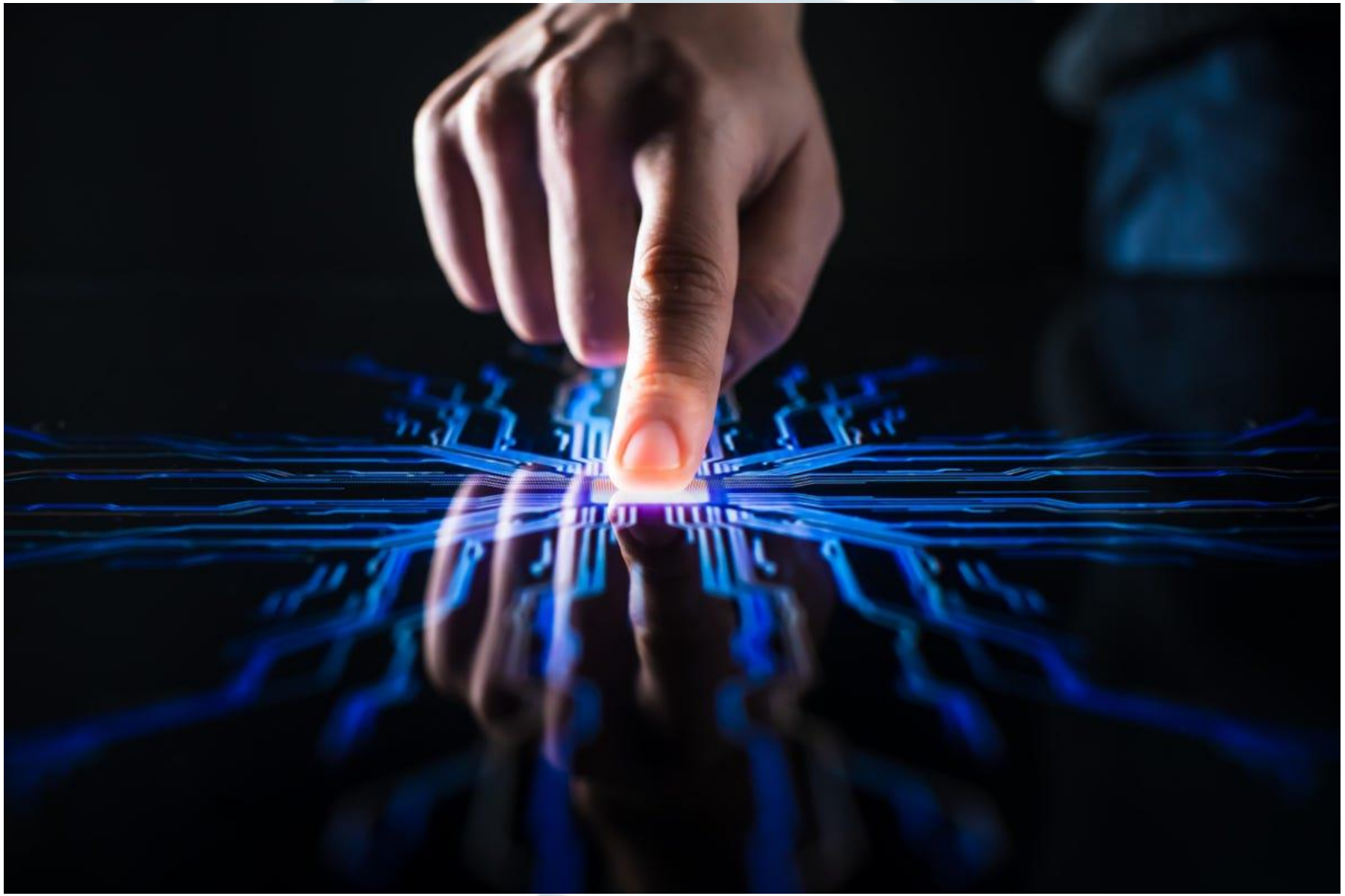
Chat GPT and AI in Education

AI in Education

Chat GPT is just the tip of the iceberg

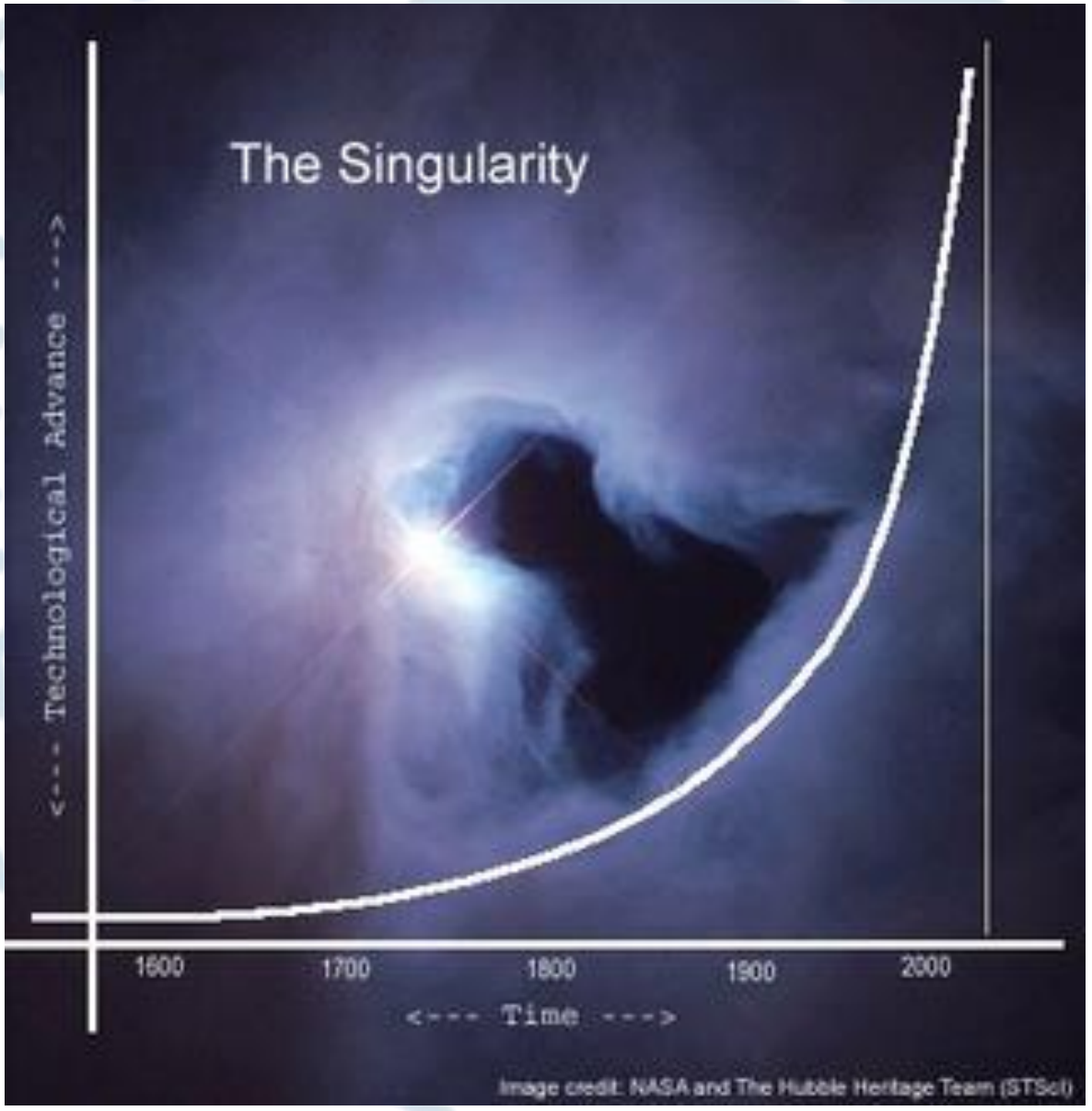
- Technology Applications that will revolutionize life and learning.
- Chat GPT and other AI based applications.
- Ethical and social implications.
- Redefining schools and learning – a new imperative.

Chat GPT – truly a game changer



THINK
DENKE
$24,000
Who is Stoker?
((FOR ONE WELCOME OUR NEW COMPUTER OVERLORDS)
$ 1,000
$77,147
Who is Bram Stoker?
$ 17,973
$21,600
WHO IS BRAM STOKER?
$5600

The Singularity



Roboethics

EXTREMETECH SEARCH ZIFF DAVIS

Computing / Mobile / Internet / Gaming / Electronics / Extreme / Deals

EXTREME › TIME IS RUNNING OUT FOR ETHICISTS TO TACKLE VERY REAL ROBOT QUANDARIES

Go to the Extreme category archives.

Time is running out for ethicists to tackle very real robot quandaries

By Graham Templeton on February 16, 2015 at 10:31 am | 71 Comments

Share This Article

1.8K 158 86

By its nature, the Open Roboethics Initiative is easy to dismiss — until you read anything they've published. As we head toward a self-driving future in which virtually all of us will spend some portion of the day with our lives in the hands of a piece of autonomous software, it ought to be clear that robot morality is anything but academic. Should your car kill the child on the street, or the one in your passenger seat? Even if we can master such calculus and make it morally simple, we will do so only in time to watch a flood of household robots enter the market and create a host of much more vexing problems. There's nothing frivolous about it — robot ethics is the most important philosophical issue of our time.

