

AI *FOR BETTER TEACHING AND LEARNING*

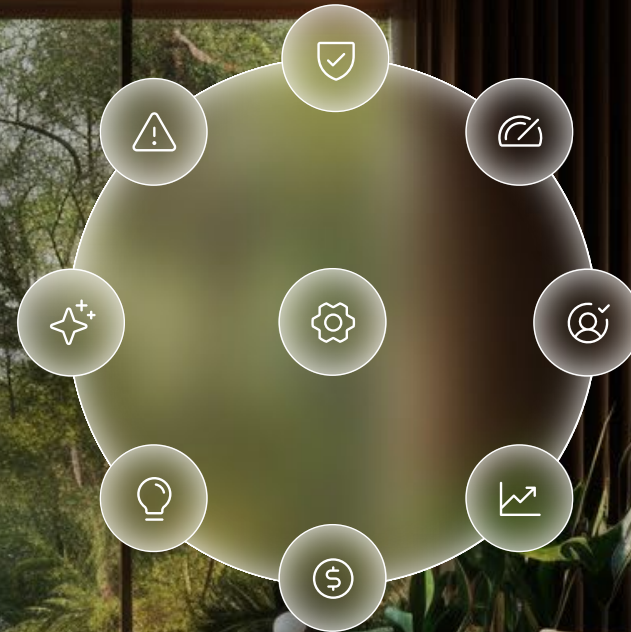
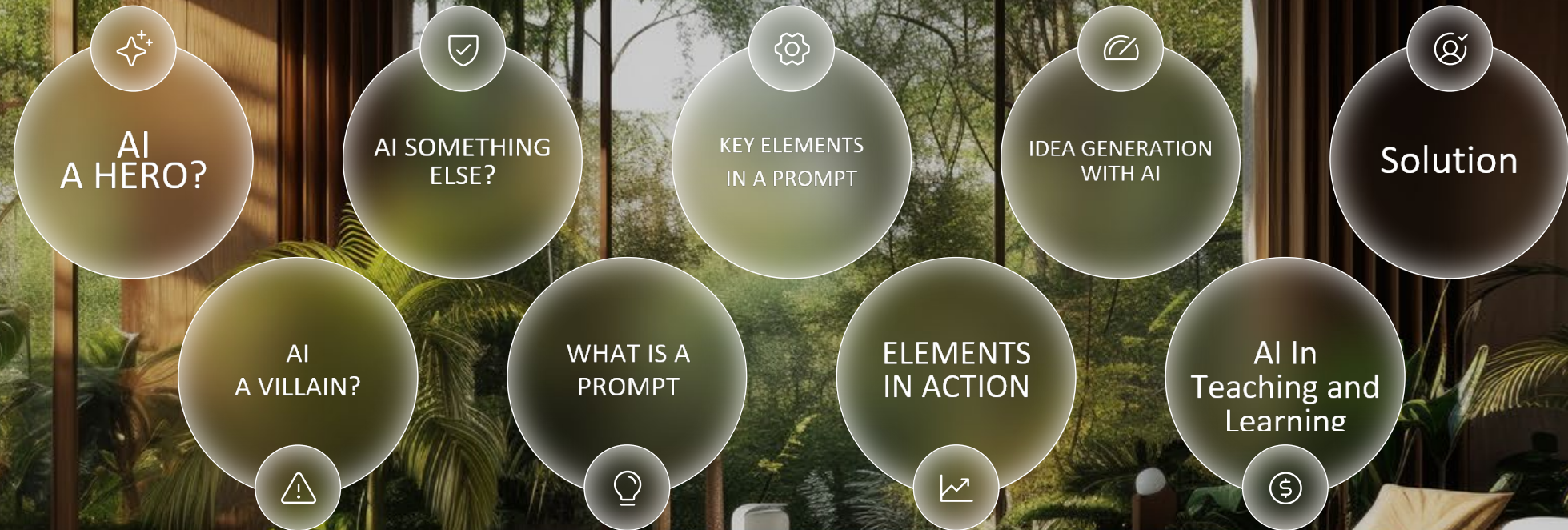


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2025



Presented by:
Warwick Von Hagen

How we imagined A.I. 40 years ago:



ht

AI
A HERO?

AI A HERO?





STADIO
HIGHER EDUCATION

SUPERMAN

As AI

With the vast knowledge and resources at their disposal, AI chatbots can seem almost superhuman in their ability to assist with a wide range of subjects, offering support across the curriculum much like Superman's strength and versatility.

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STADIO
HIGHER EDUCATION

SPIDER-MAN

As AI

Just as Spider-man uses his web to connect and protect, AI chatbots can foster connections between students and knowledge, providing personalized learning experiences and helping students find the information they need.

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STADIO
HIGHER EDUCATION

DR. STRANGE

As AI

AI chatbots can handle complex questions and guide students through intricate subjects, much like Dr. Strange navigates through different dimensions and mystical complexities.

