



ARTIFICIAL INTELLIGENCE IN NORTHSHORE

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AI OR HUMAN-GENERATED?



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"The Great Gatsby" by F. Scott Fitzgerald follows the life of Jay Gatsby, a wealthy and mysterious man who throws extravagant parties at his mansion in West Egg, Long Island, during the 1920s Jazz Age. The story is narrated by Nick Carraway, who becomes Gatsby's neighbor and is drawn into his world of wealth and ambition.

Gatsby is deeply in love with Daisy Buchanan, Nick's cousin, who is married to Tom Buchanan, a wealthy but arrogant man. Gatsby and Daisy had a romantic history before she married Tom. Gatsby's lavish parties are an attempt to attract Daisy's attention and win her back.

As the story unfolds, secrets about Gatsby's past and his rise to wealth are revealed. Despite Gatsby's efforts to recreate the past and win Daisy's love, their relationship faces challenges and ultimately tragedy strikes. The novel explores themes of the American Dream, the corrupting influence of wealth, and the illusions of the past.

"The Great Gatsby" is about a guy named Jay Gatsby who's super rich and throws crazy parties. He's in love with a girl named Daisy, but she's married to another rich guy named Tom. Gatsby wants Daisy back, so he tries to impress her with his parties and stuff.

The story is told by Nick, who lives next to Gatsby. As Nick gets to know Gatsby, he learns that Gatsby wasn't always rich and that he has a mysterious past.

Gatsby and Daisy start seeing each other secretly, but things get messy. Tom finds out and confronts Gatsby. There's a big argument, and things go downhill from there.

In the end, there's a tragic accident involving Daisy, Gatsby, and Tom's mistress. It's a story about love, wealth, and how things aren't always what they seem.



Introducing Sora — OpenAI's text-to-video model



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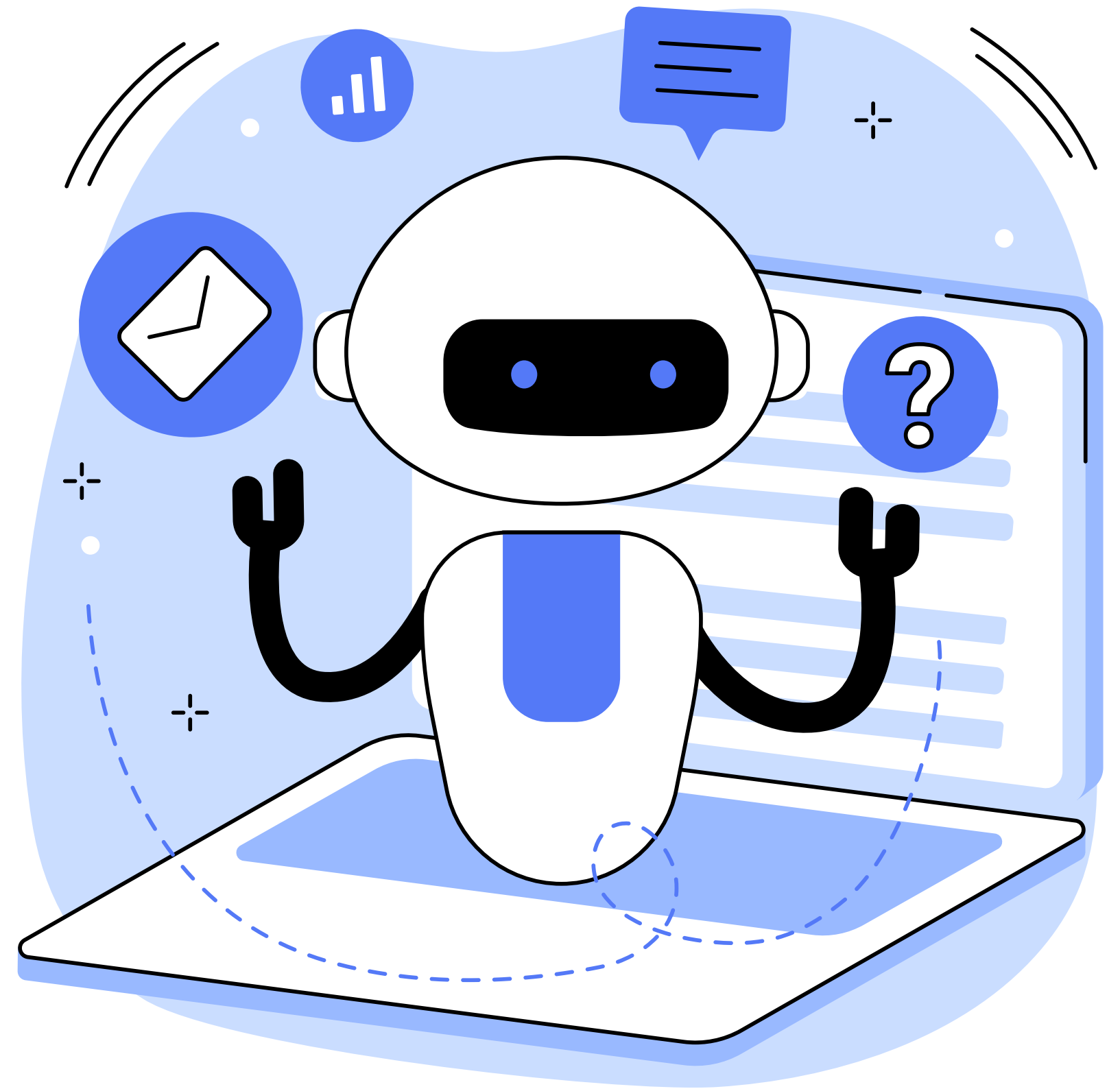
TOPICS