Many readers are probably familiar with the following moral quandary, which is not specifically associated with robotics: A train is headed for, and will definitely kill, five helpless people, and you have access to a lever that will change its track and direct it away from the five — and over another, lone victim instead. A grislier version asks you decide whether to push a single very large person in front of the train to bring it to a wet, disgusting halt, which makes it impossible to deny culpability for the single death, which is

oblem. Obviously, five dead people is worse than one dead person,

Gmail Para Su Negocio
Ahora puedes verte más profesional con un e-mail personalizado.
Comienza ahora

Follow

Follow @ExtremeTech

Like Share 319,622 people like this.

ExtremeTech Newsletter

Subscribe Today to get the latest ExtremeTech news delivered right to your inbox.

Email Address... Sign Up

Subscribing to a newsletter indicates your consent to our Terms of Use and Privacy Policy.

More Articles

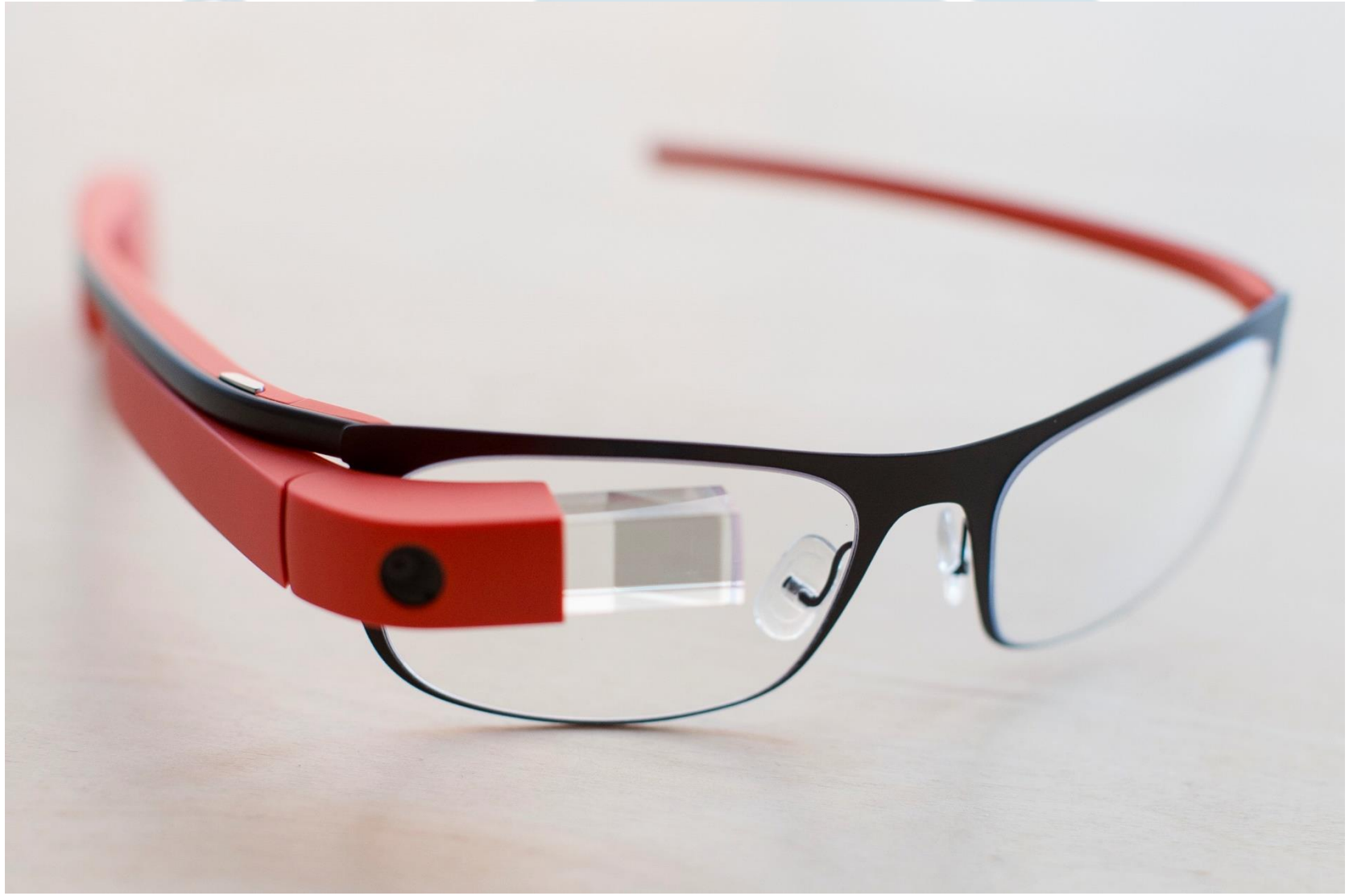
ET deals: Dell Optiplex 7020 miniature quad-core desktop for $824 Apr 24

When metals become insulators and back again, it's math to the rescue Apr 24

Skip the Apple Watch, but keep its features Apr 24

More advanced car tech is here, and buyers are demanding it Apr 24

Real time search



Augmented Reality

Virtual Reality (?)

Big Data

AI in Education

Some basic terms and definitions

- **artificial intelligence (AI)**, the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings. The term is frequently applied to the project of developing systems endowed with the intellectual processes characteristic of humans, such as the ability to reason, discover meaning, generalize, or learn from past experience.

AI in Education

Some basic terms and definitions

- Chat GPT is a Generative Pre-Trained Transformer.
- Created by OpenAI.
- Language Model based on Deep Learning.
- 175 billion learning parameters.

AI in Education

Chat GPT

- Deep Learning Neural Network.
- Reinforcement learning, based on human feedback, was used for training.
- Most advanced Natural Language Processing model ever.
- Worst version we will experience.

Chat GPT

Limitations and implications

- Pre-trained, not real time or organic.
- No information post 2021.
- Very expensive model.
- Human input for training.

IN

summarize the book Creative Schools: The Grassroots Revolution That's Transforming Education

"Creative Schools: The Grassroots Revolution That's Transforming Education" is a book written by Sir Ken Robinson and Lou Aronica. The book explores the shortcomings of the current education system and argues for a more creative and personalized approach to learning.

Robinson contends that the current education system is based on outdated models of industrialization and is not designed to meet the needs of today's rapidly changing world. He highlights the importance of creativity and imagination in education and emphasizes the need for schools to develop the talents and passions of individual students.

The authors provide examples of schools and educational programs that are successfully implementing creative and innovative approaches to learning, and argue that these grassroots efforts can serve as a model for transforming the education system as a whole.

The book offers practical advice for educators, parents, and policymakers on how to support and promote creative learning, and argues that a transformation of the education system is essential to prepare students for the challenges of the 21st century.

"Creative Schools: The Grassroots Revolution That's Transforming Education" by Sir Ken Robinson and Lou Aronica is a book that challenges the traditional education system and presents an alternative model based on creativity and innovation.

The authors argue that the current education system is not equipped to prepare students for the rapidly changing world of the 21st century, and that it is based on outdated models of industrialization. They contend that the focus on standardized testing and conformity stifles creativity and limits the potential of students.

Robinson and Aronica provide numerous examples of schools and educational programs around the world that are successfully implementing creative and innovative approaches to learning. These include schools that are incorporating the arts, music, and drama into the curriculum, as well as programs that allow students to pursue their passions and interests.

The authors also argue that the traditional hierarchy and structure of the education system needs to be reimagined. They call for a more collaborative approach that involves teachers, students, parents, and the wider community in the learning process. They also highlight the importance of technology and digital literacy in preparing students for the future.

The book offers practical advice and guidance for educators, parents, and policymakers on how to support and promote creative learning. It emphasizes the need to develop the talents and passions of individual students, and to create a culture of innovation and experimentation in schools.

Overall, "Creative Schools" presents a compelling argument for transforming the education system and promoting creativity and innovation in education. It is a call to action for all those who are concerned about th the future of our society.

Regenerate response

IN

1000 word summary

"Creative Schools: The Grassroots Revolution That's Transforming Education" is a thought-provoking book that challenges the traditional education system and offers a new model based on creativity and innovation. The authors, Sir Ken Robinson and Lou Aronica, argue that the current education system is outdated and not equipped to prepare students for the rapidly changing world of the 21st century. They contend that the focus on standardized testing and conformity stifles creativity and limits the potential of students.

Robinson and Aronica present a wealth of evidence to support their argument. They point out that the current education system was designed for the needs of the industrial age, and is based on a factory model that treats students as passive consumers of knowledge. The authors argue that this model is no longer relevant in today's world, where creativity, innovation, and adaptability are key skills for success.

The authors provide numerous examples of schools and educational programs around the world that are successfully implementing creative and innovative approaches to learning. These schools incorporate the arts, music, and drama into the curriculum, and allow students to pursue their passions and interests. They also highlight programs that focus on project-based learning, which emphasizes collaboration, critical thinking, and problem-solving skills.

The authors argue that creativity should be at the heart of the education system. They suggest that schools should provid nts to develop their creativity and imagination, and to explore th The authors point out that

Regenerate response

IN

Detailed comparison of the economies of Peru and Argentina

Peru and Argentina are two South American countries with distinct economic characteristics. In this comparison, we will examine the key differences and similarities between their economies.

