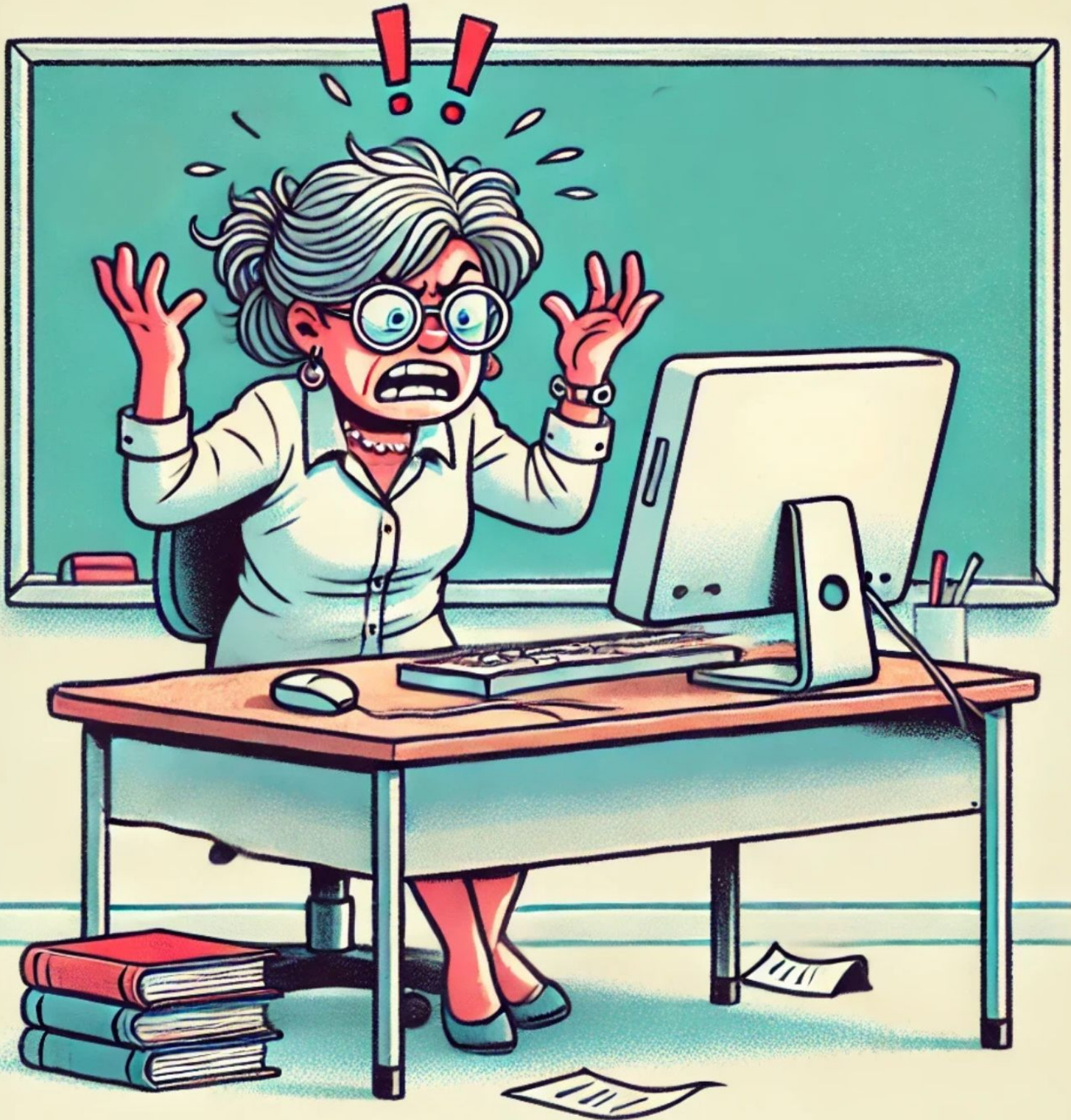


13 REASON WHY



TEACHERS ARE ALREADY AI EXPERTS

13 Reasons Why Teachers Are Already AI Experts

Teachers possess skills that make them natural experts in using AI tools. Their classroom strategies align perfectly with effective AI interaction techniques. Here are 13 classroom techniques that you do every day, probably without knowing it, that also should be done when getting the best out of AI.

1. Establishing Context

- **In the Classroom:** A skilled teacher would never start a lesson without first understanding their students' background knowledge. For instance, before diving into a complex topic like photosynthesis, a teacher might ask, "What do we already know about how plants grow?" This helps the teacher gauge the students' current understanding and tailor the lesson accordingly.
- **With AI:** Similarly, when using AI, it's crucial to provide context before asking complex questions. Instead of jumping in with "How do I teach photosynthesis?", you might start with "I'm planning a lesson on photosynthesis for Year 6 students. They already understand basic plant structure. What are some engaging ways to introduce the concept of plants making their own food?"

2. Using Clear, Specific Language

- **In the Classroom:** Teachers are experts at giving clear, unambiguous instructions. Instead of saying "Do your work," a teacher might say, "Please open your science textbooks to page 42 and read the first two paragraphs silently. When you're done, write down two questions you have about what you've read."
- **With AI:** The same principle applies. Instead of vague requests like "Tell me about plants," use specific prompts such as "Explain the process of photosynthesis in simple terms suitable for a Year 6 student. Include a brief explanation of why this process is important for life on Earth."

