



**COLLEGE & CAREER
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Using Generative AI for Lesson Planning and Material Design & Development 2023 COABE Atlanta: Session Five

Presented by: Kristin Erhard

February 13th, 2024

**AI Bots are
prohibited in all
NCCC SO virtual
meetings.**





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Kristin Erhard



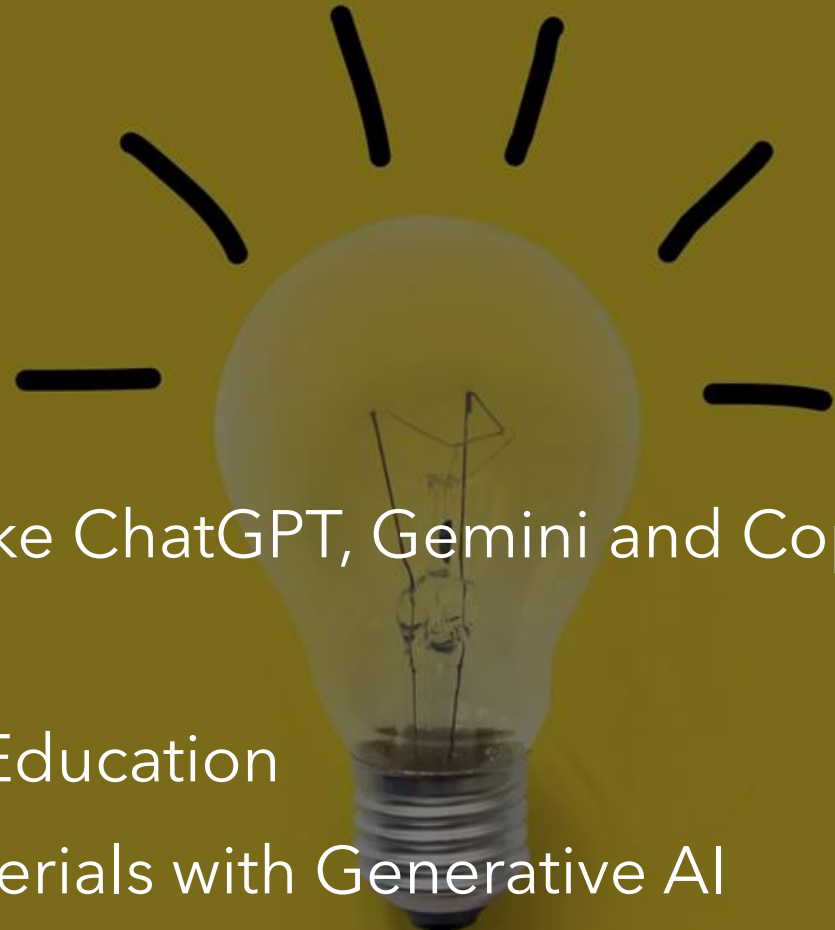
ARTIFICIAL INTELLIGENCE AND ADULT EDUCATION:

Using Generative AI to Create Lessons and Instructional Materials

Kristin Erhard

Asheville-Buncombe Technical Community College

TODAY'S AGENDA



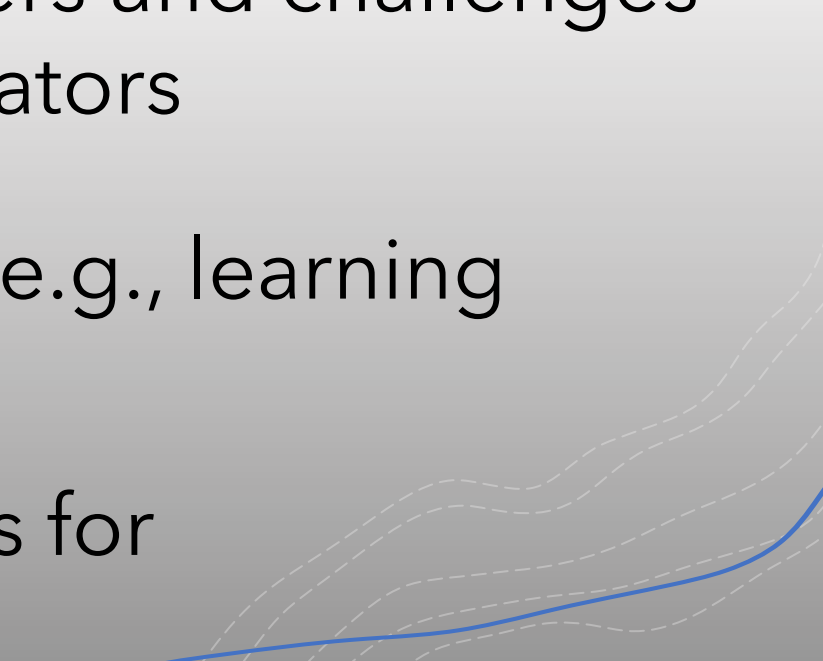
- What is Generative Artificial Intelligence like ChatGPT, Gemini and Copilot?
- Challenges in Adult Education
- How Generative AI Can Be Used in Adult Education
- Developing Lessons and Instructional Materials with Generative AI
- Ethical Considerations
- Breakout Room Discussion & Activity: Experimentation Time with Generative AI and Consider How You Might Use Generative AI in Your Classroom
- Q&A

