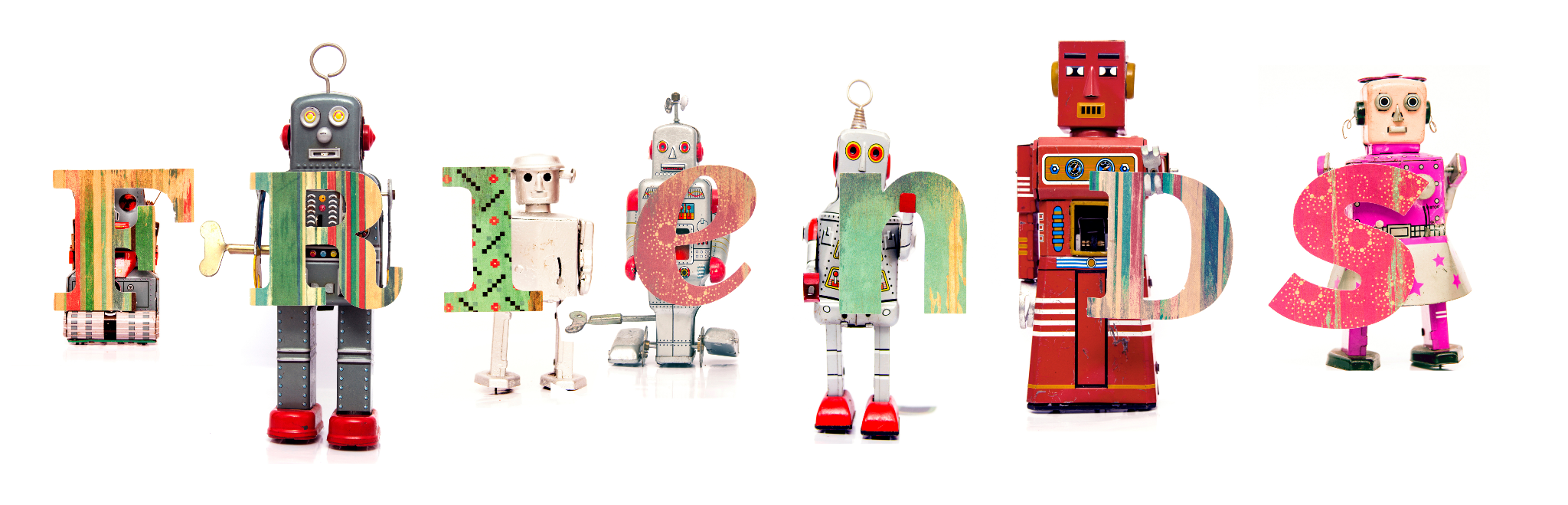
**Generative AI**

**Golden Engagement Guide**

# Where to Begin

**How to Videos for different AI Tools**

* [ChatGPT Tutorial: How to Use **ChatGPT** For Beginners 2023](https://www.youtube.com/watch?v=Gaf_jCnA6mc) (27:50 minutes)
* [**DALL-E 2** TEXT to IMAGE Tutorial for Beginners](https://www.youtube.com/watch?v=7PS88mrfIVo) (14:13 minutes)
* [The Ultimate Beginner's Guide to Anthropic's **Claude** 2.0 chatbot.](https://www.youtube.com/watch?v=uSTLUYwXP7Y) (8:01 minutes)
* [How to Start with **Midjourney** for Beginners](https://www.youtube.com/watch?v=FASY8Mb0jv8) (8:31 minutes)
* [How to Use **Google Bard** AI Chatbot (Step by Step Tutorial)](https://youtu.be/QAgrVWVXDko?si=Xw1hTUM_fL2F-riy) (8:29 minutes)
* [How To Use **Bing AI** Chat in 2023 (Beginner’s Guide)](https://www.youtube.com/watch?v=94eQoGcJcEk) (6:15 minutes)

## Primers on Generative AI

* [A Generative AI Primer](https://er.educause.edu/articles/2023/8/a-generative-ai-primer)
* [AI Timeline - A history of text-to-image generative models](https://www.fabianmosele.com/ai-timeline)
* [Introduction to Generative AI](https://www.youtube.com/watch?v=G2fqAlgmoPo)
* [What are Generative AI models?](https://www.youtube.com/watch?v=hfIUstzHs9A)
* [The History of Artificial Intelligence](https://sitn.hms.harvard.edu/flash/2017/history-artificial-intelligence/)
* [A Simple Guide To The History Of Generative AI](https://bernardmarr.com/a-simple-guide-to-the-history-of-generative-ai/)

