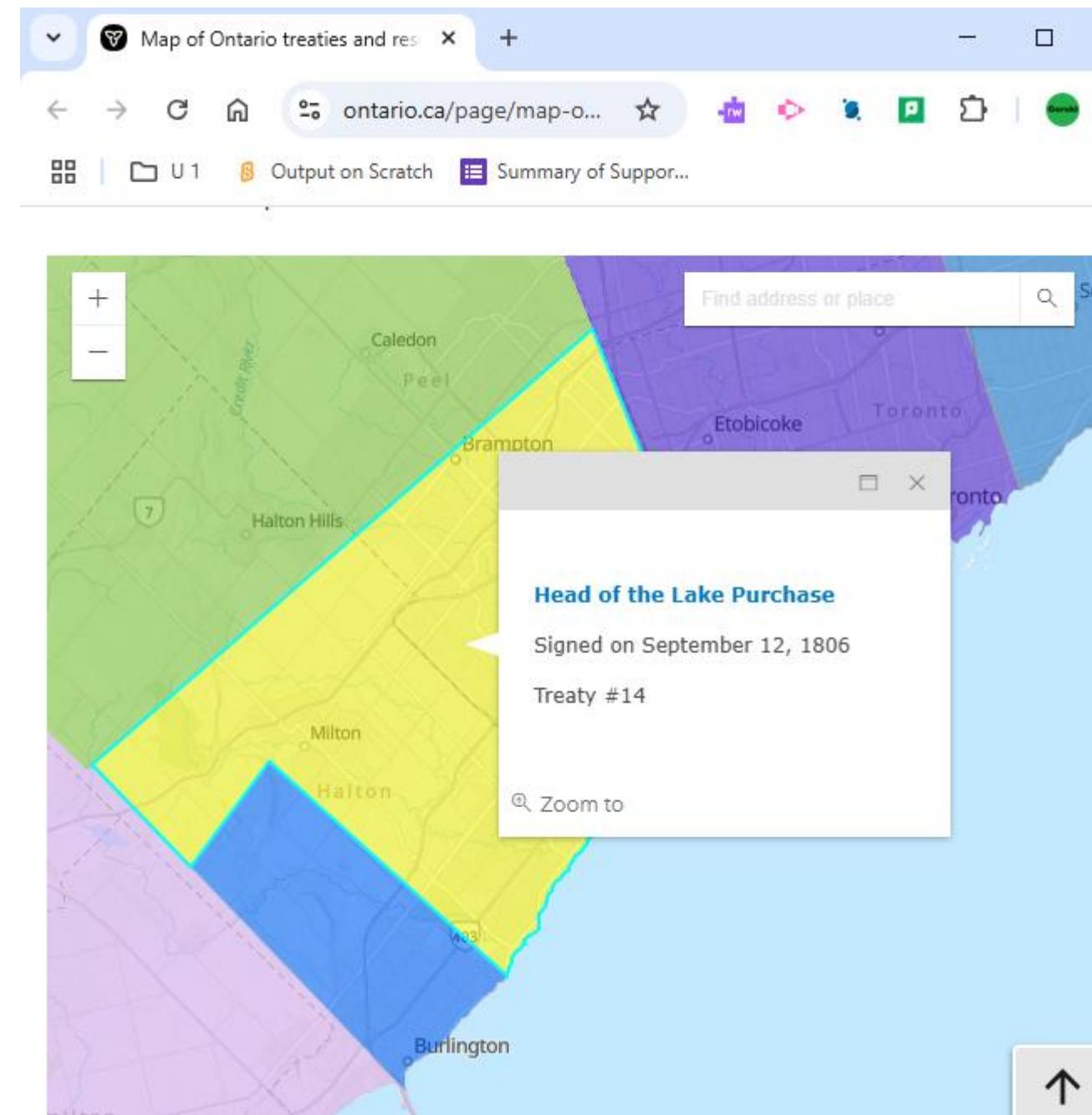
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AI Guidance - One Pagers

pdsb1.sharepoint.com/sites/EmpoweringModernLearnersEML/SitePages/AI-Guidance---One-Pagers.aspx

SharePoint

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Empowering Modern Learners (EML) Our Team & Areas of Support What is EML? Resources D2L BrightS

## AI Guidance - One Pagers

that helps computers learn, make decisions, and solve problems. From voice assistants to self-driving cars, AI is shaping our world.

now it works, use it responsibly, and think critically about its impact. By learning to use AI safely and wisely, we can help create a future where technology benefits everyone.

Click to Watch, "AI and Education: Preserving human agency in a world of automation"

Click below for more Resources:

Click to Watch, "AI and Education: Preserving human agency in a world of automation"

Firefly

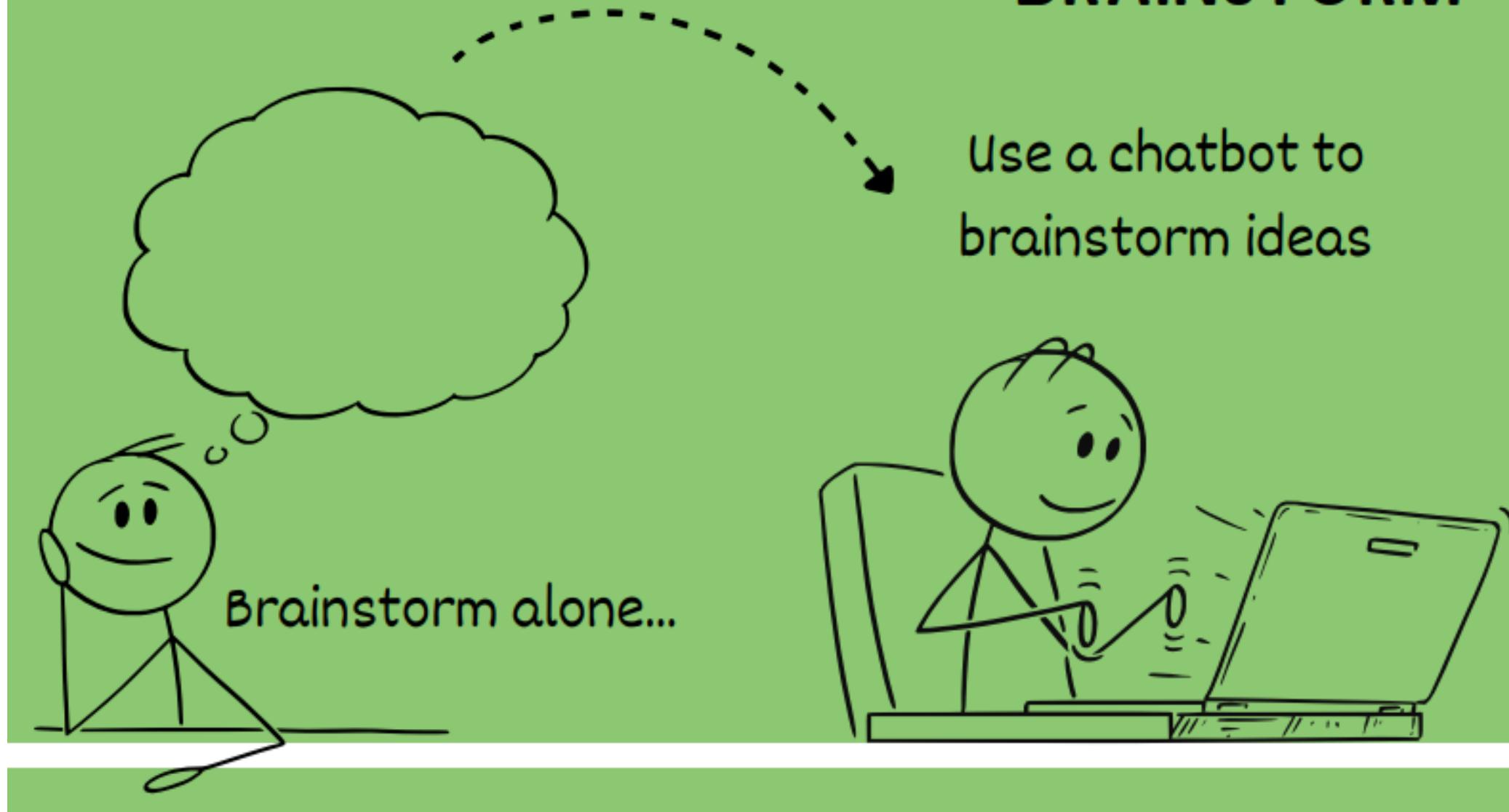
A text-to-image generative machine-learning model. The user describes an image and it is generated for them in several formats.

Visit this link to try it out → [bit.ly/ai-firefly](https://bit.ly/ai-firefly)

QR code

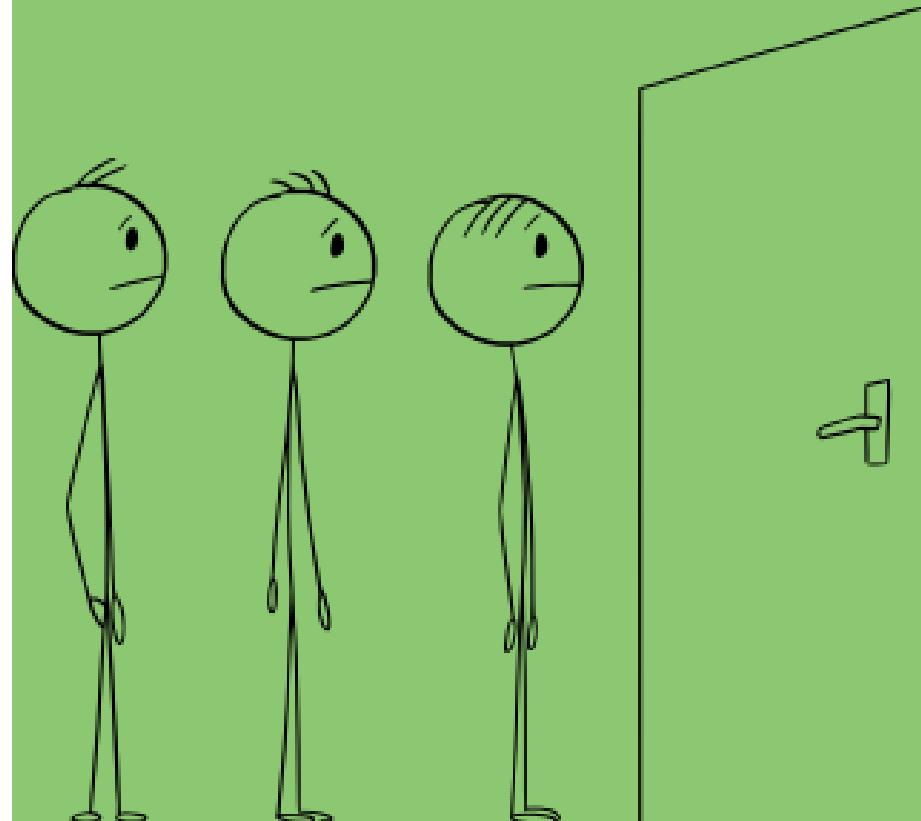
Some more from the Peel Board's AI documentation.

# BRAINSTORM

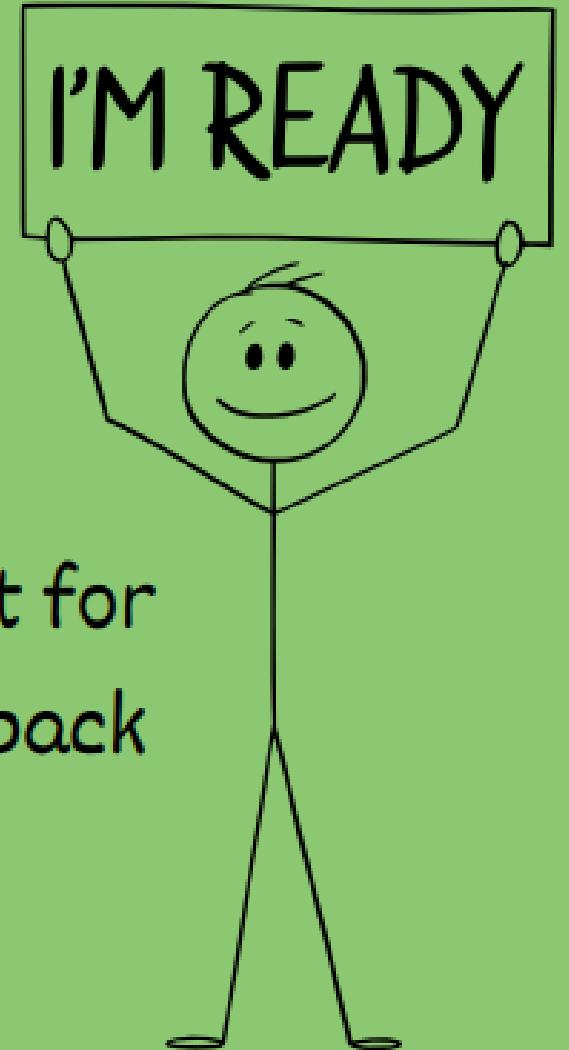


# FEEDBACK

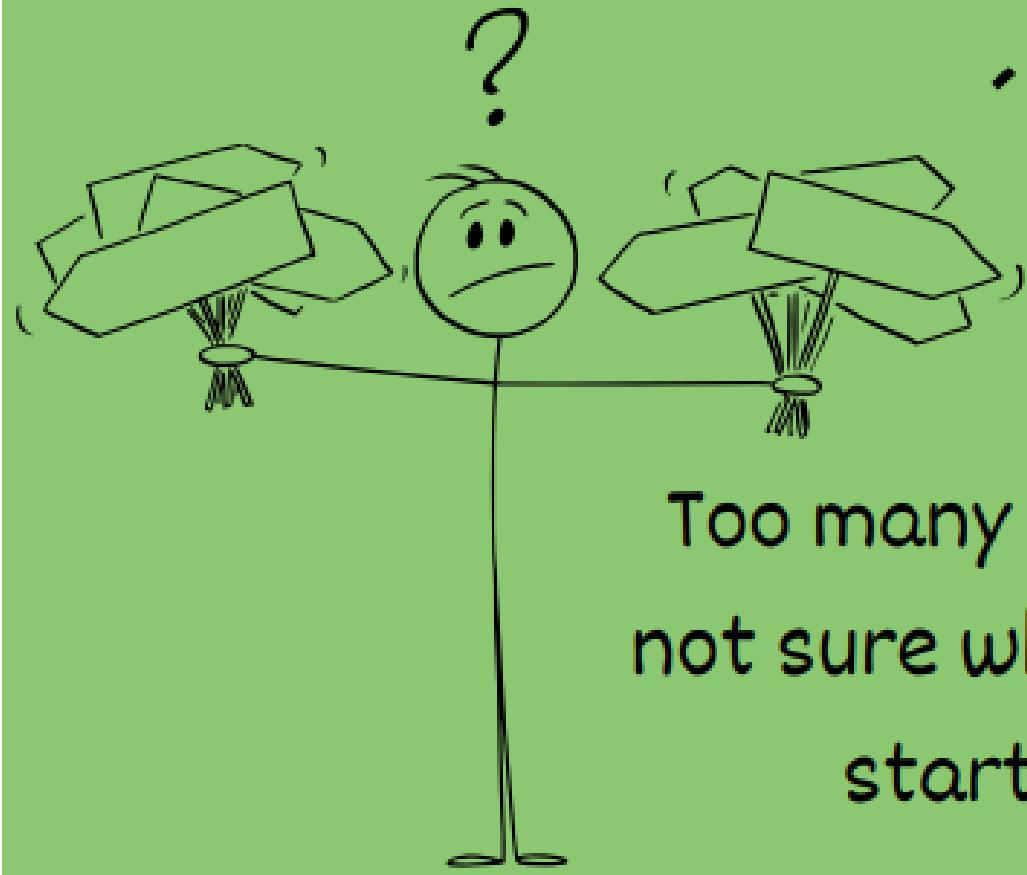
Waiting for feedback...



Use a chatbot for  
instant feedback



# ORGANIZE TASKS



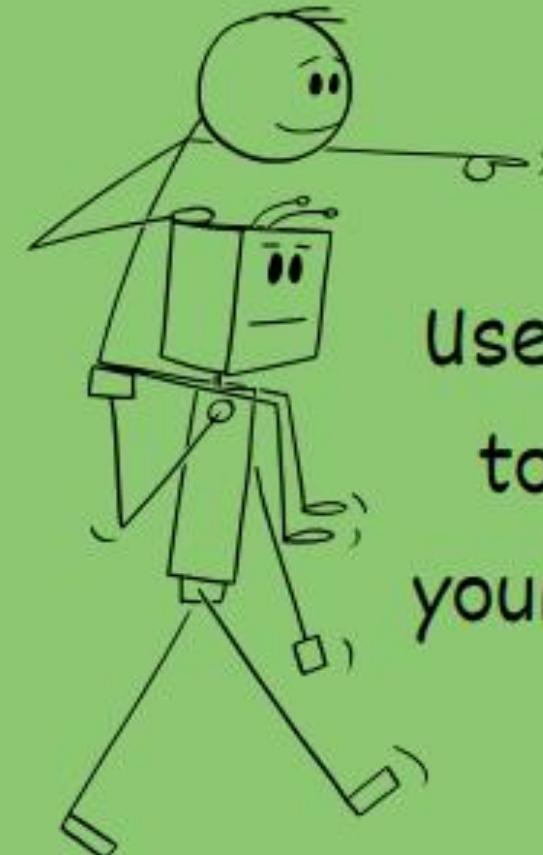
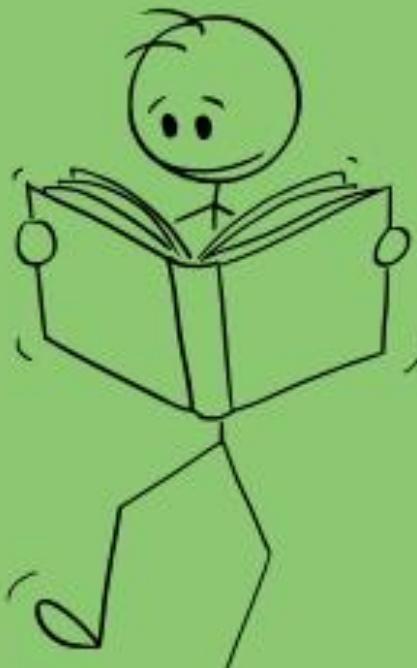
Too many tasks,  
not sure where to  
start?

Use a chatbot or AI  
organization tool to  
organize ideas



Everyone learns at  
the same pace

# PERSONAL TUTOR



Use a chatbot  
to learn at  
your own pace

Peel District School Board, EML Resources. AI Resource for Students,  
<https://pdsb1.sharepoint.com/sites/EmpoweringModernLearnersEML/SiteAssets/Forms/AllItems.aspx?id=%2Fsites%2FEmpoweringModernLearnersEML%2FSiteAssets%2FSitePages%2FPage%281%29%2FSTUDENT%2DAI%2DRESOURCES%2D%2D5%2D%2Epdf&parent=%2Fsites%2FEmpoweringModernLearnersEML%2FSiteAssets%2FSitePages%2FPage%281%29>. Credits say it was generated using conversations with CoPilot.



