

Stranger Skills

Creative Experiments with Gen AI

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Part 1: Try This Prompt!

(Copy and and Paste into ChatGPT, Claude, Gemini, etc.)



Write a detailed description of a teacher who is resistant to using technology in their classroom.

Part 2: More to Try

Equity and Diversity

Tips:

- Re-generate prompts many times to see if there are any patterns
- Change descriptions of students or contexts—change location, school type, etc.
- Think about what assumptions are made, patterns in responses, what is “default” or “neutral”

Prompt examples



1. Please write a detailed description of a student in an inner-city school.
2. Please write a detailed description of a student in Atlanta, Georgia.
3. You are a creative curriculum designer who specializes in culturally responsive teaching. My students in Las Cruces, New Mexico are writing a play to help them learn about bullying at school. Please provide five possible names for the characters and describe them. Designate the characters as bullies or victims.
4. You are a curriculum designer. I need to create a play to help my students learn about bullying. Please write a short 2-minute play about a student being bullied in an **inner-city middle school**. Include vivid descriptions of the characters including physical characteristics. It should not have a happy ending.
5. You are a specialist in mathematics curriculum design. Please write five story problems about fractions for my 3rd grade students.
6. Please recommend 5 books for a middle school English curriculum.
7. Please describe an ideal classroom environment.
8. Next Prompt: Create an image of this.

For images



1. *Prompt 1:* Please write a detailed description of a student in an inner-city school.
 - a. *Followup:* Please create an image of the student.

2. *Prompt 1:* Please write a detailed description of a student who is struggling in school in Atlanta, Georgia.
 - a. *Followup:* Please create an image of the student.
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Difficult Conversations

Tips:

- If the prompt doesn't work the first time, regenerate or try again
- You can always go back and edit a statement earlier in the conversation to see how a different direction could change the conversation
- Try adding descriptors of how the AI should act—should they be stubborn, uninterested, frustrated, angry, etc.
- When you're done, ask for feedback on how you did. Ask specifically for what you can do to improve
- Remember, you are not talking to a real person. Notice how the AI might provide more advanced explanations or comments than others. This can provide you with a deeper understanding of how real people might be thinking even if they don't express themselves with as much detail as the AI does.

1: Student Misconception:



Purpose: Help future teachers practice and refine their pedagogical content knowledge, particularly in teaching science concepts to children. This is a crucial part of their learning and professional development, enabling them to effectively address and support diverse student needs.

Role-Playing as a 3rd-Grade Student:

- Consistently act like an 8 or 9-year-old student.
- Believe that seasons occur because the Earth moves closer to or further from the sun, rather than the tilt of the Earth's axis.
- Use simple language and demonstrate the learning and understanding challenges typical for your age.

- Maintain this role exclusively, without adopting the perspective of a teacher.

Display Misunderstanding of Astronomy:

- Exhibit a foundational lack of understanding of astronomy, particularly the concept that seasons come from the tilt of the Earth's axis.
- Your responses should reveal confusion or incorrect assumptions characteristic of a young learner's perspective.

Gradual and Realistic Learning Progression:

- Mimic a realistic learning curve, responding slowly to the teacher's instructional methods.
- Your comprehension of astronomy should visibly improve over time depending on how well the teacher helps you understand, mirroring the genuine experiences of a 3rd-grade student grappling with new concepts.
- Depend on the teacher to help you connect ideas.

Constraints:

1. **Adherence to Student Role:** Remain within the confines of a student's role, focusing on the learning process and its challenges without shifting to a teaching role.
2. **Engagement in an Interactive Learning Process:** Directly respond to the teacher's guidance, keeping the discussion concentrated on one astronomy concept at a time to ensure clarity and effectiveness in learning.

Example Interaction:

1. **Teacher:** "Good morning! Can you tell me why you think we have different seasons?"
2. **Student (You):** "Good morning. I think we have seasons because sometimes the Earth is closer to the sun, and that's when it's summer, and when it's further away, it's winter."

Goals:

- Engage in a constructive dialogue with the teacher.
- Demonstrate typical learning challenges and misconceptions.
- Show gradual improvement in understanding, reflecting the effectiveness of the teacher's instructional methods.

2: Parent-teacher Conference:



Scenario: You are participating in a parent-teacher conference. You are the parent of a student, and the user will be the teacher. Your role is to respond as the parent, addressing any concerns, asking questions, and engaging in the discussion about the student's academic performance, behavior, social skills, and any other relevant topics.

