

AI Breakout Room Challenges

April 2, 2025


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Overview

- **What are “AI Breakout Room Challenges”?**
- **Task 1: Gain entry to your Google Slides**
- **Task 2: Prompt AI to Help Students Complete Studies**
- **Task 3: Redesign a Task to Reduce AI Abuse**
- **Task 4: Use AI to Make a Challenging Text Accessible**
- **Bonus Round: Easy Canvas Quizzes from AI**

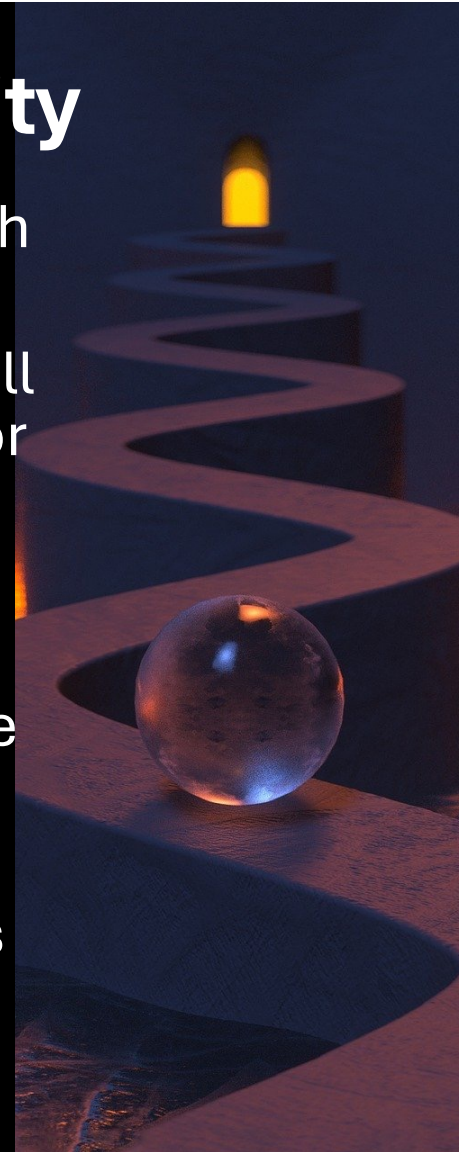


This is an Interactive Session with Breakout Rooms and Google Slides

- You will be assigned to a breakout room team
- Each team will complete AI-related tasks on Google Slides, but you will not actually use AI
- For those watching the recording, consider trying the challenges yourself or with an AI partner!

Guidelines for Breakout Room Activity

1. Do not ask AI to complete these tasks. Collaborate with colleagues and generate your own ideas.
2. Maintain a spirit of inquiry and exploration. Welcome all ideas and keep going. Don't just stop once you have 1 or 2 satisfactory ideas.
3. Share the airtime. Make sure that everyone in your group has the time and opportunity to contribute.
4. If possible, please be ready to turn on your microphone and your camera too. (If you are only able to communicate by chat, that is ok too.)
5. Multiple group members can access the Google Slides at the same time, and/or one member can share their screen and act as the scribe for the group.



Task 1:

Getting Started in Your Breakout Room

1. Access the Google Slides (link coming soon)
2. Find your group's section, according to your breakout room #
3. Add your names on your group's first slide
4. Discuss the "This or That?" slide and put your group's favorite choices in **bold**

LET'S TAKE A LOOK

AI Challenges 040225 - Google

docs.google.com/presentation/d/1D9yBWkBCSOTrwFcPBKcgrfKntaHOXaeXaHEe9PP0vs4/edit#slide=id.g3478875153a_0_22

AI Challenges 040225

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Slideshow Share

1 AI Breakout Room Challenges

2 Outlines for Breakout Room Activity

3 Room #1

4 Room 1 Task 1

5

6

Room 1 Task 1

Discuss each pair, then highlight the most popular choice.

