

COURSE TITLE: INTEGRATING ARTIFICIAL INTELLIGENCE INTO YOUR CLASSROOM:
An Easy & Practical Hands-On Guide

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

INSTRUCTOR: Michael Boll, M.A.
michael@bollnet.com

WA CLOCK HRS: 50
OR PDU HRS: 50
CEU HRS: 50

Course Description

Do you ever feel like you're living in a sci-fi movie? With artificial intelligence (AI) in education, you might as well be! But don't worry; I am here to help you navigate this brave new world and leverage AI's transformative magic.

In this practical, hands-on course, I'll show you how to harness the power of AI to engage your students and transform their learning experience. I'll introduce you to AI tools and techniques that help you teach everything from math to rap battles (yes, you read that right).

It does not stop there! Be ready to cover topics like how it all works, how to master communicating with AI, so it serves your needs, using AI in your teaching situation, and much, much more. So, what are you waiting for? Join us in this AI revolution, and let's make teaching and learning a little more...robotic.

LEARNING OUTCOMES:

Upon completion of this course, participants will have:

1. Understood the basics of what AI is and how it works.
2. Learned how to set up an AI account.
3. Learned to communicate with AI through prompts and parameters.
4. Built a model of ways to use AI in your classroom
5. An understanding of AI's future for education and the world.
6. Developed a summary of the world of AI and its impact on the future of learning for teachers and students.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs

and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

None. All reading is online.

MATERIALS FEES

A Chat GPT account from Open AI is free. A paid version is available too, but not required.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators active in the course. Feel free to read and respond to others' comments.

Assignment #1: Who Are You?

Overview:

Getting to know each other better is an excellent way to start this course, and it helps us all to understand our individual situations and teaching expectations.

Take a few moments and kindly complete a 250+ word description about yourself.

Possible items to include:

- Where and what do you teach?
- What are you hoping to gain from this course? I especially enjoy reading your thoughts here as we don't really know where Artificial Intelligence is going, and there is a lot of fear and excitement around it.

- What do you think your future robot might look like and/or do for you?
- Any other personal details of interest that would be nice to share.

Resources

- [See what ChatGPT \(AI\) wrote about me](#) when I asked it to “Write an introduction for Michael Boll.” Much of it was not accurate, but it sure made me sound awesome!

Assignment #2: An Introduction to Artificial Intelligence

Overview

Woah! What’s up with this Artificial Intelligence (AI) thing? Should we embrace it or be wary of it? It kinda reminds me of how we reacted when the internet first came out. I mean, back then, I was thrilled that I could just go to a website, type in my favorite burrito ingredients, and boom, get a full-on personality analysis. Little did I know that one day, I’d be cruising at 33,000 feet, working on my beast of a laptop, typing up this paragraph for an online course.

In education, acknowledging AI’s current and impending influence on our classrooms and students is essential. Contemporary apps harnessing AI capabilities have already emerged—think filters that alter one’s appearance with a mere tap. (Talk about instant transformations!) The potential of AI is boundless, and our response as educators must be proactive. Equipping our students with the necessary skills and knowledge for a future intertwined with AI technology is non-negotiable.

Assignment

1. Watch my video: [An Introduction to Artificial Intelligence](#)
2. Write a 250-word or more response to some of the prompts below (there are too many).
 - a. What are your early thoughts about AI?
 - b. Is AI already part of your school life?
 - c. How is your school handling AI? Do you give any guidance? Shutting it down? (That won’t work, by the way).
 - d. How will this change education for teachers? How about for students?
 - e. When you talk to other teachers, how do they view it? Are they some combination of unaware, fearful, or excited?
 - f. In the realm of artificial intelligence (AI), where do you envision yourself being? Will you ride the wave, embracing its positive aspects while acknowledging the potential drawbacks? Or will you find yourself on the receiving end, overwhelmed by the impact of AI’s relentless progression?
 - g. What are the downsides of AI? Our students are already stressed enough. Will AI compound it? Or will it serve as a good friend for emotional regulation?

Resources

- If you have time, [watch the movie Her](#). It is about an AI robot that develops a relationship with a lonely man who lost his wife - so applicable today.

- [Chat GPT and the End of Writing](#) with David Pogue (Audio Podcast). I loved this podcast when I was beginning to learn about AI. It is over a year old now, so it is a bit dated. The general underpinnings of how AI works have not changed.
- [Introducing Chat GPT 4o \(Omni\)](#). I wonder when what we see here will be no big deal.
- [Course Flipboard](#)

Assignment #3: Set Up Your AI Account(s)

Overview

Here we go! If you have not already, it is time to sign up for your accounts! I say accounts as there are a bunch of really good ones out there. As of this writing, my favorites (in order) are:

1. [Claude.ai](#)
2. [ChatGPT](#)
3. [Google Gemini](#)
4. [Microsoft CoPilot](#)

All are free and all have paid versions. So far, the free versions appear to meet our needs.