- 1** What is Artificial Intelligence?
- 2** How do we use AI in NSD?
- 3** What problems can AI pose?
- 4** How can we help students use AI?
- 5** Resources and tips for Families

WHAT IS ARTIFICIAL INTELLIGENCE?

Artificial Intelligence (AI) is the use of computer systems to simulate human mental processes, such as interpreting and generating language.



EXAMPLES OF ARTIFICIAL INTELLIGENCE

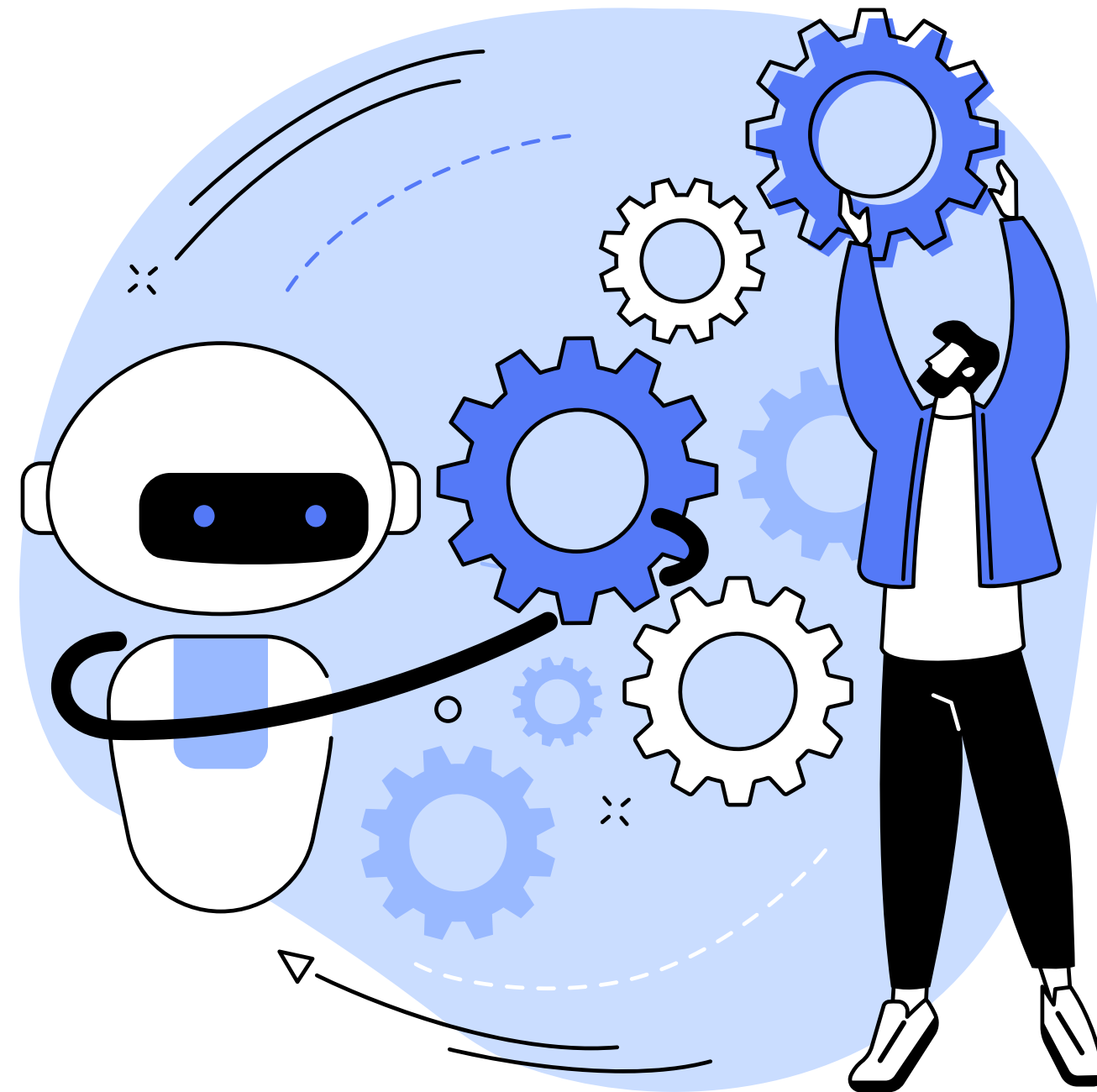
Chatbots

Smart assistants

E-Payments

Search algorithms

Media streaming



Smart cars

Navigation apps

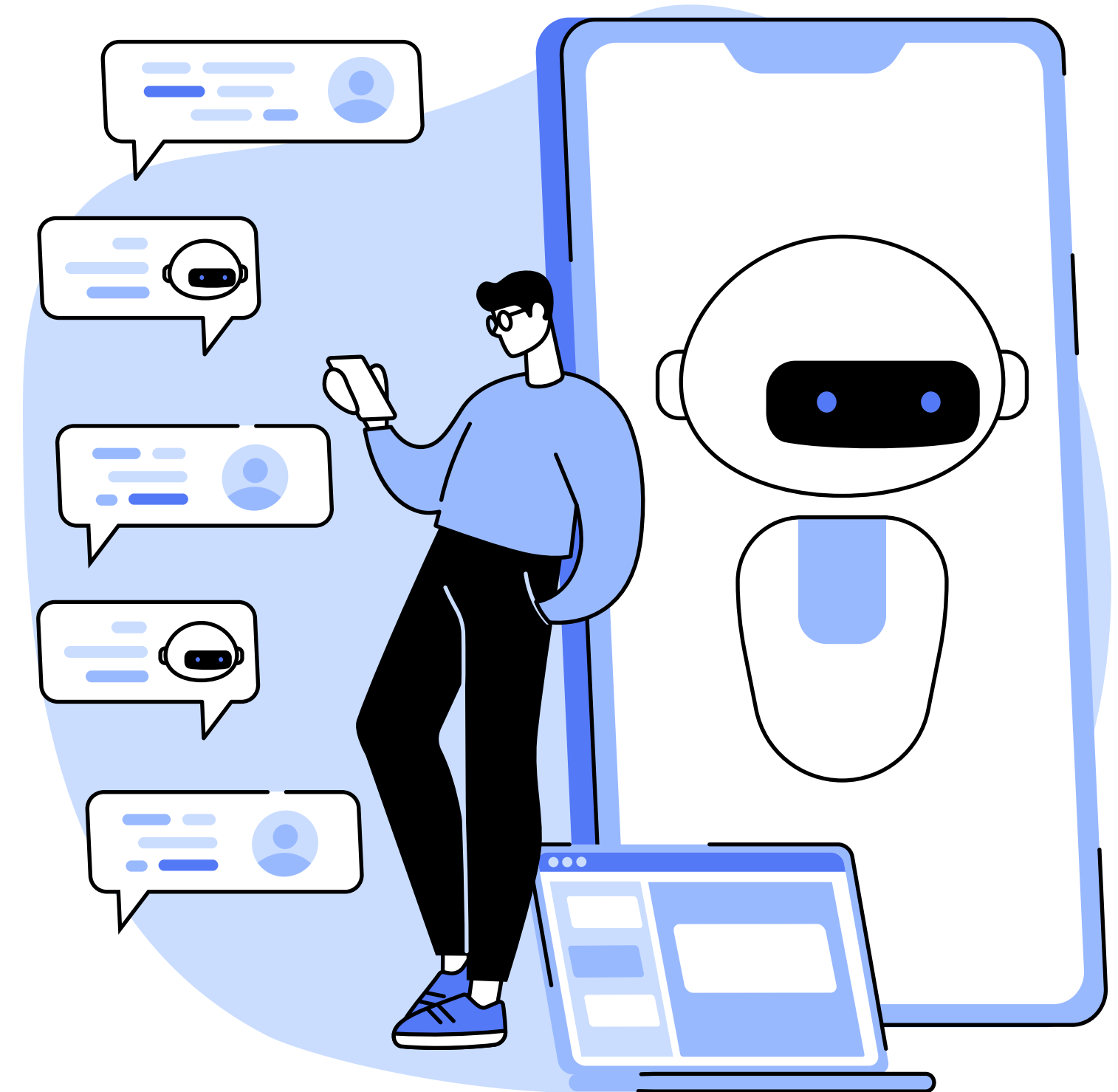
Facial recognition

Text editors

Social media feeds

EDUCATIONAL USE

There are many exciting applications of **AI-Language Models** in the Education space. Let's take a look at some of them.



PRACTICAL USES OF ARTIFICIAL INTELLIGENCE IN EDUCATION