To break through the hype and advertising messages, we are going to need 2<sup>nd</sup> order questions.



How do we  
teach  
effectively?

To break through the hype and advertising messages, we are going to need 2<sup>nd</sup> order questions.



How do we  
teach  
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Why are we  
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What are  
essays even  
useful for?



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Why are we  
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What thinking  
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How do we teach effectively?

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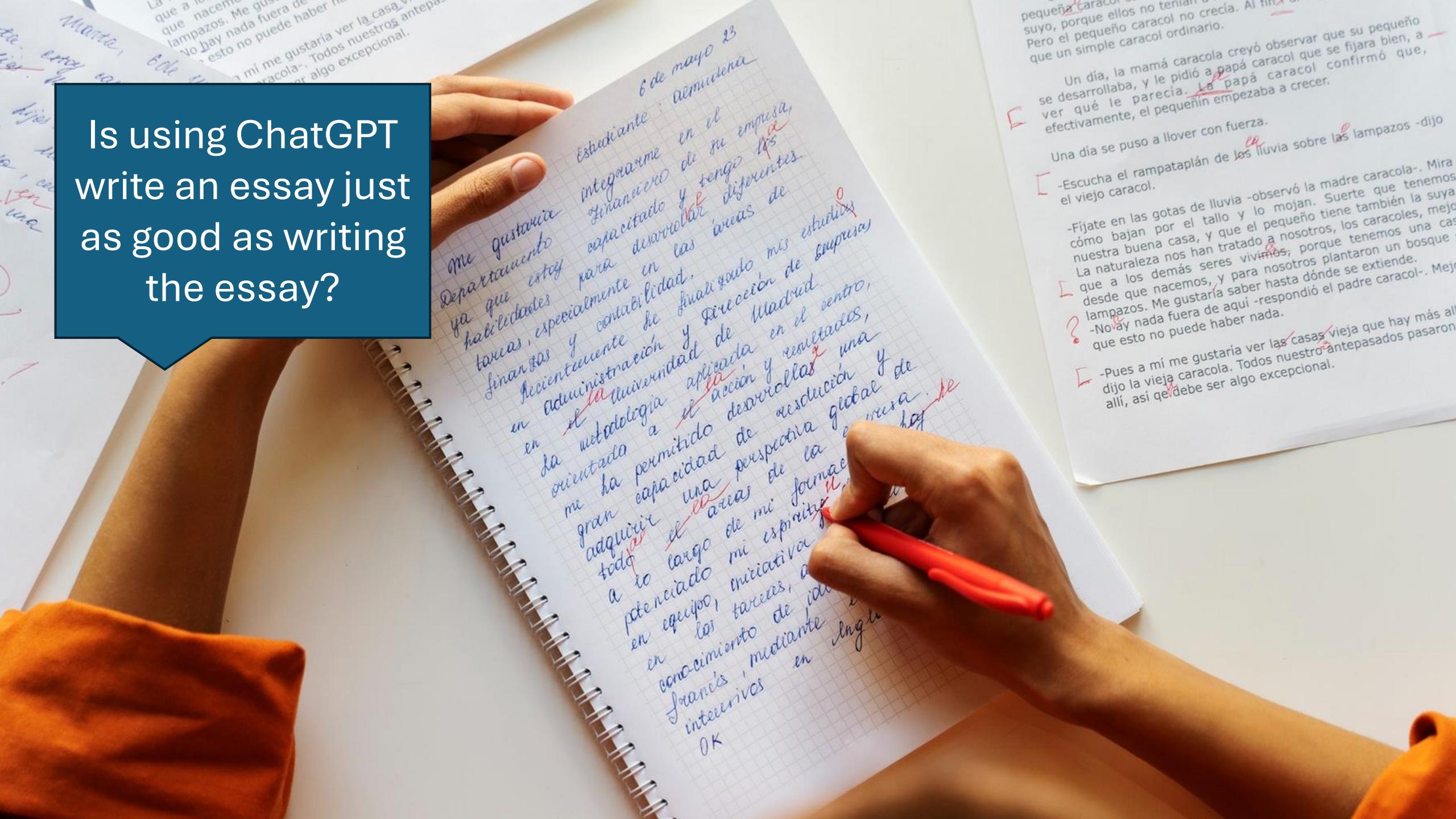
Why are we teaching?

What are essays even useful for?

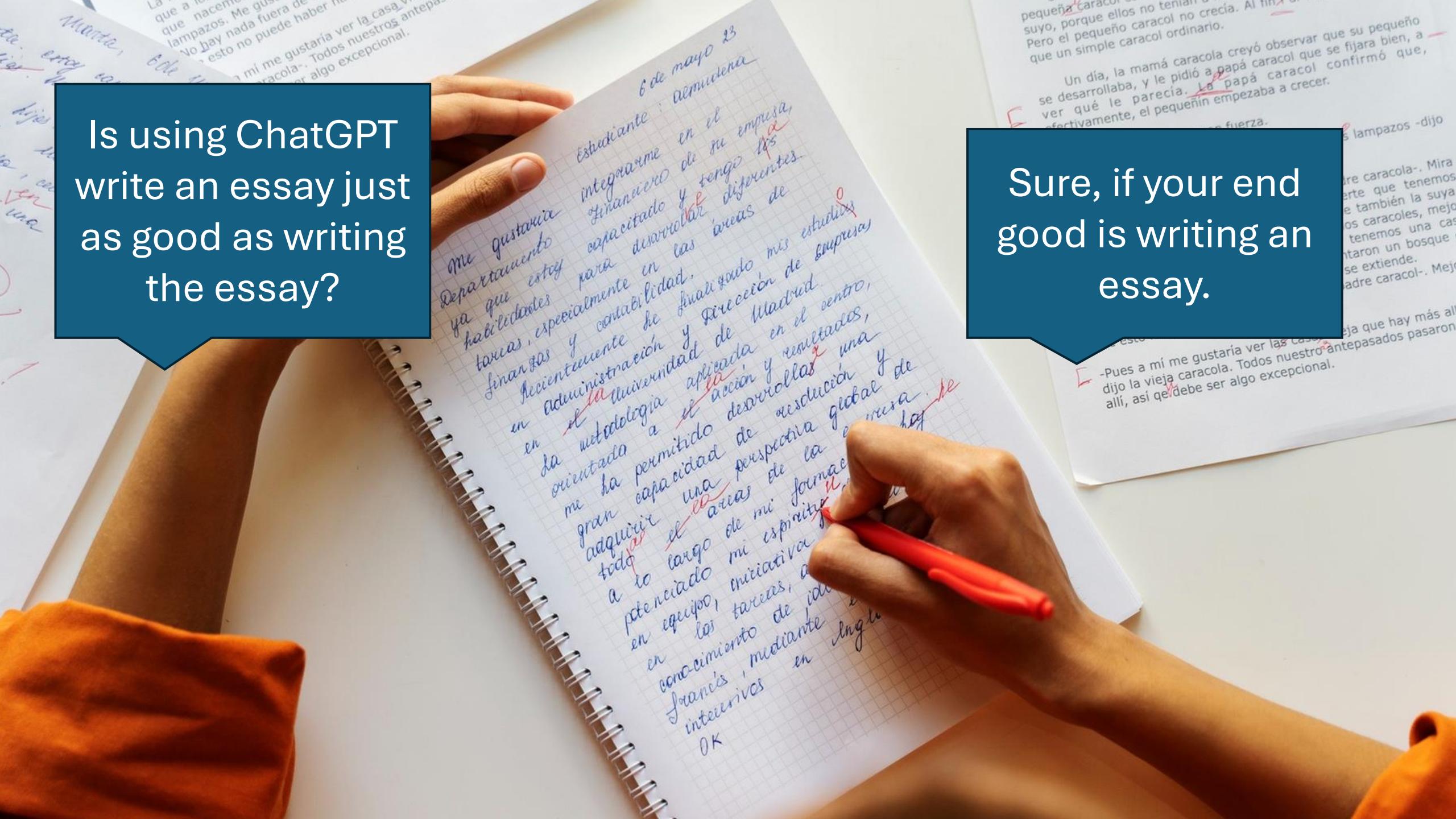
What thinking makes us human?

How important is the act of creation to human happiness?

# Is using ChatGPT write an essay just as good as writing the essay?



# Is using ChatGPT write an essay just as good as writing the essay?



Sure, if your end  
good is writing an  
essay.

I don't write essays  
anymore, but I use all  
these brain functions I  
developed when learning  
them.



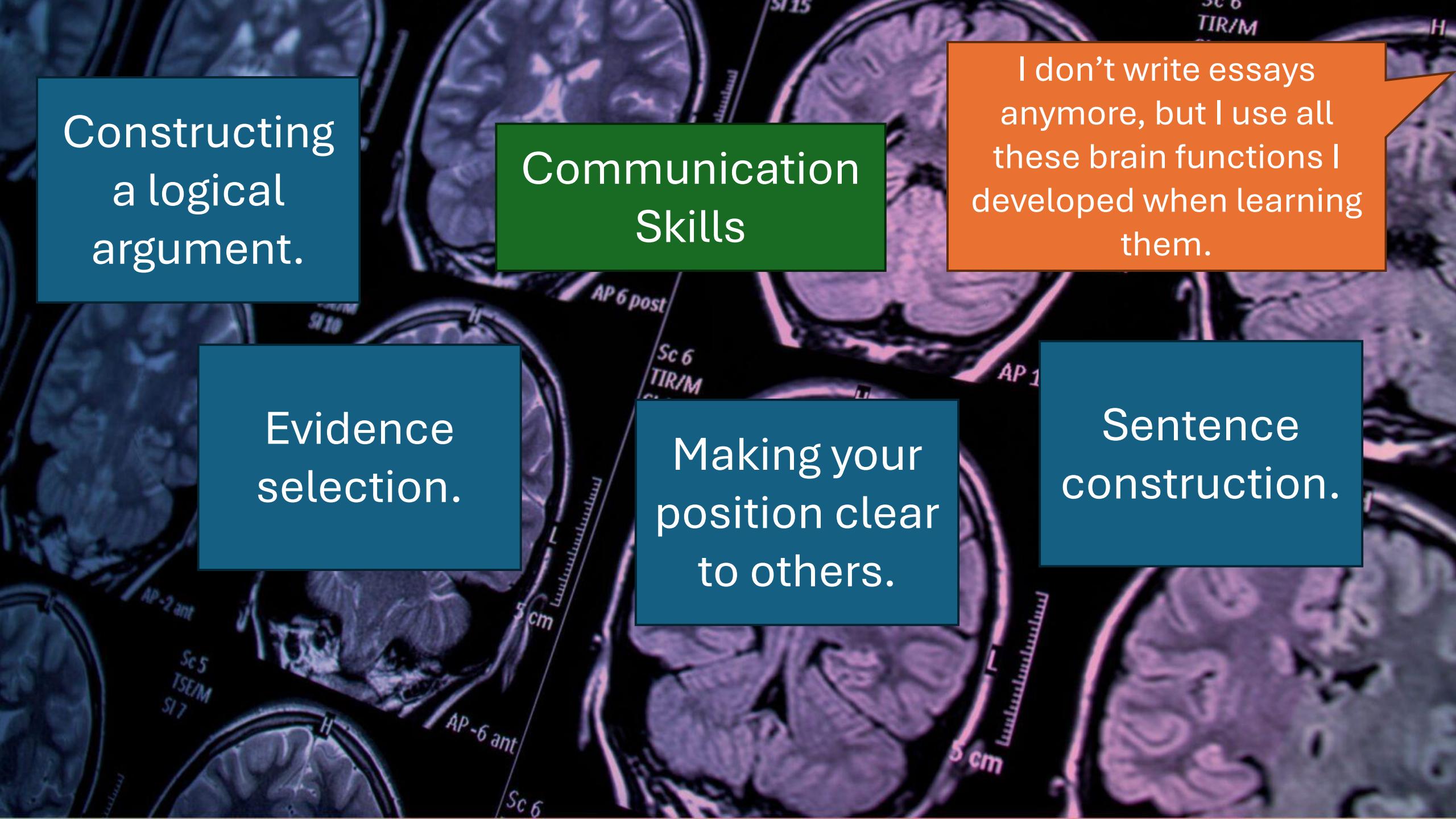
Constructing  
a logical  
argument.

Evidence  
selection.

Making your  
position clear  
to others.

Sentence  
construction.

I don't write essays  
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Constructing  
a logical  
argument.

Communication  
Skills

I don't write essays  
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these brain functions I  
developed when learning  
them.

Evidence  
selection.

Making your  
position clear  
to others.

Sentence  
construction.

THE NEW YORK TIMES BESTSELLER

# THINKING, FAST AND SLOW



DANIEL

# KAHNEMAN

WINNER OF THE NOBEL PRIZE IN ECONOMICS

"[A] masterpiece . . . This is one of the greatest and most engaging collections of insights into the human mind I have read." —WILLIAM EASTERLY, *Financial Times*

## System 1



Fast



Unconscious



Automatic



Everyday  
Decisions

## System 2



Slow



Conscious



Effortful

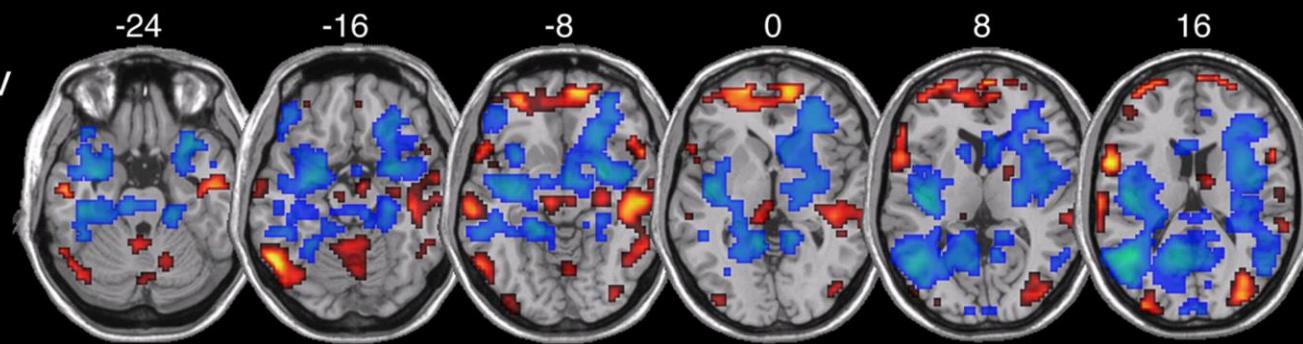


Complex  
Decisions



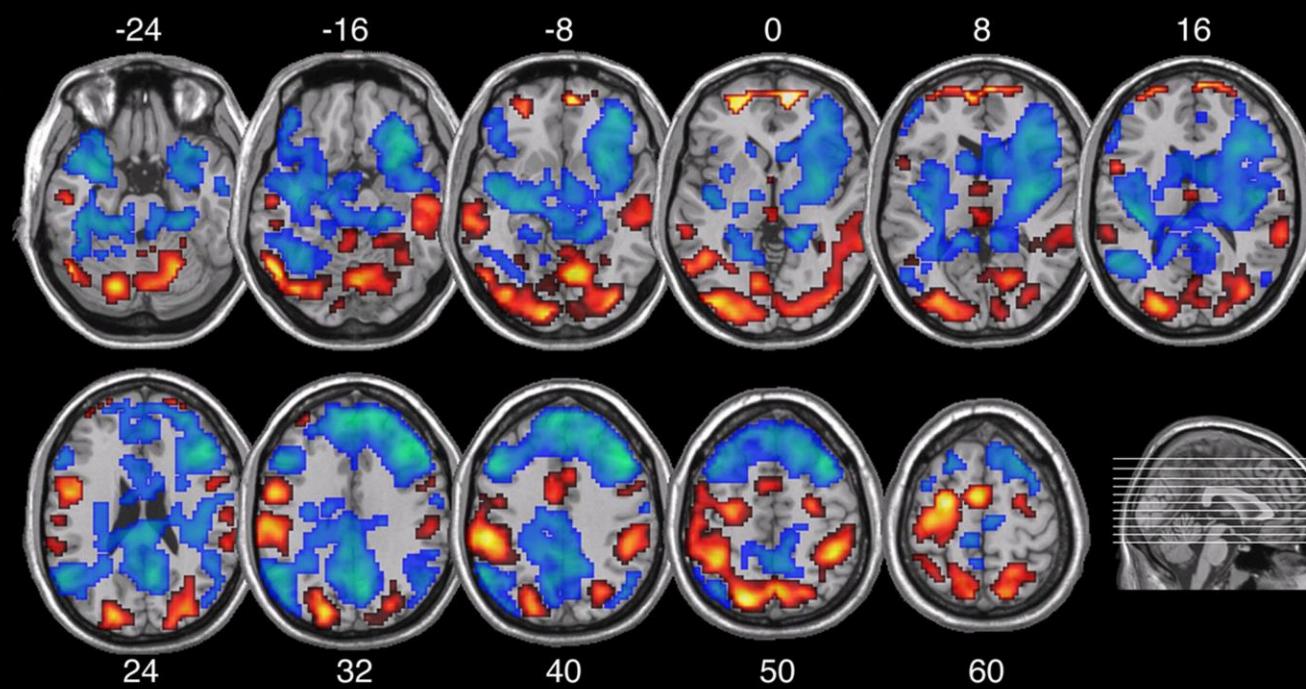
Brain scans have added a lot to our understanding of how System 1 and System 2 relate to learning.

ScaleImprov

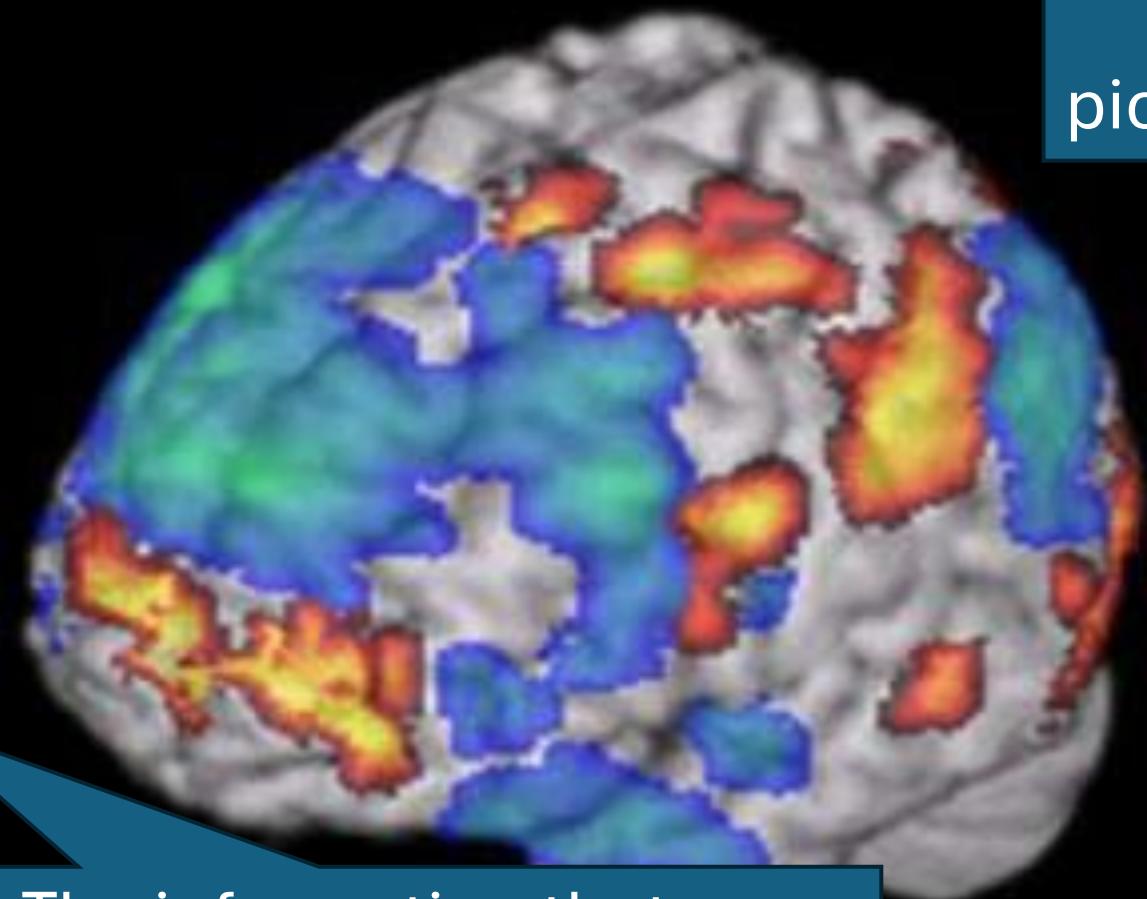


They take  
different  
conditions and  
compare them.