Additional Notes:

- Google Gemini should already be there ready to go on your personal account if you have a Gmail account. If you have the school version, it might not be activated. That is likely a decision each district makes on its own. In other words, you will probably only find Google Gemini on your personal account.
- The same situation should apply to Microsoft CoPilot as well

Now since this is not my first time at the rodeo, I know that you might be using AI to “help” you with the writing prompts in this course. No worries, I encourage that! I used AI to help me with big chunks of this course. AI suggestions are often very helpful.

We will learn more about this in upcoming lessons.

Assignment

1. Sign up for at least one (more is better) of the accounts above.
2. Play! Have a blast. Need some ideas? Check out [this list](#) of 100-plus ideas for using AI.
 - a. Also, [here is a list of ideas](#) from other teachers in this course.
3. In 250 words or more, respond to some of the prompts below:
 - a. Explain your initial thoughts out of the gate. Easy to use? Confusing? A feeling of “How am I supposed to use this thing?”
 - b. How did you use AI? Where do you find it helpful? Where is it lacking?
 - c. After using AI, how would you describe it to someone you know, such as a colleague, a friend, or a family member?
 - d. Any other thoughts or ideas? Please share them.
4. Take your writing and drop it into your AI platform with this prompt: Improve this writing: (Then paste in your writing).

- a. If you are using Google Docs, it is even easier to just click the AI button after highlighting some text.
5. Modify your written work to add some or all of the suggestions.

Resources

- [List of 100 plus ways to use AI](#) (Same as above)
- [AI Educator Tools](#)
- [Course Flipboard](#)
- [Sal Khan's Math Tutor Demo](#)
- [Introducing GPT 4.o\(Omni\)](#)

Assignment #4: A Guide to Creating Effective Prompts & Parameters, Part One

Overview

We now have an AI account; maybe we have done a few tricks, but after the initial excitement is over, what do we do with it? Well, we need to learn to communicate with AI, and to do that, we have to understand how to craft effective prompts.

Prompts are questions or orders we write or say to our AI system. Prompts often contain parameters as well, and parameters add rules to the prompt. For example, in the real world, you might tell someone (prompt) to go inside the house and grab your shoes. You might add some details (parameters) by telling them to grab the small pair of shoes next to the fireplace.

In essence, prompts are questions or instructions we provide to our AI systems in written or spoken form. Parameters are often incorporated into prompts, serving as rules to guide the AI's response. Think of it like this: in the real world, you might instruct someone (prompt) to enter your house and retrieve your shoes. To provide further clarification (parameters), you could specify that they should get the small pair of shoes located near the fireplace.

This exercise introduces us to the basics of prompts and parameters, and we will get more detailed in the next lesson.

Assignment

1. Watch my video: [Creating Effective Prompts](#)
2. Write up a few of your own prompts. Be sure to try a few that kick out long responses. For example, "Write a 500-word explanation of why Martians are unlikely to invade the earth soon."
3. Use the "As a" prompt to change the tone of the response. For example, "Write it as Dr. Suess."
4. Add a parameter to the same or different response to change the explanation's depth. For example, "Explain it for a grade three student."
5. In 250 words or more, respond to some of the "prompts" below:

- a. What prompts did you try?
- b. What “As a” ideas did you try?
- c. What additional parameters did you add to help change the depth of the information?
- d. How would you use prompts and parameters in your work? Just a few ideas are fine, as more ideas will drop into your brain later on in the course. In your work, how might you incorporate prompts and parameters? Please give a few ideas; more thoughts will come to you later in the course.

Resources

- [List of 100 plus ways to use AI](#) (Same as above)
- [AI Educator Tools](#)
- [Course Flipboard](#)
- [Sal Khan’s Math Tutor Demo](#)
- [Introducing GPT 4.o\(Omni\)](#)

Assignment #5: A Guide to Creating Effective Prompts and Parameters, Part Two

Overview

Artificial intelligence (AI) is not limited to one-way conversations that rely on super-detailed prompts loaded with parameters. AI can engage in two-way conversations, which opens up exciting possibilities for classroom activities.

AI capability extends beyond one-way conversations reliant on detailed prompts with parameters. Excitingly, AI loves to engage in two-way conversations, unlocking a realm of possibilities for classroom activities.