# 

# Most popular generative AI tools

|  |  |  |
| --- | --- | --- |
| **AI Tool** | **Pricing** | **Description** |
| [ChatGPT](https://chat.openai.com/) | Free & paid versions | Generative text AI by OpenAI. The most popular and effective generative text AI. Can create a significant amount of text that can be further elaborated with each prompt. Data is limited to prior 2021 and before. The upgraded version has a variety of apps that do man other things. |
| [Claude](https://claude.ai/chat) | Free | Generative text AI that allows you to upload large text files (a few hundred pages) that can provide additional context for the questions that you ask of it. |
| [Bing](https://www.bing.com/new) | Free | Microsoft’s AI tool connected to its search engine. Can create responses that draw on the internet currently. Can also create images. |
| [Bard](https://bard.google.com/) | Free | Google’s generative AI tool that connected to its search engine. Allows you to upload a file to provide additional context. |
| [DALLE](https://labs.openai.com/) | Free & paid versions | OpenAI’s generative image tool. With a prompt, DALLE wil generate several images of what you are asking. You have the ability to edit and augment the results as well as upload an image for it to adjust. |
| [MidJourney](https://www.midjourney.com/home) | Free trial - paid version | A generative image tool that can be access through Discord, a messaging platform. |

## Academic-Related Tools

|  |  |
| --- | --- |
| **AI Tools** | Descriptions were generated by Google’s AI text generator |
| [Elicit.org](https://elicit.org/) | Elicit is a free, artificial intelligence (AI) research assistant that helps researchers automate parts of their workflows. Elicit uses language models to find relevant papers and summarize key information from those papers. Elicit can also help researchers brainstorm research questions, identify search terms, and define terms. |
| [Scite.AI](https://scite.ai/) | Scite.ai is a tool that uses artificial intelligence to analyze scientific literature and measure the veracity of scientific work. Launched in 2018, Scite uses AI to determine whether scholarly articles mention, support, or contrast the claims of each cited article. Scite is a Brooklyn-based startup that helps researchers better discover and evaluate scientific articles. |
| [NOLEJ](https://nolej.io/) | Nolej is an AI-powered decentralized skills platform that creates interactive courseware and a global knowledge graph. The platform is designed to automate courseware creation and facilitate global knowledge sharing.  Nolej is also an education assistant that empowers learners to discover ideas, validate learning, and unlock opportunities. |
| [Consensus](https://consensus.app/) | Consensus AI is an artificial intelligence (AI)-powered search engine that provides evidence-based answers to user queries. The tool uses AI and machine learning techniques to analyze peer-reviewed research papers and extract and distill data from scientific research. Consensus AI can help users save time and energy by providing accurate and condensed summaries of studies. |
| [Whimsical](https://whimsical.com/ai-mind-maps) | Whimsical AI is a tool that uses AI technology to help designers create more imaginative and engaging user experiences. It offers AI-powered suggestions to help generate new ideas and overcome mental blocks during brainstorming sessions.  Whimsical AI is an intuitive and simple diagram collaboration center that integrates flowcharts, mind maps, wireframes, and documents. It offers a unified platform for visual collaboration.  Whimsical AI is a user-friendly and efficient AI tool that generates fresh ideas quickly and effortlessly. |
| [Khanmigo](https://www.khanacademy.org/khan-labs) | Khanmigo is an AI-powered chatbot that helps students learn at their own pace. Khanmigo uses machine learning to track student progress and provide personalized feedback. It can also be used as a virtual tutor and debate partner.  Khanmigo has knowledge on a variety of subjects, like history, math, and science, in many languages and on different grade levels. |
| [Otter.ai](https://otter.ai/) | Otter.ai is a voice-to-text transcription software that uses artificial intelligence and machine learning to convert spoken language into written text. The software picks up the voice in an audio feed, processes it through an AI algorithm, and starts stacking the words on the page.  Otter.ai is available as a free web application and mobile application. It can be used to record and automatically transcribe interviews, meetings, and lectures. Otter.ai also offers a Chrome extension that detects when you open a virtual meeting link in your browser. |
| [Character.Ai](https://beta.character.ai/) | Character.AI is a free AI chatbot app that allows users to create and chat with AI-generated characters. The characters can be fictional or based on real people, dead or alive. Users can create characters with specific personalities and interests, and then publish them to the community for others to chat with.  Character.AI uses a neural language model to read large amounts of text and respond to prompts using that information. The characters can serve various purposes, such as providing entertainment, helping users practice social situations, learning languages, or improving interviewing skills. |
| [Snapxam](https://www.snapxam.com/) | SnapXam is an AI-powered math tutor that helps students understand how to solve math problems. Students can type in a math problem or snap a photo of it and receive an instant answer with step-by-step explanations. SnapXam is available 24/7. |
| [Quillbot](https://quillbot.com/) | QuillBot is an artificial intelligence (AI) writing tool that helps users create, edit, and improve their text.  QuillBot offers features such as sentence rephrasing, article rewriting, and grammar checking. It also helps users summarize and improve the clarity of their writing.  QuillBot can help users cut their writing time by more than half. It can paraphrase text in British, American, and Australian English.  Using a paraphrasing tool like QuillBot is not inherently cheating. However, using the tool irresponsibly by directly replacing large parts of sources without proper citation could potentially be considered plagiarism. |