Conversation practice

Students can engage in conversational exchanges with LMs to improve their speaking and listening skills.

Vocabulary development

LMs can provide examples of vocabulary in context, and offer explanations and definitions.

Writing practice

LMs can help students improve their writing skills by giving them writing prompts and feedback.

Math instruction

LMs can provide explanations of algorithms and show steps in problem solving.

LM = Language Model

PRACTICAL USES OF ARTIFICIAL INTELLIGENCE IN EDUCATION

Teaching support

Teachers can use AI to create personalized learning materials for students based on strength and need.

Feedback & grading

AI can provide feedback to students in real time, saving teachers time to work more intensively with individuals.

Tutoring

Chatbots can provide students who need extra support or enrichment tutoring to support their needs.

Text to speech

AI can take spoken word and turn it into written language to support students with language or motor challenges.

LM = Language Model

AI IS NOT...

...going to replace teachers.
...going to solve every problem.
...going away.



ChatGPT 4 ▾



You

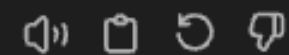
When did The New York Times first report on “artificial intelligence”?



ChatGPT

I couldn't find a specific date for the first mention of "artificial intelligence" in The New York Times from the available sources. You might be able to find this information by searching through The New York Times archive directly, or by accessing a library database that includes historical newspaper articles.

ChatGPT 3.5 ▾



You

When did The New York Times first report on “artificial intelligence”?