What is Generative Artificial Intelligence (AI)?



- + ChatGPT / Bard (now called Gemini) and Bing (now called Copilot) are open-access Artificial Intelligence platforms
- + AI was made by teaching a computer to talk like humans by showing it lots of text from the internet.
- + Generative AI works by guessing what words come next in a conversation, using what it learned from all that text (called a "large language prediction model").
- + This helps generative AI give answers and have chats that sound like a person talking

Challenges in Adult Education

- Diverse learner backgrounds, interests and motivations
 - Varying skills levels amongst learners and challenges of effective differentiation for educators
 - Diverse learning styles and needs (e.g., learning differences and language barriers)
 - Lack of support, time and resources for learners and educators
- 

How Can Generative AI Be Used in Adult Education?

- Creating contextualized and personalized lesson plans and instructional materials in a matter of minutes
- Teaching and Homework Support
- Language Learning Practice
- Research and Information Retrieval
- Writing and Editing Assistance
- Accessibility Support
- Virtual Discussion Partner
- And anything else you can dream of!



Developing Lesson Plans and Instructional Materials With Generative AI



The Top 3 Generative AI Chatbots: ChatGPT, Copilot and Gemini

ChatGPT

<https://chat.openai.com/>

Gemini (previously called Bard)

<https://gemini.google.com>

Copilot (formerly Bing Chat)

<https://copilot.microsoft.com/>

Comparing ChatGPT, Gemini and Copilot for creating lesson plans and instructional materials

Feature	ChatGPT	Gemini	Copilot
Generative capabilities	Generates text and code, no images	Generates text, code and images	Generates text, code and images
Access to current events / up-to-date information?	Limited to events before January 2022 for free version	Yes	Yes
Accuracy	Use with care	Use with care	Use with care

How to Use ChatGPT to create lessons plans, resources and activities

Step 1: Create a free ChatGPT account here <https://chat.openai.com/>

Step 2: Enter commands / instructions in ChatGPT to create lesson plans and content (worksheets, readings, information gap and jigsaw activities, dialogues, skits, etc.) for your classes.

TIPS:

- Be as specific as possible about the who / what of your request.
- Ask ChatGPT / AI to refine its output with further instructions. Provide an example of what you are seeking.
- Don't put too many orders in one request. Instead, make a request with one or two orders and after it generates the content, ask the AI to refine and expand and create more. From there, you do the editing onto a Google Doc or Word Doc.
- Include NC ABE / ASE Content Standards to generate tailored lessons and content.
- Contextualize and personalize the content / lessons to the interests of your students and the themes of your lessons.

Let's try out Generative AI!

ChatGPT

<https://chat.openai.com/>

Gemini (previously called Bard)

<https://gemini.google.com>

Copilot (formerly Bing Chat)

<https://copilot.microsoft.com/>

Bing AI- powered Search Engine

<https://www.bing.com/>

North Carolina College
and Career Readiness
Standards

[Adult Basic Education](#)

[Adult Secondary
Education](#)

Input example:

Create a 2-hour lesson plan with a worksheet and 10 word problems about car racing and include multisensory activities for adults preparing for the GED exam and include MA 4.3.4 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context to the data.

ChatGPT output:

<https://chat.openai.com/share/e22df1f1-21b5-4415-b0a1-55650e49e62f>



Create a 2-hour lesson plan with a worksheet and 10 word problems about car racing and include multisensory activities for adults preparing for the GED exam and include MA 4.3.4 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context to the data



Lesson Plan: Understanding Linear Models in Car Racing



Objective:

By the end of this 2-hour lesson, adult learners will be able to interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of car racing data. Additionally, they will practice these skills through multisensory activities and word problems relevant to real-life scenarios.