# About Lance Eaton

*You can sign up for my newsletter:* [***AI+Edu=Simplified***](https://aiedusimplified.substack.com/). Also feel free to follow me on [my blog](https://www.byanyothernerd.com/), [Twitter](https://twitter.com/leaton01), [Bluesky](https://bsky.app/profile/leaton01.bsky.social), [Mastodon](https://scholar.social/@leaton01), [LinkedIn](https://www.linkedin.com/in/leaton01/), or [YouTube](https://www.youtube.com/channel/UCJo29C3TAv6aYN30Zy6SFcQ?sub_confirmation=1). If you have additional questions, please reach out to me at [lance.eaton@gmail.com](mailto:lance.eaton@gmail.com).

**Lance Eaton - Selected Bibliography**

* Brandon, E., Eaton, L., Gavin, D. & Papini, A. "[**Campus Approaches to Building a Generative AI Policy**](https://er.educause.edu/articles/2023/12/cross-campus-approaches-to-building-a-generative-ai-policy)". EDUCAUSE Review, December 2023.
* Eaton, L & Waddell, S. “[**10 Ways Technology Leaders Can Step Up and In to the Generative AI Discussion in Higher Ed**](https://er.educause.edu/articles/2023/10/10-ways-technology-leaders-can-step-up-and-in-to-the-generative-ai-discussion-in-higher-ed)”. EDUCAUSE Review, October 2023.
* Leek, D & Eaton, L (2023). “More Than Tech Support: Instructional Designers as Community Partners in eService-Learning” in [**Taking eService-Learning to the Next Level: Models and Tools for Next Generation Implementation**](https://www.infoagepub.com/products/Taking-eService-Learning-to-the-Next-Level) (eds. Strait, J; Shumer, R; Nordyke, K.). Information Age Publishing.
* Mills, A., Bali, M. and Eaton, L. (2023). [**How do we respond to generative AI in education? Open educational practices give us a framework for an ongoing process**](https://journals.sfu.ca/jalt/index.php/jalt/article/view/843). Journal of Applied Learning and Teaching 6(1), 2023.
* [**The New LMS Rule: Transparency Working Both Ways**](https://jitp.commons.gc.cuny.edu/the-new-lms-rule-transparency-working-both-ways/). Journal of Interactive Technology and Pedagogy. December, 2021
* Eaton, L. & Leek, D. (2021). [**Supporting Digital Service-Learning through Campus Collaboration**](https://er.educause.edu/articles/2021/4/supporting-digital-service-learning-through-campus-collaboration). EDUCAUSE Review, April, 2021.
* Eaton, L. & Rockey, A. (2020). [**Triple threat or triple opportunity: When a pop culture course goes online at a community college**](http://journaldialogue.org/v7-issue-2/triple-threat-or-triple-opportunity-when-a-pop-culture-course-goes-online-at-a-community-college). *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*, 7(2).
* “[**Tricky Interfacing or Tricking Interfaces: Learning How To Navigate the Robot Gatekeepers**](https://www.byanyothernerd.com/2023/02/tricky-interfacing-or-tricking.html)“, Professional Development Collaborative. January 2020.