ChatGPT

The New York Times first reported on "artificial intelligence" in the mid-1950s. One of the earliest articles mentioning the term appeared on August 8, 1955, titled "The New Navy." It discussed how the Navy was exploring the potential of computers and artificial intelligence in its operations.



AI CAN HALLUCINATE



SUBJECTS

THE NEW NAVY.

Considering that our new navy is, in point of ships, scarcely more than a dozen years of age, it has become quite as formidable as we could hope. The magnificent showing of the fleet during the war with Spain made it a common saying in Washington that "the navy could have anything it wanted."

CONTINUE READING: [PDF](#)**PUBLISH DATE**

April 30, 1902

PAGE NUMBER

3

SHARE EMAIL FACEBOOK

SIXTEEN PAGES.

THE NEW NAVY.

Considering that our new navy is, in point of ships, scarcely more than a dozen years of age, it has become quite as formidable as we could hope. The magnificent showing of the fleet during the war with Spain made it a common saying in Washington that "the navy could have anything it wanted." Not even the unfortunate bickerings into which some naval officers have been betrayed about the crowning naval victory of the war have availed to chill this temper of Congress. The bill reported on Monday from the Naval Committee of the House undoubtedly represents, without real diminution, the demands of the department and of the service. We are by no means under such tremendous bonds as Great Britain to maintain a fleet which shall be able to keep the salt-water highways to our shores open, in war as well as in peace. But we are quietly building or buying up a merchant fleet which will presently give us a

MARCONI and FESSENDEN and puts it in the temper to give them every encouragement. The day has passed when the great discoverer starves unheeded and unappreciated.

COERCION IN IRELAND.

The cable has told us curiously little of a matter which has lately been occupying the House of Commons to an extent only second to the chronic question of the South African war itself. That is the latest acute outbreak of the still more chronic Irish question.

Since England's difficulty has always been Ireland's opportunity, it has seemed strange to foreign observers that the Irish agitators have not seized the conjunction in which a British Government, entirely committed against any enlargement of Irish home rule, had its hands very full in a distant continent to break out in "outrages." According to Mr. WYNDHAM, the Chief Secretary for Ireland, that is, in fact, what they have been doing. In consequence of that, the Lord Lieutenant with the full assent

upon obedience to he should seek an compelling the rail even though he h void by reason of its terms and co Brooklyn Rapid cate the bridge, th lyn connection m priety and large s the Metropolitan pany, which wou glad to avail itse shift the terminal lines from the N bridge, where ther the Plaza on the affords plenty of r railway centre. M THAL would do w be sparing in thre advantage of doin the facilities at tion of the bridge pend either upon original plan or of a moving platf

Site Map

1955 > August > 08

Articles

BRITAIN EXPLOITS ATOMIC MARKET; Takes a Big Lead Over U. S. in Display of Commercial Equipment in Geneva BRIT/ ATOMIC MARKET

Giants Split Pair With Redlegs; CINCINNATI DROPS SECOND GAME, 6-5 Mays' Sacrifice in 9th Wins for Giants -- Redlegs Injured

IN QUEENS PRIMARY TILT; Senator Sweeney Heads Group for O'Connor as Prosecutor

Nixon Asserts Geneva Cut Chances of War

FOE AGAIN SCORES ECHO PARK PROJECT

KNOWLAND SCORES PEIPING'S MOTIVES

YONKERS MEETING TO START TONIGHT; 20,000 Fans Expected to See \$14,400 Thruway Pace, Top Race on Opening Ca

PROBLEMS AI CAN POSE TO EDUCATION

Lack of Personalization

Although AI tools are constantly evolving, they lack the human emotions that are sometimes necessary for effective teaching and learning.

Bias and Discrimination

Bias can occur in AI systems because of the data used to train them. AI algorithms may reflect societal biases, prejudices, and stereotypes.

Dependence on Technology

Both students and teachers may become too dependent on technology, hindering their ability to think critically or solve problems.

