AI Literacy
Everyday AI tools

Artificial Intelligence at Jisc
Artificial Intelligence at Jisc

https://www.jisc.ac.uk/innovation/artificial-intelligence
1. What is generative AI and how do we use it?
2. AI safety
3. AI for accessibility
4. Everyday generative AI tools
5. Getting creative with AI
AI: Using everyday AI tools to perform everyday tasks
How can you use AI in your everyday work?

• There are lots of opportunities for all staff

• Opportunities: Reducing administrative load

• Barriers: Access to tools? Staff skills? Data and privacy concerns?
Utilising AI

- Summarise documents/webpages
- Research a topic/idea
- Review written content
- Analyse data
- Activity design
- Suggest ideas
Trend: everyday AI

GPT is getting integrated into our everyday tools, e.g. Microsoft Copilot 365, Google Gemini
Using Microsoft Copilot 365 in Microsoft Teams

• Record meetings and create summaries, actions, and agendas from transcriptions
• Users can ask questions and get suggestions
• Stop recording if personal information is discussed
Creating meeting minutes and notes from Teams

Microsoft Copilot 365
Creating questionnaires with Microsoft Forms and Copilot 365
5. Course Start Date
(Please input date (M/d/yyyy))

6. Why do you want to study Spanish? (Please write in one paragraph)
(Enter your answer)

7. How confident are you in speaking Spanish?
- Very Confident
- Somewhat Confident
- Not Very Confident
- Not At All Confident

8. How would you rate your Spanish reading comprehension?
(Rating) 1 2 3 4 5

9. How would you rate your Spanish writing skills?
(Rating) 1 2 3 4 5
Creating questionnaires with Microsoft Forms and Copilot 365
Planning written text in Google Docs
Generating presentations:

[Image: Gamma app landing page]

https://gamma.app/
Writing emails with ChatGPT

Subject: ✨ Join Us for a Mesmerising Evening of Shakespeare - "Twelfth Night" 🌞

Dear [College Name] Community,

We are thrilled to invite you to one of the most anticipated events of our academic year! Our talented Drama students are proud to present a student-led production of William Shakespeare's enchanting comedy, "Twelfth Night". This production is not just a performance but the culmination of our students' hard work and creativity, serving as the final piece for their Year 2 assessment.

Performance Details:

- **Dates:** Thursday, 16th May; Friday, 17th May; and Saturday, 18th May
- **Time:** 7:30 PM each evening
- **Venue:** [Venue Name, with Address]
- **Tickets:** £5 each

"Twelfth Night" is a timeless tale of love, disguise, and the delightful chaos that ensues from mistaken identities and misplaced affections. Our students have taken the helm in every aspect of this production, from direction and staging to choreography and costume design, promising a fresh and vibrant take on this classic play.
Google Gemini image descriptions and suggestions
AI: Using generative AI for productivity
Organising tasks - Goblin Tools
Proofreading - ChatGPT
Summarising changes - ChatGPT Plus

Experience Seoul like a local
Superhero shark story
Make me a personal webpage
Study vocabulary

ChatGPT can make mistakes. Check important info.
Summarising changes to regulations in ChatGPT Plus

Recent Changes to IR35

Effective April 6, 2024
Presented by: [Your Name]
Date: [Presentation Date]
Summarising documents in ChatGPT

The report titled "AI in Tertiary Education: A Summary of the Current State of Play September 2023" offers a comprehensive overview of the role and impact of Artificial Intelligence (AI) in tertiary education. The main points of the report are:

1. **AI’s Growing Role in Education**: The report acknowledges the substantial challenges and opportunities that generative AI like ChatGPT presents in education, including reevaluating assessment practices.
2. **Advancements in AI Technology**: It details the advancements in AI, particularly generative AI, and their implications for personalized learning, alongside traditional AI applications.
3. **Understanding AI and Machine Learning**: The report defines AI and discusses the science of machine learning and deep learning, which form the basis of most AI applications.
4. **Everyday AI and Its Impacts**: It examines the integration of AI into everyday tools, the potential for bias in AI, highlighting the importance of diverse and representative data.
5. **Legal and Ethical Considerations**: It summarizes key legal and ethical frameworks for AI usage in education, including UK, EU, and US regulations and guidelines.
6. **Policy Development and Guidance**: Recent policy developments aimed at guiding the ethical use of AI in education are discussed, emphasizing the need for AI literacy and integrity in academia.
7. **Generative AI’s Impact and Examples**: The report explores the impact of generative AI tools on education, offering examples of their use by students and staff for various tasks, including creating learning materials and enhancing teaching methods.
8. **AI Writing Detection**: It discusses the challenges of detecting AI-generated writing, examining different approaches and their limitations, and emphasizing the difficulty in conclusively identifying AI-generated text.
9. **Reflection on AI Writing Detection Goals**: The report reflects on the goals and challenges of AI writing detection, noting the potential for grey areas in assessments and the importance of clear policies and guidelines.

