

—

Unlocking AI's potential in education.

Patrick Hickey

@aiteachingguru

@aiteachingguru





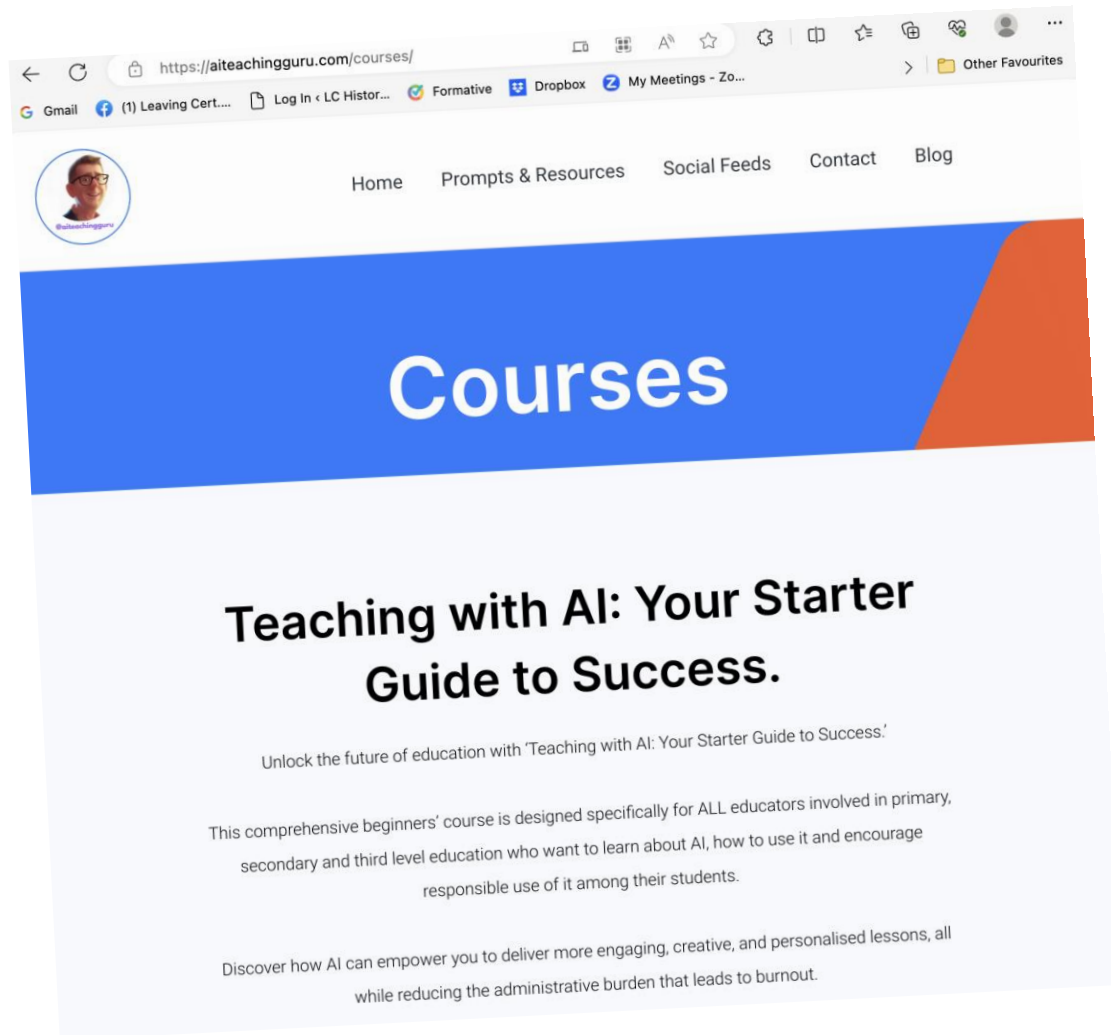
Patrick Hickey

@aiteachingguru

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Check out my website!



The screenshot shows a web browser at the URL <https://aiteachingguru.com/courses/>. The navigation menu includes Home, Prompts & Resources, Social Feeds, Contact, and Blog. The main heading is "Courses". The featured course is "Teaching with AI: Your Starter Guide to Success." with a sub-heading "Unlock the future of education with 'Teaching with AI: Your Starter Guide to Success.'" and a description: "This comprehensive beginners' course is designed specifically for ALL educators involved in primary, secondary and third level education who want to learn about AI, how to use it and encourage responsible use of it among their students." It also mentions: "Discover how AI can empower you to deliver more engaging, creative, and personalised lessons, all while reducing the administrative burden that leads to burnout."



**We've got a
Croke Park
Hour this
evening.**



**We've got a Croke
Park Hour on
AI with the
[@aiteachingguru](#)**

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Subject:

Urgent Complaint Regarding History Class

But first ...

Subject: Immediate Action Required: Unacceptable Curriculum Decision

Dear Mr. Hickey,

I must express my profound disappointment and anger at the decision to force my child into history class, ignoring their passion for music. This has caused unnecessary distress, manifesting in my child returning home in tears, feeling defeated and overlooked. The disregard for my child's emotional well-being and interests is not only disheartening but fundamentally unjust.

