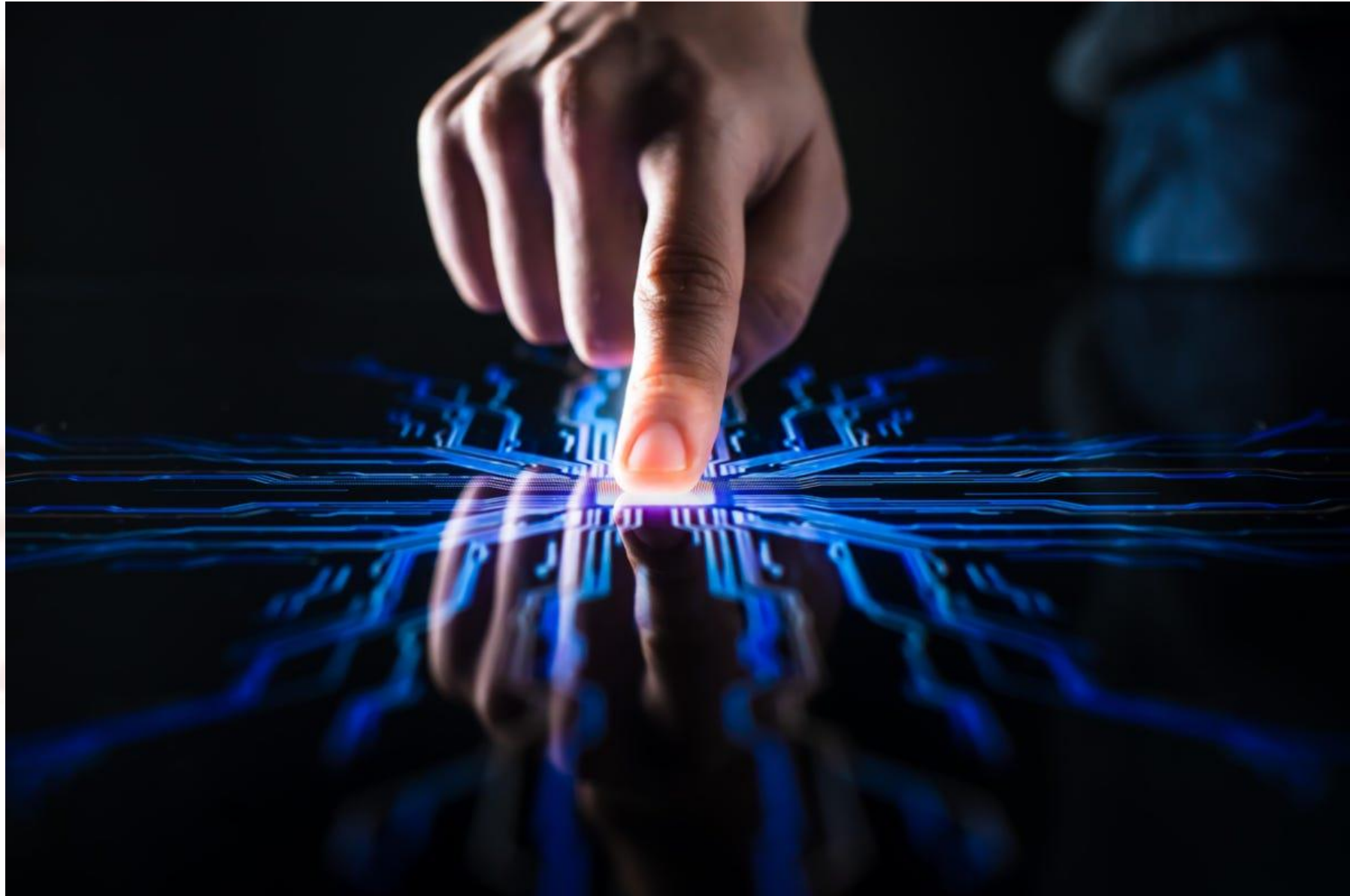