**AI Resources created/sourced by Lance Eaton**

* [AI+Edu=Simplified](https://aiedusimplified.substack.com/): A newsletter on exploring and explaining generative AI in higher education.
* [Examples of Syllabi Policies on Generative AI](https://bit.ly/AI-Syllabi) - Crowdsourced syllabi organized by Lance Eaton
* [AI Generative Tool Policy Strategy](https://bit.ly/CU-AI-Plan) - College Unbound’s policy designed by Lance Eaton
* [ChatGPT, AI-Generative Tools, and Education...my turn…](https://www.byanyothernerd.com/2023/01/chatgpt-ai-generative-tools-and.html) - Blog post by Lance Eaton
* [Digital Interventions: AI & Education Syllabus](https://bit.ly/CU-AI-Education)
* [Query Log Template](https://docs.google.com/document/d/1jsAdBkWkPWqbPVBFEyMTRWEryWreOOCms9SFnbLG9Yo/edit): A document if you want students to engage with a generative AI text tool and capture the results.
* [Example of AI-Generative Tool Usage Survey for Students](https://bit.ly/AIUsageSurvey): Copy of the Usage survey sent out to students at College Unbound in December 2022
* [College Unbound Generative-AI Proposed Usage Guidelines](https://bit.ly/CU-AI-ProposedPolicy): Current state of the policy created by students and myself around usage guidelines for students and faculty.

**AI-Related Features with Lance Eaton**

* [Forbes](https://www.forbes.com/sites/beatajones/2023/09/19/7-steps-to-update-courses-in-the-age-of-generative-ai/) (September 2023)
* AI In Education – [AI Launchpad Webinars: Creating AI Policies for K12 & Higher Ed](https://www.youtube.com/watch?v=KqC3wtFb9hc) (September 2023)
* [CNN.com](https://www.cnn.com/2023/08/19/tech/schools-teaching-chagpt-students/index.html) (August, 2023)
* [Future Trends Forum with Bryan Alexander](https://www.youtube.com/watch?v=ItFKi8JPUEk) (August, 2023)
* [ShiftED Podcast](https://youtu.be/aF9y9EsvXTk?si=Jh6igaQP6SA2Ysov) (August, 2023)
* [AI and Academia Substack by Bryan Alexander](https://aiandacademia.substack.com/p/how-colleges-and-university-are-responding) (July 2023)
* [Inside Higher Ed](https://www.insidehighered.com/opinion/blogs/learning-innovation/2023/07/17/three-questions-lance-eaton-college-unbound) (July 2023) (as well as in [June 2023](https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2023/06/05/how-ai-tools-both-help-and-hinder-equity))
* [ITHAKA S+R](https://sr.ithaka.org/blog/taking-a-student-centered-approach/) (June 2023)
* [Teaching in Higher Ed Podcast](https://teachinginhighered.com/podcast/perspectives-on-artificial-intelligence-a-student-professor-dialog/) (June 2023)
* [Chronicle of Higher Ed](https://www.chronicle.com/newsletter/teaching/2023-03-30) (March 2023)
* [Demystifying Instructional Design](https://demystifyinginstructionaldesign.com/2023/02/chatgpt/) (February 2023)