The inflexibility of the curriculum in accommodating students' passions is a failure to support their holistic development. I urge you to reconsider this decision and prioritize my child's happiness and educational engagement. A prompt response addressing this issue would be appreciated, as the current situation is untenable.

Sincerely,

Sarah Seething-Smith



- I must express my profound disappointment and anger at the decision to force my child into history class, ignoring their passion for music. This has caused unnecessary distress, manifesting in my child returning home in tears, feeling defeated and overlooked. The disregard for my child's emotional well-being and interests is not only disheartening but fundamentally unjust.
- The inflexibility of the curriculum in accommodating students' passions is a failure to support their holistic development. I urge you to reconsider this decision and prioritize my child's happiness and educational engagement. A prompt response addressing this issue would be appreciated, as the current situation is untenable.
- Sincerely, X

It's why I get this a lot!!!

RE: TUI conference in Mullingar Park Hotel on Saturday March 2nd ▶ Inbox x



David Duffy <dduffy@tui.ie>

to me ▼

My goodness – that's impressively fast.

I'll put that in.

Many thanks

David

David Duffy,

Education and Research Officer



Teachers' Union of Ireland

73 Orwell Road, Rathgar, Dublin 6. D06 YP89

Tel: 00 353 1 4922588 Email: tui@tui.ie Website: www.tui.ie

As we go ...

-



ChatGPT



- Subject: Re: Concerns About History Class and Student Well-Being
- Dear [Parent's Name],
- I appreciate your heartfelt message and the genuine concern you've expressed regarding your child's educational experience. As an educator, I empathize with the emotional impact this situation has had on your child, and I want to assure you that your feelings are valid.
- Passion and Well-Being: It's disheartening to hear that your child is feeling defeated and overlooked due to the decision to include history class in their curriculum. As educators, we strive to create an inclusive environment that nurtures students' passions and well-being. Unfortunately, the constraints of a standardized curriculum sometimes limit our flexibility in meeting every student's individual interests.
- Balancing Requirements: You rightly pointed out that every school in the country is mandated to teach history to third-ye



Welcome!

- **Patrick Hickey**
- **Assistant Principal**
- **Teaching History and English for 20+ years**
- **Huge interest in I.T.**
- **as well as better teaching and learning.**

AI and I ...



As leaders in education ...

- **It is vital we understand this technology, as well as its...**
- **Power**
- **Potential**
- **Perils.**

Digital Strategy for Schools 2027



*Empower schools to harness the opportunities of digital transformation to build digital competence and an effective digital education ecosystem so as to develop **competent, critically engaged, active learners** while supporting them to reach their **potential** and participate fully as **global citizens** in a digital world.*

Digital Strategy to 2027, (p11)

Statements of Learning

The Student

- 1 communicates effectively using a variety of means in a range of contexts
- 2 listens, speaks, reads and writes in L2* and one other language at proficiency that is appropriate to her or his ability
- 3 creates, appreciates and critically interprets a wide range of texts
- 4 creates and presents artistic works and appreciates the process and skills involved
- 5 has an awareness of personal values and an understanding of the process of moral decision making
- 6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 7 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8 values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9 understands the origins and impacts of social, economic and environmental aspects of the world around her/him
- 10 has the awareness, knowledge, skills, values and motivation to live sustainably
- 11 takes action to safeguard and promote her/his wellbeing and that of others
- 12 is a confident and competent participant in physical activity and is motivated to be physically active
- 13 understands the importance of food and diet in making healthy lifestyle choices
- 14 makes informed financial decisions and develops good consumer skills
- 15 recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
- 16 describes, illustrates, interprets, predicts and explains patterns and relationships
- 17 devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
- 18 observes and evaluates empirical events and processes and draws valid deductions and conclusions
- 19 values the roles and contribution of science and technology to society, and their personal, social and global importance
- 20 uses appropriate technologies in meeting a design challenge
- 21 applies practical skills as she/he develops models and products using a variety of materials and technologies
- 22 takes initiative, is innovative and develops entrepreneurial skills
- 23 brings an idea from conception to realisation
- 24 uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

making. The ethical considerations surrounding AI use and its implications make this skill increasingly significant.

The remaining skills would follow, adjusted accordingly to keep the priority on technology-related competencies, critical thinking, and creative skills, which are essential for navigating life in an AI-integrated society.

Statements of Learning

The Student

- 1 communicates effectively
- 2 listens, speaks, reads and writes with proficiency that is appropriate to the context
- 3 creates, appreciates and presents artistic works
- 4 creates and presents artistic works involving digital media
- 5 has an awareness of the ethical implications of moral decision making
- 6 appreciates and recognises the contribution of the arts to society
- 7 values what it means to be a citizen of local and wider communities
- 8 values local, national and global perspectives of the relationship between people and the environment
- 9 understands the historical and cultural aspects of the world
- 10 has the awareness, skills and confidence to take action to safeguard the environment
- 12 is a confident and capable individual who is physically active
- 13 understands the importance of science and technology
- 14 makes informed financial decisions
- 15 recognises the potential of science and technology in addressing global challenges
- 16 describes, illustrates and evaluates relationships between science and technology
- 17 devises and evaluates solutions to mathematical problems
- 18 observes and evaluates the impact of scientific deductions and conclusions
- 19 values the roles and contributions of science and technology to society
- 20 uses appropriate technology to enhance learning
- 21 applies practical skills in the use of materials and technology
- 22 take initiative, is innovative and creative
- 23 brings an idea from concept to reality
- 24 uses technology appropriately and collaboratively and