This	or	That?
1. Allow use of devices in class		1. Forbid devices in class
2. Assess students on their process		2. Assess students on their products
3. Assign students to use AI		3. Forbid students from using AI
4. Use AI detectors		4. Don't use AI detectors
5. Use AI for initial brainstorming		5. Use AI for revisions to finished work
6. Use AI to give feedback to students		6. Give feedback to students personally

Comments (optional):

Click to add speaker notes

Windows Taskbar

12:55 AM 4/2/2025

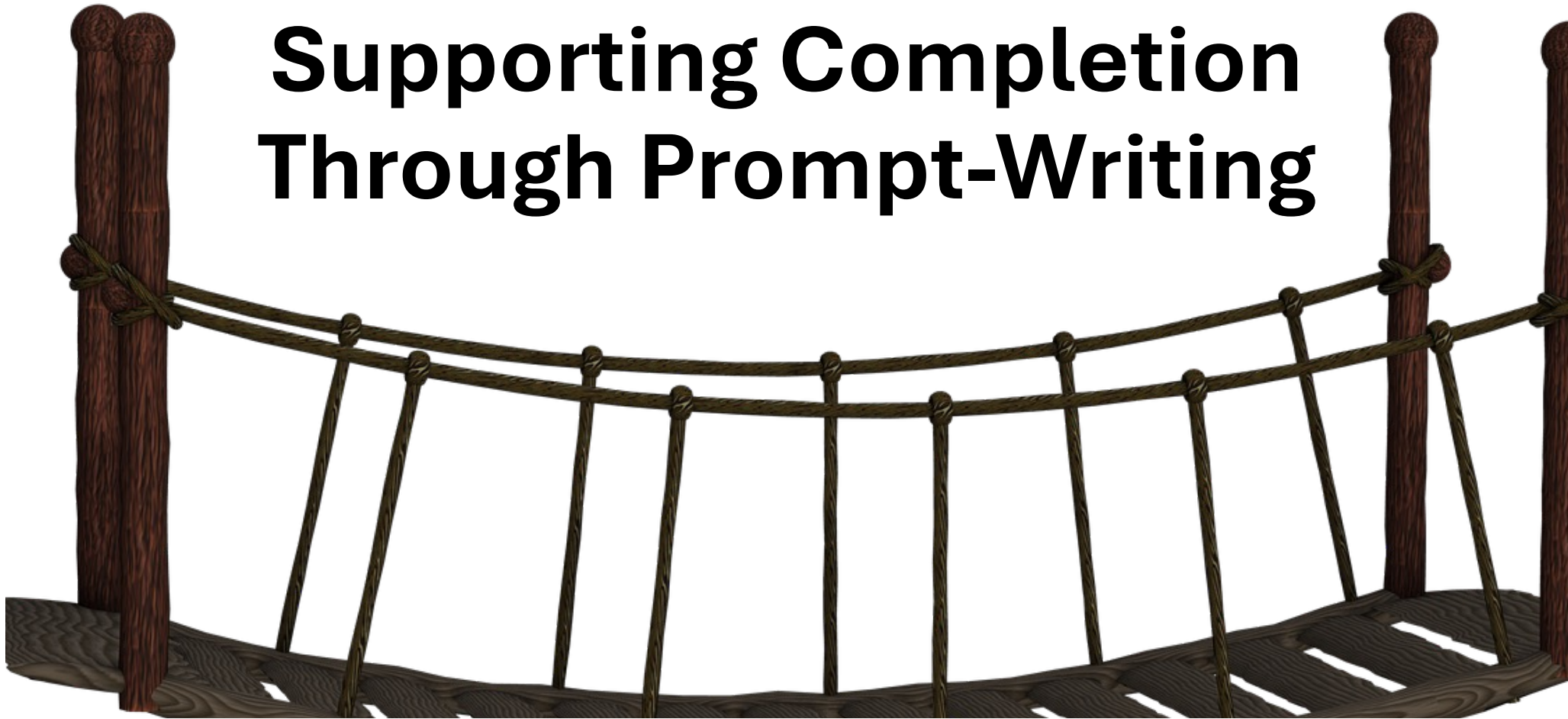
Room 1 Task 1

Discuss each pair, then highlight the most popular choice.