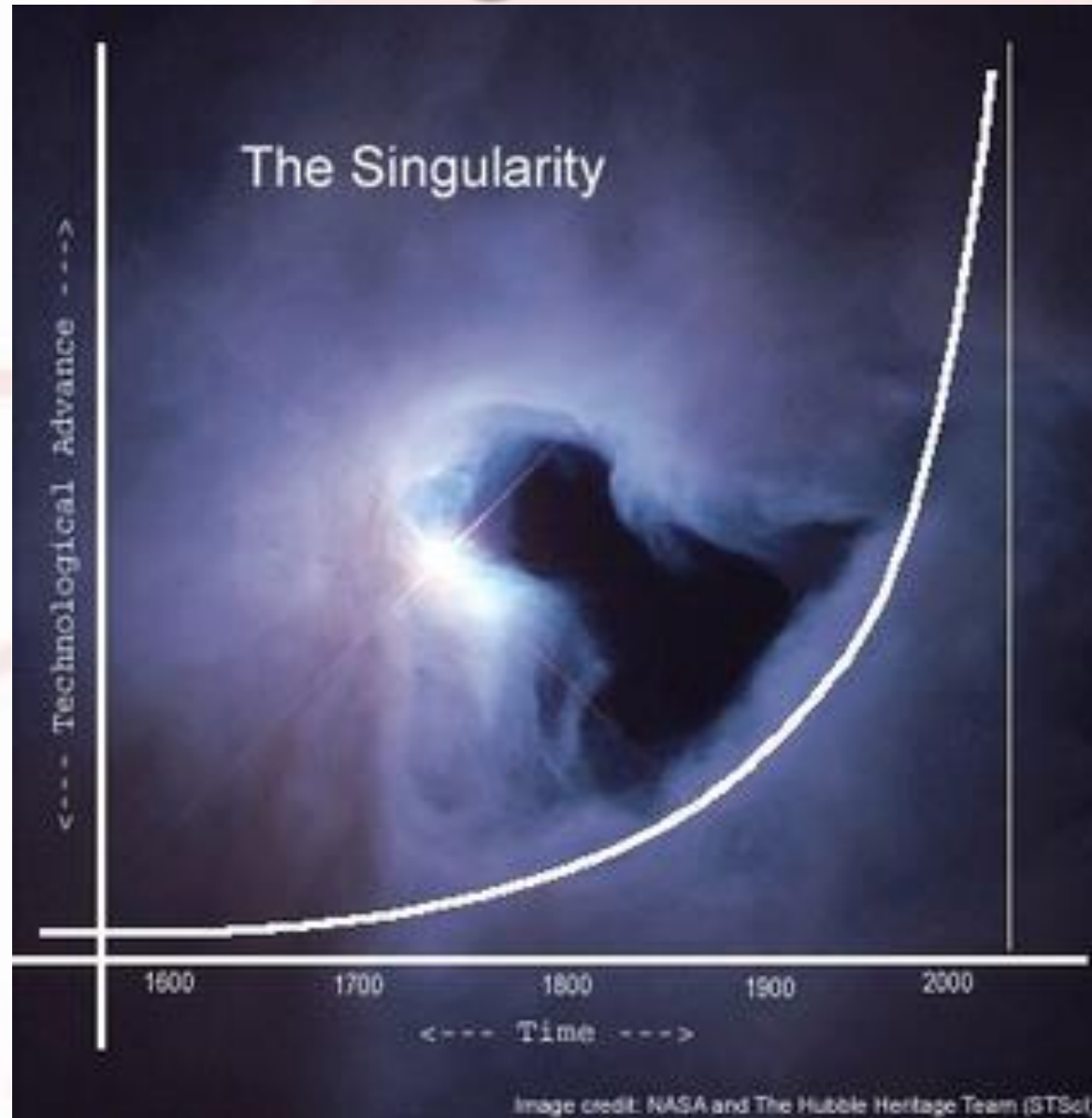