ChatGPT

Understood, let's adjust the ranking to reflect the importance of critical interpretation of texts and creativity in the context of life skills in an AI-integrated world:

1. **24:** Uses technology and digital media tools to learn, communicate, work, and think collaboratively and creatively in a responsible and ethical manner. This remains at the top due to the overarching importance of technology and digital media skills.
2. **3:** Creates, appreciates, and critically interprets a wide range of texts. Given AI's role in shaping our interaction with text, these skills are crucial for discernment and understanding in various contexts.
3. **4:** Creates and presents artistic works and appreciates the process and skills involved. Creativity is vital for innovation and expression, even more so in an AI-dominated environment where human creativity distinguishes from AI capabilities.
4. **19:** Values the roles and contribution of science and technology to society, and their personal, social, and global importance. An understanding of AI's societal role is crucial for informed living and decision-making.
5. **5:** Has an awareness of personal values and an understanding of the process of moral decision-making. The ethical considerations surrounding AI use and its implications make this skill increasingly significant.

The remaining skills would follow, adjusted accordingly to keep the priority on technology-related competencies, critical thinking, and creative skills, which are essential for navigating life in an AI-integrated society.

Today's menu ...




Today I going to be very positive ...


Tralee Education Support Centre
Ionad Tacaíochta Oideachais, Thrá Lí

Clare Education Centre

Ionad Tacaíochta Oideachais na hUaimhe
NAYAN EDUCATION SUPPORT CENTRE

Ethical Guidelines for AI and IT in Education

 Tuesday, 14th November 2023
7 pm - 8 pm
Patrick Hickey
Primary and Post Primary Teachers
Recording will be available to all Registrants
€5.00

Join the Revolution!

Ethical Guidelines for AI and IT in Education

Aimed at Educators from Primary to Post primary, this comprehensive webinar covers:

- An editable AI policy template for immediate implementation
- Age-specific lesson plans on ethical IT usage
- Focus on data privacy and digital citizenship
- The positive and transformative impact of AI in educational settings

Equip yourself with the knowledge and tools to both inspire and regulate responsible digital behaviour among students.

Let's get the work-life balance right with AI

ARTIFICIAL ADVISORY INTELLIGENCE



[@aiteachingguru](#) / [@lchistorytutor](#)

AI is giving
teachers
superpowers



- **Chief of Staff**
- **Political Advisors**
- **Press Secretary**
- **Speechwriters**
- **Personal Assistant (PA)**
- **Policy Advisors**
- **Legal Counsel**
- **Research Staff**
- **Security Team**
- **Administrative Staff**
- **Communication Team**
- **Constituency Office Staff**
- **Diplomatic Advisors**
- **Economic Advisors**
- **Technical Support Staff**
- **Personal Support Staff**
- **Special Projects Team**



- **Scrub Nurse/Scrub Technician**
- **Anaesthetist/Anaesthesiologist**
- **Operating Room Nurse**
- **Surgical First Assistant**
- **Theatre Porter**
- **Sterile Processing Technician**
- **Radiologist/Radiographer**
- **Pathologist**
- **Physiotherapist**
- **Surgical Technologist**
- **Post-Anaesthesia Care Unit Nurse**
- **Administrative Staff**
- **Surgical Coordinator**
- **Equipment Technician**
- **Surgical Paediatric Nurse (for paediatric surgeries)**
- **Biomedical Engineer**
- **Surgical Oncologist (for cancer-related surgeries)**
- **Transplant Coordinator (for transplant surgeries)**
- **Infection Control Nurse**
- **Intensive Care Unit Nurse (for post-operative critical care)**
- **Hospital Pharmacist**



➤ Meet
my
team



➤ Meet
YOUR
team





Now it's time for educators

- Receptionist
- School Secretary
- Data Manager
- Attendance Officer
- School Business Manager
- Finance Officer
- Human Resources Coordinator
- Marketing and Communications Officer
- Facilities Manager
- School Cleaner
- Maintenance Worker
- School Security Officer
- Playground Supervisor
- School Crossing Guard
- Parent Liaison Officer
- Community Outreach Coordinator
- Educational Consultant
- Grant Writer
- Professional Development Trainer
- Technology Integration Specialist
- E-Learning Coordinator
- Volunteer Coordinator
- Extra-Curricular Activities Coordinator
- School Board Member
- Educational Policy Advisor
- Researcher/Educational Researcher

- Receptionist
- School Secretary
- Data Manager
- Attendance Officer
- School Business Manager
- Finance Officer
- Human Resources Coordinator
- Marketing and Communications
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- Technology Integration Specialist
- E-Learning Coordinator
- Volunteer Coordinator
- Extra-Curricular Activities Coordinator
- School Board Member
- Educational Policy Advisor
- Researcher/Educational Researcher

Sign Me Up!