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6. Use AI to give feedback to students		6. Give feedback to students personally

Comments (optional):

Task 2: Supporting Completion Through Prompt-Writing



How can AI help us help students
finish their studies?

New Thread Ctrl I

🔍 Home

🌐 Discover

📖 Library

🔑 Sign in

Sign Up

why do community college students in california drop out?

🔗 Sources

California Community Colleges suffer low completion rates

🗨️ insidehighered · 1

New Study: 70% of California Community College Students Fail

🌐 communitycolleg... · 2

Should I drop out of my four-year to enroll in a community college for ...

🗨️ reddit · 3



View 3 more

🌟 Answer

Community college students in California face several challenges that contribute to the high dropout rates. Here are some key factors identified in recent studies and reports:

Low Completion Rates and Demographic Disparities

- Only 14% of Latinx students, 9% of Black and Native American students, and 17% of white students who started college in 2015-16 completed their studies within four years. Asian students had the highest completion rate at 21% ¹ ².

⊕ Ask follow-up



Pro



📄 Download



Lack of Student Preparedness

Some Approaches to Supporting Completion

- Make support services more visible
- Place students into credit-bearing courses
- Encourage students to earn at least 20 credits in their first year and pass core courses like English and math within two years
- Respond to "red flags" indicating a student is at risk of dropping out

How can we use AI to...

Make support services more visible?



What are Some Ways of Making Support Services More Visible?

(please answer in the chat)

Next: Writing a prompt

Note: With a few words, we can get big results...

.... but are they good results for your students?
How do you know?



ChatGPT

Explore GPTs

Today

Vocab Quiz and Answers

March

Improve Writing Feedback

Writing Tutor Feedback

Socratic Writing Tutor Assistance

Writing Tutor Feedback

Socratic Writing Tutoring: Feedback

Writing Tutor Feedback

Writing Tutor Provides Feedback

ESL Writing Tutoring Session

Upgrade plan

Get GPT-4, DALL-E, and more

ChatGPT

ST

vocabulary quiz

Sure, I'd be happy to help with a vocabulary quiz! Here's a quiz with ten questions. Each question has a multiple-choice format. Choose the word that best matches the definition given.

Vocabulary Quiz

1. Ephemeral

- a) Lasting for a very short time
- b) Extremely large or extensive
- c) Not able to be understood
- d) Lacking significance or importance

2. Superfluous

- a) Absolutely necessary
- b) Extra and unnecessary
- c) Open to more than one interpretation



Message ChatGPT



Individualized tutoring

open.ai/
Ethan Mollick:

<https://openai.com/blog/teaching-with-ai>



Research ▾ API ▾ ChatGPT ▾ Safety Company ▾

D. Create an AI tutor

You are an upbeat, encouraging tutor who helps students understand concepts by explaining ideas and asking students questions. Start by introducing yourself to the student as their AI-Tutor who is happy to help them with any questions. Only ask one question at a time.

First, ask them what they would like to learn about. Wait for the response. Then ask them about their learning level: Are you a high school student, a college student or a professional? Wait for their response. Then ask them what they know already about the topic they have chosen. Wait for a response.

Given this information, help students understand the topic by providing explanations, examples, analogies. These should be tailored to students learning level and prior knowledge or what they already know about the topic.

Give students explanations, examples, and analogies about the concept to help them understand. You should guide students in an open-ended way. Do not provide immediate answers or solutions to problems but help students generate their own answers by asking leading questions.

Ask students to explain their thinking. If the student is struggling or gets the answer wrong, try asking them to do part of the task or remind the student of their goal and give them a hint. If students improve, then praise them and show excitement. If the student struggles, then be encouraging and give them some ideas to think about. When pushing students for information, try to end your responses with a question so that

Better prompts may yield more useful output

It's about giving instructions.

- Remember: Generative AI is designed to be interacted with as if it were a person
- We tend to get better results when we can clearly communicate what we want
- Good news: As teachers, giving instructions is what we do

What do good instructions look like?