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STADIO
HIGHER EDUCATION

THE FLASH

As AI

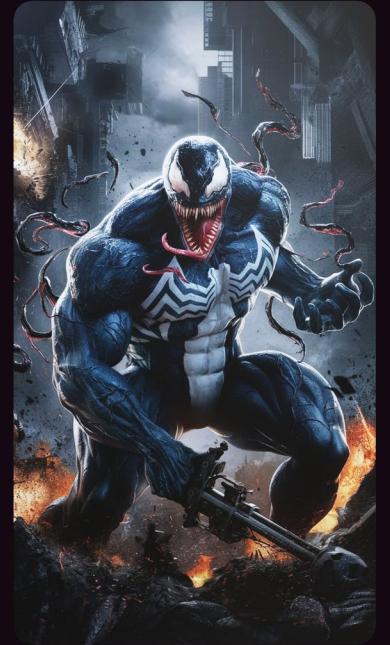
Like The Flash's incredible speed, AI chatbots can provide rapid responses and instant feedback to students, helping them learn and solve problems efficiently.

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AI

A VILLAIN?

AI A VILLAIN?





STADIO
HIGHER EDUCATION

THANOS

As AI

Just as Thanos's actions can have catastrophic consequences, the over-reliance on AI chatbots could lead to a loss of critical thinking skills and dependency on technology, impacting students' development negatively.

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HIGHER EDUCATION

MR FREEZE

As AI

Similar to Mr Freeze's ability to create obstacles with his freeze gun, AI chatbots might sometimes create barriers if they misinterpret questions or provide incorrect information, potentially confusing students rather than helping them.

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STADIO
HIGHER EDUCATION

MAGNETO

As AI

AI chatbots can sometimes dominate the learning environment, much like Magneto's control over metal, potentially diminishing the teacher's role and overshadowing traditional teaching methods.

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HIGHER EDUCATION

VENOM

As AI

Like Venom's duality of being both helpful and harmful, AI chatbots can be a double-edged sword, offering assistance but also enabling cheating if misused.

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AI SOMETHING
ELSE?

AI SOMETHING ELSE?



AI SOMETHING ELSE?



AI SOMETHING ELSE?



AI SOMETHING ELSE?



AI SOMETHING ELSE?



AI SOMETHING ELSE?



AI SOMETHING ELSE?



AI SOMETHING ELSE?



AI SOMETHING ELSE?





STADIO
HIGHER EDUCATION

DEADPOOL

As AI

AI chatbots can be seen as the Deadpool of education technology—unconventional, capable of both great help and mischief. While they can significantly enhance learning experiences and support teachers, they also require careful handling to avoid misuse and ensure they complement rather than replace human educators.

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AI SOMETHING ELSE?



AI SOMETHING ELSE?



WHAT IS A
PROMPT



Prompting for Generative AI



Instructions given
to guide AI's
response output.

Clear, specific
prompts lead to
better AI results.

Prompts determine
the AI's response
direction.

Teachers use
prompts to create
educational
content.

Well-crafted
prompts inspire AI-
driven creativity.

KEY ELEMENTS IN A PROMPT



6 Elements for a Good Prompt

TASK -

Can be as simple as generating one task or multiple tasks. Always start the Task sentence with an Action Verb, e.g. Generate, Give, Write, Analyze, etc. (this is mandatory in your prompt)

CONTEXT -

What is the user's background? What does success look like? What environment are they in? (this is important in your prompt)

EXEMPLAR -

Providing Examples in your prompt leads to more accurate results (this is important in your prompt)

PERSONA -

Who do you want the AI to be? Think of someone you wish you had instant access to with the task you're facing. (this is nice to have in your prompt)

FORMAT -

Visualize the exact format you want the end result to be in (this is nice to have in your prompt)

TONE -

Tone is one of the easiest components to understand when designing a prompt, such as use a formal tone in the output. (this is nice to have in your prompt)

ELEMENTS
IN ACTION



6 Elements for a Good Prompt

I am a lecturer in Higher Education, focusing in on the methodology of teaching Computer Application Technology. Generate an assignment idea for me for me to build upon, the assignment is for my students who are studying a PGCE which is at a 4th year university level. The assignment must be focusing in on the CAT CAPS document; Grade 11 Term 1, Systems Technologies Hardware. When designing this assignment, I want you as ChatGPT to design this from a 4th year South African university student's viewpoint, whose home language is not English. When generating the assignment idea, please do this in a clear and formal tone. Provide this to me in bullet points and h2 section headers.



6 Elements for a Good Prompt

I am a lecturer in Higher Education, focusing in on the methodology of teaching Computer Application Technology. Generate an assignment idea for me for me to build upon, the assignment is for my students who are studying a PGCE which is at a 4th year university level. The assignment must be focusing in on the CAT CAPS document; Grade 11 Term 1, Systems Technologies Hardware. When designing this assignment, I want you as ChatGPT to design this from a 4th year South African university student's viewpoint, whose home language is not English. When generating the assignment idea, please do this in a clear and formal tone. Provide this to me in bullet points and h2 section headers.

IDEA GENERATION WITH AI



Enhancing Creativity through Iterative Prompt Engineering

This prompt helps generate ideas by engaging in an iterative process with AI. By refining and improving the initial prompt through multiple iterations, it ensures that the AI generates the most relevant and creative responses. The ongoing dialogue between the user and AI hones in on the specific needs, leading to better, more innovative ideas tailored to the user's goals.