- www.openai.com




Welcome to ChatGPT

Log in with your OpenAI account to continue

Log in

Sign up

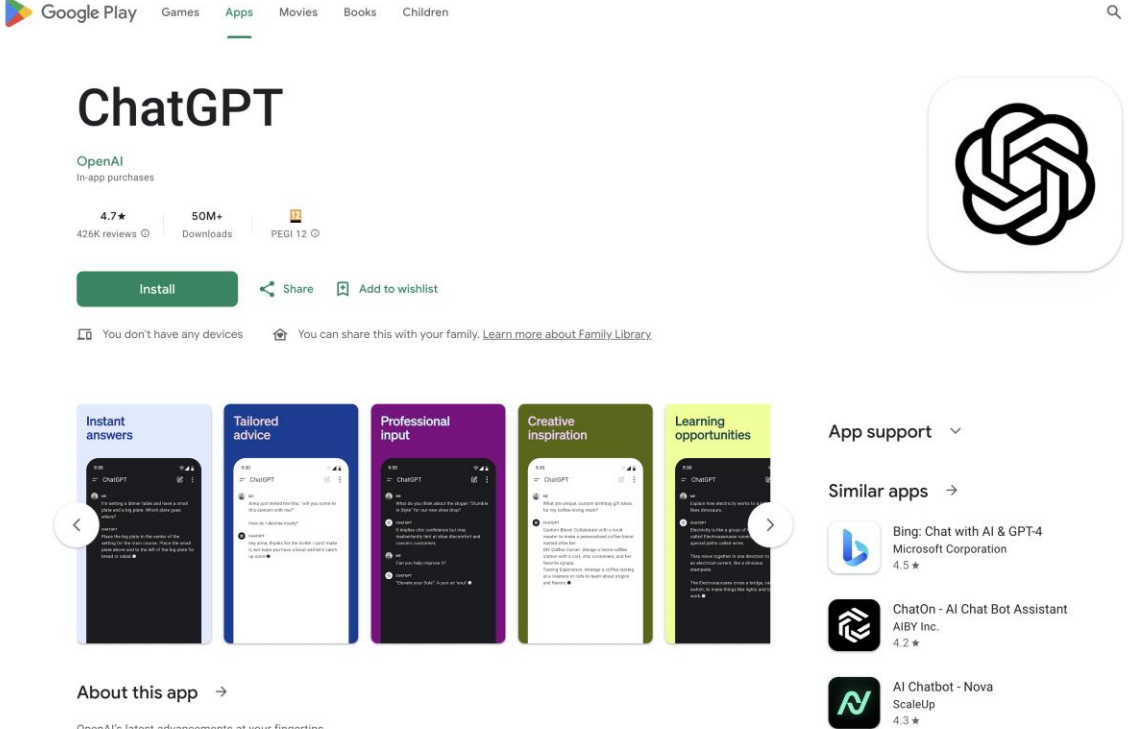
Official App



OpenAI ChatGPT 12+
The official app by OpenAI
OpenAI
Free · Offers In-App Purchases

iPhone Screenshots

- Instant answers**
Q: I'm setting a dinner table and have a small plate and a big plate. Which plate goes where?
A: Place the big plate in the center of the setting for the main course. Place the
- Tailored advice**
Q: Alice just invited me to a "fall you come to this concert with me?"
A: How do I decline nicely?
A: Hey Anna, thanks for the invite! I can't.
- Creative inspiration**
Q: What are unique, custom birthday gift ideas for my coffee-loving niece?
A: 1. Custom Blend: Collaborate with a local roaster to make a personalized coffee blend named after her.
- Professional input**
Q: What do you think about the slogan "Stance in Style" for our new shoe drop?
A: It implies chic confidence but may inadvertently hint at shoe discomfort.



Google Play Games Apps Movies Books Children

ChatGPT

OpenAI
In-app purchases

4.7★ 426K reviews | 50M+ Downloads | PEGI 12

[Install](#) [Share](#) [Add to wishlist](#)

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Instant answers **Tailored advice** **Professional input** **Creative inspiration** **Learning opportunities**

App support **Similar apps**

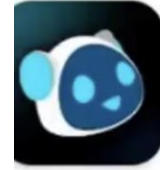
- Bing: Chat with AI & GPT-4
Microsoft Corporation
4.5★
- ChatOn - AI Chat Bot Assistant
AI BY Inc.
4.2★
- AI Chatbot - Nova
ScaleUp
4.3★

About this app
OpenAI's latest advancements at your fingertips.

Be careful...



AI Chat Pro Chatbot Assistant
Productivity • Tools
4.8 ★ ⬇️ 100K+ • ATN Marketing Te



Chat GPT: Open Chat AI SmartA
Tools
⬇️ 100K+ • RkksDevloper

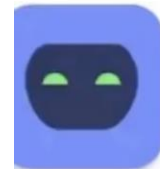


Ask AI - Chat with GPT Chatbot
Ask AI assistant to write anything. Ch
writer based on Chat GPT !
✔️ Installed