Data Privacy and Security

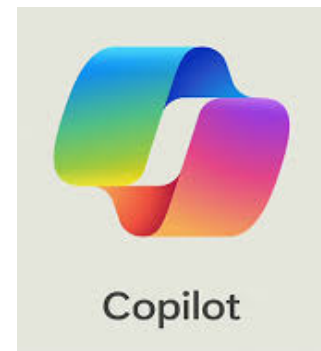
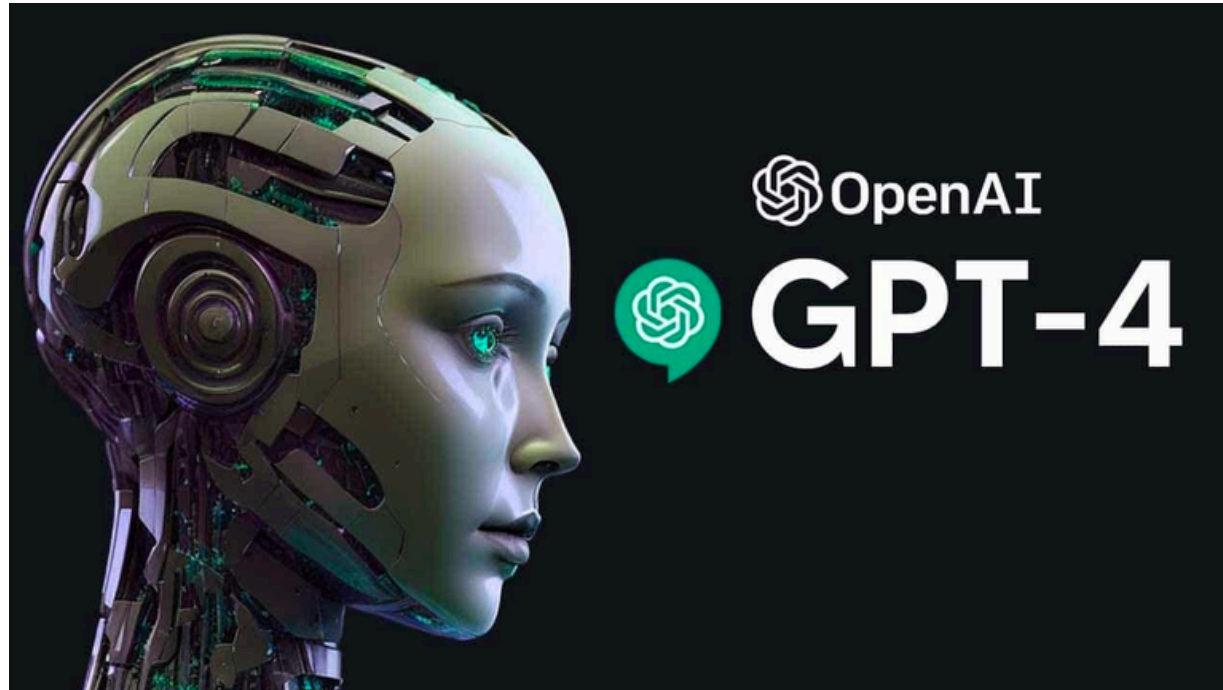
AI-powered tools in general often collect vast amounts of personal data, which might pose a threat to students' privacy and security.

HOW CAN WE HELP STUDENTS USE AI?

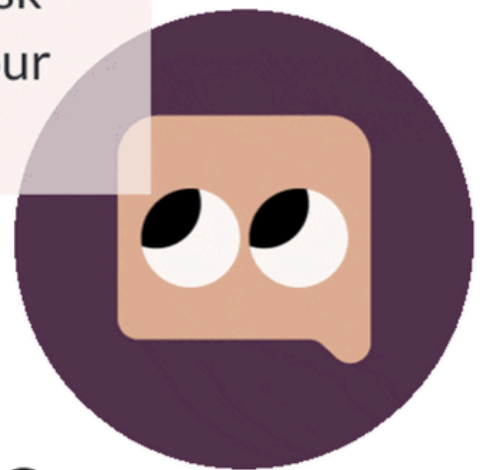
As **Language Models** improve, it can be helpful for educational staff and families to understand and use these tools and help their students learn how to use them effectively.