# Chat GPT e Inteligencia Artificial en Educación

# Chat GPT – cambio al nivel de la PC o Internet



# La Singularidad



# Roboética

EXTREME TECH

SEARCH

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2015

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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



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 a problem. Obviously, five dead people is worse than one dead person,



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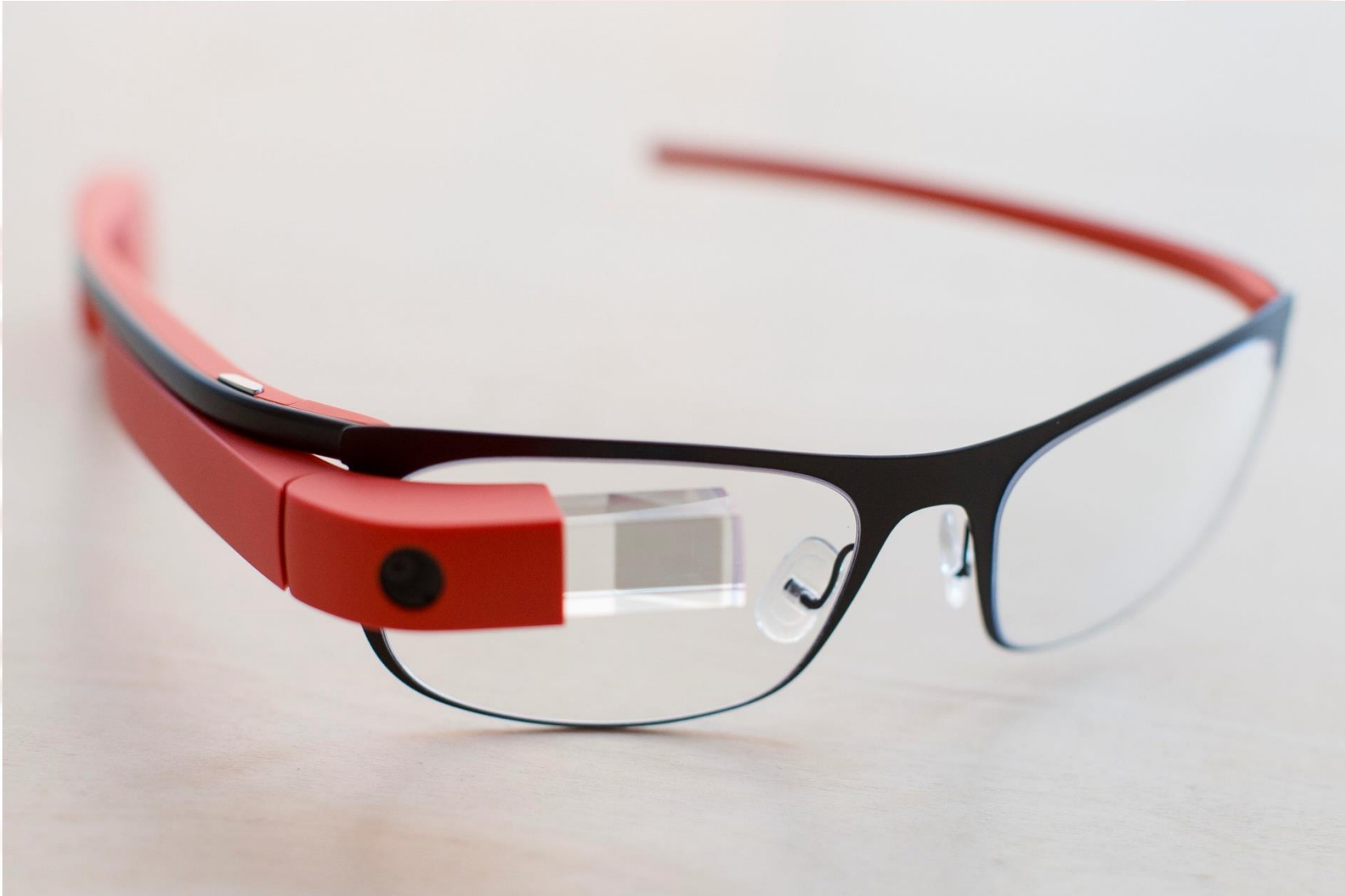
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# Búsqueda en tiempo real



# Realidad Aumentada



# Realidad Virtual



# Big Data





# IA en Educación

## Algunas definiciones

- **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.