Gross Domestic Product (GDP)

Peru has a larger economy than Argentina in terms of GDP, with an estimated GDP of $221 billion in 2021, compared to Argentina's estimated GDP of $360 billion. However, Argentina has a higher GDP per capita, which means that, on average, the income of each person is higher than in Peru.

Exports and Imports

Both countries rely heavily on exports to drive their economies, with natural resources such as minerals, oil, and gas being major exports. However, Argentina has a more diversified export base than Peru, with agriculture, manufacturing, and services also contributing significantly to its exports. In contrast, Peru's economy is more dependent on mining and mineral exports, with copper, gold, and zinc being the primary exports.

On the import side, both countries import mainly manufactured goods, such as machinery, transportation equipment, and chemicals. Argentina imports more than it exports, resulting in a trade deficit, while Peru maintains a trade surplus.

Inflation and Currency

Both countries have experienced high levels of inflation in the past. However, Argentina has struggled with inflation more severely than Peru. In 2021, Argentina has an inflation rate of around 50%, while Peru's inflation rate is projected to be around 2%.

Argentina has a history of currency instability and has experienced several devaluations of its currency, the Argentine peso. In contrast, Peru's currency, the Peruvian sol, has been more stable in recent years.

Foreign Investment

Peru has attracted significant foreign investment in recent years due to its stable economic policies and favorable investment climate. In contrast, Argentina has experienced a decline in foreign investment due to economic and political instability.

Labor Force and Employment

Both countries have a relatively high labor force participation rate, with Peru having a participation rate of around 70% and Argentina having a participation rate of around 60%. However, Argentina has a higher unemployment rate than Peru, with a rate of around 9% compared to Peru's rate of around 5%.

Education and Human Development

In terms of human development, both countries have made progress in recent years. However, Argentina has a higher Human Development Index (HDI) than Peru, which measures factors such as educatior

Regenerate response

IN

Detailed comparison between the education systems of Peru and Argentina with references

Peru and Argentina have different education systems that reflect their unique histories and socio-economic circumstances. In this comparison, we will examine the key differences and similarities between their education systems.

1. Enrollment Rates and Attendance
   Argentina has a more developed education system than Peru, with higher levels of enrollment at all levels of education. According to the World Bank, in 2018, the gross enrollment rate in primary education in Argentina was 114%, while in Peru, it was 96%. In secondary education, the gross enrollment rate in Argentina was 85%, while in Peru, it was 73%.

However, both countries face challenges in ensuring that students attend school regularly. In Peru, the primary school attendance rate is around 90%, while in Argentina, it is around 93%. The attendance rate in secondary education is lower in both countries, with Peru having a rate of around 70% and Argentina having a rate of around 78%.

2. Quality of Education
   In terms of the quality of education, both countries have made progress in recent years. However, Peru has a less developed education system than Argentina, with lower levels of achievement in reading and math.

According to the results of the 2018 Programme for International Student Assessment (PISA), the average reading score for 15-year-old students in Argentina was 402, while in Peru, it was 397. In math, the average score in Argentina was 379, while in Peru, it was 348. However, both countries scored below the average for the Organization for Economic Cooperation and Development (OECD), which administers the PISA.

3. Funding and Resources
   Both countries face challenges in funding and providing resources for their education systems. According to the World Bank, in 2018, Argentina spent around 4.9% of its GDP on education, while Peru spent around 3.7%. However, both countries face budget constraints that limit their ability to invest in education.

In terms of resources, both countries have uneven distribution of resources, with urban areas having better access to quality education than rural areas. In Peru, there is a shortage of teachers, especially in rural areas, and many schools lack basic facilities such as electricity, water, and sanitation. In Argentina, there are disparities in the quality of education between public and private schools, with pri er resources and facilities.

Regenerate response

4. Vocational Education and Training

   Argentina has a more developed vocational education and training (VET) system than Peru, with a range of technical and vocational schools that offer training in various fields such as engineering, agriculture, and tourism. In contrast, Peru has a less developed VET system, with limited options for students who wish to pursue technical and vocational careers.

5. Higher Education

   Both countries have a range of higher education institutions, including universities and technical institutes. However, Argentina has a more established higher education system, with a greater number of universities and a higher proportion of students enrolled in higher education. According to the World Bank, in 2018, the gross enrollment rate in tertiary education in Argentina was around 82%, while in Peru, it was around 51%.

In conclusion, Peru and Argentina have different education systems that reflect their unique histories and socio-economic circumstances. While Argentina has a more developed education system, with higher enrollment rates and better quality of education, Peru faces challenges in providing access to quality education, especially in rural areas. Both countries need to address issues such as funding, resources, and access to vocational education and training to ensure that students are prepared for the challenges of the 21st century.

References:

- World Bank. (2021). World Development Indicators 2021. Washington, DC: World Bank.
- OECD. (2019). PISA 2018 Results (Volume I): What

IN

Create a lesson plan to teach 10th graders about oceans. The plan should include video resources, articles, student investigations, and an open ended essay question for assessment, with a rubric for marking. Include URLs for all resources.

Lesson Plan: Oceans for 10th Graders

Objective: Students will be able to understand the importance of oceans and the impact of human activities on them.

Materials:

- Computers or tablets
- Video resources (e.g. National Geographic video on oceans: https://www.youtube.com/watch?v=3OT9pPfxoVs)
- Articles on oceans (e.g. NOAA article on ocean acidification: https://oceanservice.noaa.gov/facts/ocean-acidification.html)
- Student investigations worksheet
- Rubric for open-ended essay question

Introduction:

1. Begin by asking students what they know about oceans. Write down their responses on the board.
2. Introduce the topic of oceans and their importance to the planet. Discuss the various

Regenerate response

1. Begin by asking students what they know about oceans. Write down their responses on the board.
2. Introduce the topic of oceans and their importance to the planet. Discuss the various ways in which oceans impact our lives, such as climate regulation, food sources, and recreation.

Video Resource:

3. Show a National Geographic video on oceans. Ask students to take notes on the key points of the video and to identify any new information they learned about oceans.

Article:

4. Provide an article on ocean acidification. Ask students to read the article and to take notes on the causes and effects of ocean acidification.

Student Investigations:

5. Distribute the student investigations worksheet. The worksheet should include a series of questions and activities that guide students in investigating the impact of human activities on oceans. Some possible questions include:

- What are some human activities that impact oceans?
- What are the consequences of these activities on oceans?
- How can we reduce our impact on oceans?

6. Ask students to work in pairs or small groups to complete the worksheet. Circulate around the classroom to provid

Regenerate response

any questions.

Assessment:

- Completed student investigations worksheet
- Open-ended essay question with a rubric for grading

Rubric:

Criteria	Excellent	Good	Average	Poor
Clarity of Writing	The writing is clear, concise, and easy to understand	The writing is mostly clear, but some areas may be unclear or convoluted	The writing is somewhat clear, but difficult to follow in places	The writing is unclear and difficult to understand
Depth of Analysis	The essay demonstrates a deep understanding of the importance of oceans and the impact of human activities on them. Arguments are well-supported with evidence	The essay demonstrates a good understanding of the importance of oceans and the impact of human activities on them. Arguments are supported with evidence	The essay demonstrates some understanding of the importance of oceans and the impact of human activities on them, but arguments are not always well-supported with evidence	The essay demonstrates little understanding of the importance of oceans and the impact of human activities on them. Arguments are not supported with evidence

Rubric:

Criteria	Excellent	Good	Average	Poor
Clarity of Writing	The writing is clear, concise, and easy to understand	The writing is mostly clear, but some areas may be unclear or convoluted	The writing is somewhat clear, but difficult to follow in places	The writing is unclear and difficult to understand
Depth of Analysis	The essay demonstrates a deep understanding of the importance of oceans and the impact of human activities on them. Arguments are well-supported with evidence	The essay demonstrates a good understanding of the importance of oceans and the impact of human activities on them. Arguments are supported with evidence	The essay demonstrates some understanding of the importance of oceans and the impact of human activities on them, but arguments are not always well-supported with evidence	The essay demonstrates little understanding of the importance of oceans and the impact of human activities on them. Arguments are not supported with evidence
Use of Evidence	The essay makes excellent use of evidence to support arguments	The essay makes good use of evidence to support arguments	The essay makes some use of evidence, but could use more to support arguments	The essay does not use evidence to support arguments.

In a large school, the heights of all fourteen-year-old students are measured.

The heights of the girls are normally distributed with mean 155 cm and standard deviation 10 cm.

The heights of the boys are normally distributed with mean 160 cm and standard deviation 12 cm.

(a) Find the probability that a girl is taller than 170 cm. *[3 marks]*

(b) Given that 10 % of the girls are shorter than x cm, find x. *[3 marks]*

(c) Given that 90 % of the boys have heights between q cm and r cm where q and r are symmetrical about 160 cm, and $q < r$, find the value of q and of r. *[4 marks]*

In the group of fourteen-year-old students, 60 % are girls and 40 % are boys.
The probability that a girl is taller than 170 cm was found in part (a).
The probability that a boy is taller than 170 cm is 0.202.

A fourteen-year-old student is selected at random.

(d) Calculate the probability that the student is taller than 170 cm. *[4 marks]*

(e) Given that the student is taller than 170 cm, what is the probability the student is a girl? *[3 marks]*

In a large school, the heights of all fourteen-year-old students are measured.
The heights of the girls are normally distributed with mean 155 cm and standard deviation 10 cm.