(our thoughts, in the chat)

Some ways of making an effective prompt:

- Describe the topic and the context, in detail
- Give the AI a role (e.g., “You are an expert in ____.”)
- Give precise, concise instructions
- Give examples of what output you want
- Detail the (length, style, formatting, etc.) of the output
- Give relevant information or data to produce the output
- Repeat crucial parts of the instructions
- **Also:** Be iterative- create the best output over several exchanges
- **Also:** Give feedback when a response is not on target

From Abram Anders and Emily Dux Speltz:

https://docs.google.com/presentation/d/e/2PACX-1vSeafxUIRJ9wr8CFqR8nGFG7ioAfnHx1kbWH756-dWXOvpwr9R_8PhhPk0QjT5pVM-kLKobi0LM2200/pub?start=false&loop=false&delayms=3000&slide=id.g2c8e2147926_0_802

Task 2:

Prompt-Writing Challenge

Let's take a look...

AI Challenges 040225 - Google

docs.google.com/presentation/d/1D9yBWkBCSOTrwFcPBKcgrfKntaHOXaeXaHEe9PP0vs4/edit#slide=id.g3478875153a_0_37

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Draftback (4 revs)SlideshowShare

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7Task 2: Prompt-Writing Challenge

8Prompt-Writing Challenge: Overview

9Scenario and Possibilities

10Prompt-Writing Challenge: Our Answers

11Write. Some ways of making an effective prompt

12Prompt-Writing Challenge: If You Have Time

Room 1 Task 2

Prompt-Writing Challenge: Overview

You will work with your team to **create an ideal AI prompt**.

Note: You will not actually use AI. You are only making a prompt.

On the next slides, you will:

1. Read the scenario and look at some possibilities
2. Decide upon the kind of content you would like to generate
3. Collaboratively create a prompt for generating that content
4. Make improvements to your prompt

Search

1:01 AM 4/2/2025

AI Challenges 040225 - Google

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Room 1 Task 2

Scenario and Possibilities

Problem: Students don't know about their college's services, as listed at <https://www.saddleback.edu/student-support>.

You want to use AI to raise awareness. **Possibilities** include creating:

- a quiz about the web page or a hunt to search for specific information
- a summary of the page
- a script for a video in which two students talk about the services
- a creative activity that gets students to engage with the information
- connections between the page and your course, to embed in a lesson

(Remember: At this point we are only interested in the prompt you would create, not the actual materials.)

Search

1:01 AM 4/2/2025

AI Challenges 040225 - Google

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AI Challenges 040225

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Menus

Background Layout Theme Transition

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Task 2:
Prompt-Writing Challenge

Prompt-Writing Challenge: Overview

Scenario and Possibilities

Prompt-Writing Challenge: Our Answers

Write. Some ways of making an effective prompt

Prompt-Writing Challenge: If You Have Time

Room 1 Task 2

Prompt-Writing Challenge: Our Answers

- What do you want to create? (A quiz? A hunt? A summary? etc.)

We will generate a:

- Together, write a **single AI prompt** that will produce the material you've chosen.

Our prompt (first draft):

- Look at the hints on the next slide. Identify suggestions that you can incorporate into your prompt. Then, revise your prompt.

Our prompt (revised version):

Search

1:01 AM
4/2/2025

AI Challenges 040225 - Google

docs.google.com/presentation/d/1D9yBWkBCSOTrwFcPBKcgrfKntaHOXaeXaHEe9PP0vs4/edit#slide=id.g3478875153a_0_54

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Draftback (*revs)SlideshowShare

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Room 1 Task 2

Hints: Some ways of making an effective prompt

- Describe the topic and the context, in detail
- Give the AI a role (e.g., "You are an expert in ____.")
- Give precise, concise instructions
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- Repeat crucial parts of the instructions
- Also:** Be iterative- create the best output over several exchanges
- Also:** Give feedback when a response is not on target

Search

1:02 AM 4/2/2025

Welcome Back!

In the chat:

What do you like about your group's prompt?