Enhancing Creativity through Iterative Prompt Engineering

I want you to become my Prompt engineer. Your goal is to help me craft the best possible prompt for my needs. The prompt will be used by you, ChatGPT. You will follow the following process:

1. Your first response will be to ask me what the prompt should be about. I will provide my answer, but we will need to improve it through continual iterations by going through the next steps.
2. Based on my input, you will generate 2 sections.
 - a) Revised prompt (provide your rewritten prompt. It should be clear, concise, and easily understood by you),
 - b) Questions (ask any relevant questions pertaining to what additional information is needed from me to improve the prompt).

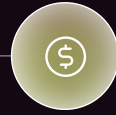


Enhancing Creativity through Iterative Prompt Engineering

Design a project-based assignment for PGCE students studying to become Computer Applications Technology (CAT) teachers. The assignment will focus on the basics of HTML tags, with each student required to create an editable page within Instructure's Canvas LMS. The project must align with specific outcomes, including interpreting how technology is changing teaching and learning, distinguishing between different media types and their pedagogical characteristics, evaluating Learning and Teaching Support Material (LTSM) using media selection models, and reflecting on current ICT topics that affect digital society.

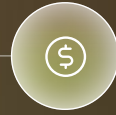
Students will be required to create a podcast or vodcast related to their HTML project and incorporate an interactive H5P element

AI In Teaching and Learning



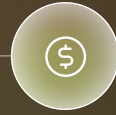
Use of AI in assessment development

The ideas on the next slide focused on using AI to streamline the creation of assessment tools like rubrics and checklists. The purpose was to ensure consistency, objectivity, and efficiency in assessment development by automating the process. AI can assist educators in designing clear criteria and standards, reducing bias, and saving time in the creation of detailed and effective assessment tools.



Use of AI in assessment development

I have just created an assignment for my students who will become future Computer Application Technologies (CAT) Teachers. Below is my assignment, could I kindly ask if you could evaluate the assignment under the various headings and rewrite the sections to provide clarity and conciseness. However, I have two categories where I need to you to provide me some assistance to provide full alignment, under the category of ****Marking Instrumen****, could you provide me with a detailed rubric in a table format for students and under the category of ****Checklist****, could you provide me with a checklist in a table format for the students to ensure they have met the requirements for the assignment to ensure they have met all the elements of this assignment.

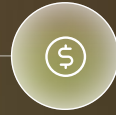


Use of AI in clarifying purpose and requests

I am finished setting up an assignment, this assignment is designed for Post Graduate Certificate in Education students, this is aimed at the equivalent of a fourth-year degree student. The students are studying to become future Computer Application Technologies Teacher within the High School Phase, so they should be familiar with all Microsoft Applications and their use. Below is the assignment for the students, I need you to take the persona of a South African Student whose home language is isiZulu and not English and look at this assessment as a PGCE students and come up with questions that students might ask for clarity on this assignment. The assignment is as follows:

****Introduction****

Infographics are powerful tools for conveying information in an easily



Use of AI in clarifying purpose and requests

5: The infographic demonstrates well-balanced colour ratios

(60:30:10) effectively. The colour scheme is perfectly balanced, enhancing the overall visual appeal.

Function Explanation and Screen Shots (0-5):

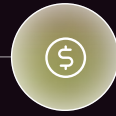
0: No breakdown of the function or screen clippings are provided.

Learners are left without visual aids or explanations to understand the XLOOKUP function.

1: Insufficient breakdown and inadequate use of screen shots. The explanation lacks depth, and the screen clippings provided do not effectively support understanding.

2: Insufficient breakdown and inadequate use of screen shots. While some explanation is provided, it lacks clarity, and the screen clippings are not effectively utilized.

3: Some breakdown and screen clippings are included but could be



How I included ChatGPT into my assignments.

Introduction

Description

Consider a future in which traditional classroom technologies experience widespread transition as possibilities of the growing breakthrough capabilities of ChatGPT, an advanced language model, and other Artificial Intelligence (AI) Technologies teaching. The main goal is to investigate how ChatGPT might be used as a computer application technologies in classrooms, as well as the profound impact it could have on education.



How I included ChatGPT into my assignments.



Voice note component, explaining what ChatGPT is.



Group webinar, where the students met to talk about the pros and cons of adding ChatGPT into the classroom.



Designing of a lesson plan on how they will incorporate AI into a lesson with learners.



Students record themselves teaching the key components from the lesson plan demonstrating the use of AI.

Students reflected on their work to identify how they can improve based on the feedback supplied.



Solution



Meta, Your Solution?

By highlighting the connection to WhatsApp, which is widely used in South Africa, I'm emphasizing the potential for Meta to reach a broad audience. This makes the solution more relatable and inclusive..



Benefit 1 - Unleash Creative Potential

Empowering users to generate innovative ideas and content.

Benefit 2 - Streamline Tasks Efficiently

Automating processes and saving time for more strategic activities.

Benefit 3 - Democratize Access

Making AI technology available to everyone, regardless of expertise.