# Ideas for Using Generative AI

* [9 Tips for Using AI for Learning (and Fun!)](https://www.edutopia.org/article/using-ai-for-learning-fun/)
* [What are your most creative uses for generative AI?](https://www.reddit.com/r/GPT3/comments/13jbedw/what_are_your_most_creative_uses_for_generative_ai/) (Reddit)
* [Eight Funny AI Experiments to Try Online](https://plat.ai/blog/ai-experiments-to-try-online/)
* [The Strange and Unique Ways You Can Use Generative AI](https://www.techopedia.com/strange-and-unique-ways-you-can-use-generative-ai)
* [SIX creative, fascinating or frankly hilarious uses of ChatGPT – so far](https://www.digitalhumans.com/blog/6-creative-fascinating-hilarious-use-cases-of-chatgpt-openai)
* [Incorporating Generative AI in Teaching and Learning: Faculty Examples Across Disciplines](https://ctl.columbia.edu/resources-and-technology/resources/incorporating-generative-ai-teaching/)
* [Integrating Generative AI in Teaching and Learning](https://cep.barnard.edu/integrating-generative-ai-teaching-and-learning)
* [Faculty 'cautiously optimistic' about the potential of generative AI](https://news.vt.edu/articles/2023/09/provost-faculty-generative-AI.html)
* [10 AI Tools Beyond ChatGPT That Can Save Teachers Time](https://www.techlearning.com/news/10-ai-tools-beyond-chatgpt-that-can-save-teachers-time)
* [30 AI tools for the classroom](https://ditchthattextbook.com/ai-tools/)
* [AI Educator Tools](https://aieducator.tools/)
* [Top Ai Tools for Research and Academic Writing 2023](https://www.linkedin.com/pulse/top-free-ai-tools-research-academic-writing-2023-anik-barua/)
* [AI Tools for Students](https://aiadvisoryboards.wordpress.com/ai-tools-for-students/)
* [Student AI Tools](https://padlet.com/hbrown5018/student-ai-tools-lnb5n7f6m3e7aic7)
* [Students’ voices on generative AI: perceptions, benefits, and challenges in higher education](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00411-8) by Cecilia Ka Yuk Chan & Wenjie Hu
* [Generative AI and the future of education](https://unesdoc.unesco.org/ark:/48223/pf0000385877) by UNESCO
* [Integrating Generative AI into Higher Education: Considerations](https://er.educause.edu/articles/2023/8/integrating-generative-ai-into-higher-education-considerations)
* [AI Will Transform Teaching and Learning. Let’s Get it Right.](https://hai.stanford.edu/news/ai-will-transform-teaching-and-learning-lets-get-it-right)
* [Generative Artificial Intelligence in education: What are the opportunities and challenges?](https://www.unesco.org/en/articles/generative-artificial-intelligence-education-what-are-opportunities-and-challenges)
* [Teachers Are Going All In on Generative AI](https://www.wired.com/story/teachers-are-going-all-in-on-generative-ai/)
* [UTSA faculty explore AI as a classroom engagement tool](https://www.utsa.edu/today/2023/09/story/utsa-uses-artificial-intelligence-as-classroom-tool.html)

## Student Perspectives on Generative AI

* [Students’ voices on generative AI: perceptions, benefits, and challenges in higher education](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00411-8)
* [Here's What Students Think About Using AI in the Classroom](https://www.edweek.org/technology/opinion-heres-what-students-think-about-using-ai-in-the-classroom/2023/06)
* [Back-to-school for higher education sees students and professors grappling with AI in academia](https://abcnews.go.com/US/back-school-higher-education-sees-students-professors-grappling/story?id=102617091)
* [What Students Are Saying About ChatGPT](https://www.nytimes.com/2023/02/02/learning/students-chatgpt.html)
* [Don't assume your students are eager about AI](https://www.insidehighered.com/opinion/views/2023/04/27/dont-assume-students-are-eager-ai-adopters)
* ['Please do not assume the worst of us': students know AI is here to stay and want unis to teach them how to use it](https://theconversation.com/please-do-not-assume-the-worst-of-us-students-know-ai-is-here-to-stay-and-want-unis-to-teach-them-how-to-use-it-203426)

## Generative AI Checkers

* [Janelle Shane: 'Don't use AI detectors for anything important'](https://fortune.com/2023/07/03/janelle-shane-ai-weirdness-dont-use-detectors-for-anything-important/) by Stephen Pastis
* [Detecting Artificial Intelligence (AI) Plagiarism](https://teachingtools.umsystem.edu/support/solutions/articles/11000119557-detecting-artificial-intelligence-ai-plagiarism) from University of Missouri
* [OpenAI Abruptly Shuts Down ChatGPT Plagiarism Detector—And Educators Are Worried](https://observer.com/2023/07/openai-shut-ai-classifier/) by Casey Epstein-Gross
* [Professor Flunks All His Students After ChatGPT Falsely Claims It Wrote Their Papers](https://www.rollingstone.com/culture/culture-features/texas-am-chatgpt-ai-professor-flunks-students-false-claims-1234736601/) by Miles Klee
* [GPT detectors are biased against non-native English writers](https://arxiv.org/abs/2304.02819) by Weixin Liang, Mert Yuksekgonul, Yining Mao, Eric Wu, James Zou
* [AI Detection Tools Falsely Accuse International Students of Cheating](https://themarkup.org/machine-learning/2023/08/14/ai-detection-tools-falsely-accuse-international-students-of-cheating) By Tara García Mathewson
* [6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence | Learning, Teaching and Leadership](https://drsaraheaton.wordpress.com/2023/02/25/6-tenets-of-postplagiarism-writing-in-the-age-of-artificial-intelligence/)