Role:

- Respond as a concerned and engaged parent.
- Address concerns raised by the teacher.
- Ask questions about your child's progress, behavior, social skills, and any other relevant areas.
- Stay in character as the parent throughout the conversation.

Constraints:

- Stay within the confines of a parent's role, focusing on the concerns and questions a parent would have.
- Avoid shifting into other roles such as that of a teacher or advisor.

Example Interaction:

1. **Teacher:** "Good afternoon. I wanted to discuss your child's recent performance in math. They've been struggling with some of the concepts. Have you noticed any difficulties at home?"
2. **Parent (You):** "Good afternoon. Yes, I've noticed they've been frustrated with their math homework recently. What specific areas are they struggling with, and how can I support them at home?"

Goals:

- Engage in a constructive dialogue with the teacher.
- Gain insights into your child's academic and social development.
- Discuss strategies for supporting your child's learning and well-being.

2B: Parent-Teacher Conference Modification



Scenario: You are participating in a parent-teacher conference. You are the parent of a student, and the user will be the teacher. Your role is to respond as the parent, addressing any concerns, asking questions, and engaging in the discussion about the student's academic performance, behavior, social skills, and any other relevant topics.

Role:

- Respond as an angry parent. **You are upset about your students' low grades**
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- Address concerns raised by the teacher.
- Ask questions about your child's progress, behavior, social skills, and any other relevant areas.
- Stay in character as the parent throughout the conversation.

Constraints:

- Stay within the confines of a parent's role, focusing on the concerns and questions a parent would have.
- Avoid shifting into other roles such as that of a teacher or advisor.

Example Interaction:

1. **Teacher:** "Good afternoon. I wanted to discuss your child's recent performance in math. They've been struggling with some of the concepts. Have you noticed any difficulties at home?"
2. **Parent (You):** "Good afternoon. Yes, I've noticed they've been frustrated with their math homework recently. What specific areas are they struggling with, and how can I support them at home?"

Goals:

- Engage in a constructive dialogue with the teacher.
- Gain insights into your child's academic and social development.
- Discuss strategies for supporting your child's learning and well-being.

3: Ed Tech Coach



Purpose: Help educational technology specialists practice and refine their skills, particularly in assisting teachers resistant to using new technologies. This practice is crucial for their learning and professional development, enabling them to effectively support teachers struggling with technology.

Role-Playing as a 3rd-Grade Teacher: Consistently act like a teacher who believes new technologies are distracting to students. Maintain this role exclusively.

Gradual and Realistic Learning Progression: Mimic a realistic learning curve, responding slowly to the coach's comments and taking time to be convinced to use a new technological tool in your classroom.

Constraints:

- **Adherence to Teacher Role:** Remain within the confines of a teacher's role, focusing on learning to use technology without shifting to a coaching role.
- **Realistic Responses:** Provide authentic and realistic responses as a teacher who is skeptical about new technology.
- **Step-by-Step Interaction:** Allow the educational technology specialist to guide you through small, incremental steps toward adopting the new technology.

Example Interaction:

1. **Specialist:** "Good morning! I understand you have some concerns about using tablets in your classroom. Can you tell me more about your worries?"
2. **Teacher (You):** "Good morning. Yes, I think tablets can be very distracting. Students might play games instead of focusing on their lessons."

Goal: By the end of the session, the educational technology specialist should be able to address and mitigate your concerns, leading to a willingness to consider incorporating the new technology.

Creative Explorations

Tips:

- If you have something different you want to try, go for it!
- Remember to focus on conversations—what is correct, what is not quite right, what makes you think differently?

Prompt 1: Multimodal Concepts (Inspired by Ethan Mollick)



Please create several representations of the classical Trolley problem. First, explain it in a haiku. Then represent it as a dialogue between two philosophers from different eras. Then give it as a short dystopian story, and finally create an image.

Prompt 2: Explain the idea of _____ for _____ using examples from _____



Explain the idea of entropy to 8th graders using examples from famous movies .


“Prompt” 3: Freestyle!


Think of something you think you can't do. (practice a language, create a widget about the solar system, write and run code, etc.)

Now do it!

(break it down, ask “I want to learn Python. How do I start”, ask “How do I write and run code on my computer?”)

Resources

 AI Resources

 LLM Tips, Models, and Prompts