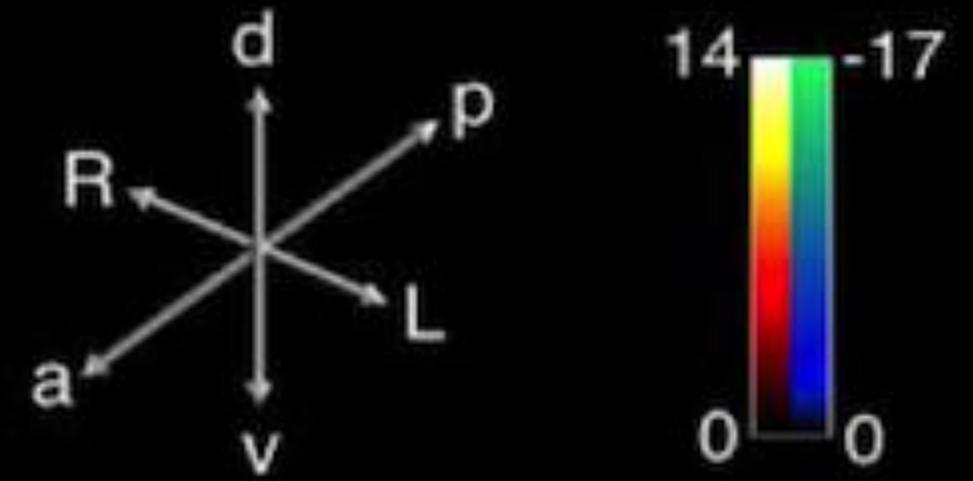
JazzImprov



The ‘slices’ can be combined to create very detailed pictures of the brain.



The information that we received in university was input/output based.



Now, we can take the input and output and see what EXACTLY is going on.

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Fast



Unconscious



Automatic  
Decisions



Easy  
Decisions

## System 2



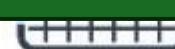
Slow



Conscious



Effortful



Complex  
Decisions

Fine tuning of brain mass through deliberate practice.

After Skill is  
Mastered

Early in the  
Learning Process

THE NEW YORK TIMES BESTSELLER

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So I will flip  
the diagram.

stem 1

Fast

Unconscious

Aut

Effortful  
Decisions

After Skill is  
Mastered

System 2

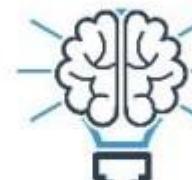
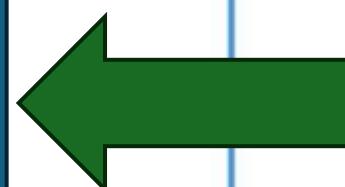
Slow

Conscious

Complex

Decisions

Early in the  
Learning Process



Fine tuning of brain  
mass through  
deliberate practice.

THE NEW YORK TIMES BESTSELLER

# THINKING, FAST AND SLOW



DANIEL  
KAHNEMAN

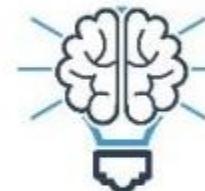
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## System 2



Slow



Conscious



Fine tuning of brain mass through deliberate practice.

Decisions

## System 1



Fast



Unconscious



Automatic

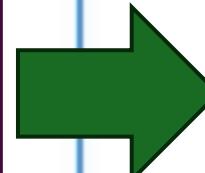


Everyday



Decisions

Early in the Learning Process



After Skill is Mastered

THE NEW YORK TIMES BESTSELLER

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deliberate practice.

## System 2



Slow



Conscious



Effortful



Complex  
Decisions

## System 1



Fast



Unconscious

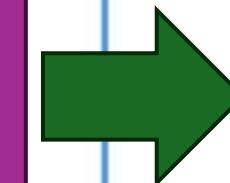


Automatic



Everyday  
Decisions

Early in the  
Learning Process



After Skill is  
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## System 2



Slow



Thinking  
through  
each step.



Effortful



Complex  
Decisions

## System 1



Fast



Unconscious

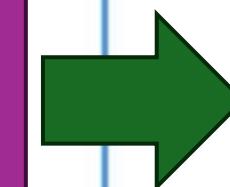


Automatic



Everyday  
Decisions

Early in the  
Learning Process



After Skill is  
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Slow



Thinking  
through  
each step.



Effortful



Complex  
Decisions

## System 1



Fast



May not even know  
why what they do is  
working.

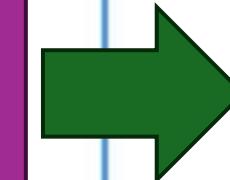


Automatic



Everyday  
Decisions

Early in the  
Learning Process



After Skill is  
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Fine tuning of brain  
mass through  
deliberate practice.

## System 2



Slow



Thinking  
through  
each step.



Inefficient use  
of brain. A lot  
lights up in  
scans.



Complex  
Decisions

## System 1



Fast



May not even know  
why what they do is  
working.

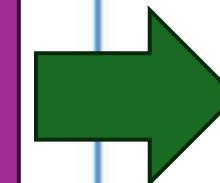


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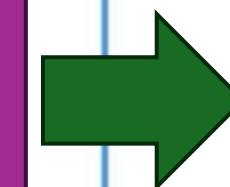


Efficient use of  
brain. Specific,  
targeted regions  
light up in scans.



Everyday  
Decisions

Early in the  
Learning Process



After Skill is  
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## System 2



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Complex  
for brain at  
given time.

## System 1



Fast



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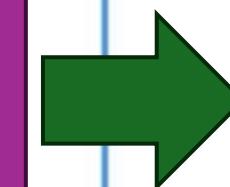


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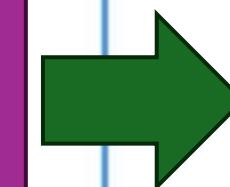


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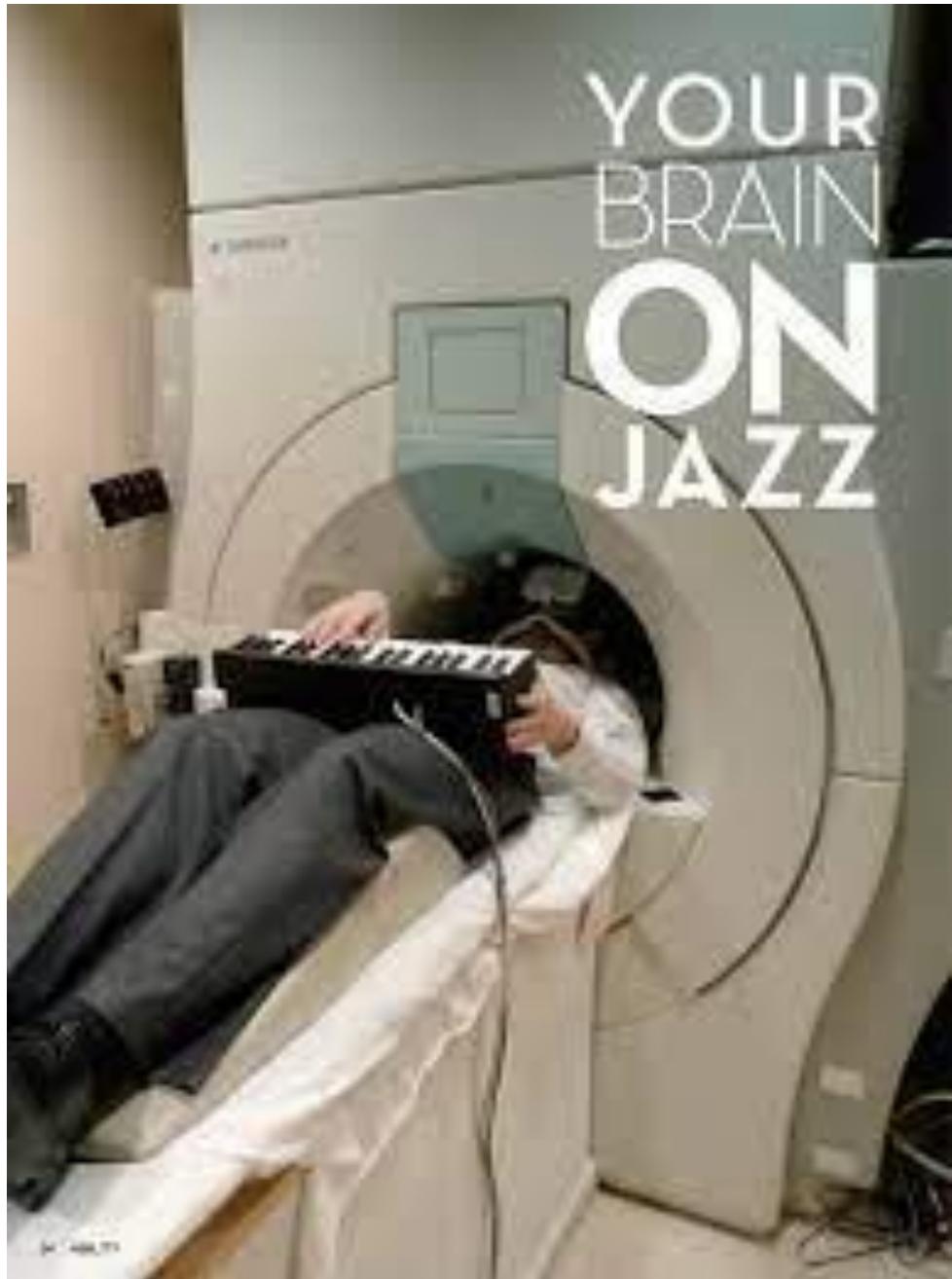


It is automatic.  
It is easy.

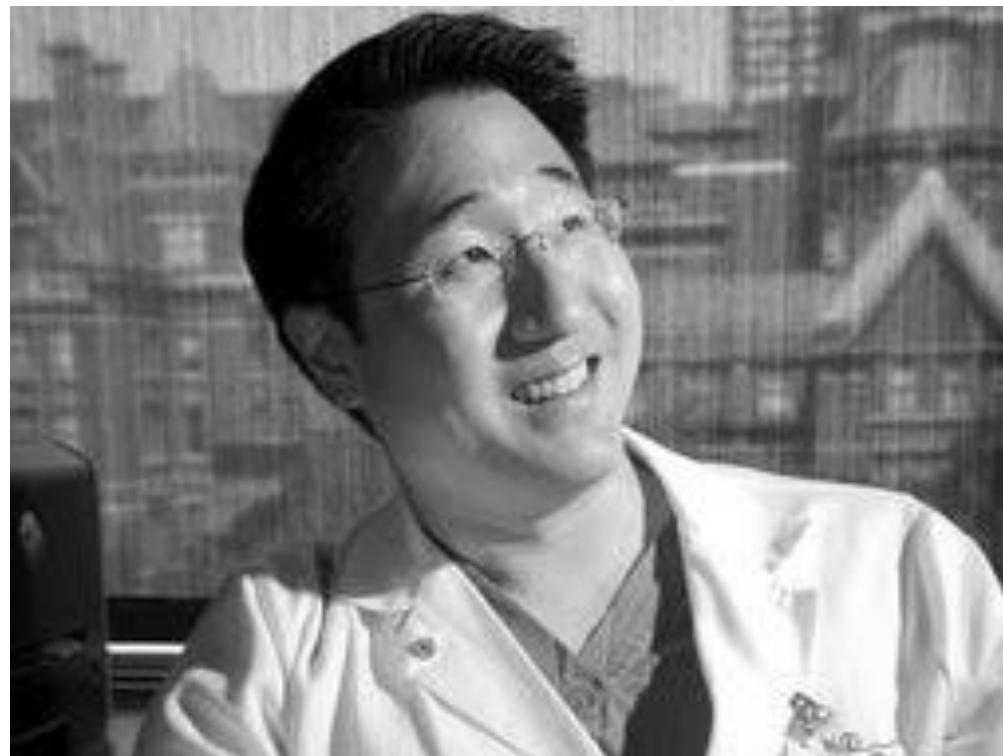
Early in the  
Learning Process



After Skill is  
Mastered



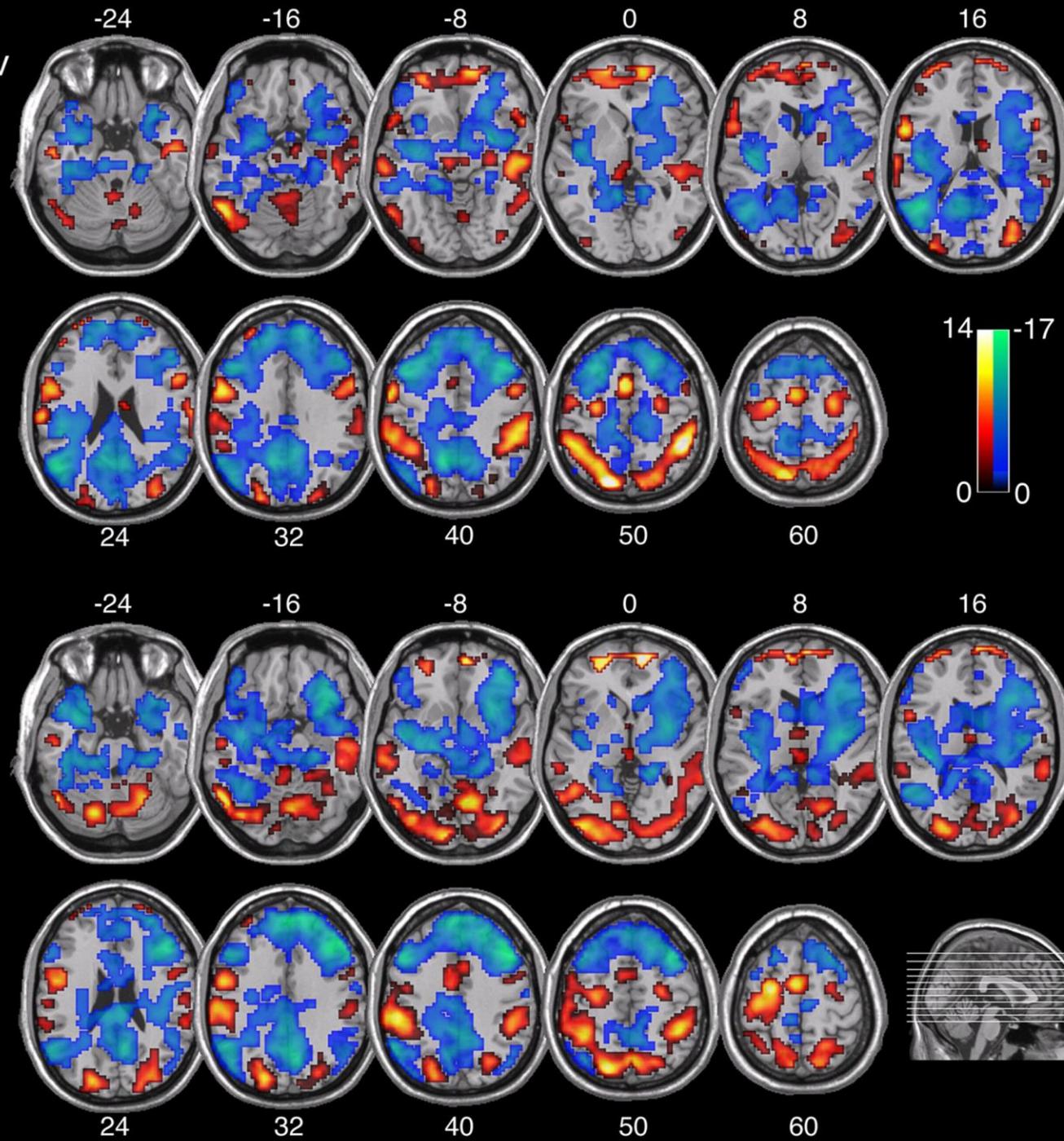
Charlie Limb,  
Research on Jazz Musicians' Brains