## Critical Considerations with AI

* [Perspectives on Generative AI](https://connect.chronicle.com/rs/931-EKA-218/images/PerspectivesGenerativeAI_ResearchBrief.pdf?version=1)
* [Critical AI Literacy for Educators](https://padlet.com/kathrynconrad/critical-ai-literacy-for-educators-umh8r80mykrw0d68)
* [GenAI Chatbot Scenarios in Higher Education – Technoethics DigCiz](https://technoethics.digciz.org/index.php/ai-sceniaros/)
* [Professors Cite Data Privacy, Cheating Among Top AI Concerns](https://www.govtech.com/education/higher-ed/professors-cite-data-privacy-cheating-among-top-ai-concerns)
* [Ethical AI for Teaching and Learning](https://teaching.cornell.edu/generative-artificial-intelligence/ethical-ai-teaching-and-learning)

# Prompts for Educators

## Effective Prompting with Generative AI

* [Prompt Library — AI for Education](https://www.aiforeducation.io/prompt-library)
* [Prompt Engineering Guide](https://learnprompting.org/docs/intro)
* [12 ways to get better at using ChatGPT: Comprehensive prompt guide](https://www.businessinsider.com/how-to-use-get-better-chatgpt-ai-prompt-guide)
* [50 Time-Saving ChatGPT Prompts for Teachers](https://www.helloteacherlady.com/blog/2023/3/50-time-saving-chatgpt-prompts-for-teachers)
* [Prompt Engineering Guide](https://learnprompting.org/docs/intro)
* [12 ways to get better at using ChatGPT: Comprehensive prompt guide](https://www.businessinsider.com/how-to-use-get-better-chatgpt-ai-prompt-guide)
* [250+ Most Useful ChatGPT Prompts Examples](https://www.learnprompt.org/chatgpt-prompts-examples/)
* [The ChatGPT Prompt Book](https://docs.google.com/presentation/d/17b_ocq-GL5lhV_bYSShzUgxL02mtWDoiw9xEroJ5m3Q/edit?usp=sharing)
* [6 Tips for Using ChatGPT to Brainstorm Better](https://www.wired.com/story/how-to-use-chatgpt-brainstorm-ai/)
* [Brainstorming With AI](https://www.td.org/magazines/td-magazine/brainstorming-with-ai)
* [20 Chat GPT prompts to brainstorm and find infinite new ideas](https://bettercreator.com/chat-gpt-prompts-to-brainstorm-and-find-infinite-new-ideas/)
* [Prompt Framework for Educators: The Five "S" Model](https://www.aiforeducation.io/ai-resources/the-five-s-model)

## Prompts to try for Task Minimizing

|  |  |
| --- | --- |
| **Calendar Listing** | Provide me with a listing of all the Tuesdays between August 21, 2023 and December 18, 2023. Please list them in the following format: Tuesday, September [Date], 2023. If any US holidays happen between each Tuesday listed, please include the holiday and its date. Additionally, please include any religious holidays or special days for Christianity, Judaisim, Islam, Hinduism, or other major religions |
| **Daily Planner** | Create a daily routine for me in a tabular format by considering the given points. Be sure to include 5 minutes between activities for transition. Morning is 5am-11am, midday is 11am-4pm, and evening is 4pm-10pm.  Sleeping happens from [Enter times].  [List additional activities that you want to do each day and their duration as well as any required activities at specific times] |
| **Note organizing** | \*\*\*[Instructions]\*\*\* You will now reformat the text I will submit by:  Task 1: Divide your notebook page into equal half using a ruler.  Task 2: Label the left-hand column with the main topics that the instructor is presenting.  Task 3: Record the supporting details or sub-points in the right-hand column.  Task 4: Use bullet points to jot down main ideas in short, concise phrases.  Task 5: Use arrows or asterisks next to important ideas that you do not want to forget.  Task 6: Use abbreviations and symbols to help with speed and efficiency.  Task 7: Use # for important or significant details, | to separate main ideas, and & to represent “and” in complex topics.  Task 8: Use w/ for with, y for why, b/c for because, e.g. for example, i.e. for in other words, as common abbreviations.  FIRST: Ask for text [End of Instructions] |