Materials:

1. Whiteboard and markers
2. Projector and screen
3. Printed worksheets (one per learner)
4. Calculator
5. Toy cars or images of cars
6. Racing track or a drawn track on a large piece of paper
7. Stopwatch
8. Graph paper
9. Chart illustrating linear models

Lesson Plan:

Introduction (15 minutes):

What Can I Create with AI? (ChatGPT / Gemini / Copilot)

Customized and contextualized exercises and word problems

Worksheets / practice problems

Skits / Dialogues with target vocab

Math / Grammar Explanations with examples

Adjust the reading levels of texts and identify and define key vocabulary (differentiation)

Cloze Exercises

Context clues exercises

Project Descriptions and Guidelines

Sample Essays and writing

Information Gaps

Jigsaw Readings

And really any text-based content you can think of!

Dialogue with phrasal verbs



write a dialogue using the following phrasal verbs: ask out, bring up, call back, call off, cheer up, cut out, drop by, figure out, get along with, kick out of, look after, pick out, put away, put up with, show up, run into, take after, think over



John: Hey Sarah, I've been meaning to ask you out. Would you like to go to the movies with me this Saturday?



Sarah: Oh, John, I'm flattered! I'd love to go out with you. But before we make plans, there's something I need to bring up. I have a pet cat that I need to look after. Is that something you can handle?

John: Absolutely! I'm a big animal lover, so I'll have no problem taking care of your cat while you're away. Now that we have that sorted out, let's plan for the movies. I'll pick you up at 7 p.m. on Saturday.

Sarah: Sounds good! But, John, I just remembered that I promised my friend I would drop by her house on Saturday evening. Do you mind if we call off the movie date and reschedule for another day?

John: No problem at all, Sarah. Things happen, and it's important to be flexible. We can definitely call off the movie and figure out another time for both of us.

Regenerate response

Send a message.



Grammar Explanation of "Shall" with examples and practice exercises

<https://chat.openai.com/share/437b91e0-2daf-4c34-98ae-cef562a23653>



1. "Shall we go for a walk in the park?" - In this example, "shall" is used to make a suggestion or propose an activity. It is a polite way to ask if the listener would like to join the speaker for a walk.
2. "I shall do my best to finish the project on time." - Here, "shall" is used to express a future intention or determination. The speaker is indicating their commitment to completing the project within the given timeframe.
3. "Shall I open the window for some fresh air?" - In this case, "shall" is used to offer assistance or ask for permission. The speaker is asking if they have the listener's consent to open the window, potentially to improve the air quality.
4. "We shall not tolerate any form of discrimination in this company." - "Shall" is used here to express a strong policy or rule. The sentence communicates a firm stance against discrimination and emphasizes the company's commitment to maintaining an inclusive environment.
5. "Shall we dance?" - This is a classic example of "shall" being used to make a suggestion or extend an invitation. The speaker is proposing dancing as an activity, often in a social context such as at a party or a formal event.

In general, "shall" is used to indicate suggestions, offer assistance, seek

Send a message.

Jigsaw Reading Explanation and Instructions

<https://chat.openai.com/share/bfaf778d-8bbb-4758-848a-02abd1565902>

KW

explain how to instruct a class of 15 high intermediate english language learners how to do a jigsaw reading



Sure, here's how you can instruct a class of 15 high intermediate English language learners how to do a jigsaw reading:



1. Introduce the concept of jigsaw reading: Begin by explaining what a jigsaw reading activity is and why it's useful. Tell the students that they will work in groups and each group will be responsible for reading a different text and then sharing their findings with the other groups.
2. Assign texts: Choose 3 or 4 texts on the same topic and assign each text to a different group. Make sure that the texts are of a suitable difficulty level for high intermediate English language learners.
3. Provide instructions: Give each group a set of instructions for their reading task. These should include specific questions or tasks that they need to complete while reading the text, such as identifying key vocabulary, summarizing the main points, or finding examples of a particular grammatical structure.
4. Allocate time: Set a time limit for the reading task, depending on the length and complexity of the texts. Encourage students to work efficiently and stay focused on their assigned task.
5. Regroup: After the reading task

Regenerate response

students so that each new

Send a message.