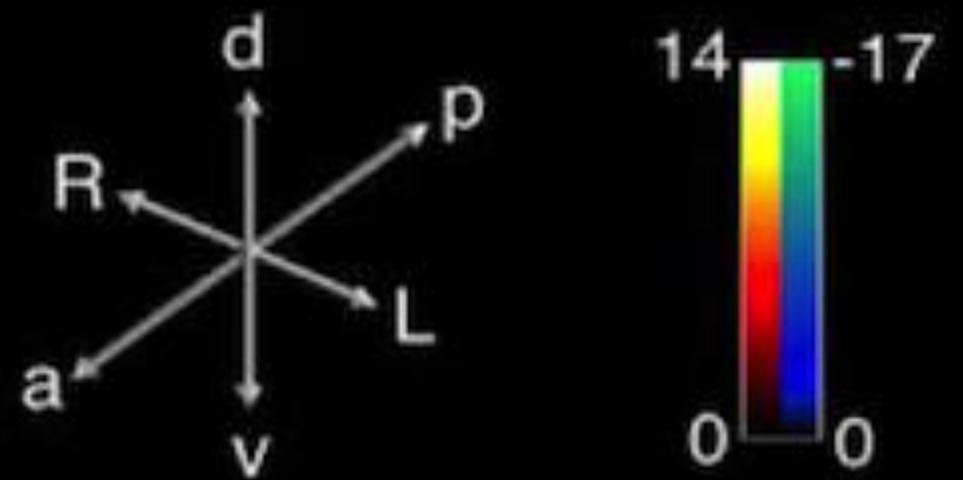
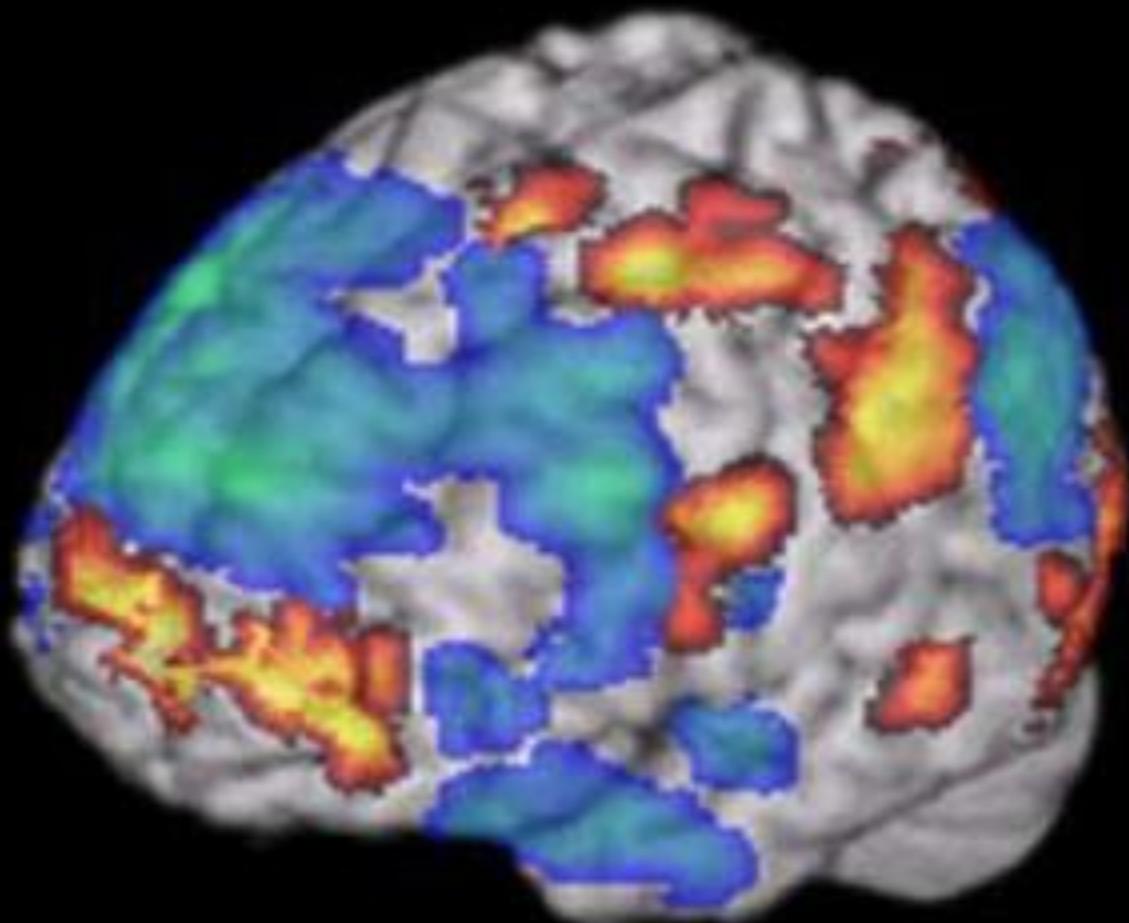
This was some early research, 2008.  
It is one of those studies that has grown in importance.

The scan I  
showed you  
earlier was from  
Limb's study.

JazzImprov

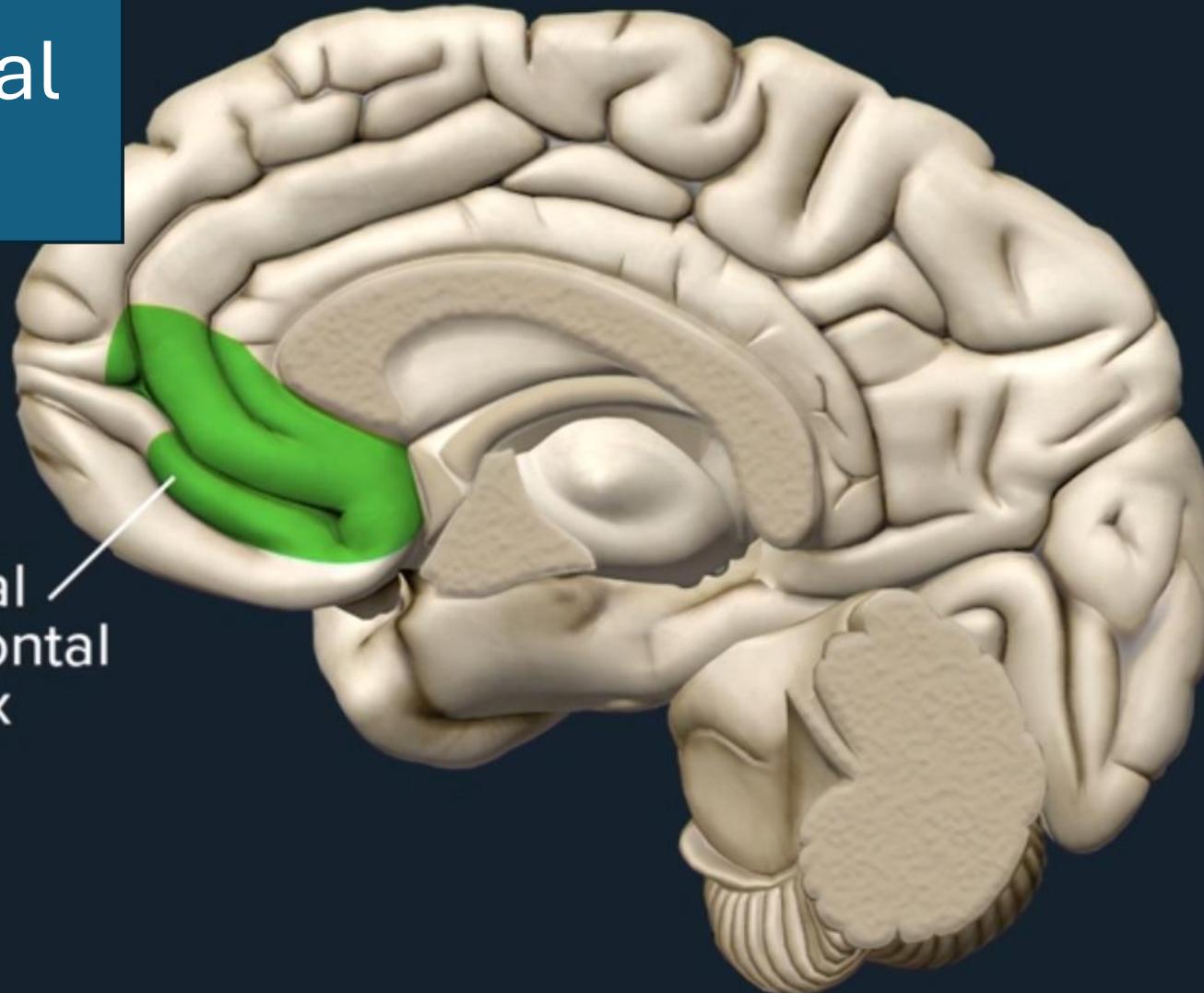


Again, from  
Limb's study.



But let me pick some  
simpler diagrams....

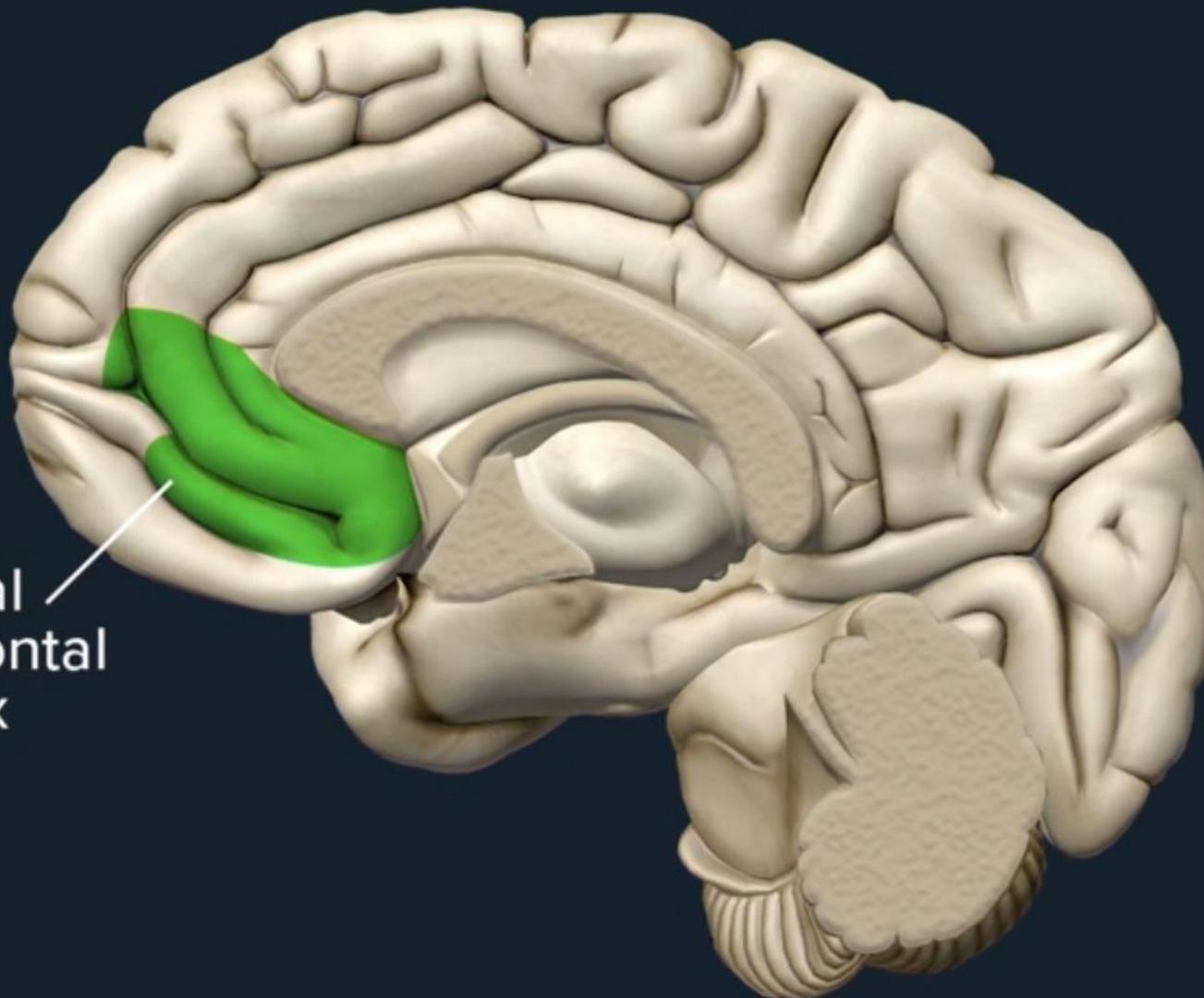
More activity in the  
medial prefrontal  
cortex.

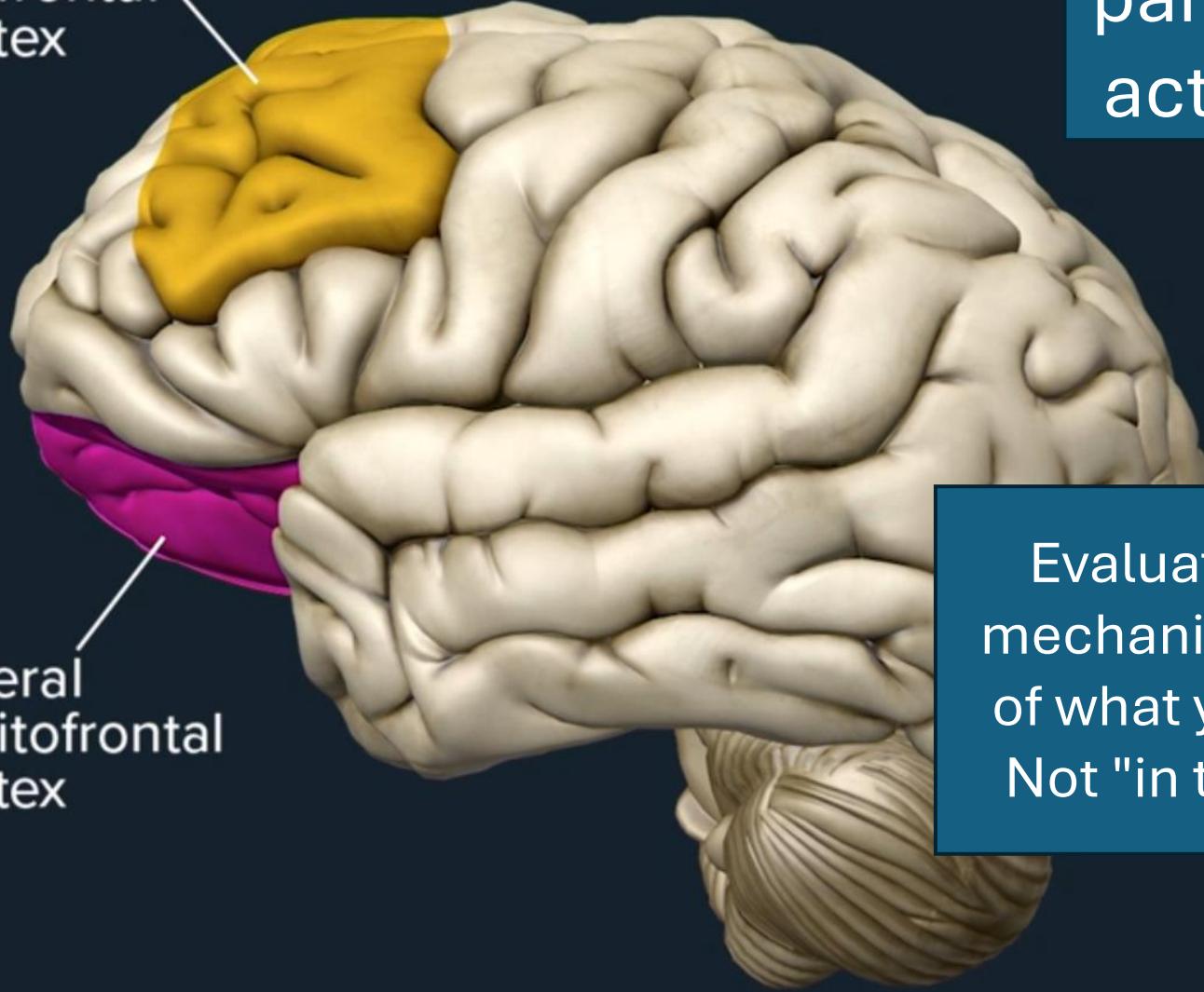


Also used in  
story telling

Evidence of the fine tuning that had occurred.

Medial prefrontal cortex





Dorsolateral  
prefrontal  
cortex

Lateral  
orbitofrontal  
cortex

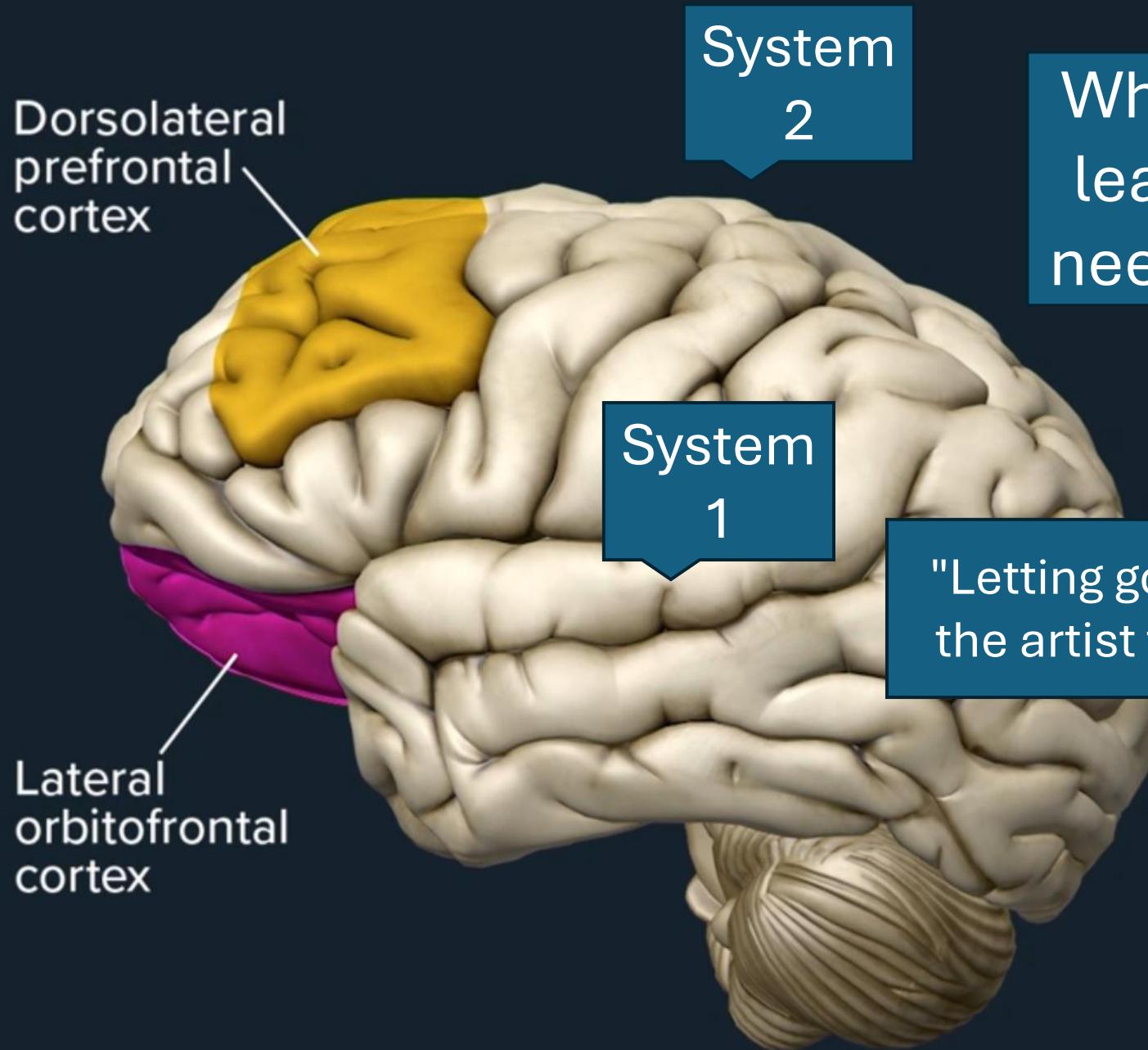
Limb found  
parts were de-  
activated too.

Evaluates what the  
mechanics and quality  
of what you are doing.  
Not "in the moment".

If the artist is pulled out of the pull of their music, the audience always knows. They too are pulled out of the magic of the moment.