# IA en Educación

## Algunas definiciones

- Chat GPT es un Generative Pre-Trained Transformer.
- Creado por OpenAI.
- Modelo de lenguaje basado en Deep Learning.
- 175 mil millones de parámetros / 4 billones GPT4

# IA en Educación

## Chat GPT

- Red Neuronal - Deep Learning.
- Reinforcement learning, basado en feedback humano para eliminar biases.
- Sistema de procesamiento del lenguaje más avanzado de la historia.
- Es la peor version que experimentaremos.

# Chat GPT

## Limitaciones e implicancias

- **Pre-entrenado, no en tiempo real ni orgánico.**
- **No contiene información posterior a 2021.**
- **Modelo muy caro por las horas – persona de entrenamiento.**
- **Ya está la versión GPT-4 para Chat GPT Plus.**

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 the

Regenerate response

the future of our society.



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 provide students with opportunities to develop their creativity and imagination, and to explore their interests. The authors point out that

Regenerate response



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 education

🔄 Regenerate response



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

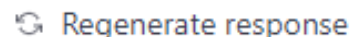
In terms of the quality of education, both countries have made progress in recent years. However, Peru has a less developed education system than Argentina, with lower levels of achievement in reading and math.

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 private schools having better 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



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 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 provide any questions.

 Regenerate response

### 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 – otras aplicaciones

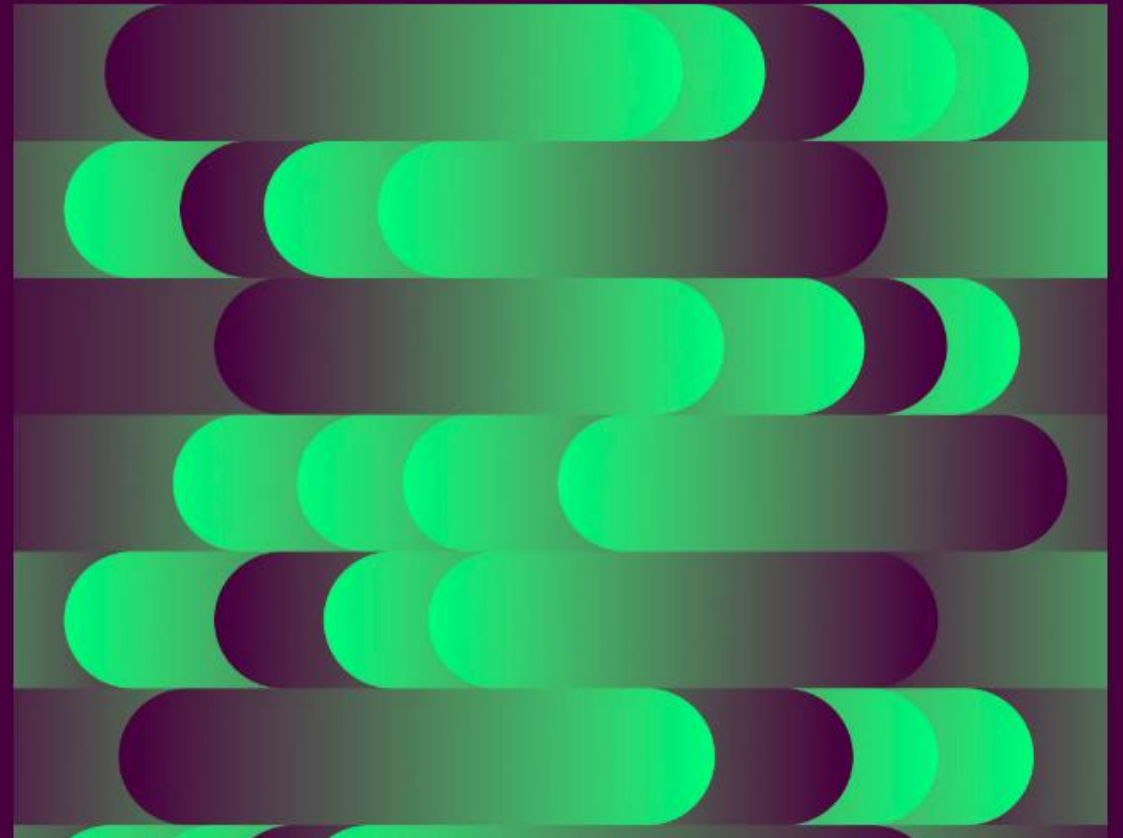


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## Introducing ChatGPT and Whisper APIs

Developers can now integrate ChatGPT and Whisper models into their apps and products through our API.