The heights of the boys are normally distributed with mean 160 cm and standard deviation 12 cm.

(a) Find the probability that a girl is taller than 170 cm. [3 marks]

(b) Given that 10 % of the girls are shorter than x cm , find x. [3 marks]

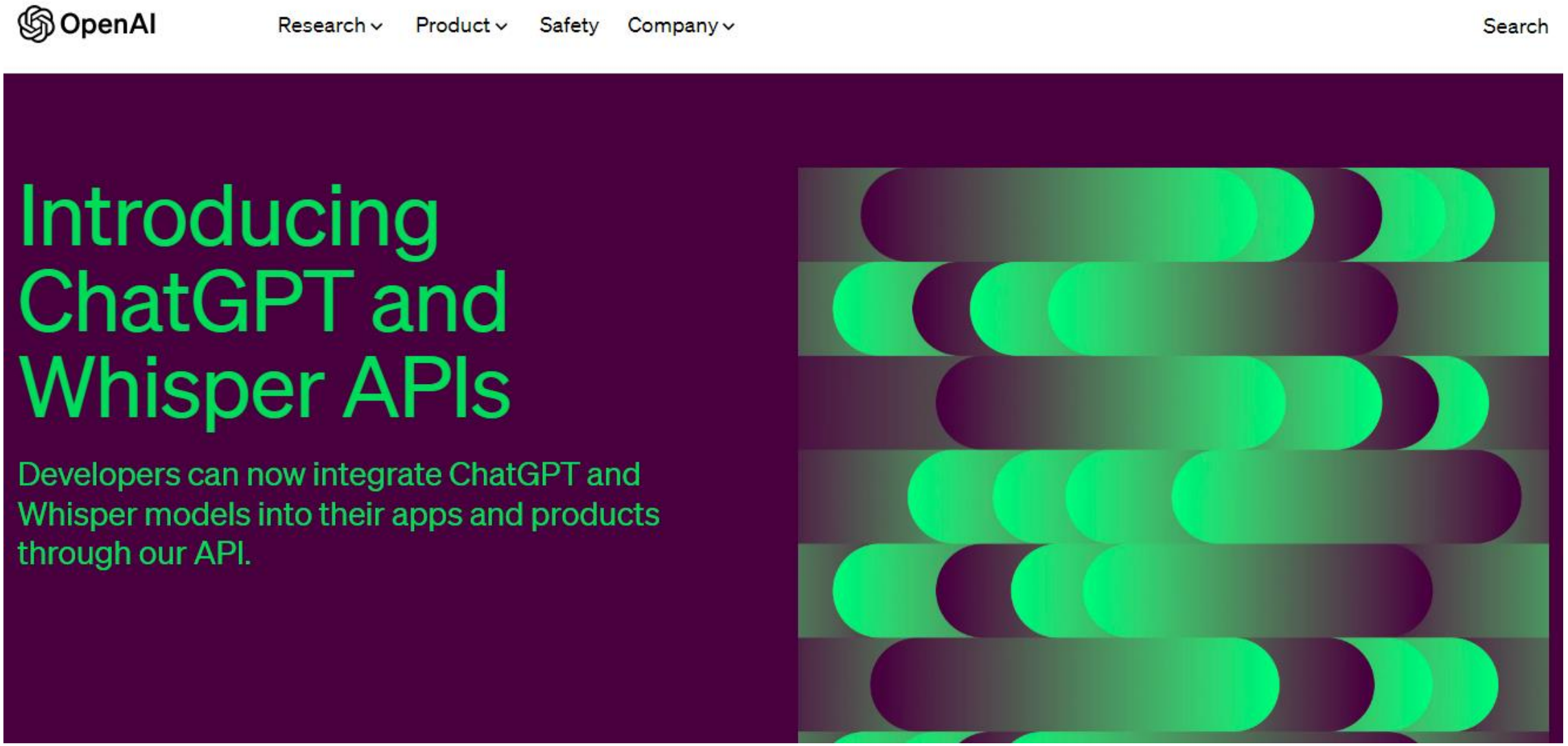
(c) Given that 90 % of the boys have heights between q cm and r cm where q and r are symmetrical about 160 cm, and q r < , find the value of q and of r. [4 marks] In the group of fourteen-year-old students, 60 % are girls and 40 % are boys.

The probability that a girl is taller than 170 cm was found in part (a). The probability that a boy is taller than 170 cm is 0.202 . A fourteen-year-old student is selected at random.

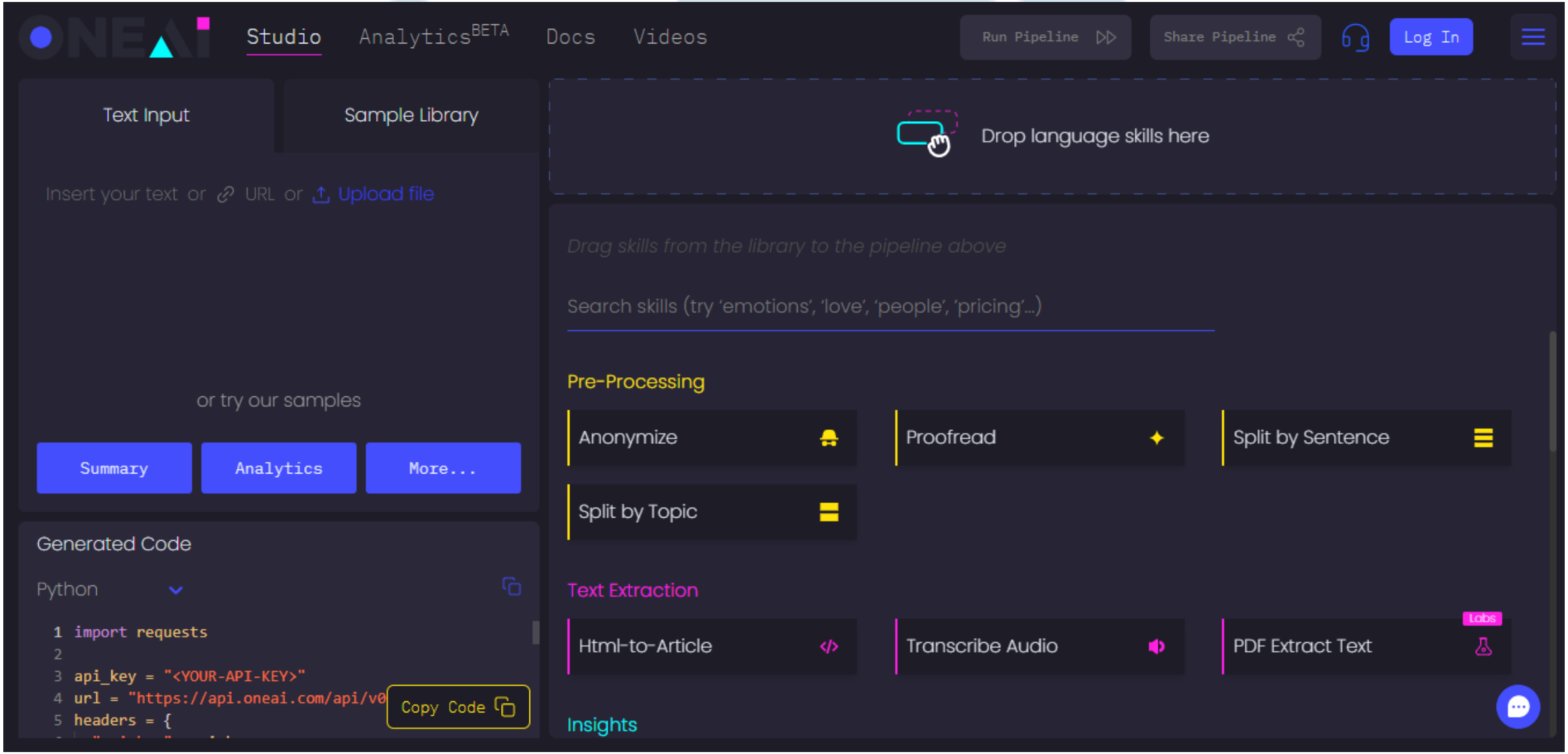
(d) Calculate the probability that the student is taller than 170 cm. [4 marks]

(e) Given that the student is taller than 170 cm, what is the probability the student is a girl? [3 marks]