Here is an idea: Imagine having a rap battle with an AI or asking it to quiz your students on a topic they’re studying. Even better, what if AI asked your students questions, prompting them to think creatively and outside the box?

Assignment

1. Watch my video: [Creating Effective Prompts, Part Two](#).
2. Pick one of the following:
 - a. Write a prompt for your AI platform with a very specific and detailed list of parameters. Something similar to the college essay example in the video.
 - b. Set up a two-way prompt where AI asks you questions and writes a story. Something similar to my example in the video.
 - i. Sample prompt for help: “Ask five questions about me. Make sure the first question is my name. Ask me one at a time, and wait for me to answer each one. After I have responded to all questions, write a 400-word story based on my answers. Make the story a little silly.”
 - ii. Modify this prompt as needed, or come up with your own great idea.
3. Feel free to modify this prompt to suit your preferences, or come up with your own imaginative concept.
4. In 250 words or more, respond to some of the prompts below:

- a. What did you decide to ask your AI platform? Long detailed prompt with parameters or a two-way conversation?
- b. How did it go? Was it accurate and interesting? Or did it make mistakes?
- c. Feel free to paste in your prompt(s) and the result. I enjoy reading it.

Resources

- [List of 100 plus ways to use AI](#)
- [Course Flipboard](#)
-

Assignment #6: AI As A Teaching Resource

Overview

Alright, Team, you're officially AI experts! Or at least, you're above average. Congrats! Now, it's time to put that knowledge to good use.

Understandably, AI can initially appear daunting. Like the popular kid in school, you may hesitate to approach it/him. But fear not, I have your back.

In this lesson, we're going to brainstorm some awesome ideas for using AI in your teaching practice. Whether you're a math teacher, a history buff, or a science nerd, there's something here for everyone.

In this lesson, we will engage in brainstorming various innovative ideas for integrating AI into your teaching practices. Regardless of your subject specialty, be it mathematics, history, or science, there are exciting possibilities for everyone.

So, put on your thinking caps, grab a cup of coffee (or tea, if that's your thing), and let's get to work. By the end of this lesson, you'll have a model that's tailored to your specific situation. And who knows, you might just revolutionize the way you teach with AI.

Full Disclosure: The above overview is a complete copy and paste of an improved version of my first draft using AI. I like the humor and voice in it!

Assignment

1. Watch my video: [AI as a Teaching Resource](#). It will explain how to build your own model of resources.
2. [Open the model of resources spreadsheet](#) and begin to build your own model. A Google Account is required, let me know (michael@bollnet.com) if that causes any difficulties for you, and I can send an alternative.
3. Add at least five ways you can use AI as a resource.
4. In 250 words or more, reflect on the five ideas you included.
 - a. How will it help you with your teaching situation, and what additional areas or ideas might you explore?

Resources

- [List of 100 plus ways to use AI](#)

- [Suggestions for using AI from other teachers in this course](#)
- [Course Flipboard](#)
- [KhanMigo for Teachers](#)
- [Magic School AI](#)

Assignment #7: Explore Resources About AI

Overview

To stay up-to-date on the rapidly evolving field of Artificial Intelligence, I have built a collection of resources to help.

1. [AI Educator Tools](#) (AiEducator.tools) is focused only on tools for educators. It is rapidly updated, so check back frequently to see the latest tools.
2. [AI Finder](#) (AIFinder.info) is a great resource with over 1000 specific apps (not education focused) that use AI to help generate videos, writing sessions, images, and a lot more. These sites use an API (remember that?) where they tap into a giant AI model such as [OpenAI](#). They then use that power to help you with very specific needs. One day there will be one for lesson planning and more!
3. [100-plus ways](#) to use Artificial Intelligence in your classroom. This is a Google Sheet brain dump of ideas I have and as well as ones I find in my research. Maybe one day it will hit 1000 plus!
4. Curated [Flipboard of interesting AI articles](#).

Assignment

1. Review the resources above. Try out a few ideas from the 100-plus list, read a ton of articles on Flipboard, and explore some apps found at AI Finder.
2. In 250 words or more, focus on a couple of the things you found in your exploration of the resources.
 - a. What stood out for you?
 - b. What seemed rather pointless?
 - c. What informed your understanding of AI the best?

Assignment #8: Using AI in Your Own Life

Overview

Like the Internet, AI is and will become a regular part of our personal life. As systems like Siri and Alexa improve and add AI, we will be able to verbally prompt them to plan vacations, menus, shopping lists, etc. Rather than search the web, these devices, and others, will use their large language models to provide helpful (most of the time) guidance.