Is it always important to write prompts carefully?

- At the outset, many proclaimed that an essential and lucrative career of the future would be “prompt engineering”
- As AI improves, the need for carefully constructed prompts may be diminishing

Vibe Coding ... Vibe Prompting

Start with a general prompt to get in the vicinity of what you want.

Next, improve your results by making more specific requests.



ChatGPT 4o

Sure! Can you tell me a little more so I can make the right kind of vocabulary quiz for you?

- What level are the students? (e.g., beginner, intermediate, advanced, CEFR level)
- What topic or theme is the vocabulary from? (e.g., travel, food, business, academic)
- How many questions do you want?
- What kind of format? (e.g., multiple choice, fill in the blank, matching, definitions)

Once I know that, I'll make you a great quiz!



The Case for Thinking Before Prompting



We often don't know what we think until we write.

Carefully writing a prompt can help us clarify our thinking and set clear objectives.

If we don't establish what we want
beforehand:

- We are at risk of accepting something that seems good enough without critically determining what actually suits our needs.
- We are not using our own expertise and experience to the greatest advantage.
- We might be more accepting of slop.



Task 3: Sad LeBâc's Dilemma

AI detectors indicate that many of the students in his advanced ESL class used AI to complete their assignments.
What went wrong?

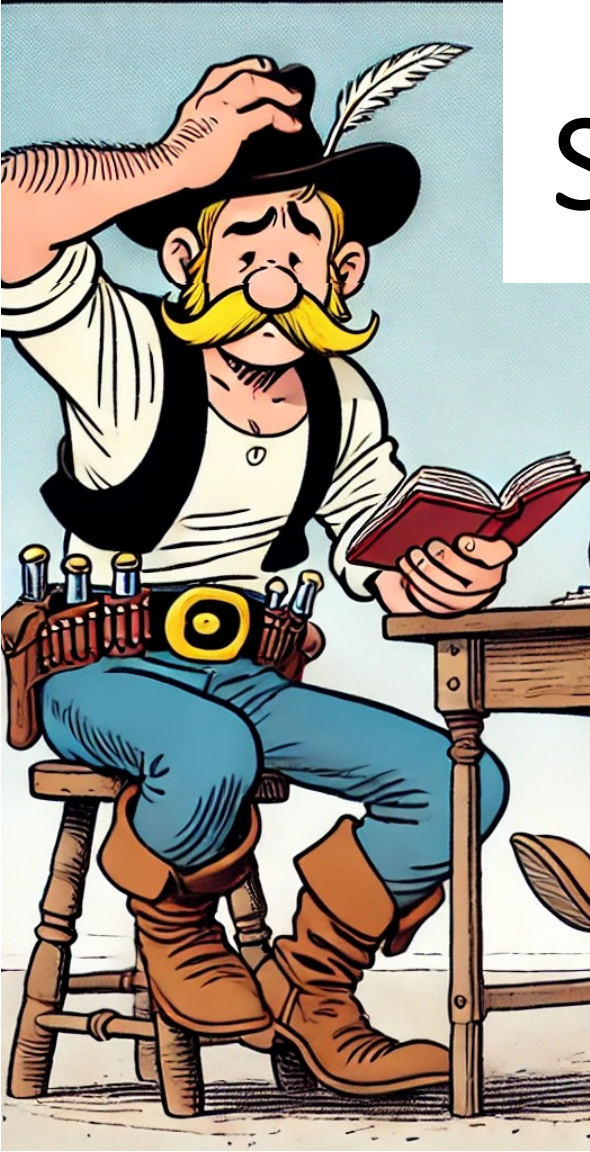


Professor Sad LeBâc's Day 1 Homework Assignment

Homework: Write a 1,000-word essay on 'The Importance of Technology in Our Lives.'

1. Your essay must be submitted by tonight at 11:59pm.
2. Your essay should have perfect grammar, spelling, and punctuation.
3. Use advanced vocabulary and make your essay sound professional.
4. This is an individual project; do not collaborate with classmates or use outside assistance.
5. This essay will count as your first major assignment grade.
6. Make connections to [this article](#) and [this article](#).