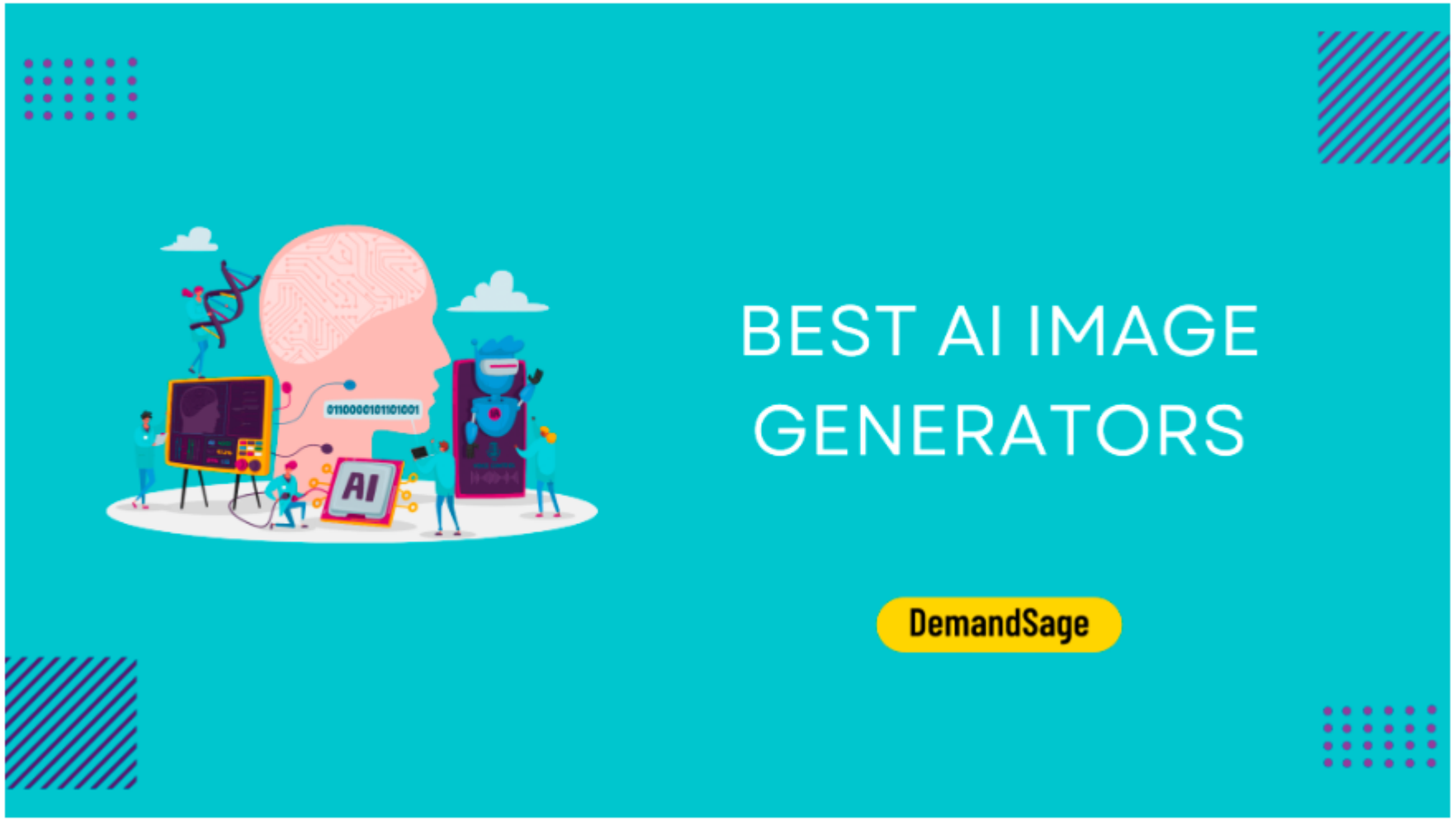
OpenAI Applications



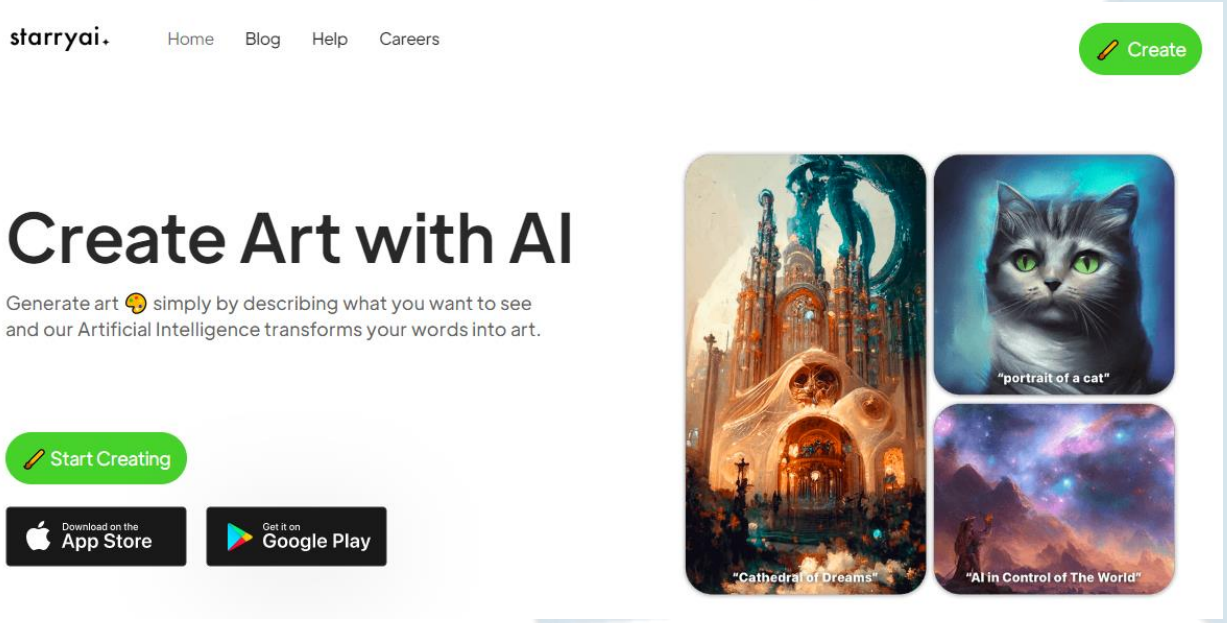
Transcription and text analysis

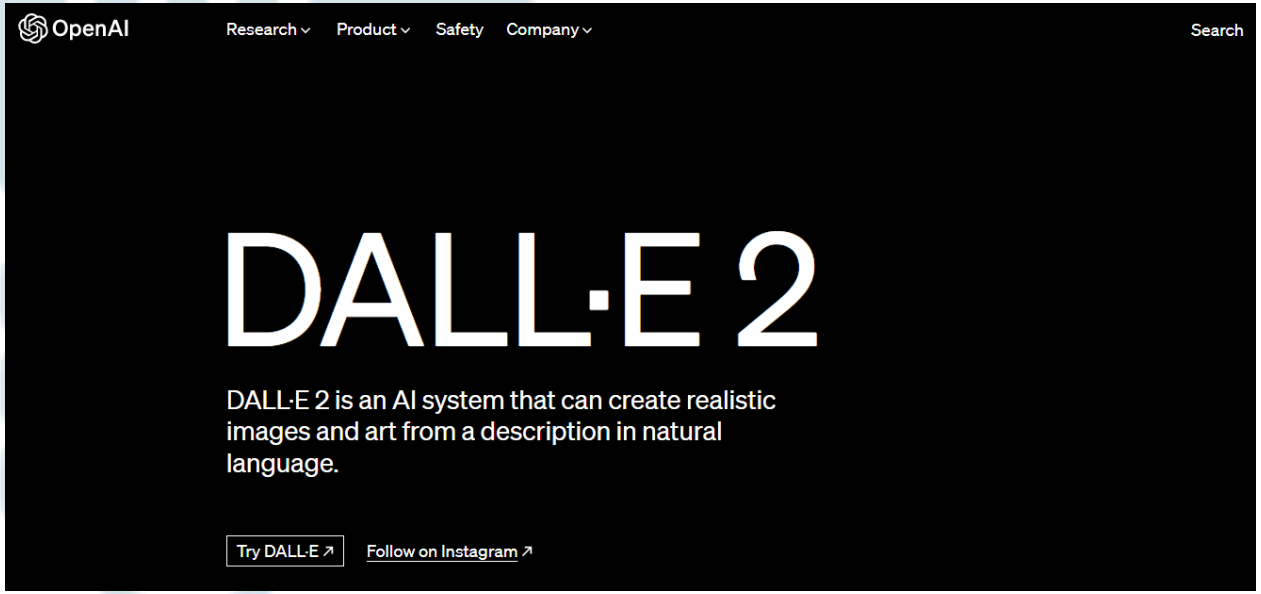


AI Image Generators

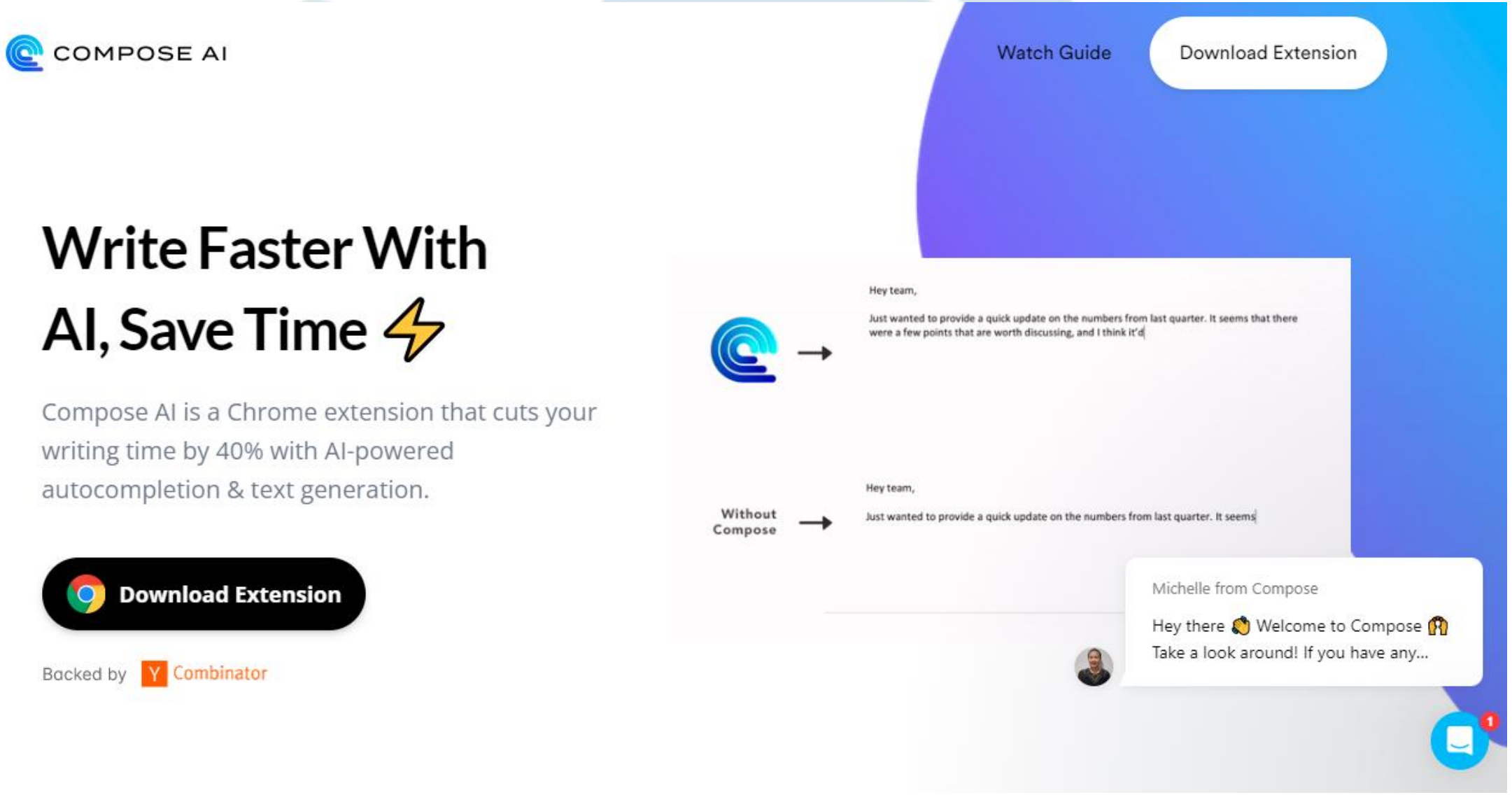


AI Image Generators

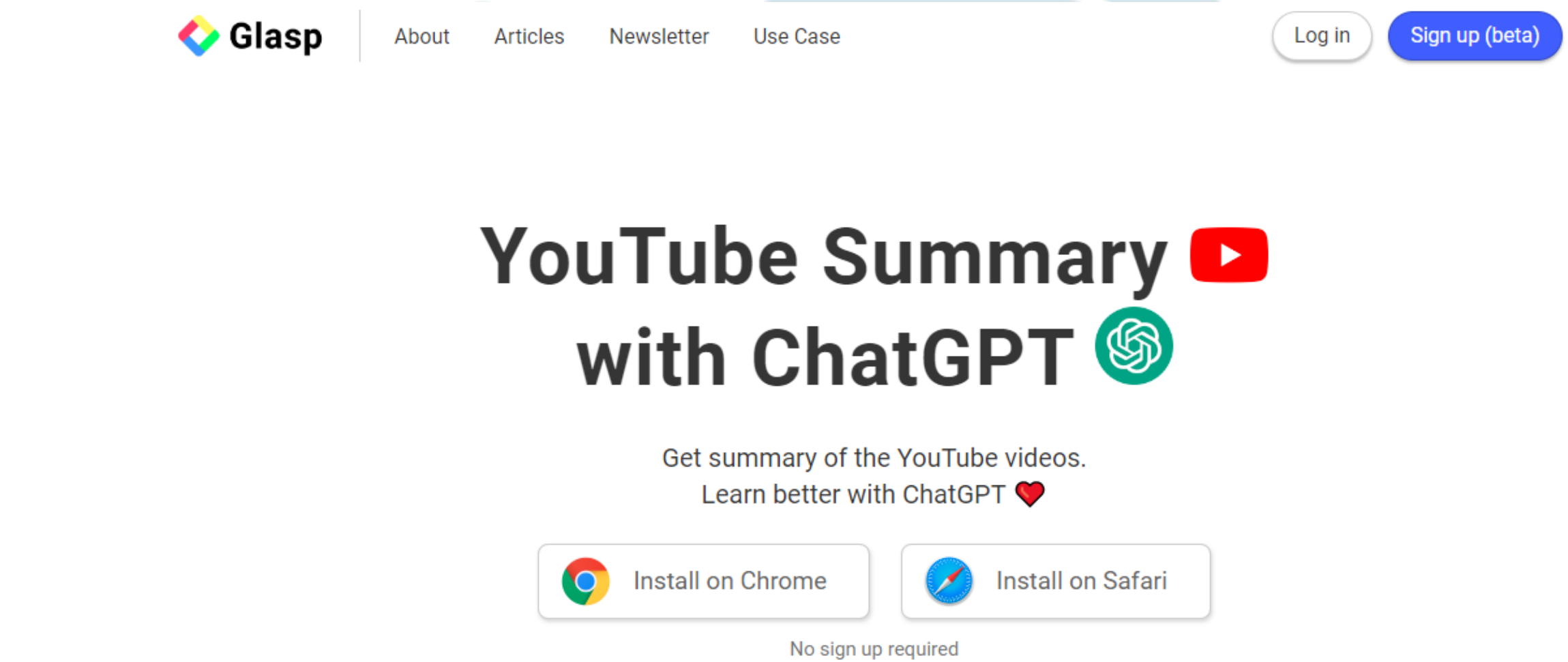




AI Writing Assistant



AI YouTube Transcript



AI Meeting Notes

Home Use cases Features Security Sign In Try for free

Effortless meeting notes and action items

Cogram takes automatic notes in virtual meetings and identifies action items, while keeping your data private and secure.

Try for free

Try Cogram in a 15-min live

Transcript:

Jane Wilde:

Hey all, great to meet everyone. So where are we on this?

Oscar Maine:

Hi Jane. We'll prepare and share an overview deck with your team this week. Please have your colleagues take a look at it.

Jane Wilde:

Thanks Oscar. Do you have a timeline for setting up an integration with our ERP? That would be very helpful.

Meeting Writeup:

Summary:

Jane Wilde and Oscar Maine discuss the setup of a software tool for procurement optimisation. They align on the steps required for approval. Jane Wilde asks about an ERP integration.

Action Items:

- Share an overview deck with Jane Wilde. Assignee: Oscar Maine
- Review with her colleagues. Assignee: Jane Wilde
- Check what the timeline for an ERP integration would be. Assignee: Oscar Maine

AI Slides Creator

Demo Help Guides Pricing Powerpoint FAQs Join Affiliate Program

SlidesAI now supports ES Spanish & IT Italian
The support for JP Japanese and FR French is coming soon! :)

Create Presentation Slides with AI in seconds

Say goodbye to tedious, manual slides creation. Let the AI write the outline and presentation content for you.
With our tool, you can easily create **professional, engaging slides from any text in no time.**

Install SlidesAI for Google Slides → Learn How To Use

Information Networks

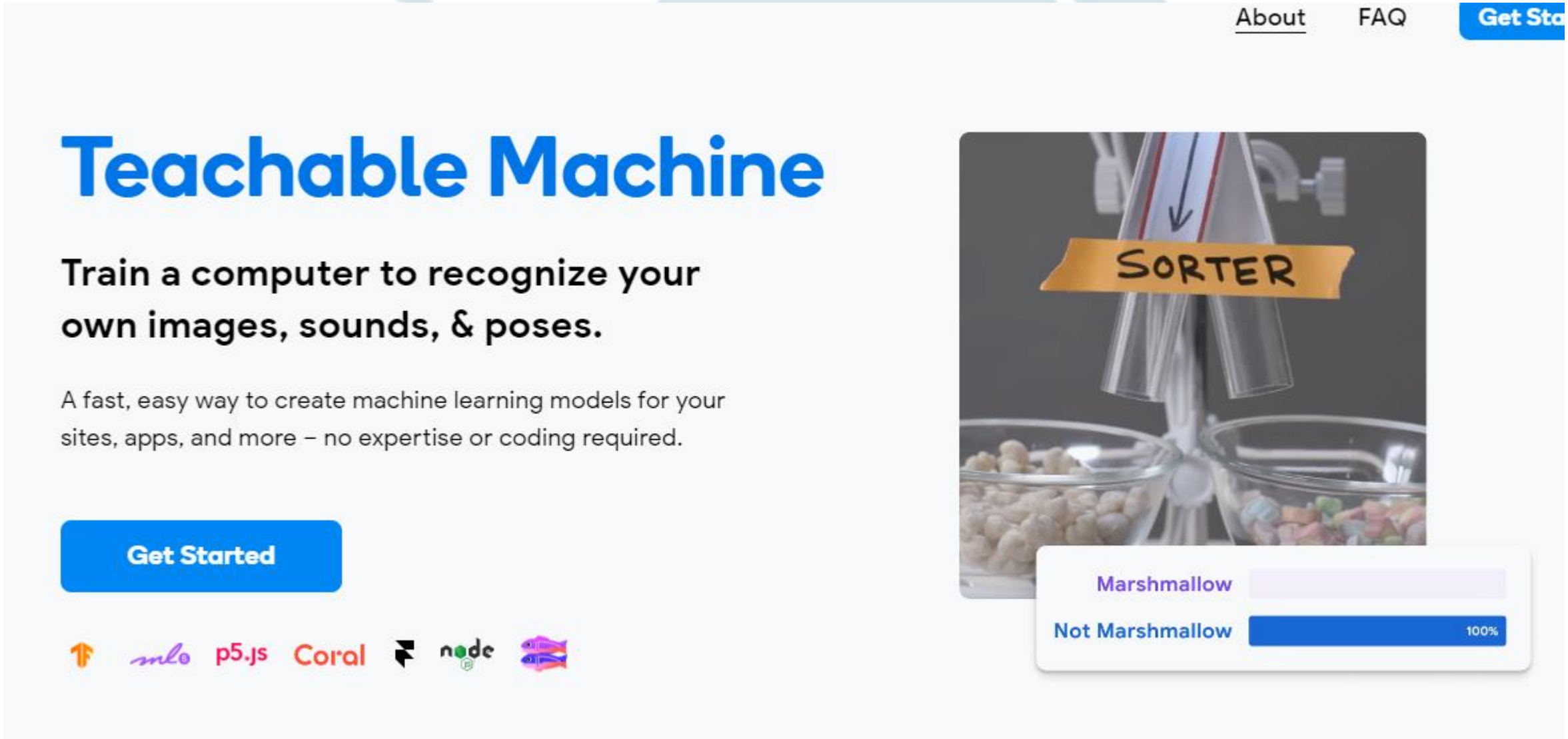
THE TONIGHT SHOW JIMMY FALLON
4:47 / 8:04
CC