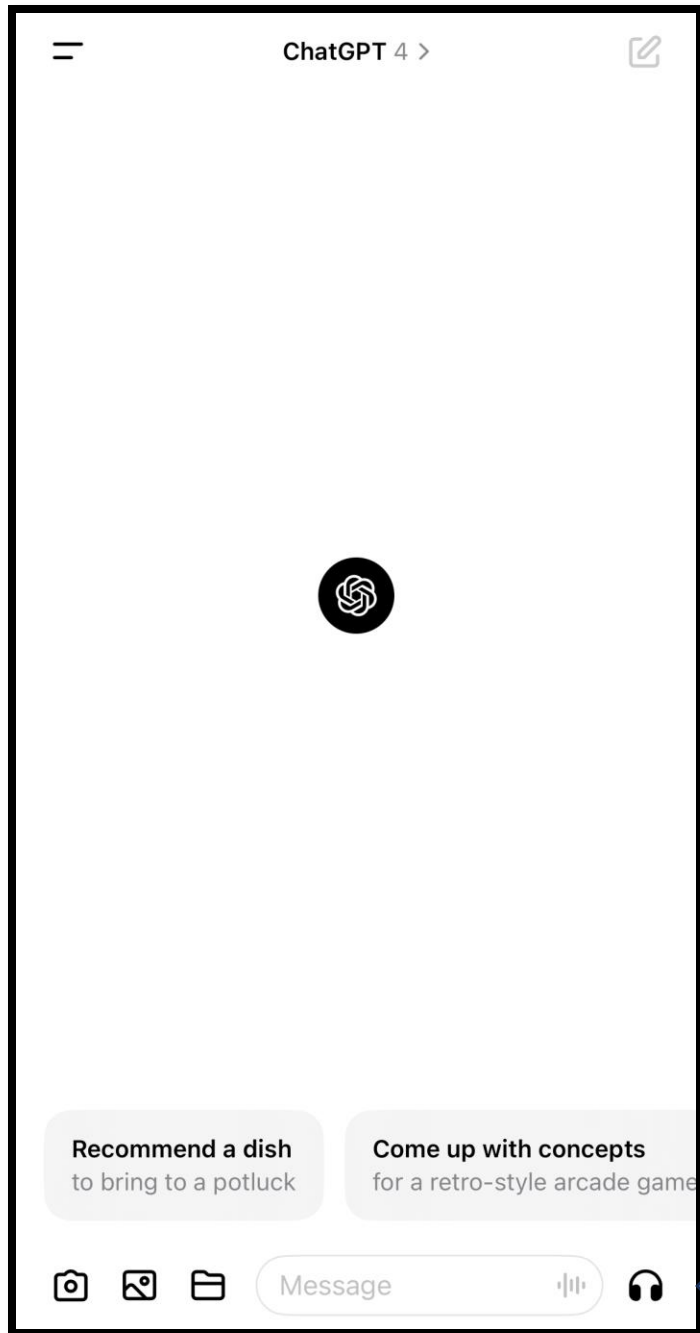


Based on

Nico - GPT AI Chat
4.6 ★ ⬇️ 500K+ • AI Companion



ChattyAI: AI Chatbot Assistant
Tools
3.6 ★ ⬇️ 100K+ • Mobteq



Interface

ChatGPT

This is a free research preview.



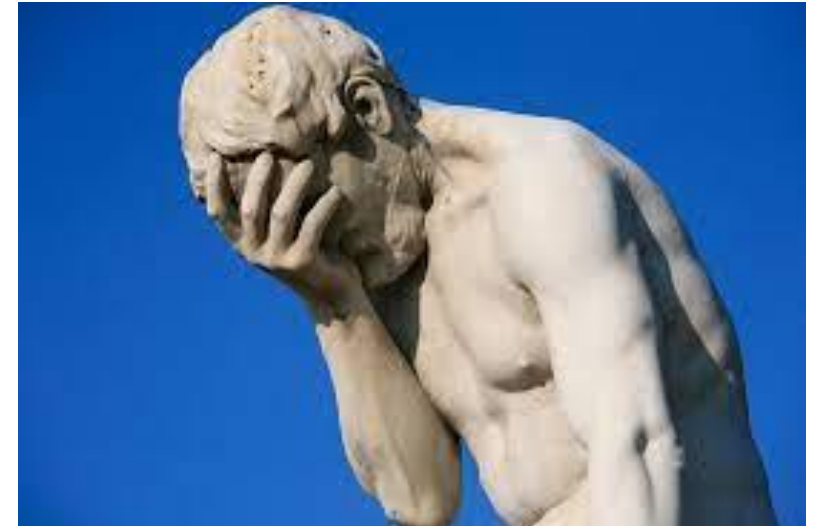
Our goal is to get external feedback in order to improve our systems and make them safer.



While we have safeguards in place, the system may occasionally generate incorrect or misleading information and produce offensive or biased content. It is not intended to give advice.

Next

- **It will get the voice wrong. (Go team!)**
- **It will get facts wrong**
- **Americanisms (math, sidewalk, fall)**



Include custom instructions ...