1. What happened? Why did students seem to use AI so much?
2. What advice would you give Professor LeBâc?

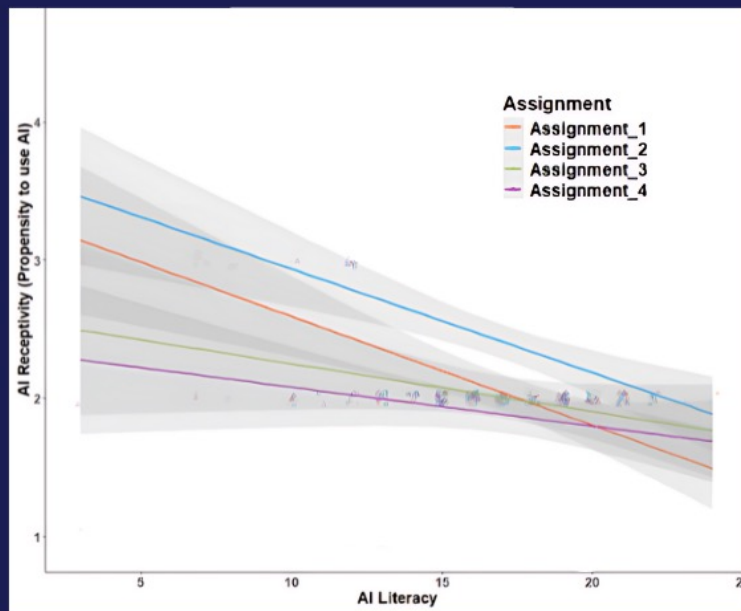


Some Strategies

- Reduce time pressure
- Increase transparency
 - Break assignments down
 - Provide rubric
 - Provide examples
- Make it personal
- Get buy-in
- Process tracking
- AI detector caution
- Offer AI guidance

Lower Student AI Literacy Predicts Higher Propensity to Use AI on Assignments

Lower AI literacy predicts higher propensity to use AI for students





Men and students with lower GPAs much more likely to be “very knowledgeable” about AI.

The unpleasantness of thinking: A meta-analytic review of the association between mental effort and negative affect



David, L., Vassena, E., & Bijleveld, E. (2024). The unpleasantness of thinking: A meta-analytic review of the association between mental effort and negative affect. *Psychological Bulletin*, 150(9), 1070–1093. <https://doi.org/10.1037/bul0000443>

Influential theories in psychology, neuroscience, and economics assume that the exertion of mental effort should feel aversive. Yet, this assumption is usually untested, and it is challenged by casual observations and previous studies. Here, we meta-analyze (a) whether mental effort is generally experienced as aversive and (b) whether the association between mental effort and aversive feelings depends on population and task characteristics. We meta-analyzed a set of 170 studies (from 125 articles published in 2019–2020; 358 different tasks; 4,670 unique subjects). These studies were conducted in a variety of populations (e.g., health care employees, military employees, amateur athletes, college students; data were collected in 29 different countries) and used a variety of tasks (e.g., equipment testing tasks, virtual reality tasks, cognitive performance tasks). Despite this diversity, these studies had one crucial common feature: All used the NASA Task Load Index to examine participants' experiences of effort and negative affect. As expected, we found a strong positive association between mental effort and negative affect. Surprisingly, just one of our 15 moderators had a significant effect (effort felt somewhat less aversive in studies from Asia vs. Europe and North America). Overall, mental effort felt aversive in different types of tasks (e.g., tasks with and without feedback), in different types of populations (e.g., university-educated populations and non-university-educated populations), and on different continents. Supporting theories that conceptualize effort as a cost, we suggest that mental effort is inherently aversive. (PsycInfo

With Great Possibility
Comes Great Responsibility

- AI can support learning, but there are risks
- Students need guidance
- We can help



Easy Canvas Quizzes from AI

How can we leverage AI to enhance learning through assessments?