Ethical and social implications

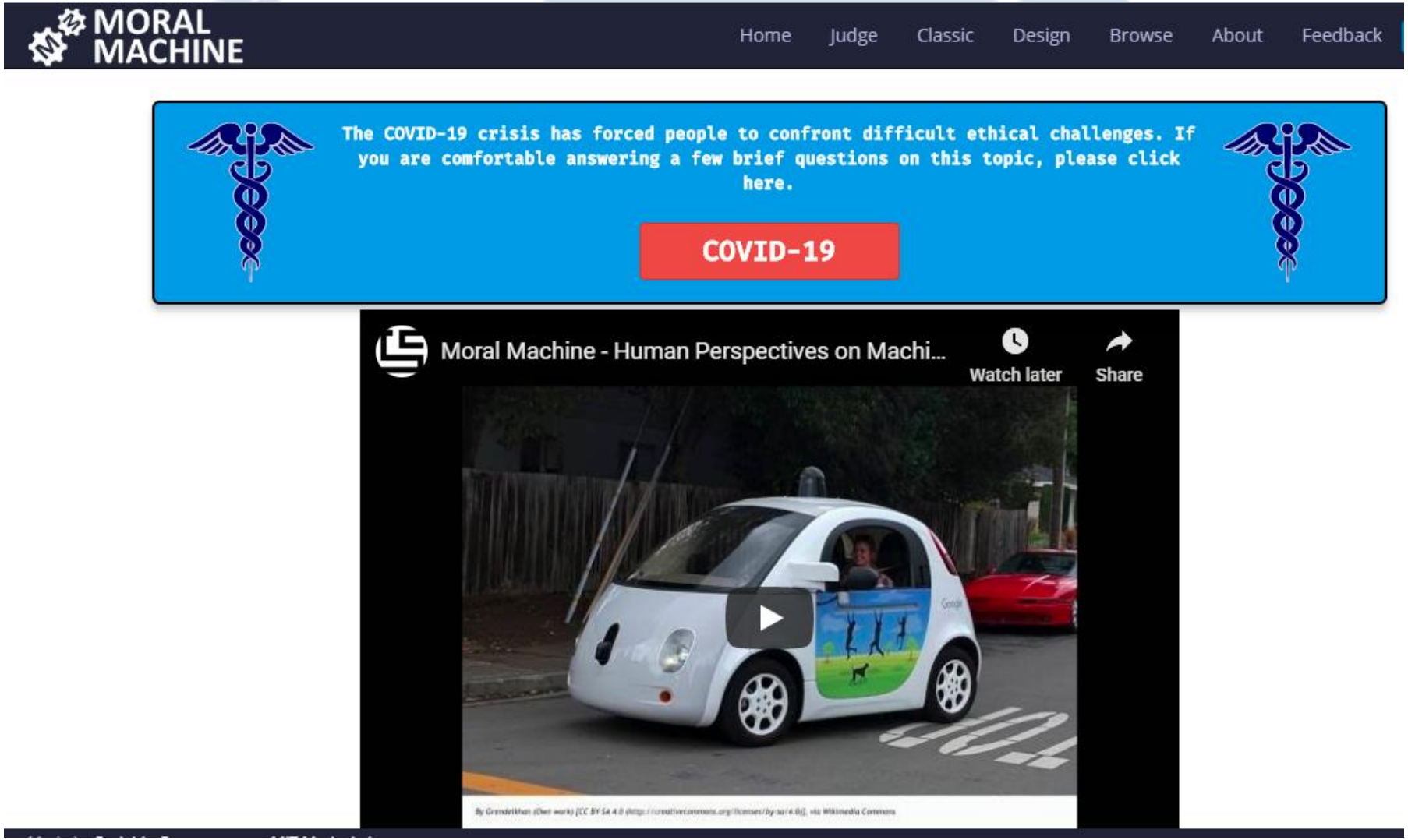
AI and advanced tech applications

- Unaddressed important implications of tech advances.
- Students are generally unaware of some of the deeper issues related to technology.
- These range from ethical dilemmas and deep fakes to privacy issues.

MIT Teachable Machine



MIT Moral Machine



My Goodness MIT

Welcome to MyGoodness!

There are over one million registered charities in the United States alone, and many more worldwide. How do you choose among them?

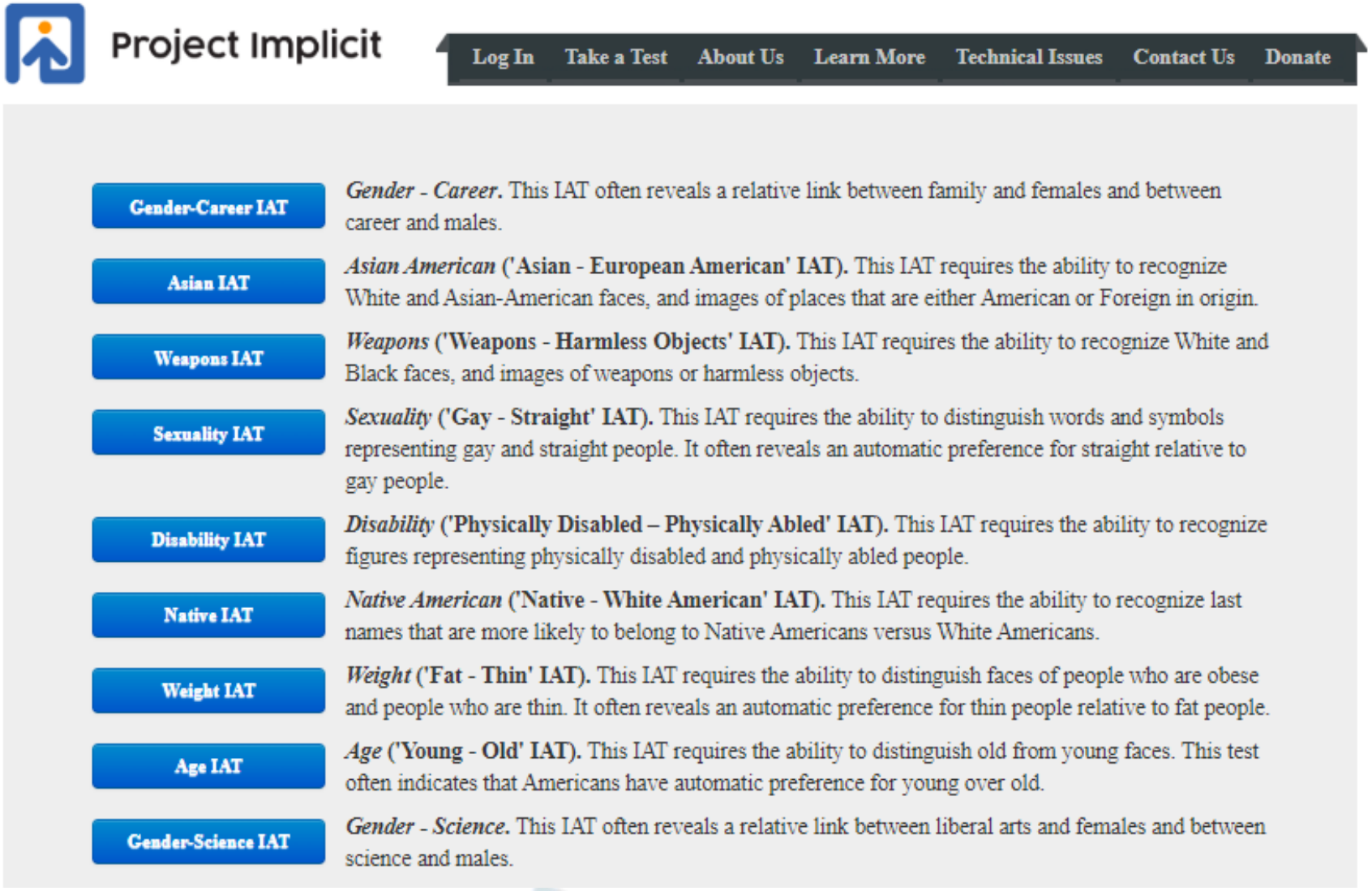
MyGoodness is a simple game that helps you understand how you give. In the game, you will make 10 giving decisions. Each decision is between two choices, and you tell us which you prefer.