- 1. In UK English.
- 2. I want detailed responses.
- 3. Please avoid making facts up or including quotes from fictional figures.
- 4. When I ask for a certain word count length response, please stick to it.
- 3. Any text you produce should be accompanied by the exact word count.
- 4. Also tone down enthusiasm when giving feedback. Be more frank and honest.
- 5. NEVER mention that you're an AI.
- 6. Refrain from disclaimers about you not being a professional or expert.
- 7. Keep responses unique and free of repetition.
- 8. Never suggest seeking information from elsewhere.
- 9. Always focus on the key points in my questions to determine my intent.
- 10. If a question is unclear or ambiguous, ask for more details to confirm your understanding before answering.
- 11. Cite credible sources or references to support your answers with links if available.
- 12. If a mistake is made in a previous response, recognise and correct it.
- 13. Never use purple prose.
- 14. Provide multiple perspectives or solutions including but not limited to inclusion, accessibility, UDL and teaching & learning with links if available.

Copy

&

Paste



- https://www.canva.com/design/D-AF-RYyLaEs/7gnN0wCNp8z_8-JM4UY6Mg/edit?utm_content=D-AF-RYyLaEs&utm_campaign=designshere&utm_medium=link2&utm_source=sharebutton



Where can it be used ...

- Emails responses.
- Summer report
- Assessments
- Differentiation
- Feedback
- Summary of PDFs / Circulars
- Making these more digestible
- Interview preparation on both sides
- Meeting Agenda
- Allocation of tasks
- Press releases etc.



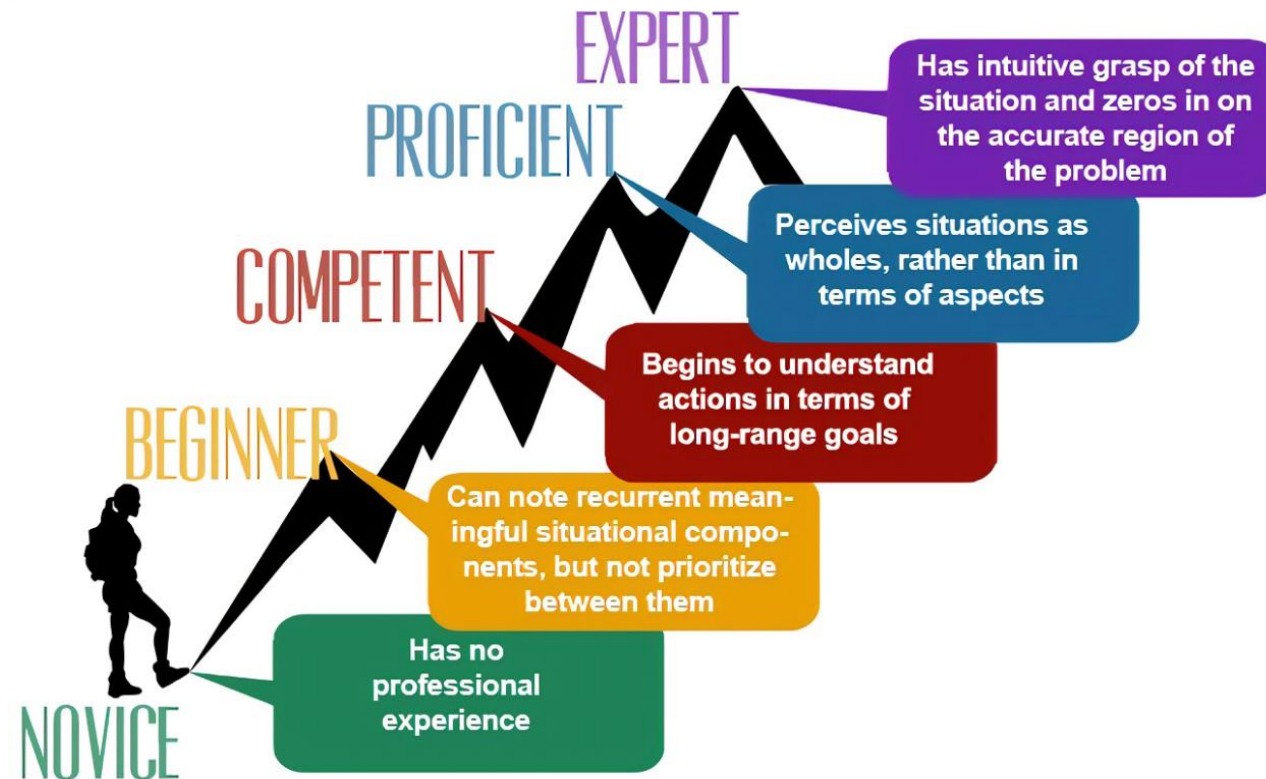
Let's open ...



Warning...



- AI is not the right tool for everyone to use ...
- I'd be very slow to hand this over to a student or non-professional.



- You won't always get what you want



- You're the professional.
- Give ideas ... up to you the pick the most suitable



Keith Quille:



USE AI



BUT YOU ARE
RESPONSIBLE
FOR WHAT IT
SAYS!

I will be using PROMPTS...

- The **quality** of AI's output heavily depends on the **clarity and detail** in the prompt.
- The use of natural human language in these prompts makes AI **very accessible and usable**.