Cloze exercise with target vocabulary



make a cloze exercise using decisive, emotional, reason (noun), priority, compromise, regretful and anxious



Certainly! Here's a cloze exercise using the provided words:



Cloze Exercise Worksheet:

Making a _____ is a crucial step in any decision-making process. Some people tend to be more _____ and let their emotions guide them, while others rely on their powers of _____.

It's important to set clear _____ in your life to avoid feeling overwhelmed. However, sometimes, you may need to _____ on your priorities when unexpected situations arise.

In the end, if you rush into a decision without considering all options, you might end up feeling _____. It's natural to be _____ before making important choices, but remember that a well-thought-out decision can alleviate anxiety and minimize _____.

Answer Key:

1. decision
2. emotional
3. reason (noun)
4. priorities
5. compromise

Regenerate

Let's do it together!

Your task: Type in a suggestion of a ChatGPT prompt in the Zoom chat. I will test some of the prompts on our shared screen to see what ChatGPT generates and tailor the wording to maximize results.

Examples:

- Create 5 word problems about ratio and percentage related to soccer and the World Cup for an adult secondary education learner preparing for the GED exam with a 10th grade math level.
- Explain the difference between *make* and *do* and create a worksheet with 10 practice exercises for high-intermediate English language learners.

Ethical Considerations with AI in the Classroom

1. Bias and Fairness

2. Transparency and Accountability

3. Digital Literacy

4. Guarding Against Plagiarism and Improper Use

5. Teaching Ethical AI Use

6. Equity, Inclusivity, Accessibility and Access



Thank you for your time and attention!

I sincerely hope this revolutionizes your teaching and classroom.

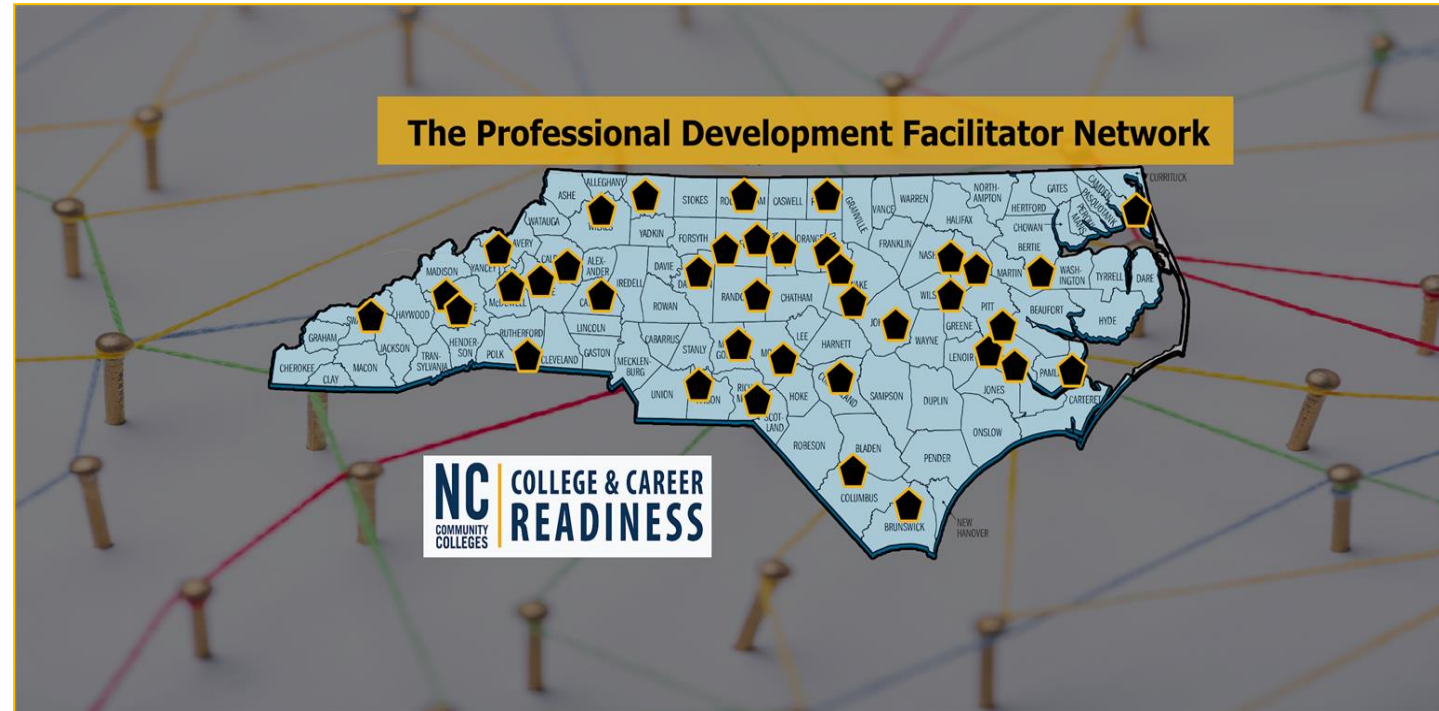
If you have any questions, please feel free to contact me at
kristineerhard@abtech.edu



Questions?