Assignment

1. Listen to the Hardfork Podcast in the resource section below. It is set about halfway in, where listeners share their interesting use cases for AI.
2. In 250 words or more, reflect on how you are or plan to use AI in your own life.
 - a. Are you using it now?
 - b. How do you hope to use it?

- c. How will it change your world? For example, will you have more free time? Or will it be a case of, oh, now I have more free time to work?

Resources

- [Hardfork Podcast starting at 21:54](#)

Assignment #9: Share with the Community

Overview

With AI and education changing so quickly, sharing your learnings, experiences, and successes with others in this community is super helpful. As this course matures, we will end up with a nice set of shared ideas and experiences. Thank you!

Assignment

1. Brainstorm the best uses of AI you have come up with so far and/or hope to use in your situation soon.
2. Build a list of the prompts and parameters you found successful.
3. [Complete this online form](#). This will be shared as a resource in the course for others.
 - a. [Here are the responses](#) of others for your enjoyment.
 - b. Read what AI said about the responses when I asked it for an analysis

“The most mentioned ways teachers are using AI according to the responses in this document are:

- ***Lesson planning:** Generating ideas, creating plans, and adjusting lesson content for different needs.*
- ***Writing and editing:** Crafting emails, parent letters, reports, rubrics, quizzes, and assignments, and providing feedback on student writing.*
- ***Creating instructional materials:** Generating practice problems, activities, games, discussion questions, and warm-up activities.*
- ***Translations and language support:** Translating and adjusting text for multilingual students and families.*
- ***Personalized learning:** Identifying student needs, differentiating instruction, and providing tailored support.”*

Assignment #10: STEM Career Choices

Overview

The world of work is undergoing a profound transformation. Even traditionally conservative sectors like education have embraced remote learning, offering diverse courses and programs online. This shift caters to students who prefer studying from home or seek opportunities beyond their local institutions.

In the current economy, attaining a middle-class or higher standard of living increasingly demands proficiency in STEM-related skills. This trend reflects the growing importance of technology and scientific knowledge across various industries.

These changes present both challenges and opportunities for learners and workers alike. As remote work and education become more prevalent, individuals must adapt to new ways of learning, collaborating, and demonstrating their skills in a digital environment.

Assignment

Please read the two articles provided below. The first article explores the forthcoming era of work and the trend of remote workforces, which comes as no surprise. The second article presents the top 30 STEM careers of the future. While this list is subject to change over time, it serves as a valuable starting point.

Based on the articles you have read, select one or more of the 30 careers listed. Then, in at least 250 words, discuss how the five anticipated changes in the future of work—fluid gigs, decentralized workforces, evolving motivations for working, lifelong learning, and the increasing role of artificial intelligence—will affect your chosen career.

For instance, if you choose to pursue a career as a web developer, how will these five factors shape your work life?

Resources

- [The Future Of Work: 5 Important Ways Jobs Will Change In The 4th Industrial Revolution](#)
- [The 30 Best STEM Jobs](#)

Other than the integration paper, *this completes the assignments required for Hours. Continue to the next section for additional assignments required for University Quarter Credit.*

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators active in the course. Feel free to read and respond to others comments.

Assignment #10: From Theory to Practice: Using AI to Enhance Your Teaching Workflow

Overview

As the title suggests, this assignment asks you to bring AI into your daily workflow. There are so many ways to do this, and new ones are being added all the time. You now understand how to use AI, have built a model of ways it interests you, and have browsed a variety of resources.

The key is to find AI ideas that fit your work interests and goals. So let's mix things up and embrace the AI revolution! Who knows, maybe someday we'll be taking coffee breaks with our robot friends. (Full disclosure: AI-assisted in the writing of this last paragraph)

Assignment

1. Review your resource model from the assignment AI As A Teaching Resource above.
2. Decide on at least five ways to use AI in your work situation.
 - a. Document them in your resource model
 - b. Feel free to use the domains and ideas from the [100-plus ways](#) spreadsheet.
3. In 750 words or more, reflect on the experience
 - a. What five or more ways did you pick?
 - b. How do you anticipate this will help you in your work?
 - c. How much extra work will it take at the outset before you have a sustainable system?
 - d. What initial thoughts do you have on the future of education and the changes AI may bring?

Assignment #11: AI & The Future of Education: Robots are Coming to Save (or Take Over) Your Job!

Overview

Satya Nadella, CEO of Microsoft, once said, “The most exciting thing about AI is not its ability to perform tasks, but its ability to help humans think better.” While this is certainly a positive viewpoint, it’s important to consider both the potential benefits and downsides of AI in education.