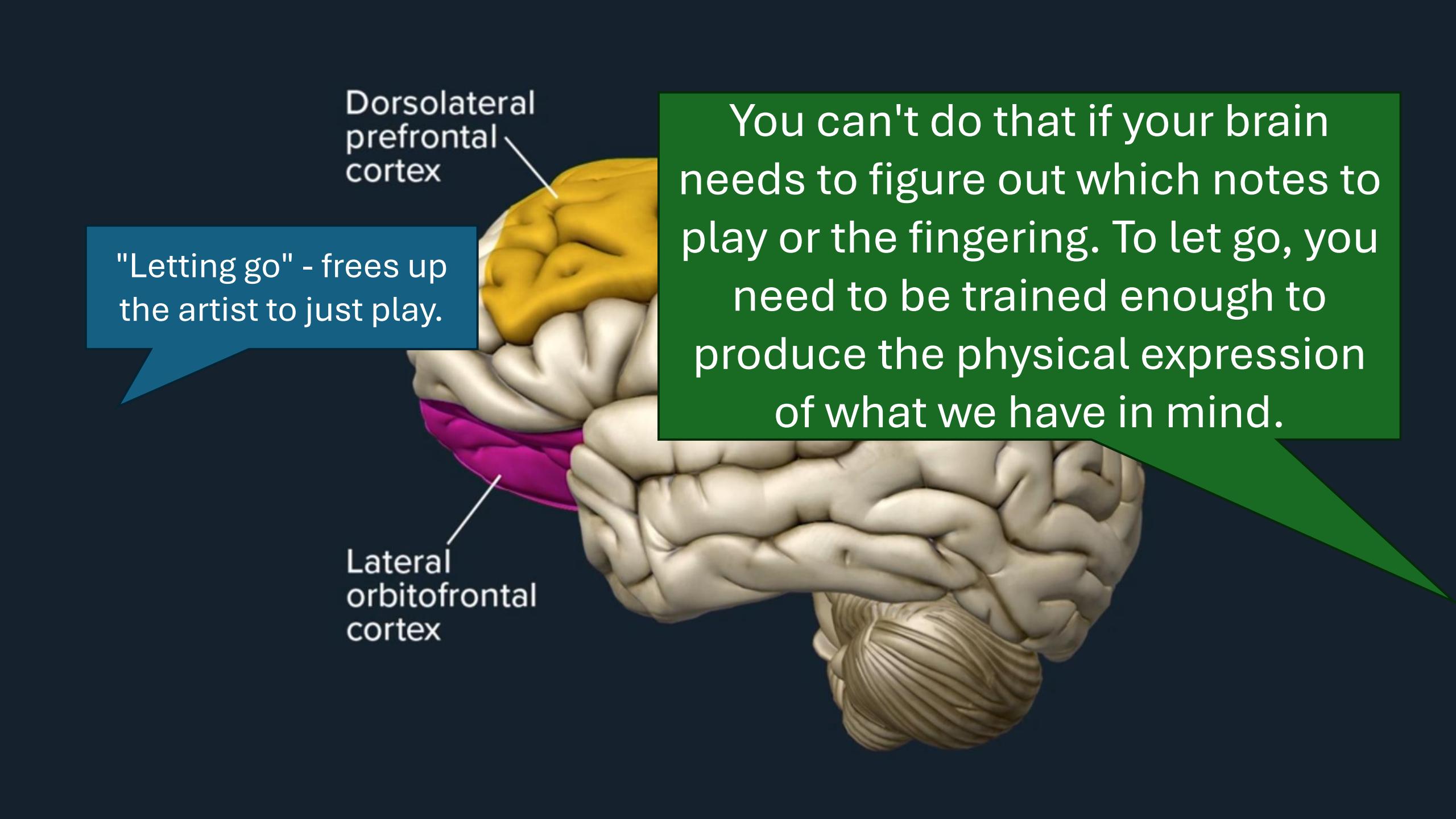


Mark Sheldon



When you are learning, you need this part.

"Letting go" - frees up the artist to just play.

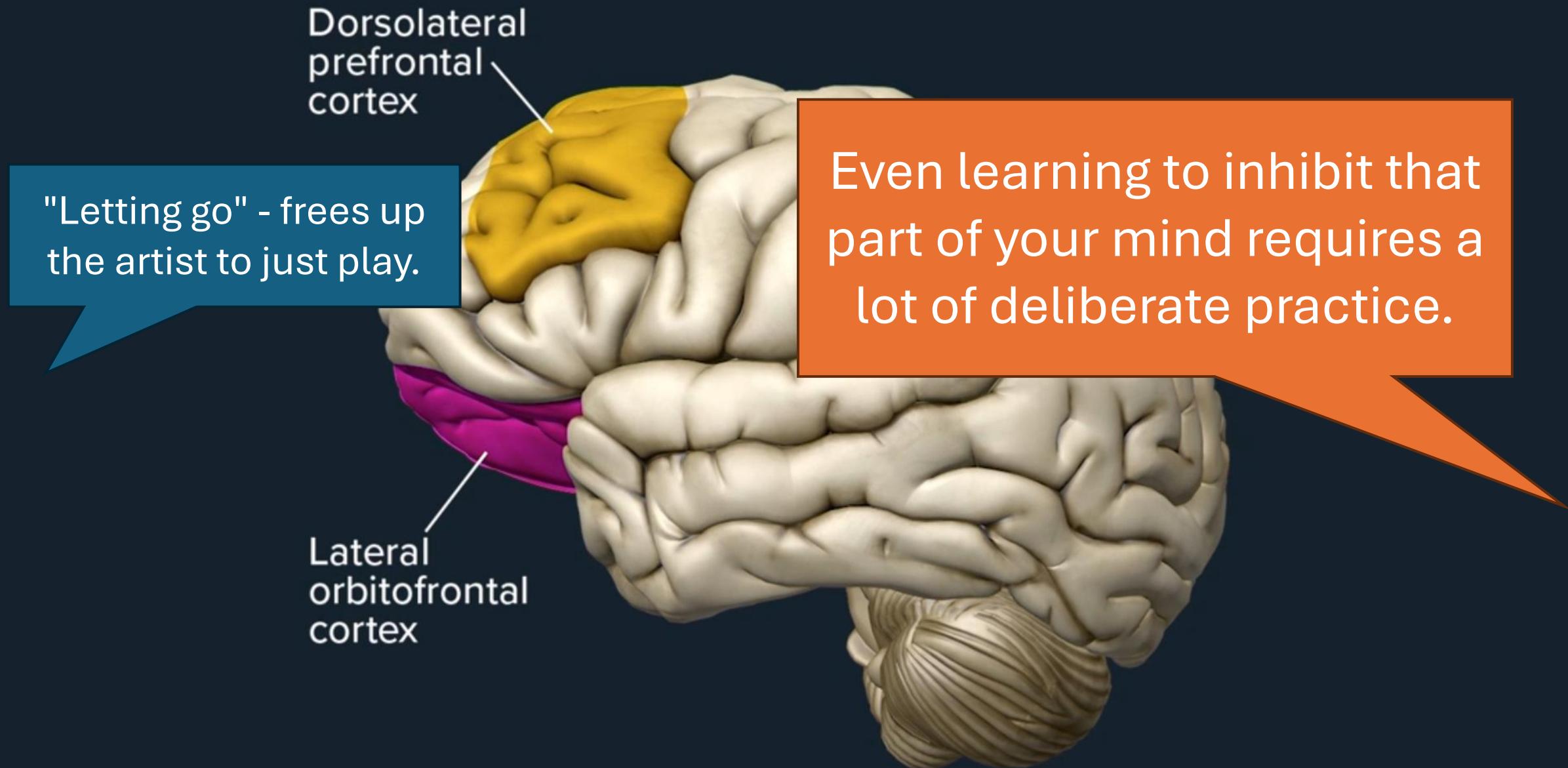


"Letting go" - frees up the artist to just play.

Dorsolateral prefrontal cortex

Lateral orbitofrontal cortex

You can't do that if your brain needs to figure out which notes to play or the fingering. To let go, you need to be trained enough to produce the physical expression of what we have in mind.







# Outliers



THE STORY OF SUCCESS

MALCOLM  
GLADWELL

#1 bestselling author of *The Tipping Point* and *Blink*



# PEAK

SECRETS FROM  
THE NEW SCIENCE  
OF EXPERTISE

Anders Ericsson  
and Robert Pool

"[Peak] offers an optimistic anti-determinism that ought to influence how people educate children, manage employees, and spend their time. The good news is that to excel one need only look within." —THE ECONOMIST



## **Deliberate Practice Stages**

**1. Use training or practice regiments that have been proven to be successful.**

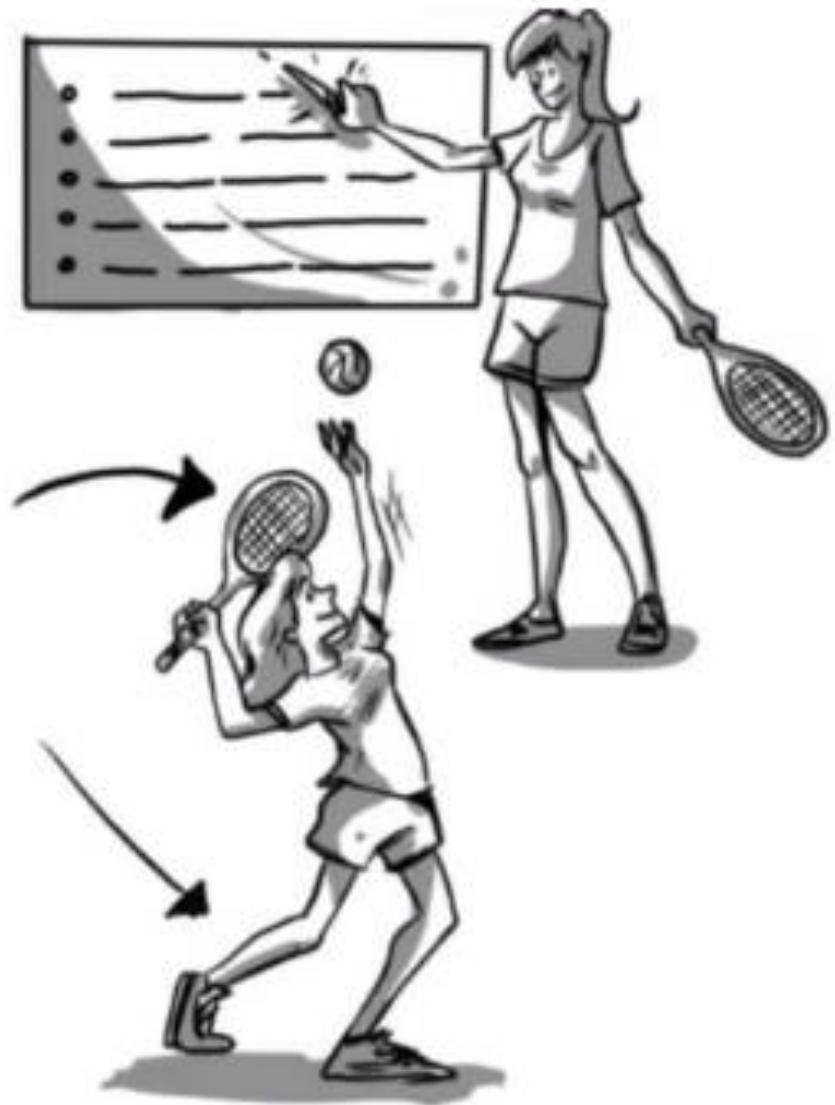
Find a good teacher and follow their advice.

# Deliberate Practice Stages

2. Consistently move out of your comfort zone.

Practice should be uncomfortable and hard. Do things you can't do, not what comes easily.





## Deliberate Practice Stages

3. Set well-defined learning goals. [Doing something quickly and without errors]
4. Engage your full attention. [Deep in system 2 - slow thinking]

# Deliberate Practice Stages



5. Use feedback to evaluate whether you're reaching your goals. [Teacher needed or record it to view yourself.]
6. Build on your pre-existing skill set to punch through a new plateau.

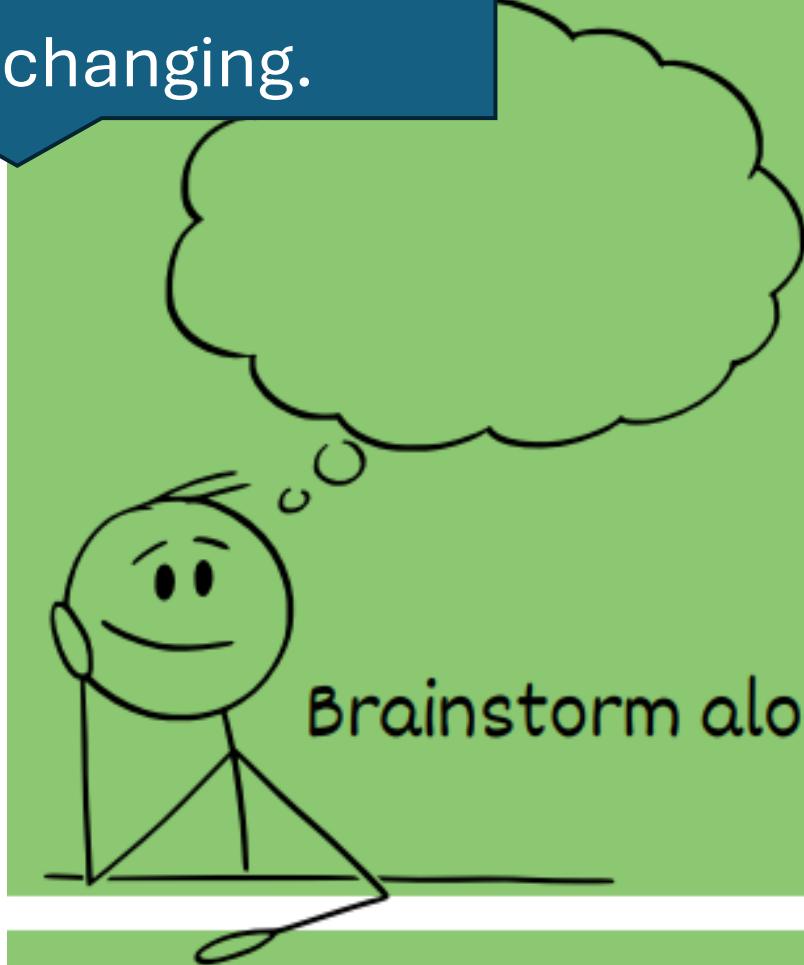


## **Deliberate Practice Stages**

7. Change your mental representation of the skill.

[Change the way that your brain works. Move it to system 1. Fine tune brain so it is easy.]

If it is easy, it isn't  
deliberate practice.  
Your brain isn't  
changing.

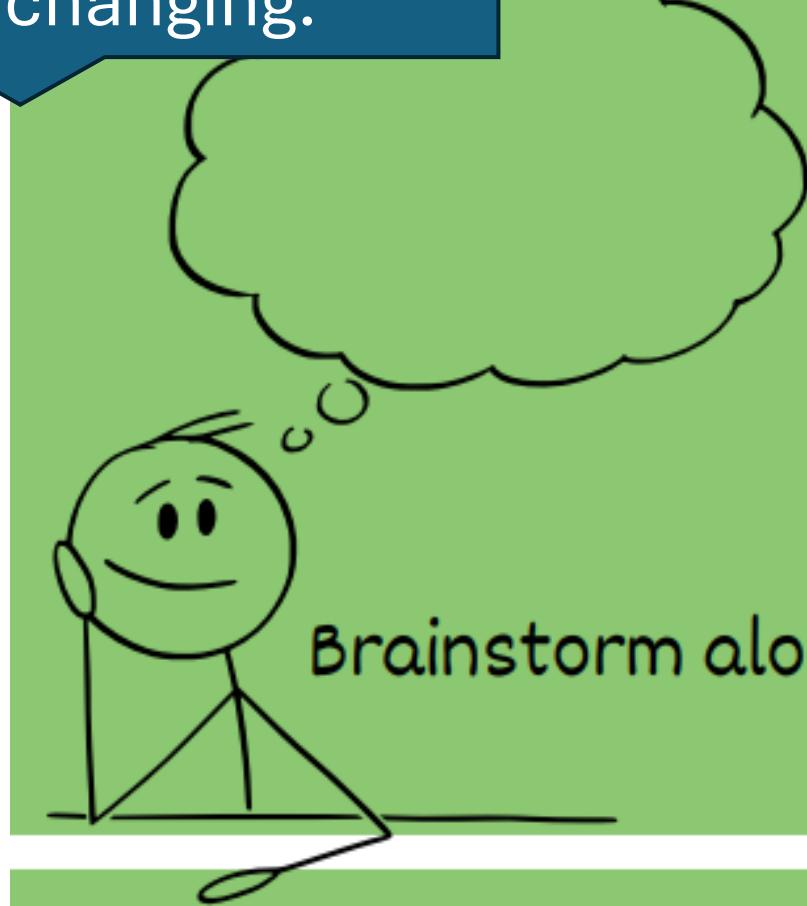


# BRAINSTORM

use a chatbot to  
brainstorm ideas



If it is easy, it isn't  
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Your brain isn't  
changing.



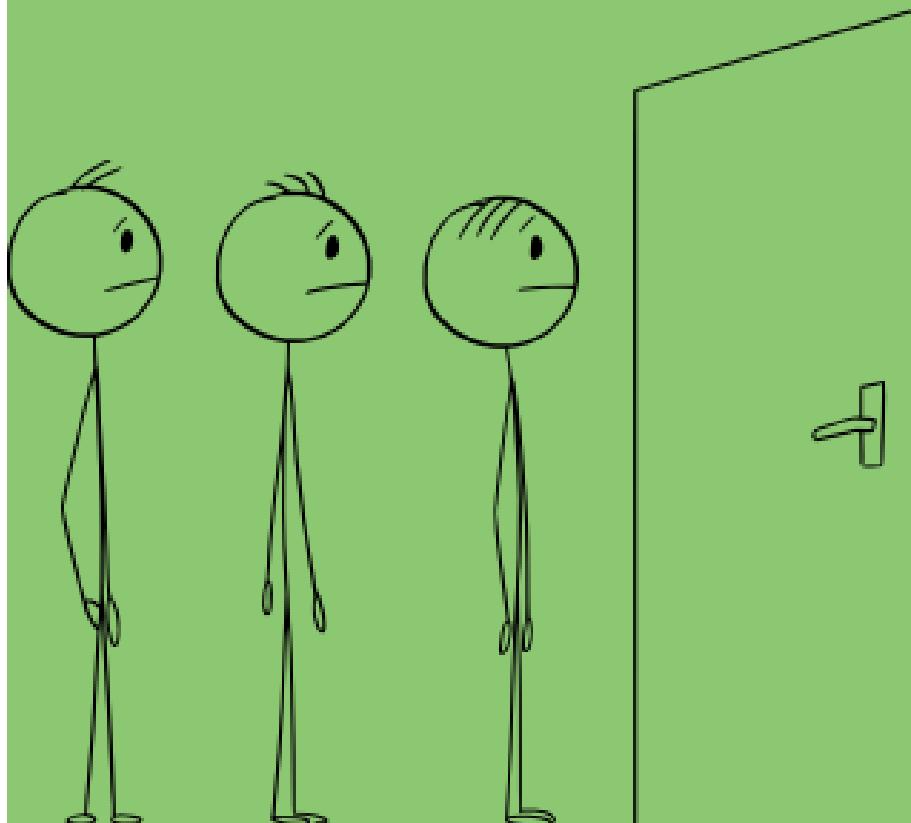
# BRAINSTORM

ChatGPT reflects old ideas ... not  
new ones, like social justice. Its  
brainstorming may miss  
important things.