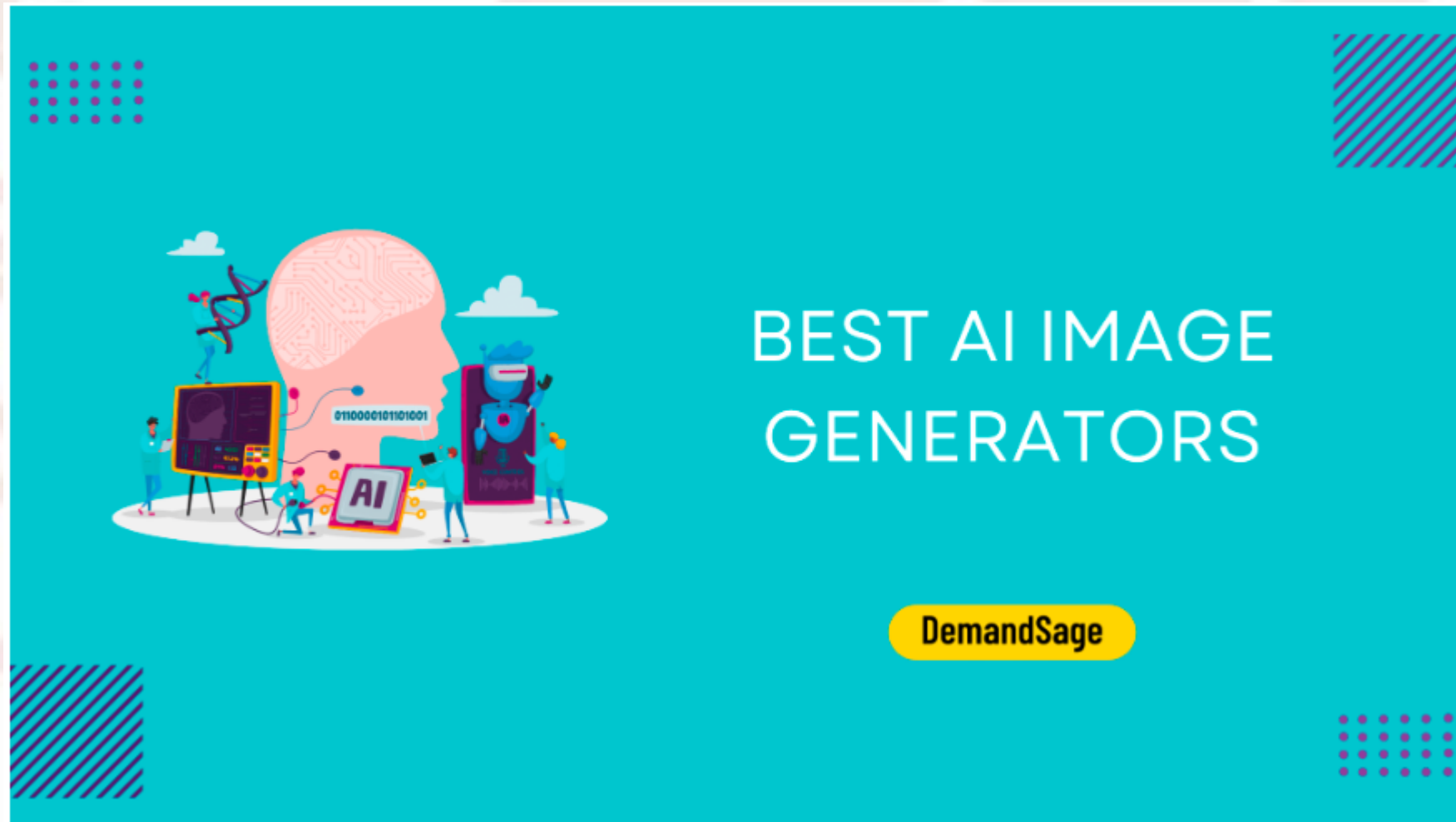
# Transcripción y análisis de texto

The screenshot displays the ONEAI Studio interface. At the top, there is a navigation bar with the ONEAI logo, tabs for 'Studio', 'Analytics<sup>BETA</sup>', 'Docs', and 'Videos', and buttons for 'Run Pipeline', 'Share Pipeline', 'Log In', and a menu icon. The main workspace is divided into several sections:

- Text Input:** A dark panel on the left with the text 'Text Input' and 'Sample Library'. Below it, instructions say 'Insert your text or [URL](#) or [Upload file](#)'. At the bottom of this panel are three buttons: 'Summary', 'Analytics', and 'More...'. Below the buttons is a 'Generated Code' section with a Python code editor showing a snippet of code for making an API request. A 'Copy Code' button is visible next to the code.
- Drop language skills here:** A dashed box at the top right containing a hand icon and the text 'Drop language skills here'.
- Drag skills from the library to the pipeline above:** A section below the drop area with a search bar containing the text 'Search skills (try 'emotions', 'love', 'people', 'pricing...')'.
- Pre-Processing:** A section containing three skill cards: 'Anonymize' (with a bell icon), 'Proofread' (with a star icon), and 'Split by Sentence' (with a list icon). Below these are two more cards: 'Split by Topic' (with an equals icon) and 'Text Extraction' (with a code icon).
- Text Extraction:** A section containing three skill cards: 'HTML-to-Article' (with a code icon), 'Transcribe Audio' (with a speaker icon), and 'PDF Extract Text' (with a flask icon and a 'Labs' tag).
- Insights:** A section at the bottom left with the text 'Insights'.

A chat bubble icon is located in the bottom right corner of the interface.

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# Generadores de Imágenes

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Hey team,

Just wanted to provide a quick update on the numbers from last quarter. It seems that there were a few points that are worth discussing, and I think it'd

Without Compose



Hey team,

Just wanted to provide a quick update on the numbers from last quarter. It seems



Michelle from Compose

Hey there 🤖 Welcome to Compose 🏠

Take a look around! If you have any...



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### 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

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# Implicancias éticas y sociales

## IA y aplicaciones avanzadas de la tecnología

- Son temas de los que no se habla ni se trabaja en las escuelas.
- Nuestros alumnos, que han crecido con la tecnología, no tienen anticuerpos al respecto.
- Dilemas éticos, redes sociales , fakes, privacidad.

# Google Teachable Machine

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[FAQ](#)