4 Types of Prompt ...

1. **One Shot Prompting (like a Google Search)**
2. **Role Prompting.**
3. **Chain Of Thought Prompting. (I do this a lot)**
4. **Data-Driven Prompting. (Provide the AI with specific data, and instruct it to incorporate this information into its response).**

Prompting advice

- Stop saying "I don't have time".
- Practice makes perfect
- 1st output ... not always perfect
- Adjust Prompts
- 3 times





Always
remember



BITES FOR TEACHERS

3 step rule
for using ChatGPT:

1. PROMPT



2. REVIEW



3. ADAPT



@aiteachingguru



- Cultivate a habit in your practice **and** teach your students to **ALWAYS** triple-check and cross-reference AI-generated content.
- Embed this critical approach in all our learning journeys with AI.



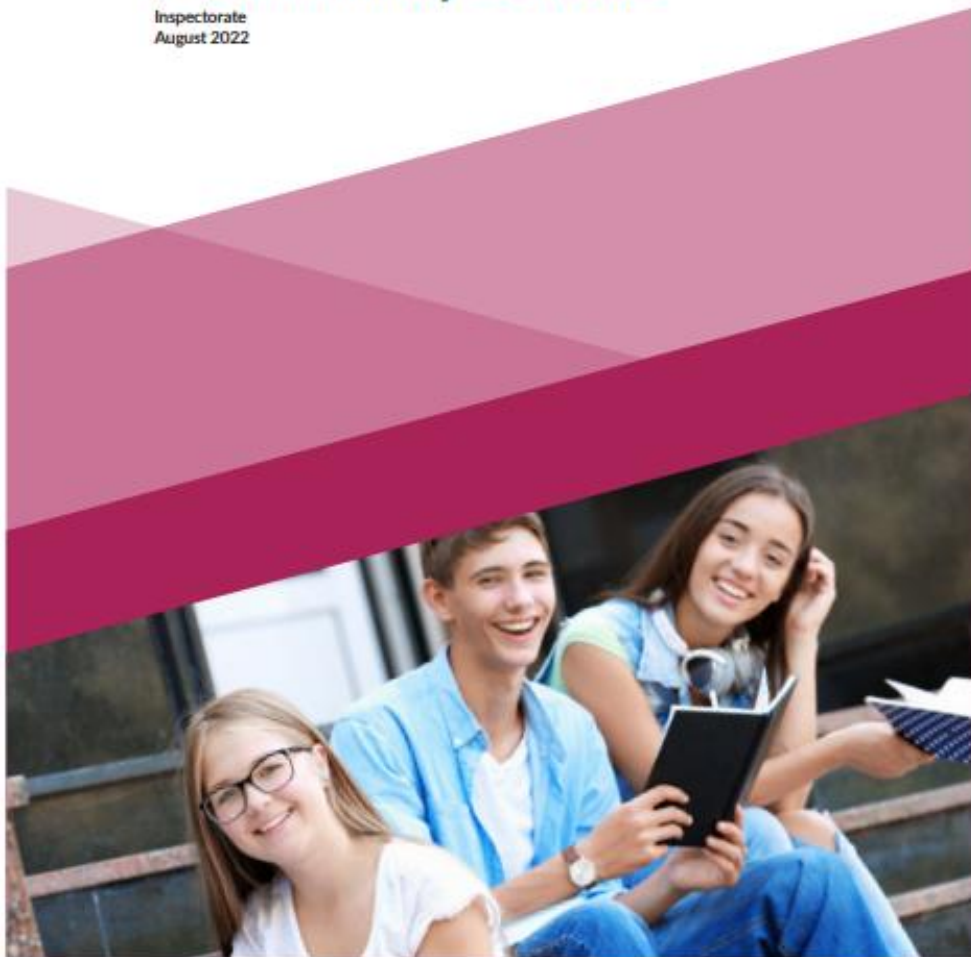
Remember it's a first draft tool

- Emails responses.
- Report Writing
- Differentiation
- Feedback
- Summary of PDFs / Circulars
- Making these more digestible
- Interview preparation on both sides
- Agenda meeting
- Allocation of tasks
- Press releases etc.