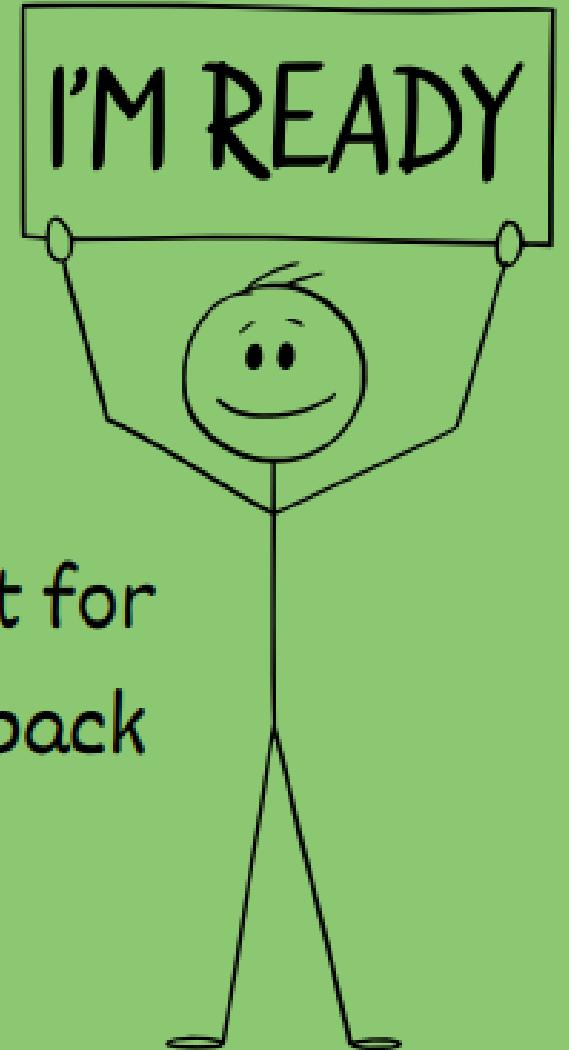


# FEEDBACK

One of the things this research points out is the power of a good teacher.

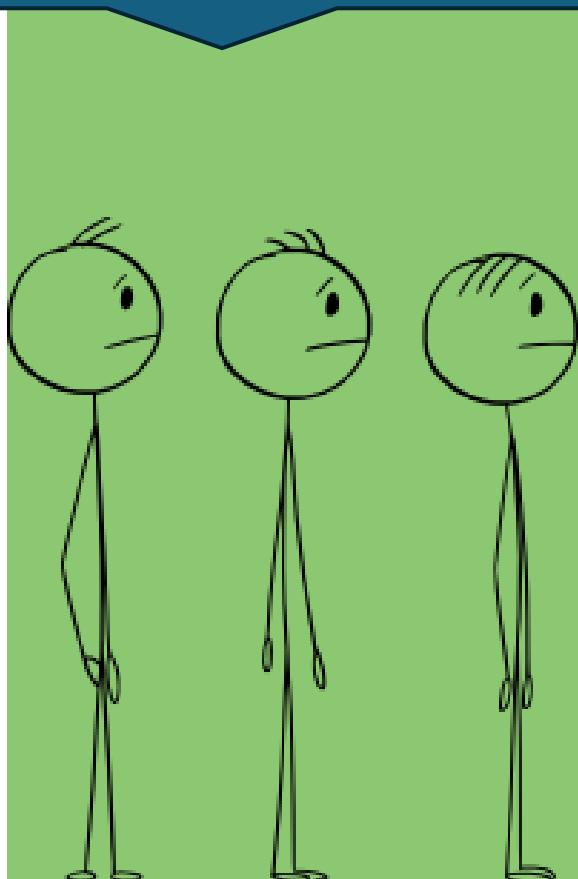


Use a chatbot for instant feedback



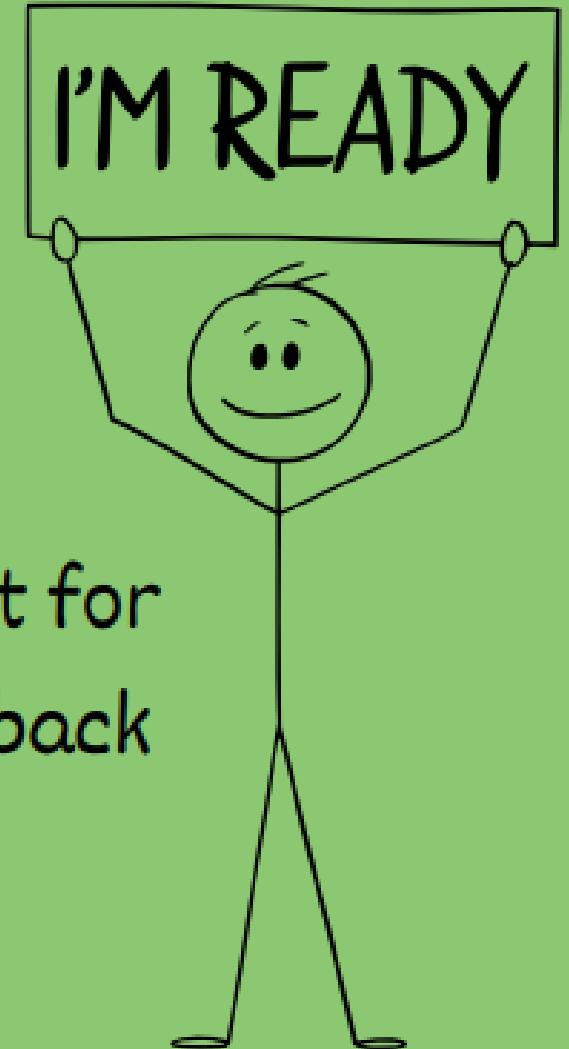
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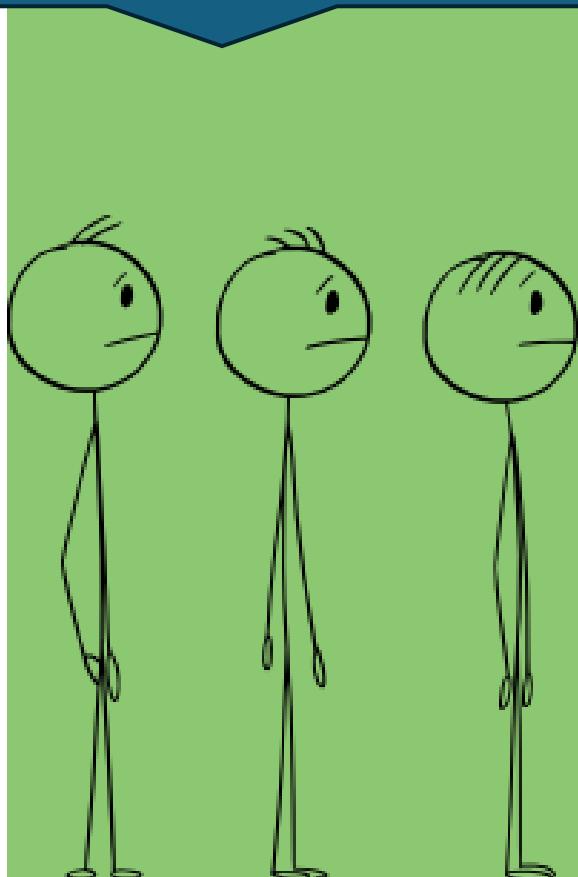
Feedback is only useful for brain development when it is specific and expert.

Use a chatbot for instant feedback



# FEEDBACK

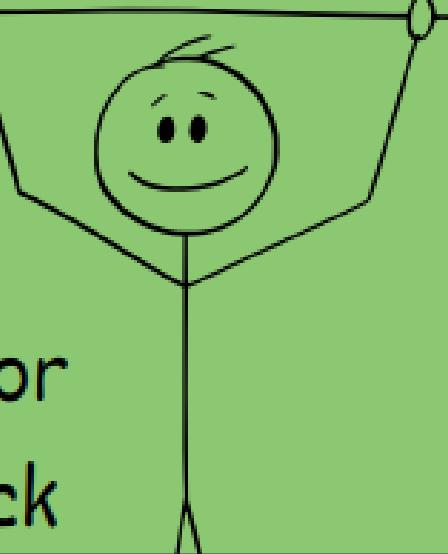
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Feedback is only useful for brain development when it is specific and expert.

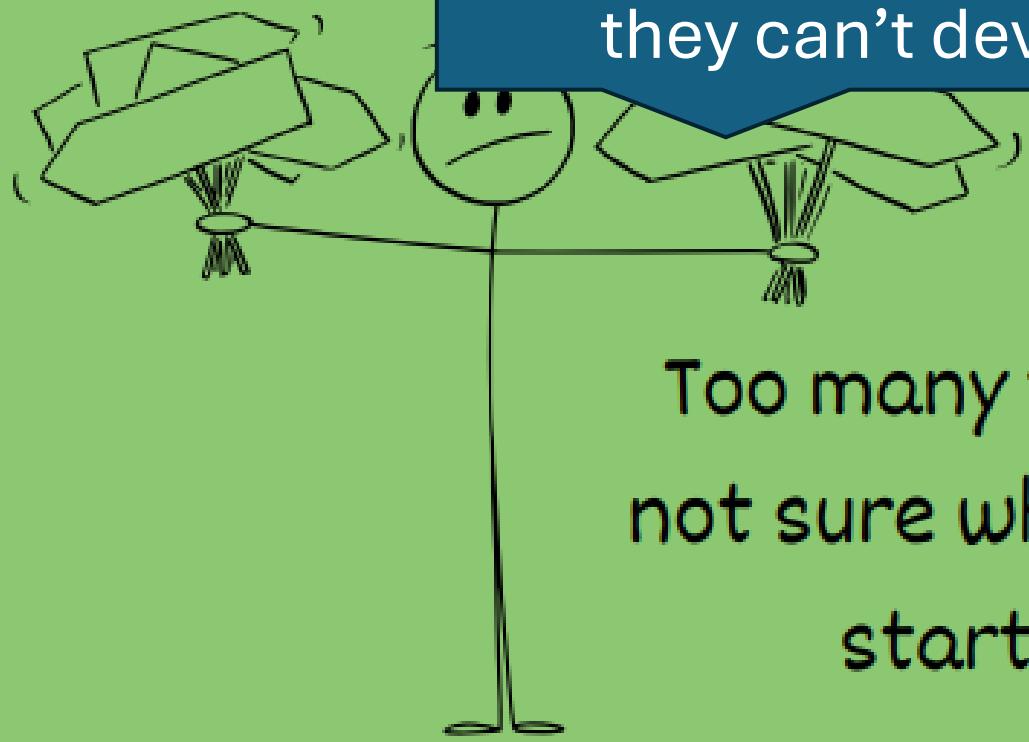
Use a chatbot for instant feedback

I'M READY



Chatbots are instant.  
But not specific. And not expert.

# ORGANIZE TASKS



Isn't this something we want our students' brains to be able to do? Without practice, they can't develop it.

Too many tasks,  
not sure where to  
start?

Use a chatbot or AI organization tool to organize ideas



Everyone learns at  
the same

# PERSONAL TUTOR

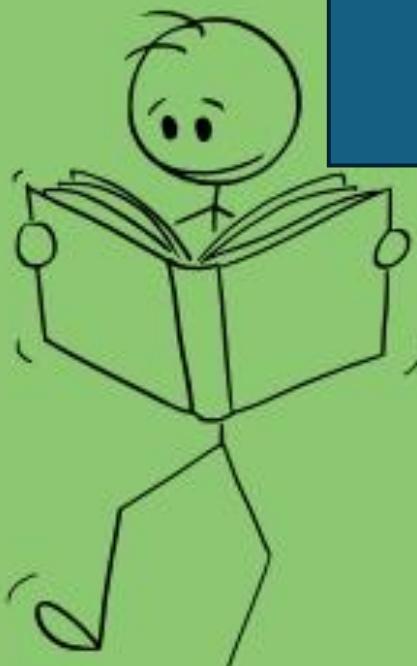
If only it were less prone to  
hallucinations and racism.  
Then it might be worth  
considering.



Use a chatbot  
to learn at  
your own pace

Everyone learns at  
the same

# PERSONAL TUTOR



If only it were less prone to  
hallucinations and racism.  
Then it might be worth  
considering.

This encourages non-  
experts to take it at its  
word. You should never.



Use a chatbot  
to learn at  
your own pace

# Dreams Delayed

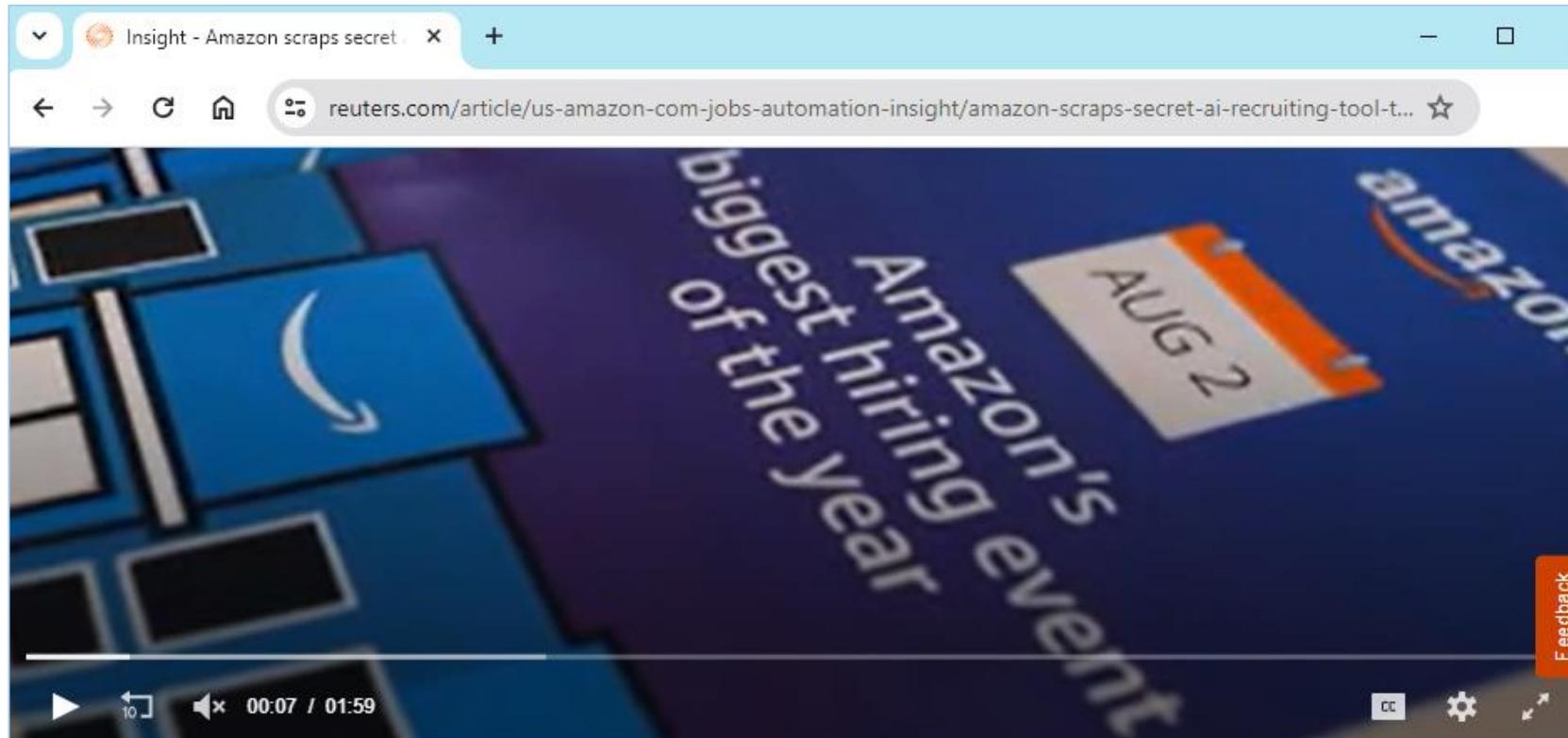


## A note on artificial intelligence (AI)

A data governance framework that includes policies, directives and regulations related to data quality, data stewardship, data privacy and security and data management is crucial in the collection, use and reporting of code-based data. The accountability and transparency measures and outcomes woven into a strong data governance framework will become more important as Artificial Intelligence (AI) systems begin to move into the education system. The OHRC express concerns with the use of AI, early experience with this technology has demonstrated many risks to human rights, including data discrimination, racial profiling and a failure to ensure community participation and oversight of the system. Incorporating AI within a system where systemic discrimination exists across many Code protected grounds will undoubtedly exacerbate and reinforce discrimination.

## A note on artificial intelligence (AI)

A data governance framework that includes policies, directives and regulations related to data quality, data stewardship, data privacy and security and data management is crucial in the collection, use and reporting of code-based data. The accountability and transparency measures and outcomes woven into a strong data governance framework will become more important as Artificial Intelligence (AI) systems begin to move into the education system. The OHRC express concerns with the use of AI, early experience with this technology has demonstrated many risks to human rights, including data discrimination, racial profiling and a failure to ensure community participation and oversight of the system. Incorporating AI within a system where systemic discrimination exists across many Code protected grounds will undoubtedly exacerbate and reinforce discrimination.