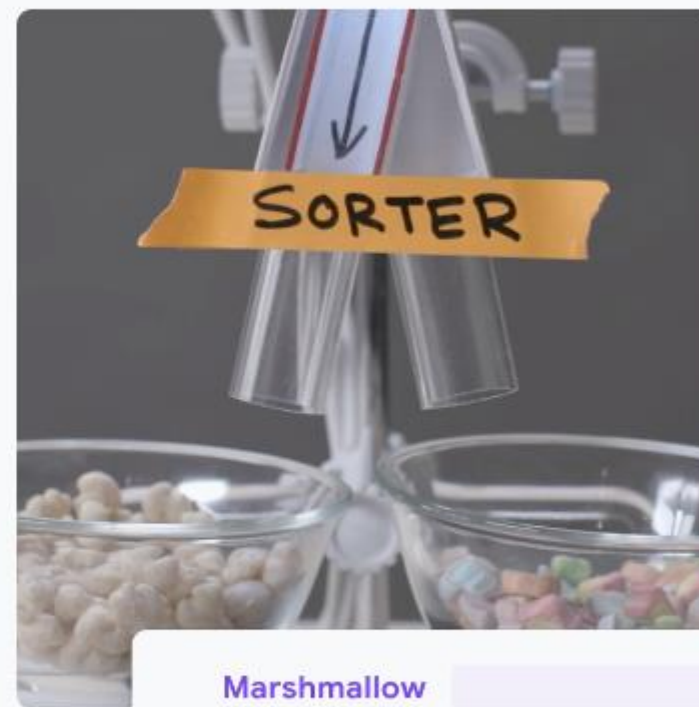
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## Teachable Machine

Train a computer to recognize your own images, sounds, & poses.

A fast, easy way to create machine learning models for your sites, apps, and more – no expertise or coding required.

Get Started



Marshmallow

Not Marshmallow

100%

# MIT Moral Machine



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The COVID-19 crisis has forced people to confront difficult ethical challenges. If you are comfortable answering a few brief questions on this topic, please click [here](#).



[COVID-19](#)



Moral Machine - Human Perspectives on Machi...



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# 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



Project Implicit

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## Gender-Career IAT

*Gender - Career.* This IAT often reveals a relative link between family and females and between career and males.

## Asian IAT

*Asian American ('Asian - European American' IAT).* This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.

## Weapons IAT

*Weapons ('Weapons - Harmless Objects' IAT).* This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.

## Sexuality IAT

*Sexuality ('Gay - Straight' IAT).* This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.

## Disability IAT

*Disability ('Physically Disabled - Physically Abled' IAT).* This IAT requires the ability to recognize figures representing physically disabled and physically abled people.

## Native IAT

*Native American ('Native - White American' IAT).* This IAT requires the ability to recognize last names that are more likely to belong to Native Americans versus White Americans.

## Weight IAT

*Weight ('Fat - Thin' IAT).* This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.

## Age IAT

*Age ('Young - Old' IAT).* This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.

## Gender-Science IAT

*Gender - Science.* This IAT often reveals a relative link between liberal arts and females and between science and males.



# MIT Detect Fakes

Detect Fakes

About

Informed Consent

Can you spot the DeepFake video?