One important question to ask is: How students will use AI in their learning? Will schools embrace it or ban it? And how might AI impact students’ abilities to learn from helpful adults, both in and outside the classroom? As we continue to explore the role of AI in education, it’s important to approach the technology with an open mind and consider its potential implications.

Below is AI’s version of my writing above. I did not tell it to be funny or sarcastic; it just did that. Oops!

Let’s talk about AI, baby! Satya Nadella, the big boss over at Microsoft, once said that AI’s most exciting aspect isn’t its ability to perform tasks but rather its potential to enhance human thinking. And while that’s certainly an optimistic view, we can’t ignore the potential downsides of AI in education.

One question we need to consider is how students will use AI in their learning. Will it be widely adopted or strictly prohibited? And what impact might AI have on students’ interactions with their teachers and mentors? As we dive deeper into the role of AI in education, we need to approach the technology with both excitement and caution and consider all of its potential implications.

So, buckle up, buttercup. We’re about to take a wild ride through the world of AI and education. Get ready to explore the possibilities, and remember to keep an open mind.

Assignment

Watch my video: [The Future of Artificial Intelligence](#).

In 750 words or more, reflect on AI and its potential impact on the future of education. Choose only two (2) of the options below.

Option A: How will AI impact students and their learning?

- a. Will they benefit from an incredible source of help and personalized learning?
- b. Will AI remove the incentive to learn to read and write well? Goodbye to critical thinking skills?

AND/OR

Option B: How will AI impact the career and day-to-day teaching experience for teachers?

- a. Will teachers be expected to change how they teach? How will they present information, and how will a typical school day be conducted?
- b. Will the education establishment drag its feet with the changes and focus more on banning AI than embracing it?
- c. Will the need for connection still make the role of a teacher as relevant as ever?

AND/OR

Option C: How will AI impact both teachers and students?

Combine some of the prompts from options A and B.

Be sure to run your response through AI and ask for suggestions to improve your writing. Add as many parameters as needed.

Resources

- Use your AI platform (Chat GPT, Bing, Etc.) to help you find resources. For example, I used the prompt “Find helpful articles on AI and the future of education.”

Assignment #12: (500 Level Only)

Applying Your Learning to Professional Development or Student Education (500 Level)

Overview

We have talked extensively about the impact artificial intelligence will have on education and society. Your students and colleagues may not be as aware as you are now of the details of AI and its trajectory.

This is your chance to help them.

Assignment

Complete two (2) of the following options.

Option A)

Create a 30-minute or longer professional development presentation. Something worthy of presenting in a professional setting such as a workshop, team, or school meeting.

It should relate to some (not all) of the themes discussed in this course, such as:

- A relatable explanation of AI and how it works.
- Communicating with AI through the use of prompts and parameters.
- Using AI as a teaching resource.
- AI and the future of education (and life).
- The morality of using AI. For example, if AI responds to my emails, is that ok?
- AI and special education.
- Any other topic of personal interest to you.

AND/OR

Option B)

Create a 30-minute or longer presentation aimed at a student audience.

It should relate to some (not all) of the themes discussed in this course such as:

- A relatable explanation of AI and how it works
- Communicating with AI through the use of prompts and parameters
- AI and the future of education for students
- If a student uses AI with their homework, is it cheating?
- The use of AI in social media.

Resource: Washington Post article "[Snapchat tried to make a safe AI. It chats with me about booze and sex.](#)"

AND/OR

Option C)

Create another assignment of your own design with the instructor's prior approval.

C. SELF REFLECTION & INTEGRATION PAPER INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Assignment #13: (Required for Hours, 400 & 500 Level)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Michael Boll, M.A. is an Apple Distinguished Educator, Podcaster and Technology Coach at the [International School Bangkok](#). Michael enjoys helping educators, parents and students harness the transformative powers of technology. Michael is an enthusiastic instructional designer and presenter. He works to make his courses and presentations information packed, slightly provocative and fun. Michael has a teenage son with profound autism and is keenly interested in the special-needs community and its population of diverse learners. This interest led Michael and his wife, Lori Boll, to open an innovative school in Shanghai (ShineAcademy.asia) for their son.

Michael is an experienced educator and former technology coach at international schools around the world including Saudi Arabia, Jakarta, Shanghai, and Bangkok.

Michael focuses on providing interesting and entertaining professional development for teachers looking to harness the powers of technology in their classroom and personal lives.

Michael and his wife, Lori, have an adult son with profound autism and are committed to building a more inclusive world through their work with SENIA International, a nonprofit focused on professional development for educators and parents. (SENIAInternational.org)

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