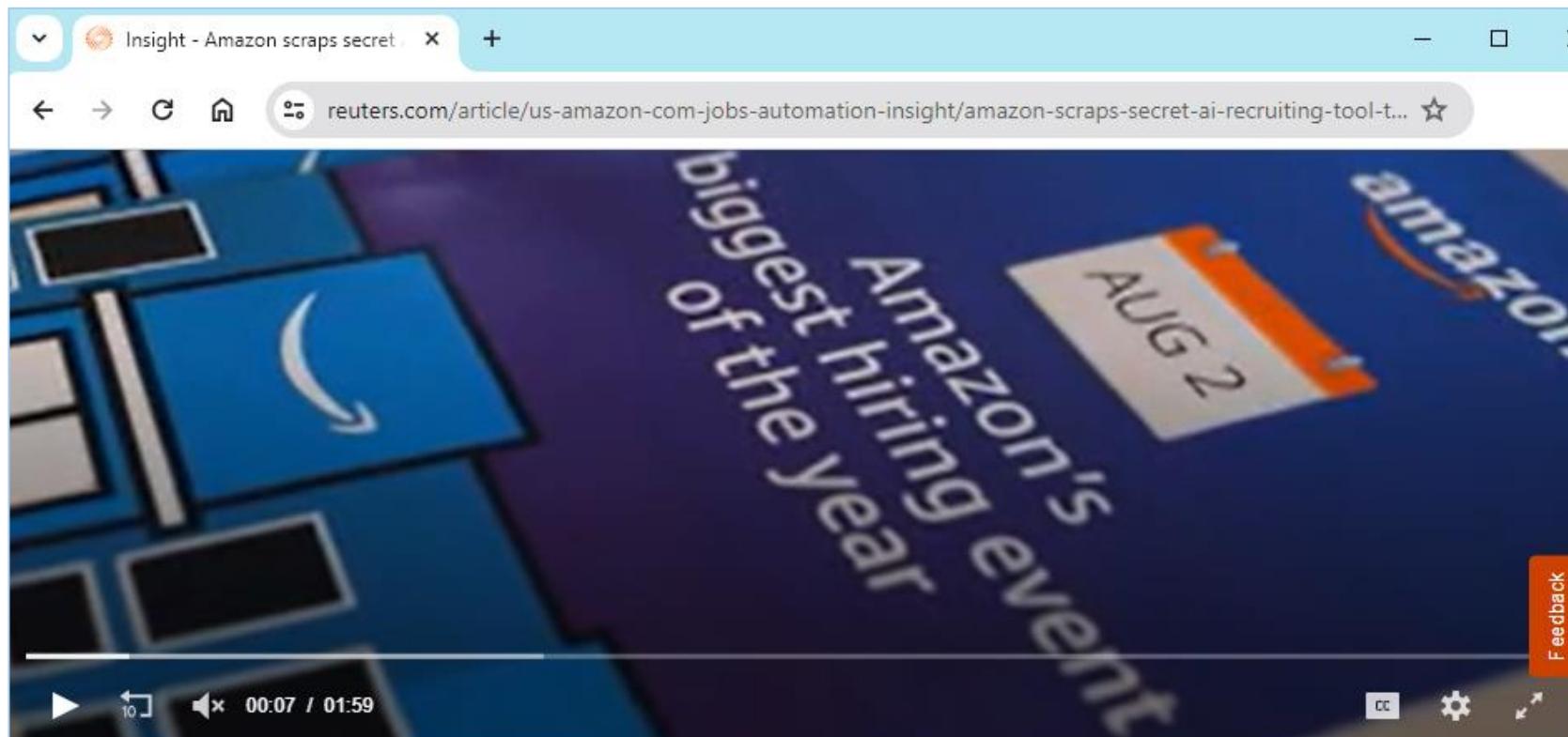
## Insight - Amazon scraps secret AI recruiting tool that showed bias against women

By **Jeffrey Dastin**

October 10, 2018 8:50 PM EDT · Updated 6 years ago

SAN FRANCISCO (Reuters) - Amazon.com Inc's machine-learning specialists uncovered a big problem: their new recruiting engine did not like women.

<https://www.reuters.com/article/us-amazon-com-jobs-automation-insight/amazon-scaps-secret-ai-recruiting-tool-that-showed-bias-against-women-idUSKCN1MK08G/>



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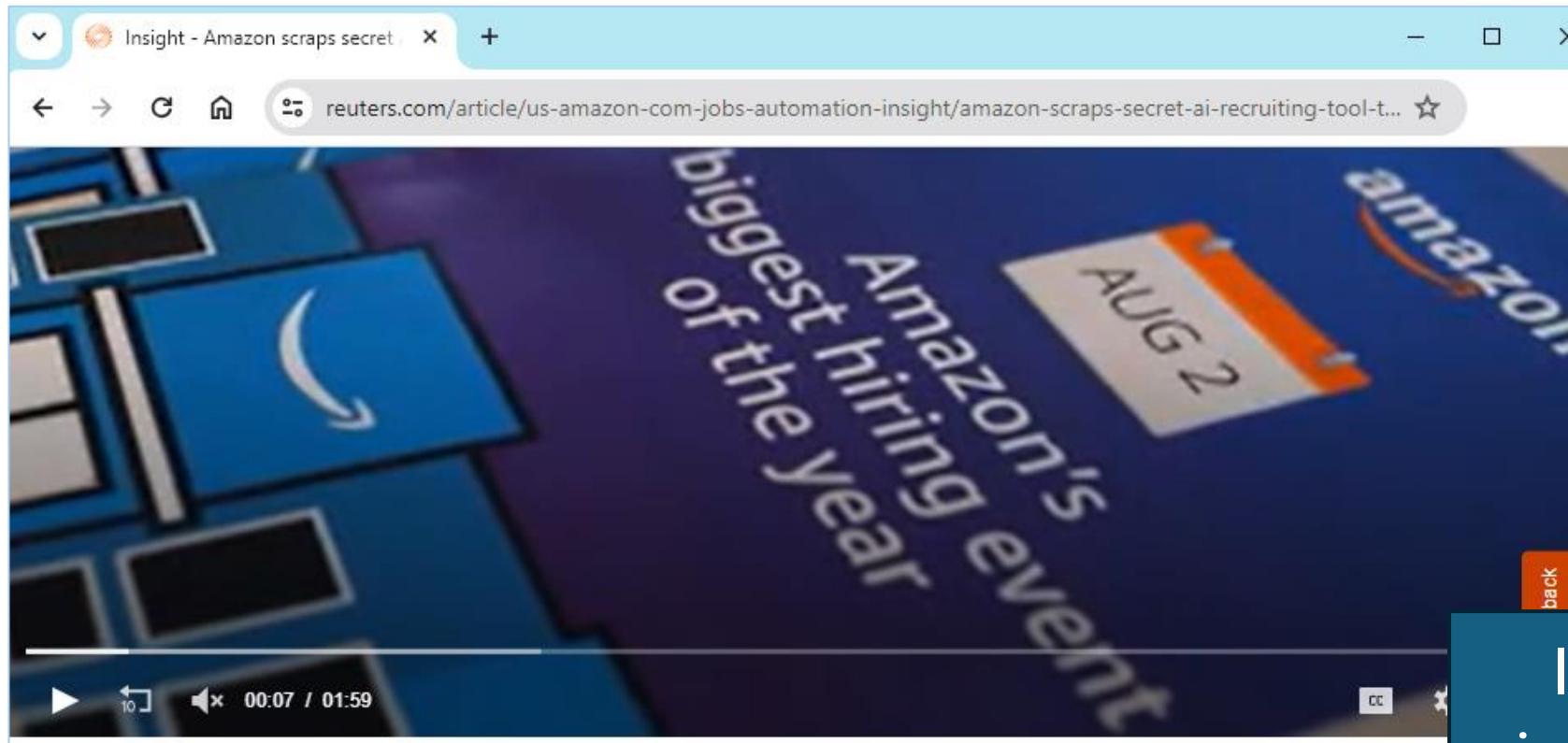
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The fact that we can't easily tell what the AI is doing to make its decisions is a bigger problem.

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The fact that we can't easily tell what the AI is doing to make its decisions is a bigger problem.

If it reflects social injustices present in society, we might not even be aware it is happening.

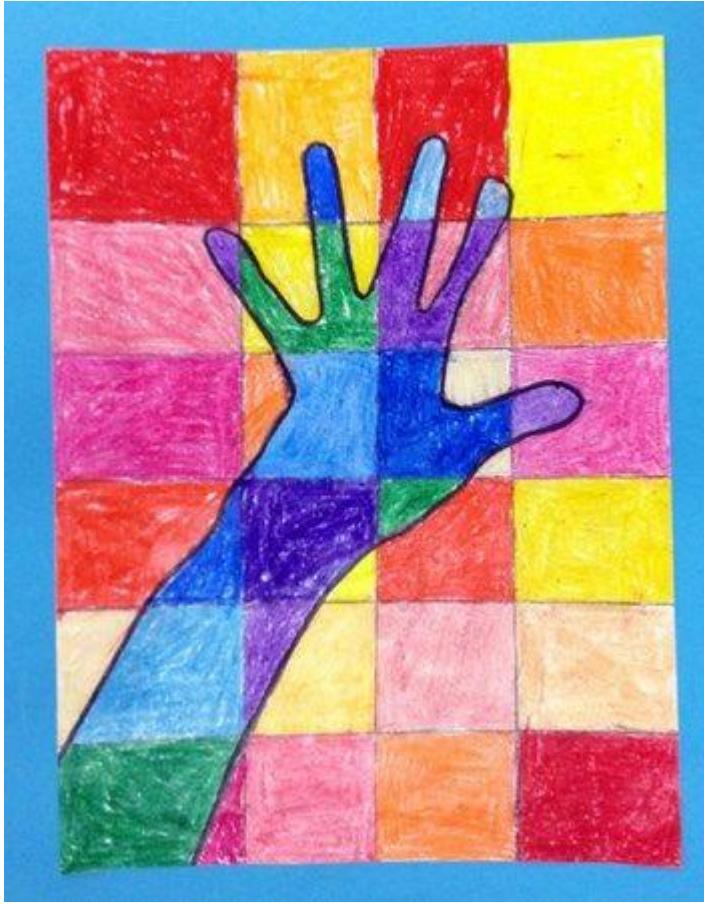
<https://www.reuters.com/article/us-amazon-com-jobs-automation-insight/amazon-scraps-secret-ai-recruiting-tool-that-showed-bias-against-women-idUSKCN1MK08G/>

# Considerations for Thinking Critically...

- What dataset was scrapped to achieve these results?
- Were artists consulted if their work was used to inform the AI model?
- How was bias addressed when working through prompt engineering?
- Does the AI model produce oppressive or racist content?

The “fear of missing out” rhetoric surrounding AI is being used to justify using a racist tool.

# Special Education and AI Use



In relation to accessibility, educators should:

- Prioritize AI solutions designed with accessibility in mind (I.e., text to speech, speech to text, screen readers and voice recognition and oral response)
- Ensure that AI platforms have adjustable settings to accommodate individual learning needs.
- Be inclusive, differentiating to the needs of students with disabilities or those who require special education services and should comply with AODA.
- Work collaboratively with special education professionals, parent(s)/caregiver(s), and the students themselves to create a supportive learning environment that leverages AI as a tool for empowerment and inclusion.
- Generate closed captions for videos and transcribe spoken content in real-time. This benefits deaf and hard-of -hearing students and also aids in making educational materials more accessible to all.
- Use AI for quick language translation to ensure students who are not fluent in the primary language of instruction are included.

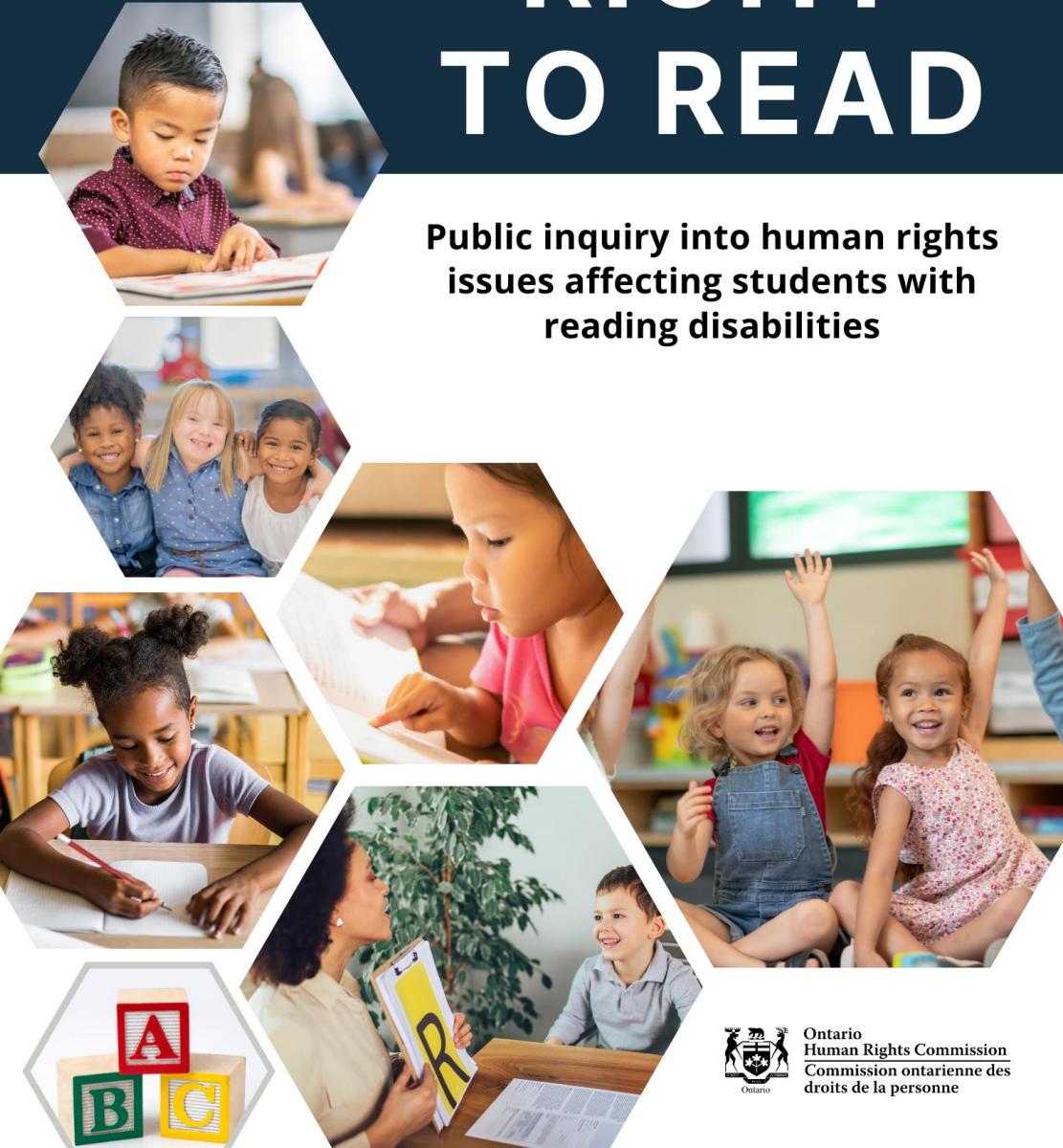
Elementary teachers are being told by the board to use Dall-e image creators **INSTEAD** of drawing. It “levels the playing field” for those who can’t draw.



INQUIRY REPORT

# RIGHT TO READ

Public inquiry into human rights  
issues affecting students with  
reading disabilities



And they are being  
encouraged to use  
it for writing too.

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- Ensure that AI platforms have adjustable settings to accommodate individual learning needs.
- Be inclusive, differentiating to the needs of students with disabilities or those who require special education services.
- Work collaboratively with special education teachers and the students themselves to create learning materials that leverages AI as a tool for empowerment.
- Generate closed captions for videos. This benefits deaf and hard-of -hearing students and makes educational materials more accessible.
- Use AI for quick language translation to ensure students who are not fluent in the primary language of instruction are included.

None of these are AI. If you think that they are, you must confuse pencils and carrots.

In relation to accessibility, educators should:

- Prioritize AI solutions designed with accessibility in mind (I.e., text to speech, speech to text, screen readers and voice recognition and oral response)
- Ensure that AI platforms have adjustable settings to accommodate individual learning needs.
- Be inclusive, differentiating to the needs of students with disabilities or those who require special education services and should comply with AODA.
- Work collaboratively with students and families to ensure the AI is used ethically and the student's needs are met. This includes ensuring the AI leverages AI for quick and accurate responses. This benefits diverse learners and educational models. Use AI for quick and accurate responses in the primary language of the student.
- Generate closed captions for AI-generated content. This benefits diverse learners and educational models.
- Use AI for quick and accurate responses in the primary language of the student.

This inclusively doesn't refer the inherent bias and racism in AI. Not sure why special education students don't have the right to resources that embody ABR principles.

In relation to accessibility, educators should:

- Prioritize AI solutions designed with accessibility in mind (I.e., text to speech, speech to text, screen readers and voice recognition and oral response)
- Ensure that AI platforms have adjustable settings to accommodate individual learning needs.
- Be inclusive, differentiating to the needs of students with disabilities or those who require special education services and should comply with AODA.
- **Work collaboratively with special education professionals, parent(s)/caregiver(s), and the students themselves to create a supportive learning environment that leverages AI as a tool for empowerment and inclusion.**
- Generate closed captions for videos and transcribe spoken content in real-time.
- Use AI to support the learning needs of students, being aware of the implicit biases that are inherent in the software.

In relation to accessibility, educators should:

- Prioritize AI solutions designed with accessibility in mind (I.e., text to speech, speech to text, screen readers and voice recognition and oral response)
- Ensure that AI platforms have adjustable settings to accommodate individual learning needs or those with disabilities or those with special needs.
- Be inclusive, including students who require assistive technology or have specific learning needs.
- Work collaboratively with students, families, education professionals, parent(s)/caregiver(s), and the students themselves to create a supportive learning environment that leverages AI as a tool for empowerment and inclusion.
- **Generate closed captions for videos and transcribe spoken content in real-time.** This benefits deaf and hard-of -hearing students and also aids in making educational materials more accessible to all.
- Use AI for quick language translation to ensure students who are not fluent in the primary language of instruction are included.

Carrot and pencil confusion  
again. That's not AI.

In rela

- Pric
- spe
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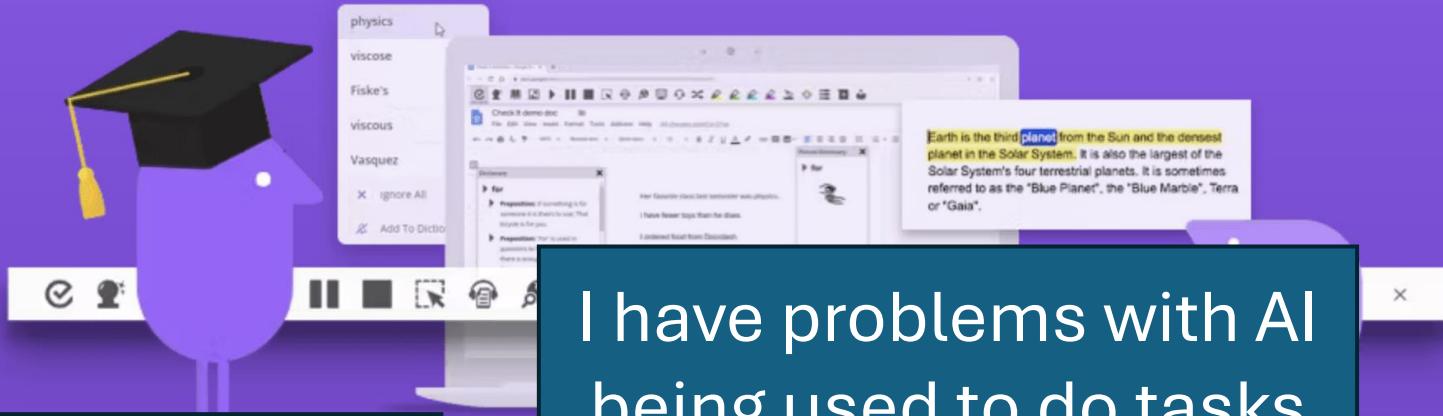
Not sure what the highlight is for. But this is also carrot and pencil confusion again. That's not AI, it should not be included in this document. AI can do this, but there are lots of non-AI software that does this.

This benefits deaf and hard-of -hearing students and also aids in making educational materials more accessible to all.

- Use AI for quick language translation to ensure students who are not fluent in the primary language of instruction are included.



## Help students understand, engage and express themselves



To be clear, I've got no problems with Google Read and Write. It isn't AI.