"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*

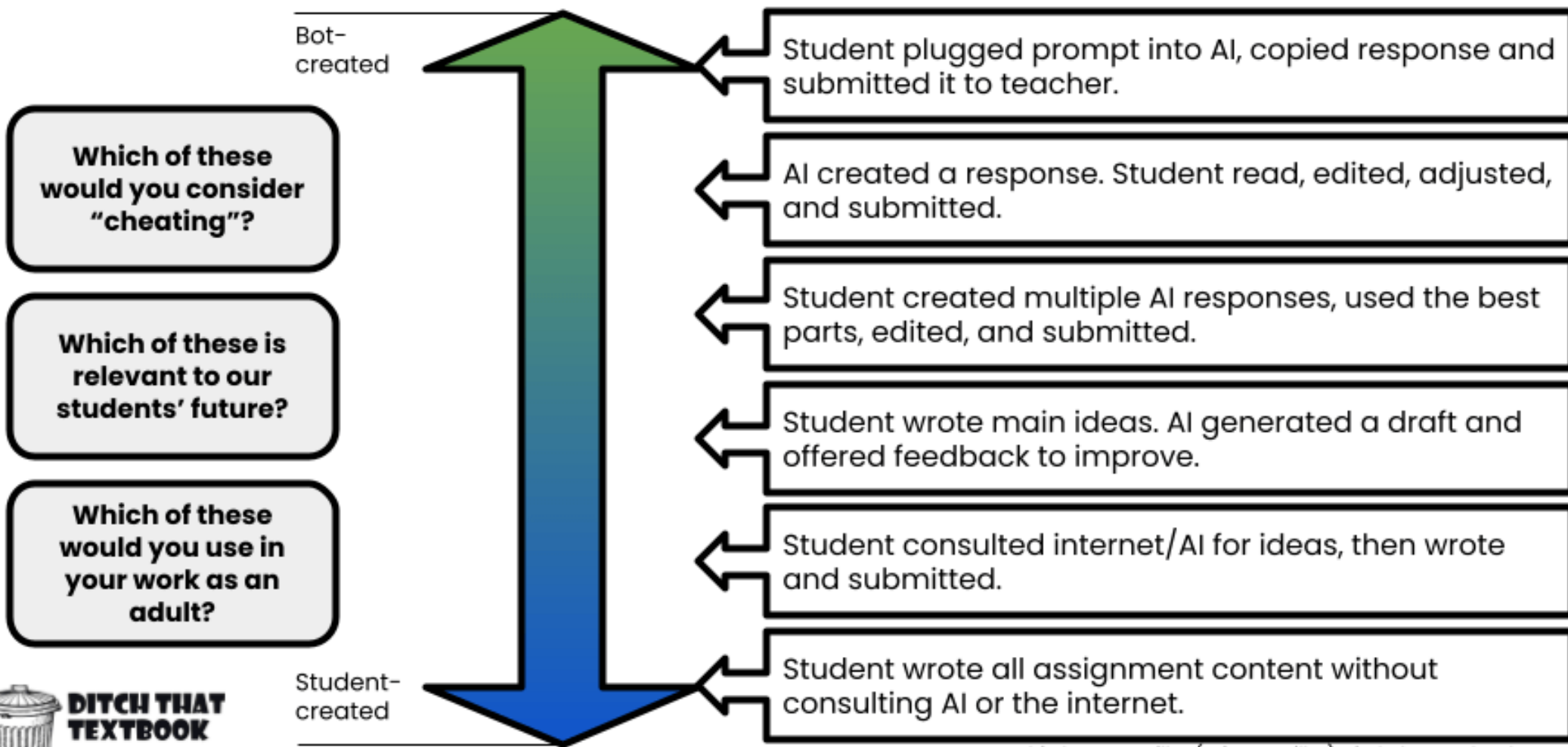
B r i a n C h r i s t i a n

# Conclusiones

Esto es solo el comienzo...

- Chat GPT Eleva la base de habilidades cognitivas para todos los niveles.
- ¿Qué resulta éticamente aceptable?
- ¿Hay un doble estándar para alumnos y docentes?

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



Graphic by Matt Miller (@jmattmiller) DitchThatTextbook.com

<https://ditchthattextbook.com/ai>

# Conclusiones

**Esto es solo el comienzo...**

- **¿Cómo redefinimos las habilidades cognitivas para cada nivel en base a este nuevo escenario?**
- **Sesiones de discusiones orales – no volver al papel y lápiz.**
- **Análisis previo al uso de la herramienta.**
- **Evaluaciones más profundas y creativas.**
- **Críticas y análisis del modelo.**

# Conclusiones

**Esto es solo el comienzo...**

- **Algunas habilidades cognitivas están en riesgo:**
  - **Comprensión lectora.**
  - **Resumir y sintetizar.**
  - **Modelar y resolver un problema de la vida real.**
- **Para la mayoría de las edades que tienen nuestros alumnos, el sistema posee capacidades superiores a las que ellos mismos van adquiriendo.**

# Conclusiones

Esto es solo el comienzo...

- ¿Hemos llegado a un umbral de conocimiento humano acumulado?
- Se puede aprender mucho más y de manera más eficiente.
- Se trata de un paso muy significativo para la democratización del conocimiento.
- IAG Para el bien de la humanidad.

# Un nuevo futuro







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