## Prompts to try for Brainstorming Partner

|  |  |
| --- | --- |
| **Update a section of your History of Comedy course with open pedagogy** | You're an expert educational developer at a private college in New England with extensive experience drawing out the nuances and subtleties in challenging situations where faculty have to rethink their pedagogical approaches such as how they teach, how they assess, and engage with students. You use a variety of lenses to engage, problem-solve, and think critically about the situation and deploy contemporary and relevant pedagogical approaches.  A faculty member is looking to revise a part of their History of Comedy course using Open Pedagogy. They want to update their exploration of comedy films of the 1930s & 1940s. Be sure to include topics, objectives, activities and assessments that align with an Open Pedagogy approach. Explain with each thing you include how it aligns with an Open Pedagogy approach and what might be 1-2 other ways it could be done with this approach. |
| **Considerations & Concerns of Generative AI in teaching & learning** | You're an expert educational developer at a state university with extensive experience drawing out the nuances and subtleties in challenging situations where faculty have to rethink their pedagogical approaches such as how they teach, how they assess, and engage with students. In any scenario, you use a variety of lenses to engage, problem-solve, and think critically about the situation. You leverage approaches such as universal design for learning, antiracist pedagogy, constructivism, inclusive pedagogy, and student-centered practices in how you analyze a situation or when providing feedback to faculty.  Leveraging that experience, identify the three most significant challenges and the three most significant opportunities that generative AI represents for teaching and learning for the discipline of *Women’s, Gender, and Sexuality Studies [Change to your discipline of choice]*.  The results should be a table that includes the challenge or opportunity, why it's a challenge or opportunity, and useful questions for a faculty member to consider to address the challenges or leverage the opportunities. |
| **Deciding to apply for a grant** | You’re an expert in assessing grant requirements and institutional bandwidth. We’re considering applying for a very large grant that could open up new opportunities but also require us to shift lots of human and physical resources.  Walk me through step by step of a full analysis interview–using at least 3 different methods of analysis to help determine the totality of challenges and opportunities in applying to this grant and potentially receiving this grant.   Interview me to collect all relevant details. Ask questions one at a time.  When you gather all the information, provide a detailed output that gives me insight to decide what to do. |
| **Guidance for a new employee** | You're an expert at onboarding and helping new people get acclimated to their employment in the first six months. I have a new staff member starting next month and I want to make sure they feel fully supported in getting up and situated. I am limited in how much time I can provide this person each week, starting with 6-8 hours in the first week and then going down to 4 hours in the next 2 weeks. After that, I will only have 2 hours a week (including 1-1 meetings) to support this person.  Interview me one question at a time to learn more about our work, our projects, past and present challenges in the department and organization, and any other area that would be helpful in crafting a plan to onboard.  Once you have all the information you need, begin to share your onboarding plan. However, only share it piece by piece. When you share a piece, ask me the feasibility of it. Based upon my answer, revise it and ask if that is acceptable. Ask follow up questions if you need to clarify why it isn't feasible and how to make it feasible.  Only move onto the next piece once I confirm that it should work. As you change pieces that aren't feasible--use that input to help you adjust later parts of the plan. |

## Prompts to try for 1st Drafting

|  |  |
| --- | --- |
| **Redesign a course from 6 to 15 weeks** | You're an expert in asynchronous online teaching and learning at a state university. Review this attachment of readings and assignments for a 6-week Composition 2 asynchronous course.  Recreate this into a detailed 15 week course that covers the same content. In a table, include each week, when themes are covered, when readings are due, and when activities should be due. |
| **Adding Dates** | Reproduce the chart and include actual dates. End of the week is always Sunday. The semester starts Monday, January 22, 2024 and we have Spring Break for for a week starting on March 18, 2024 |
| **Drafting a student communications strategy** | you're an expert at communications and student support at a community college that includes both urban and suburban students. The semester starts on September 6, 2023 and ends on December 19, 2023. Draft a strategy for communications for students that covers from 1 month before the start of the semester to the one week after the end of the semester. The goal of the strategy is to provide timely reminders, encouragements, and useful information about support services that the college offers. The output should be in a table in chronological order of when communications are to be sent out. Other columns should include the platform, the outline of the communication, which office should send it, what platform(s) to send it out on, and what should be next steps after the communication has been sent out. |
| **Part-time Faculty Laptop Lending Policy** | You are an expert in developing policy that is effective, using clear and accessible language. Write up an agreement between a college and a part time employee. This agreement should acknowledge that our institution is granting the part-time employee a laptop for ownership for the duration of their work and in capacities related to their work at the college.   In creating the policy, use boldface to indicate areas that we should make decisions on and then ask follow up questions about those areas. |
| **Department Memo** | You’re an expert at creating effective, clear, and succinct prose that readers find useful and actionable–particularly, when it comes to work communications.  Draft a memo to the department that includes the following items:  [List of items]  Tone: spartan and warm |