Looking at Our School 2022: A Quality Framework for Post-Primary Schools

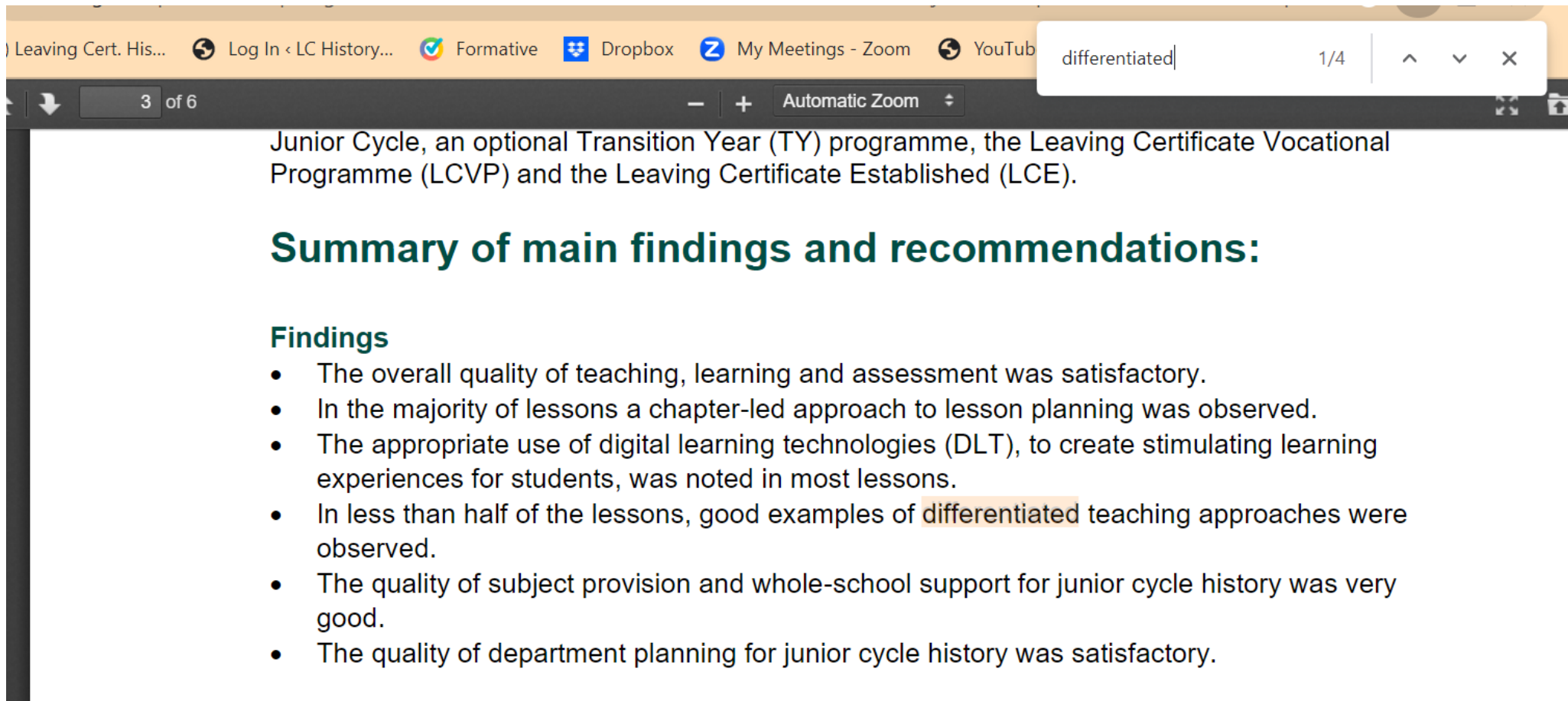
Inspectorate
August 2022



Quality Framework for Post-primary Schools – Overview

	Domains	Standards
Learning and Teaching	Leamer outcomes	<p>Students:</p> <ul style="list-style-type: none"> enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge, skills and attitudes to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Leamer experiences	<p>Students:</p> <ul style="list-style-type: none"> engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	<p>The teacher:</p> <ul style="list-style-type: none"> has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs responds to individual learning needs and differentiates learning and teaching activities as necessary
	Teachers' collective / collaborative practice	<p>Teachers:</p> <ul style="list-style-type: none"> value and engage in professional learning and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
Leadership and Management	Leading learning and teaching	<p>School leaders:</p> <ul style="list-style-type: none"> promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each student manage the planning and implementation of the school curriculum foster teacher professional learning that enriches teachers' practice and students' learning
	Managing the organisation	<p>School leaders:</p> <ul style="list-style-type: none"> create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	<p>School leaders:</p> <ul style="list-style-type: none"> communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	<p>School leaders:</p> <ul style="list-style-type: none"> critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of student participation, student leadership and parent participation build professional networks with other school leaders

Recent Subject inspections:



Leaving Cert. His... Log In < LC History... Formative Dropbox My Meetings - Zoom YouTube differentiated 1/4 ^ v x

3 of 6 Automatic Zoom

Junior Cycle, an optional Transition Year (TY) programme, the Leaving Certificate Vocational Programme (LCVP) and the Leaving Certificate Established (LCE).

Summary of main findings and recommendations:

Findings

- The overall quality of teaching, learning and assessment was satisfactory.
- In the majority of lessons a chapter-led approach to lesson planning was observed.
- The appropriate use of digital learning technologies (DLT), to create stimulating learning experiences for students, was noted in most lessons.
- In less than half of the lessons, good examples of **differentiated** teaching approaches were observed.
- The quality of subject provision and whole-school support for junior cycle history was very good.
- The quality of department planning for junior cycle history was satisfactory.



Across all levels of education ...

- **Act as an instructional designer and teacher of (age, reading ages of students) Give an explanation of X at a beginner level, intermediate level, advanced level. Include differentiated homework for each that deepens their understanding.**

A graphic illustrating the iceberg metaphor. The top part shows a small, jagged peak of an iceberg above a horizontal line representing the water surface. The bottom part shows a much larger, more complex and textured mass of ice submerged below the water. The background is a clear blue sky with some light clouds above the horizon and a darker blue sea below it.

THE
TIP

OF THE

ICEBERG

QUESTIONS



Patrick Hickey

@aiteachingguru

Follow



SCAN ME





- https://www.canva.com/design/DAF-RzRsvig/jxRhZQq2UQyBNk5SOymoLA/edit?utm_content=DAF-RzRsvig&utm_campaign=designshere&utm_medium=link2&utm_source=sharebutton