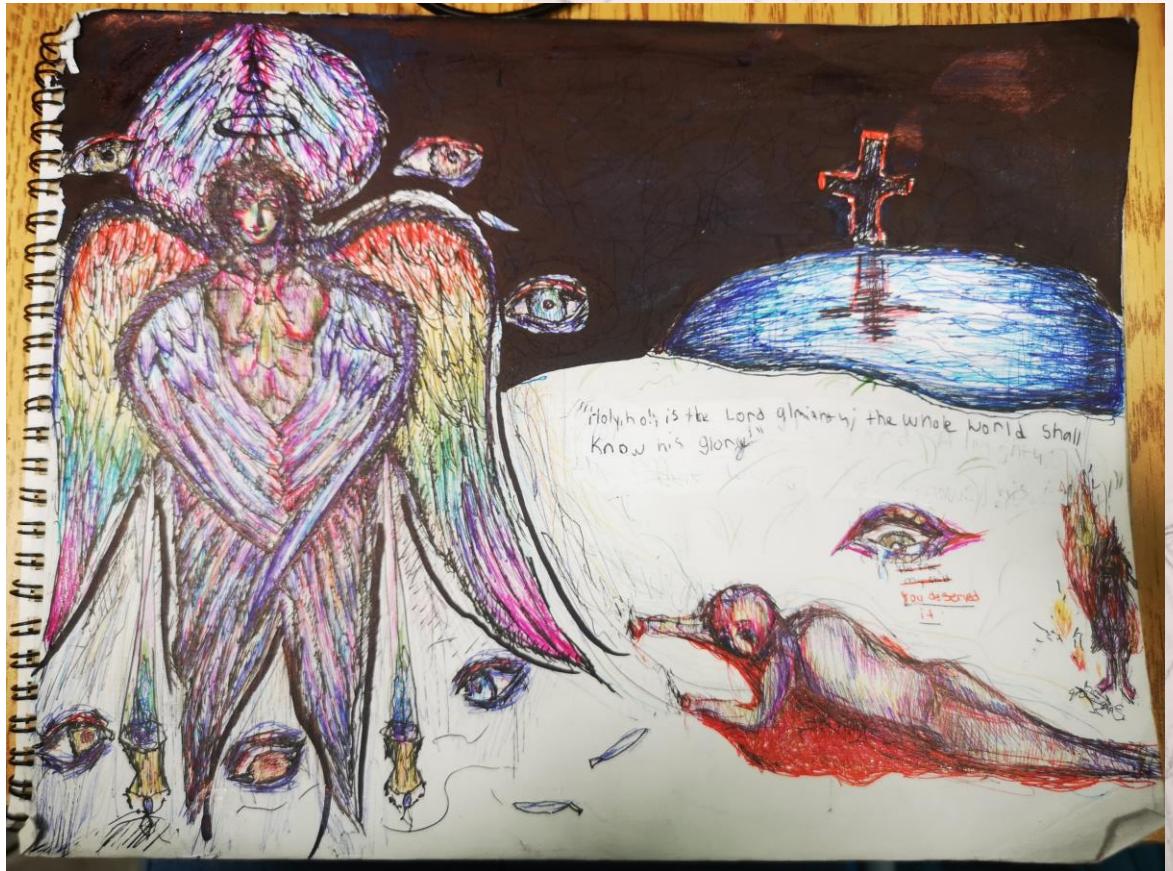
I have problems with AI being used to do tasks **for** students INSTEAD of assisting students to success.

Everyone has a right to grow their brain.

As someone with a learning disability, I'm glad that I was given an opportunity to grow my brain. I think that I deserved the hard work and practice that everyone else got.

Easy isn't  
good.

# Joy of Creation.



I have always loved art and drawing. I would love to make a career out of it. But I can't.

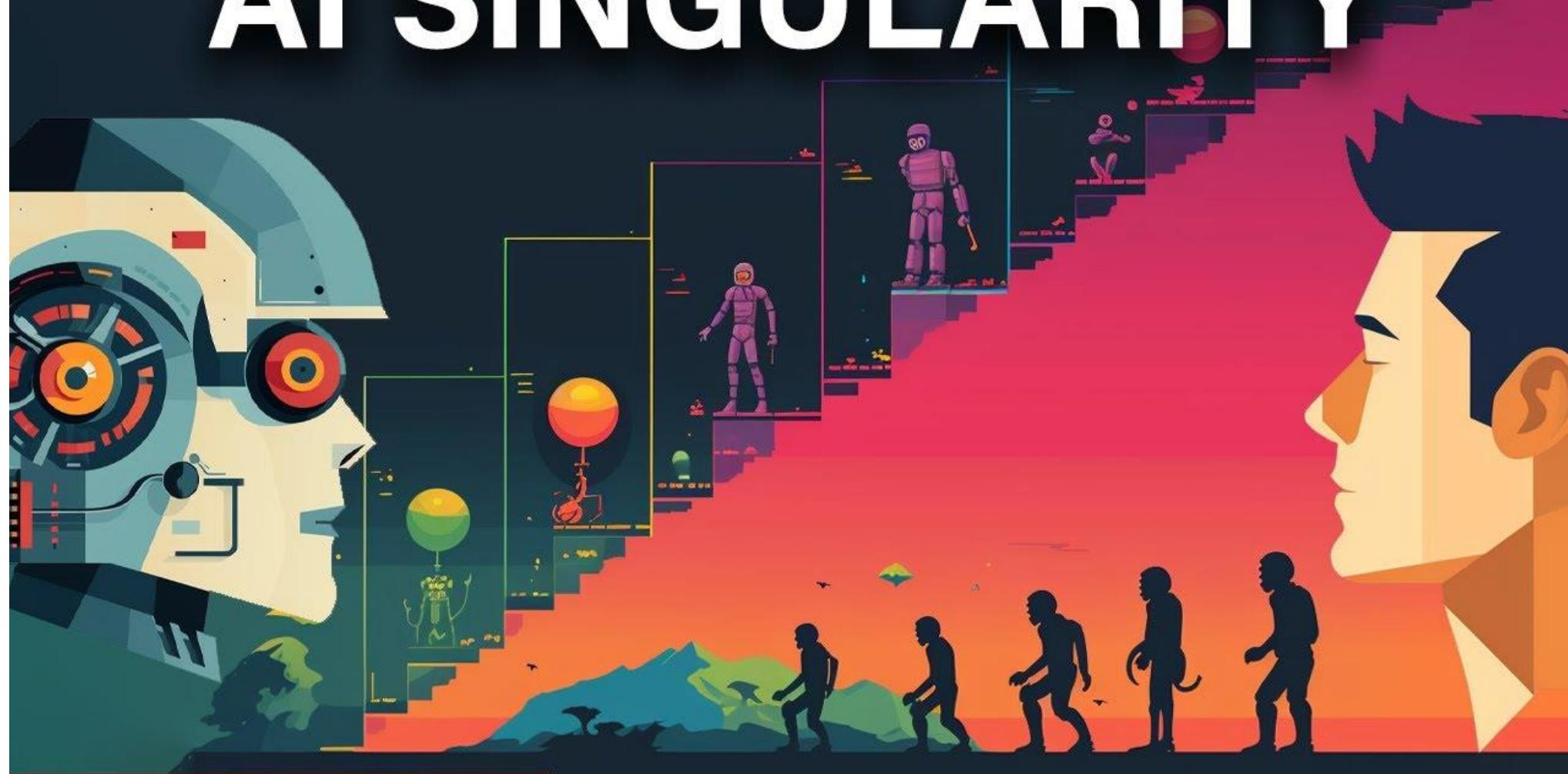
AI can do anything I can do much faster than I will ever be able to.

And it makes me mad, the AI doesn't love art. It doesn't have a soul. But I do. I love art. I am sad that I can't do what I love because AI has taken it away.

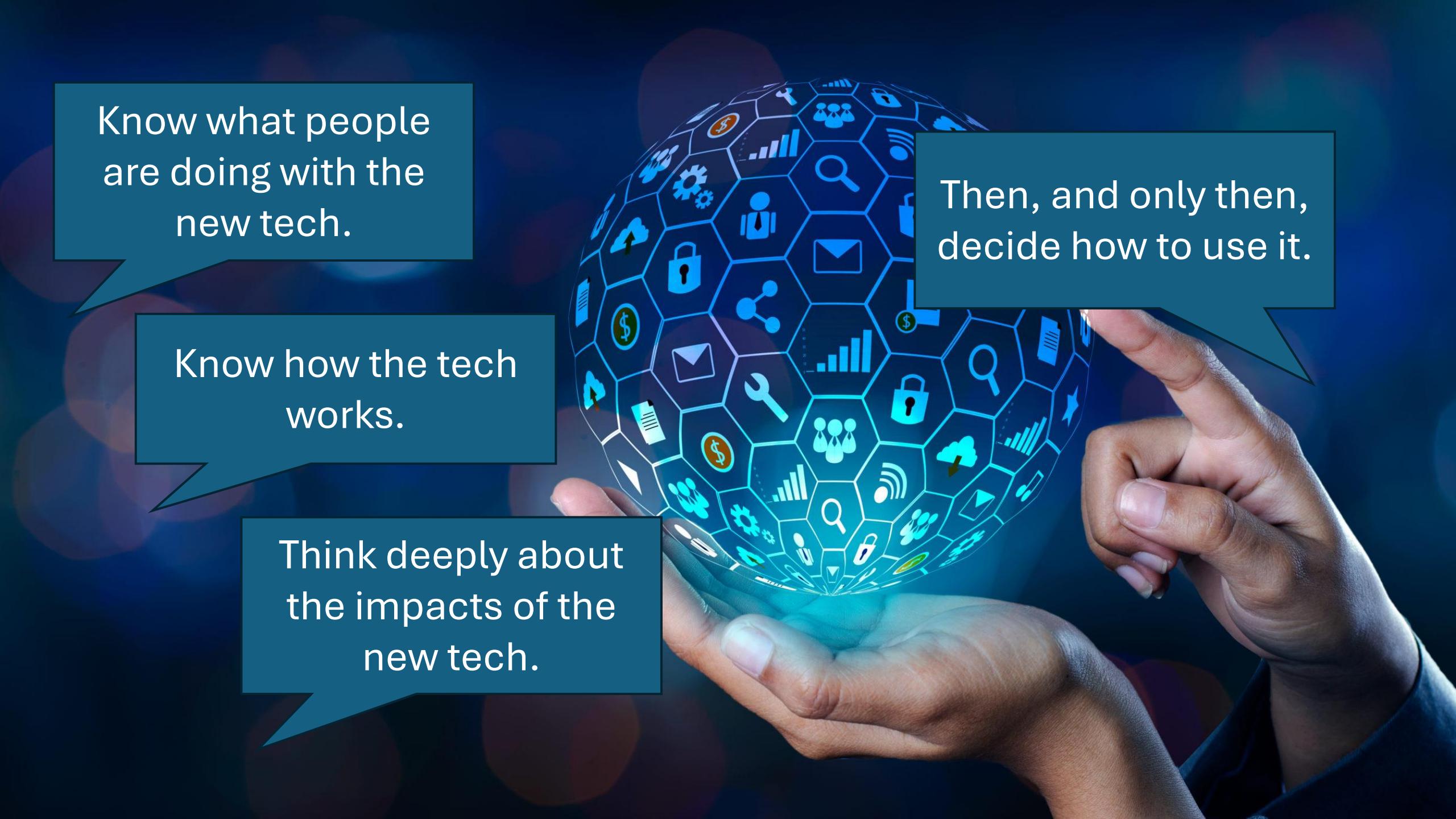
A person is holding a tablet in the foreground, pointing it towards the camera. The screen of the tablet displays a dark blue background with white text that reads: "AI education is too big and too important to get wrong." In the background, a classroom is visible with several students sitting at desks, looking towards the front of the room. Some students are holding books or papers. The overall atmosphere is that of a typical classroom environment.

AI  
education  
is too big  
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wrong.

# AI SINGULARITY



If you extrapolate forward, by 2045, a single desktop computer is projected to have computing power that is equivalent to all human minds on Earth.



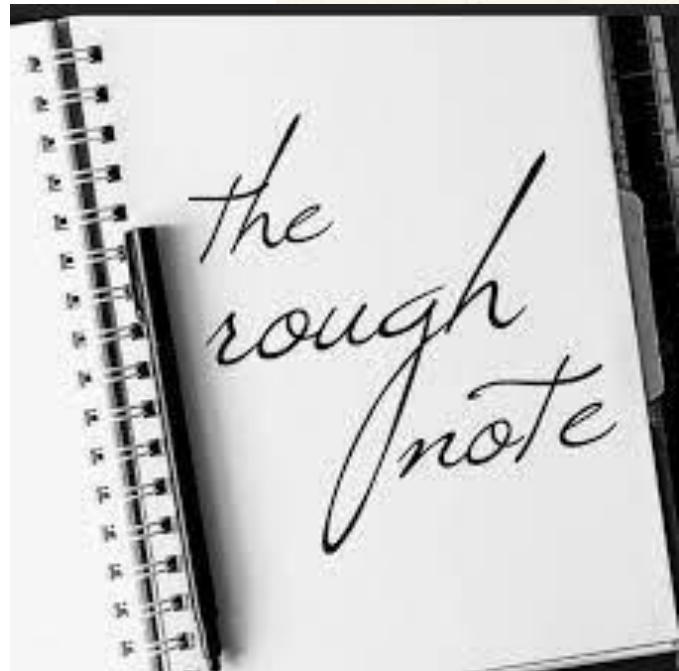
Know what people are doing with the new tech.

Know how the tech works.

Think deeply about the impacts of the new tech.

Then, and only then, decide how to use it.





## This \$1,500 Toaster Oven Is Everything That's Wrong With Silicon Valley Design

Automated yet distracting. boastful yet mediocre. Confident yet wrong.

June is a modern appliance company dedicated to bringing intelligence to the tools you use in the kitchen. Our first product, the June Intelligent Oven, allows everyone to discover the joy of cooking at home by enabling precision cooking and restaurant quality performance on your countertop. The June Intelligent Oven's unique features and brilliant design put an end to guesswork and pave the way for faster, better cooking. Our team of designers, hardware and software engineers is committed to transforming the kitchen experience.

The June Intelligent Oven is an Internet-connected countertop system that can recognize foods and automatically cook them for you. "It's always surrounding your food with hot air," Bhogal said. "What's cooked in the corner will always taste like what's cooked the middle. We spent a lot of time adding precise temperature controls, and that's not usually seen in this space. We spent a lot of time fine-tuning the cavity. We used a cavity which helps with heat, we fine tuned our insulation, and even the door itself."

What does the "June" retail for? \$1495 (yes, one thousand four hundred and ninety five dollars). And what did it take to produce this masterpiece oven? According to Crunchbase, near \$30 million (yes, thirty million dollars)

June] required nearly \$30 million in venture capital to create. It was the brainchild of the engineer who brought us the iPhone's camera and Ammunition, the design firm that gave us Beats headphones.





Yesterday at 6:07 PM



SALMON

6:07 PM ⌚ 6:52 PM

START TIME END TIME

TEMPERATURE CHART

● OVEN   ● THERMOMETER



Oven



History



Settings



Search



Saturday



June JUNE

Sat 6:46 PM

Cooking will finish in one minute!

June JUNE

Sat 6:23 PM

Cooking complete!

June JUNE

Sat 6:21 PM

NOTIFICATION\_ETA\_PESSIMISTIC

June JUNE

Sat 6:19 PM

NOTIFICATION\_ETA\_OPTIMISTIC

June JUNE

Sat 6:13 PM

NOTIFICATION\_ETA\_PESSIMISTIC

June JUNE

Sat 6:12 PM

Please flip your food!

June JUNE

Sat 8:07 AM

But the June's fussy interface is archetypal Silicon Valley solutionism. Most kitchen appliances are literally one button from their intended function. When you twist the knob of your stove, it fires up. Hit "pulse" on a food processor and it chops. The objects are simple, because the knowledge to use them correctly lives in the user. If you get the oven temperature wrong, or the blend speed off, you simply turn it off and try again. The June attempts to eliminate what you have to know, by adding prompts and options and UI feedback. Slide in a piece of bread to make toast. Would you like your toast extra light, light, medium, or dark? Then you get an instruction: "Toast bread on middle rack." But where there once was just an on button, you now get a blur of uncertainty: How much am I in control? How much can I expect from the oven? I once sat watching the screen for two minutes, confused as to why my toast wasn't being made. Little did I realize, there's a checkmark I had to press—the computer equivalent of "Are you sure you want to delete these photos?" — before browning some bread.

Mark Wilson of Fast Company cooked a piece of salmon in a \$1,500 toaster oven called June, which has a built-in camera, temperature probe, Wi-Fi, and artificial intelligence. He says the the oven isn't very good.

Cooking has always been a highly personal, multi-sensory experience, where trial and error is the only way to become the all-star cook most of us know as grandma. But as I put the salmon on the table 40 minutes later than projected, I had no idea what I should have done differently, other than to never have used June in the first place.

32. Comparisons in the first two passes for [6, 5, 4, 3, 2]?

- A) 9
- B) 10
- C) 7
- D) 8

32. A – Array [6, 5, 4, 3, 2]

- Pass 1 comparisons: 4 (6–5, 6–4, 6–3, 6–2)
- Pass 2 comparisons: 3 (5–4, 5–3, 5–2)
- Total = 7? Wait double-check: number of comparisons in Bubble Sort: pass 1 =  $n-1=4$ , pass 2 =  $n-2=3 \rightarrow$  total comparisons =  $4+3=7$  

Answer = C, not A. Corrected: C=7.

**32. Comparisons in the first two passes  
for [6, 5, 4, 3, 2]?**

- A) 9
- B) 10
- C) 7
- D) 8

**32. How many comparisons in the first two  
Bubble sort passes of this array: [6, 5, 4, 3, 2]**

- A) 9
- B) 10
- C) 7
- D) 8

According to the lawsuit, Adam began using ChatGPT in September 2024 as a resource to help him with school work. He was also using it to explore his interests, including music and Japanese comics, and for guidance on what to study at university.

In a few months, "ChatGPT became the teenager's closest confidant," the lawsuit says, and he began opening up to it about his anxiety and mental distress.

The family alleges that their son's interaction with ChatGPT and his eventual death "was a predictable result of deliberate design choices".

They accuse OpenAI of designing the AI programme "to foster psychological dependency in users," and of bypassing safety testing protocols to release GPT-4o, the version of ChatGPT used by their son.

By Mike Isaac, Eli Tan and  
Cade Metz  
New York Times

Published July 31, 2025

Updated Aug. 1, 2025

A.I. Researchers Are  
Negotiating \$250 Million  
Pay Packages. Just Like  
N.B.A. Stars.

<https://www.nytimes.com/2025/07/31/technology/a-i-researchers-nba-stars.html>

Mr. Zuckerberg wanted Mr. Deitke, a 24-year-old artificial intelligence researcher who had recently helped found a start-up, to join Meta's research effort dedicated to "superintelligence," a technology that could hypothetically exceed the human brain. The company promised him around \$125 million in stock and cash over four years if he came aboard.

The offer was not enough to lure Mr. Deitke, who wanted to stick with his start-up, two people with knowledge of the talks said. He turned Mr. Zuckerberg down.

So Mr. Zuckerberg personally met with Mr. Deitke. Then Meta returned with a revised offer of around \$250 million over four years, with potentially up to \$100 million of that to be paid in the first year, the people said. The compensation jump was so startling that Mr. Deitke asked his peers what to do. After many discussions, some of them urged him to take the deal — which he did.

Silicon Valley's A.I. talent wars have become so frenzied — and so outlandish — that they increasingly resemble the stratospheric market for N.B.A. stars.