## Prompts for Analysis

|  |  |
| --- | --- |
| **Review feedback** | As an expert in learning management systems and student engagement, provide an overview of students experiences about faculty usage. Point out any particular glaring concerns and any particularly outstanding positive usages in the following feedback (Claude). |
| **Ask questions of a text or book.** | Review this document. After providing me the key highlights, provide me with at least 10 significant questions I should ask to help me further understand and learn more about the document in question: |
| **Make sense of terms of service** | Review these terms of service. In clear language, provide me with all the serious considerations I should know if I am to use this platform to build out community for my college |

## Better Prompting Tips

### Incremental Prompting

Here's the template to use for an incremental prompt:

1. Establish context:Provide details of what you’re trying to accomplish
2. Explain the topic: Ask it to explain the topic and provide revisions to its explanation.
3. Specify the task: Identify exactly what you want from it.
4. Ask follow-up questions: Keep iterating to refine.
5. Use this overall cycle to learn how to develop more effective prompts.

### Capture Your Writing Style

Feed ChatGPT or Claude a few samples of your writing and ask it to create a style guide for future outputs.

Example prompt:

"Analyze the text below for style, voice, and tone. Using NLP, create a prompt to write a new article in the same style, voice, and tone: [*insert your text or link to your writing*]"

### Content With A Purpose

Generate content with a specific goal in mind, telling GPT who your audience is, and what you want to achieve with your content.

Example prompt:

"Topic: How to grow your email list

For audience: Social media users.

Content goal: Motivate the audience to feel excited about growing their email list while teaching them one tip."

### Expert Simulator

Ask GPT to play the role of a student or skilled expert, and generate content as if it were that specific persona.

Example prompt:

"Act as a data scientist and guide me in writing a report that highlights the latest trends and predictions in the field of artificial intelligence. Provide me with unique insights and expert advice that will help me deliver high-quality, informative content to my audience."

### Unconventional Prompts

Try using prompts that are more open-ended or abstract to get unique and creative responses. You can unlock GPT's creative potential in finding vivid language and unexpected topics.

Example prompt:

"Write a poem about allergies to peanuts" or "Describe what it feels like to be an atom in 10 adjectives."

### Second-Brain Brainstorming

Instead of asking GPT to generate a list of potential topic ideas for your next project or ask for new angles to cover a familiar topic.

Example prompt:

"Topic: The 1960s student movements.

For the above topic, come up with new and innovative ideas that are out-of-the-box and unconventional."

### Experiment With Styles & Tone

Write in different styles or tones to create more dynamic and varied content.

|  |  |
| --- | --- |
| **Style examples**  Descriptive  Persuasive  Narrative  Expository  Technical  Academic  Creative  Informal  Formal  Humorous  Satirical  Ironical  Dramatic  Poetic  Mystical  Suspenseful  Romantic  Realistic  Surrealistic  Gothic | **Tone Examples**  Formal  Informal  Serious  Humorous  Sarcastic  Ironic  Cynical  Satirical  Confident  Doubtful  Optimistic  Pessimistic  Sympathetic  Empathetic  Angry  Aggressive  Respectful  Playful  Sincere  Objective |

Example prompt:

"Provide [stlye] advice about how to address climate change in a [insert tone]."

### Different Perspective

Ask it to write from the perspective of a group of characters with different backgrounds.

Example prompt:

"Topic: Organic produce

For the above topic, write multiple perspectives from a group with different viewpoints using their own voice and phrasing."

### Format Switch

Use GPT to write in different formats, such as outlines, mind maps, bullet points, persuasive essays, or chunks of text of less than 280 characters, using a specific structure.

Example prompt:

"Create a mind map on the topic of using Notion to stay organized as a content creator, listing out the central idea, main branches, and sub-branches."

### Other Things You Can Request

1. Turn the output into a table
2. Turn the output into a graph
3. Create code for a program
4. Convert a schedule into .ics code to import into your digital calendar
5. Create a checklist
6. Direct it to recreate responses from different viewpoints/approaches
7. Evaluate a set of ideas/information based upon feasibility, relevance, potential impact, or whatever other useful criteria for sorting