3. Asking Open-Ended Questions- IT'S NOT GOOGLE!

- **In the Classroom:** To encourage critical thinking, teachers often use open-ended questions. For example, after reading a story, instead of asking "Did you like the main character?", a teacher might ask "How do you think the main character's actions affected the outcome of the story? Can you think of any other ways they could have handled the situation?"
- **With AI:** Apply this same technique by asking questions that encourage detailed, thoughtful responses. Instead of "Is renewable energy good?", you might ask "What are the potential long-term impacts of switching to renewable energy sources? Consider both environmental and economic factors in your response."

4. Breaking Down Complex Tasks

- **In the Classroom:** A teacher wouldn't simply tell a Year 3 student to "Write an essay about your summer holiday." Instead, they might break it down: "First, let's brainstorm some of your favourite memories from the summer. Now, let's choose three of these to focus on. For each memory, we're going to think about what happened, who was there, and why it was special to you."
- **With AI:** When you have a complex task, break it down into smaller, more manageable prompts. If you're planning a unit on climate change, you might start with "What are

the key concepts a Year 8 student should understand about climate change?”, then follow up with separate prompts about each concept, asking for activity ideas, common misconceptions, and assessment strategies.

5. **Checking for Understanding**

- **In the Classroom:** Teachers constantly check for understanding. They might ask a student to explain a concept in their own words, or to apply what they’ve learned to a new situation. For example, after teaching about similes, a teacher might ask students to create their own similes to describe objects in the classroom.
- **With AI:** After receiving a response from AI, don’t be afraid to ask for clarification or elaboration. You might say, “Can you summarise the key points you just explained?”, or “Can you give me an example of how this concept might be applied in a real-world situation?”

6. **Providing Examples to Illustrate Points**

- **In the Classroom:** Teachers often use analogies or real-world examples to explain abstract concepts. For instance, when teaching about the water cycle, a teacher might say, “Imagine the ocean is like a giant kettle. The sun acts like the heat on your stove, warming up the water until it turns into steam...”
- **With AI:** When you want a specific type of response, provide an example. You might say, “I’d like an explanation of how a bill becomes a law, similar to this explanation of photosynthesis: [insert your example]. Can you create a similar explanation for the legislative process?”

7. **Adjusting Explanations Based on Responses**

- **In the Classroom:** If a student looks confused after an explanation, a skilled teacher doesn’t simply repeat the same thing louder. Instead, they might try a different approach. If explaining fractions using pizza slices isn’t working, they might switch to using a chocolate bar or drawing diagrams.
- **With AI:** If the AI’s response isn’t quite what you need, don’t be afraid to rephrase your prompt or ask for a different approach. You might say, “That explanation might be too complex for my students. Can you explain the same concept, but imagine you’re talking to a 10-year-old?”

8. **Encouraging Deeper Exploration**

- **In the Classroom:** Teachers often push students to think beyond surface-level answers. If a student says they enjoyed a book, a teacher might ask, “What specific parts did you enjoy? How did those parts make you feel? Why do you think the author included those elements?”
- **With AI:** When AI gives a response, don’t stop at the first answer. Follow up with questions like, “Can you elaborate on [specific point]?” or “What are some alternative perspectives on this issue?” This can lead to more nuanced and comprehensive information.

9. **Being Skeptical and Encouraging Critical Thinking**

- **In the Classroom:** A history teacher examining a historical document with students might ask, “Who wrote this? What was their perspective? Are there any biases we should be aware of? How does this compare with other sources from the same period?”
- **With AI:** Apply this same critical thinking to AI responses. You might ask, “What sources support this information?” or “Are there any potential biases or limitations in this

viewpoint?“ Remember, AI can make mistakes or have outdated information, so it’s crucial to verify important information.

10. **Synthesising Information**

- **In the Classroom:** At the end of a lesson or unit, a teacher might say, “Let’s recap the main points we’ve covered. Can anyone summarise what we’ve learned about [topic]?” This helps reinforce key concepts and shows how different parts of the lesson connect.
- **With AI:** After a series of prompts and responses on a topic, ask the AI to synthesise the information. You might say, “Based on our conversation, can you summarise the key points about [topic]? How do these points relate to each other?”

11. **Adapting to Feedback**

- **In the Classroom:** Teachers adjust their teaching strategies based on student feedback and classroom dynamics, whether verbal or non-verbal.
- **With AI:** When working with AI, teachers can also adapt based on the responses they receive. If an AI-generated resource or explanation isn’t quite right, they can refine their prompts, similar to how they would tweak a lesson plan based on how well students are engaging with the material.

12. **Ethical Considerations and Digital Literacy**

- **In the Classroom:** Teachers often address the importance of ethical behaviour, whether it’s in the context of academic integrity or social interactions.
- **With AI:** Teachers can apply these same principles by being aware of the ethical implications of AI use. This includes understanding data privacy, the limitations of AI, and teaching students about responsible AI use. Encouraging digital literacy as part of the curriculum can be an extension of this parallel.

13. **Continuous Learning and Professional Development**

- **In the Classroom:** Teachers are lifelong learners, constantly updating their knowledge and teaching methods to stay current with educational research and trends.
- **With AI:** Engaging with AI tools is an extension of this continuous learning. Teachers can experiment with new AI tools, explore how they can enhance teaching, and stay informed about the evolving capabilities of AI in education.

Here are some articles where I discuss these ideas.

<https://iste.org/blog/help-students-think-more-deeply-with-chatgpt>

<https://www.schoolmanagementplus.com/edtech/i-let-my-students-write-an-essay-using-chatgpt-heres-what-happened/>