At the end of the game, we give you a summary of your 'goodness' and how it compares to others. You can share that feedback with whomever you would like.

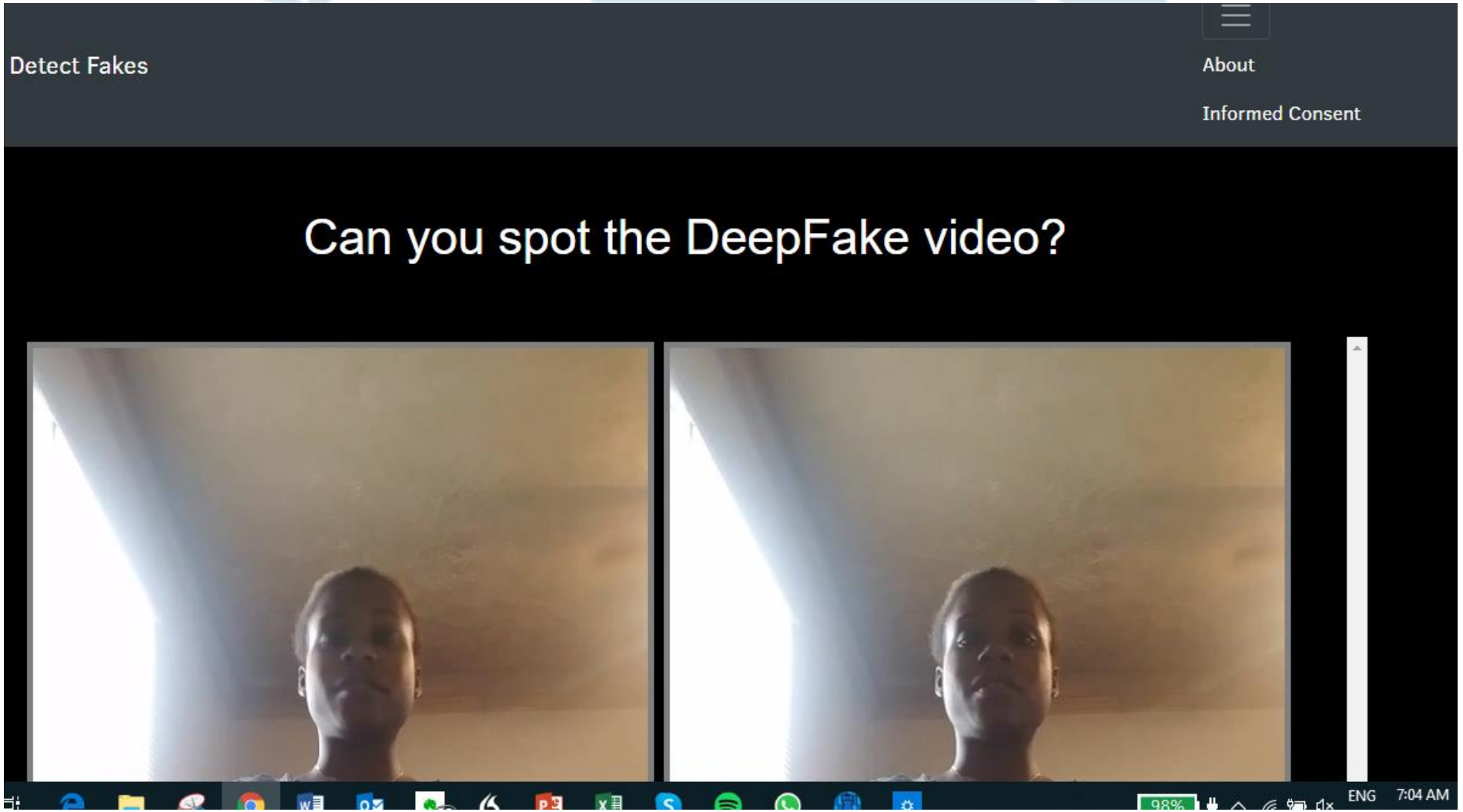
Start Game!

View instructions (recommended)

Harvard Project Implicit



MIT Detect Fakes



"Terrific. . . . Art and science meet an engaged mind and the friction produces real fire." —*The New Yorker*

The Most Human Human

What Artificial Intelligence Teaches Us About Being Alive

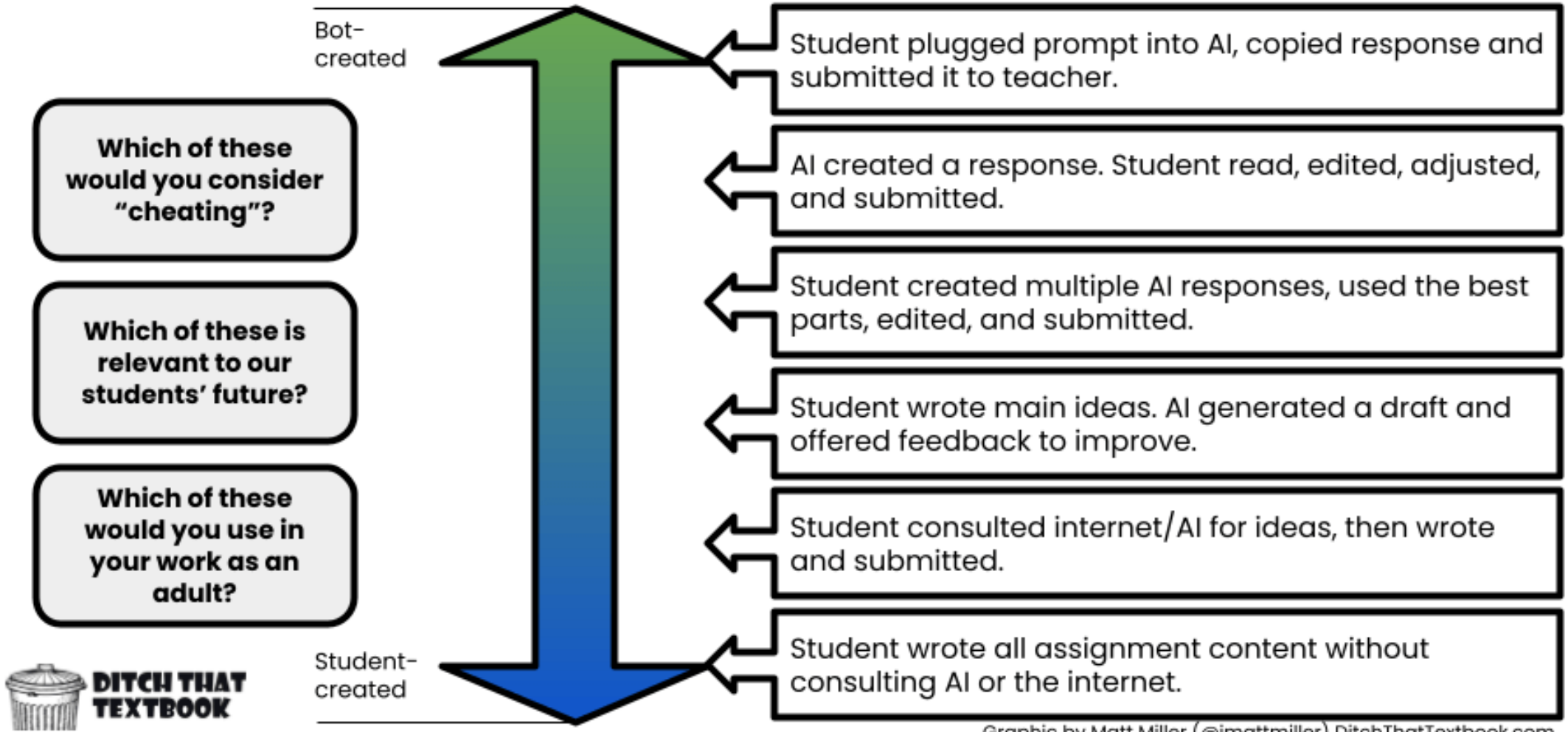
Brian Christian

Conclusions – Discussion

This is just the beginning

- Chat GPT elevates the threshold of cognitive skills at every level.
- What constitutes cheating?
- Different standards for adults and students?

It's time to rethink "plagiarism" and "cheating"



DITCH THAT TEXTBOOK

Graphic by Matt Miller (@jmattmiller) DitchThatTextbook.com

https://ditchthattextbook.com/ai

Conclusions – Discussion

This is just the beginning

- Which learning / cognitive skills do we need to build up to?
- How are they learned?
- Reassessing assessment, including international exams.

What´s next?

gabriel.rshaid@thelearnerspace.org