Feel free to ask in the chat.

You can also contact me at:
kristineerhard@abtech.edu





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December 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28 1:00 pm - 3:00 pm Event Registration Registration	29	30 1:00 pm - 3:00 pm Fundamental Principles of Effective Adult English Language Instruction	1	2
3	4	5 1:00 pm - 3:00 pm Criminal Justice Law Enforcement Academy Academy	6	7 1:00 pm - 3:00 pm Criminal Justice Law Enforcement Academy Academy	8	9
10	11	12	13	14 1:00 pm - 3:00 pm Criminal Justice Law Enforcement Academy Academy	15	16
17	18	19	20	21 1:00 pm - 3:00 pm Criminal Justice Law Enforcement Academy Academy	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

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College & Career Readiness Blog

Student Success Story from Pitt CC

January 27, 2024

Read about Solomon Tyson's successes at Pitt Community College!



Submitted by Melissa Morlock, Director of Transitional Studies

"The struggle will lead to a better you," Solomon Tyson, a 20-year-old OED graduate explains. "Everything happens for a reason. Even though life isn't easy, never give up."

Solomon lives a better about life being rough. He moved to Pitt County from Atlanta, Georgia after being in foster care and residing with adoptive families. At 15, he was living in a homeless shelter with no place to stay, however, he knew that he wanted a better life for himself and believed that he would be able to achieve it.

At the homeless shelter, he met someone who knew Ms. Teresa Stator, program coordinator in Transitional Studies at Pitt CC, and referred Solomon to her. With her help, he enrolled in A&E classes with Ms. Melvin Keyes. In July 2023 he graduated with a OED.

We worked with OED to find housing and is currently working a part-time job at Burger King, saving up for a new apartment, and seeking towards enrolling in college.

When asked what he would like to do, Solomon has a difficult time narrowing it down. "Building, Art, Biochemistry, or Graphic Design," he says, all in one breath. He did say that his true passion is music. He would love the opportunity to write and produce music. He said that he loves to write lyrics.

Solomon recently stopped by to check in with Ms. Stator and told her that transitional studies makes him feel good because it feels like family. We are so proud of all of our students and Solomon!

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NC's Roadmap for Disseminating Instructional Best Practices and Prioritizing Local Professional Development Monday 03/18 (3:50 - 5:00 in CANAL E)

Penelope Radcliffe, Beaufort County CC, Dr. Kimberly Gregory, College of the Albemarle, Devonne Jimison, Southwestern CC, and Leigh Davidson & Daniel Loges, NCCC System Office

Developmental Education in Adult Education: Transitioning Adult Learners into Curriculum Courses Tuesday, 03/19 (8:00 - 9:10 in RYMAN BALLROOM BE)

Susan Honeycutt & Londa Pickett, Davidson-Davie CC, and Arbyon Cooper, NCCC System Office

Federal-State-Local: NC's Journey to State-Wide Implementation of the Standards-In-Action Virtual Institute

Tuesday, 03/19 (2:00 - 3:10 in CANAL E)

Carolyn Briggs-Gaul, Durham Literacy Center, Kevin Johnson, Lenoir CC, Gina Coffey, Mayland CC & Caldwell CC & TI, and Leigh Davidson & Daniel Loges, NCCC System Office

NC Representation at COABE 2024!

If you are attending the 2024 COABE Conference in Nashville, please complete our [brief survey](#) so we can stay in touch.

Support your peers, your colleagues, your directors, and your friendly system office team while they share all of the incredible things NC has done and is continuing to do on a national platform!



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Basic Skills Plus and Other Funding Mechanisms

April 18th

Career Pathways Series

Instructor credentialing courses

CORE

March 25 – May 31, 2024

SIA *(Standards-in-Action)*

March 26 – June 11, 2024