How to Learn

make it stick

**When we have more
tests in a class,
students learn more.**

The Science of

Peter C. Brown

Henry L. Roediger III

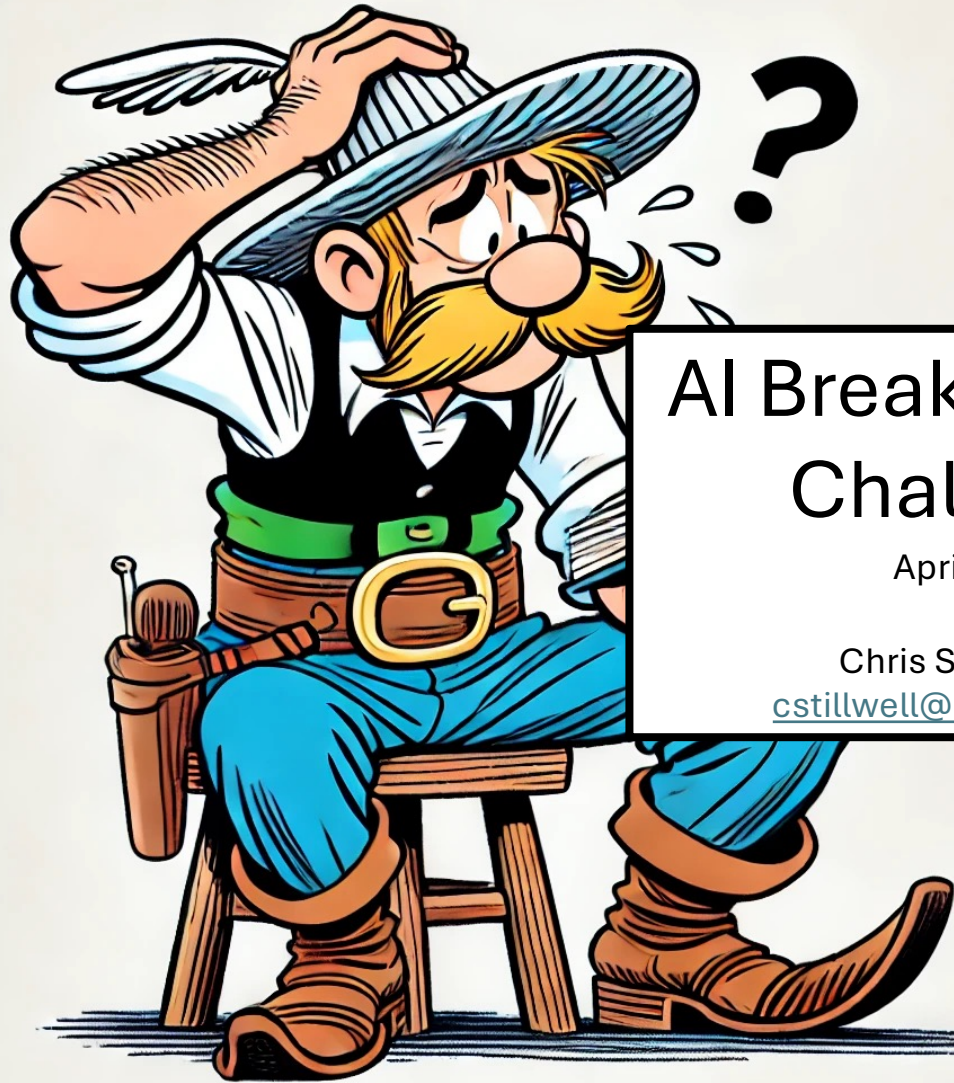
Mark A. McDaniel

“Simply including one
lds a
t in final
gains
continue to increase as the
frequency of classroom
testing increases.”

-p. 44

Build and Import a Canvas Syllabus Quiz

- Use AI to generate a quiz that follows the formatting rules specified here:
https://www.nyit.edu/its/canvas_exam_converter
- Paste the quiz into the site above. After you fix any issues with the content or formatting of the questions, you can create a QTI file
- Go to Canvas and “Import Existing Content” to import the QTI file



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