Overall, the report provides an insightful and broad view of the current state of AI in tertiary education, addressing technological advancements, ethical considerations, policy
Summarising PDFs in Microsoft Copilot
Artificial intelligence in education

The webpage explains how artificial intelligence (AI) can help achieve the Education 2030 Agenda and promote inclusive and equitable learning and development. It:

- Describes the opportunities and challenges of AI for education, innovation, and knowledge access, and the need for a human-centred approach that considers inequalities and diversity.
- Announces the publication of Artificial Intelligence and Education: Guidance for Policy-makers, which...
Copilot and Chat GPT Plus now multimodal

How could I improve this chart?

1. **Color Contrast and Consistency**: Ensure that the colors used are easily distinguishable and consistent with the legend. This will make it easier for viewers to interpret the data.
2. **Legend Placement**: Position the legend closer to the pie chart. Placing it nearby allows viewers to quickly reference which color corresponds to each category.
3. **Data Labels**: Include data labels directly on the pie slices. Displaying the percentages or actual values on each slice helps viewers understand the distribution without having to refer back to the legend.
4. **Slice Separation**: Slightly separate each slice. This visual spacing emphasizes the different response categories and prevents them from blending together.

Remember, a well-designed chart not only conveys information accurately but also makes it easy for viewers to understand at a glance. Feel free to make these adjustments and create an improved version of your chart! 😊
Analyse data in ChatGPT Plus

You've uploaded a file named "dt042-table-2.csv". How can I assist you with it? Would you like to view its contents, analyze the data, or perform some specific operations on it?

What is the data about?

The data appears to be related to energy and resource consumption statistics for various higher education providers in the UK. Here's a breakdown of the columns present in the dataset:
Why might that be?

The reason why a particular university, such as the University of Edinburgh, has a high electricity consumption can depend on various factors:

1. **Size and Population**: Larger universities with more students and staff typically consume more electricity due to the sheer scale of their operations. This includes residential facilities, research laboratories, computer centers, and other campus amenities.

2. **Research Intensity**: Universities with extensive research activities tend to consume more electricity.

3. **Climate**: The climate of a university’s location can influence its energy consumption. For example, colder climates may require more heating.

4. **Energy-Efficient Practices**: The adoption of energy-efficient practices and technologies can significantly reduce electricity consumption.

5. **Renewable Energy Sources**: The use of renewable energy sources can offset the electricity consumption.

The dataset `dt042-table-2.csv` contains information about various UK Higher Education (HE) providers and their consumption resources. Here’s an overview of the data columns:

1. **UKPRN**: A unique identifier for each HE provider.
2. **HE provider**: The name of the Higher Education provider.
3. **Total energy consumption (kWh)**: The total amount of energy consumed by the HE provider in kilowatt-hours.
4. **Total fuel used in HE provider owned vehicles (litres)**: The total amount of fuel used by vehicles owned by the HE provider measured in litres.
5. **Total generation of electricity exported to grid (kWh)**: The total amount of electricity generated and exported to the grid.
How can I help you today?

Help me pick a gift for my dad who loves fishing

Brainstorm edge cases for a function with birthdate as input, horoscope as o...

Recommend a dish to bring to a potluck

Plan a trip for a photography expedition in Iceland

Message ChatGPT...
Activity design with Microsoft Co-pilot
My students are further education learners, they are leaning about human computer interaction (HCI) and the topic of GOMES, they have learnt the basic theory, please create 5 MSQ's about GOMES, please provide the answers and feedback for the incorrect answers.

Sure, here are 5 multiple-choice questions (MCQs) about the Goals, Operators, Methods, and Selection rules (GOMS) model in Human-Computer Interaction (HCI):

1. What does the ‘G’ in GOMS stand for?
   - A. Graph
   - B. Goals
   - C. Group
   - D. Gradient
   Answer: B. Goals

2. What is the difference between GOMS and KLM?

3. Can you give me an example of how to use GOMS in HCI design?

Download as document (.docx)
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Download as text (.txt)
AI: Exploring advanced AI applications in education
TeacherMatic

Reducing teacher workload with generative AI
Bodyswaps

VR/AI to help with soft skills

We’re also see more and more of this in other spaces e.g. medical
Anwyse

Audio learning resources, created with the assistance of AI
Graide

Accelerating marking of STEM.

Initially created by University of Birmingham students.
Accelerating analysis of student feedback comments.
Custom GPTs

You can now create custom versions of ChatGPT that combine instructions, extra knowledge, and any combination of skills.

Game Time
I can quickly explain board games or card games to players of any skill level. Let the games begin!

Creative Writing Coach
I’m excited to read your work and give you feedback to improve your skills.

Tech Advisor
From setting up a printer to troubleshooting a device, I’m here to help you step-by-step.

Laundry Buddy
Ask me anything about stains, settings, sorting and everything laundry.

https://nationalcentreforai.jiscinvolve.org/wp/2023/11/30/gpts-how-to-guide/
Navigating AI responsibly

1. Check the T&Cs
2. Be careful about what you input
3. Attribute your use of AI
4. Think critically about AI generated content you see
AI in Education community sessions

- Learn about AI challenges/opportunities
- Share and discuss best practices
- Connect with others, find shared solutions

Have a project or experience you’d like to share? Get in touch: ai@jisc.ac.uk
Contact details

[Link to Innovation and Artificial Intelligence website]

[Email: ai@jisc.ac.uk]

Stay up to date join our mailing list
[Email: AIED@jiscmail.ac.uk]