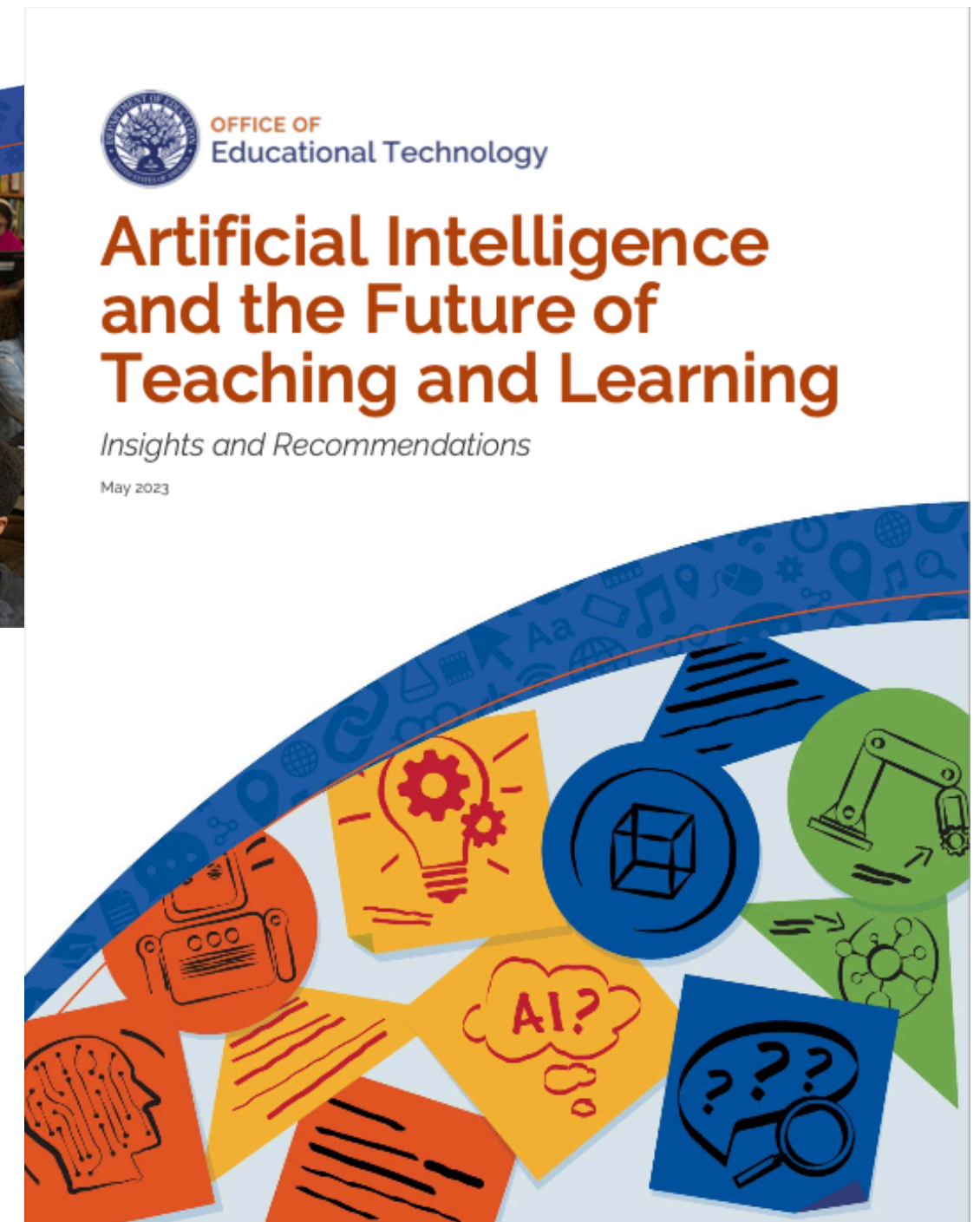
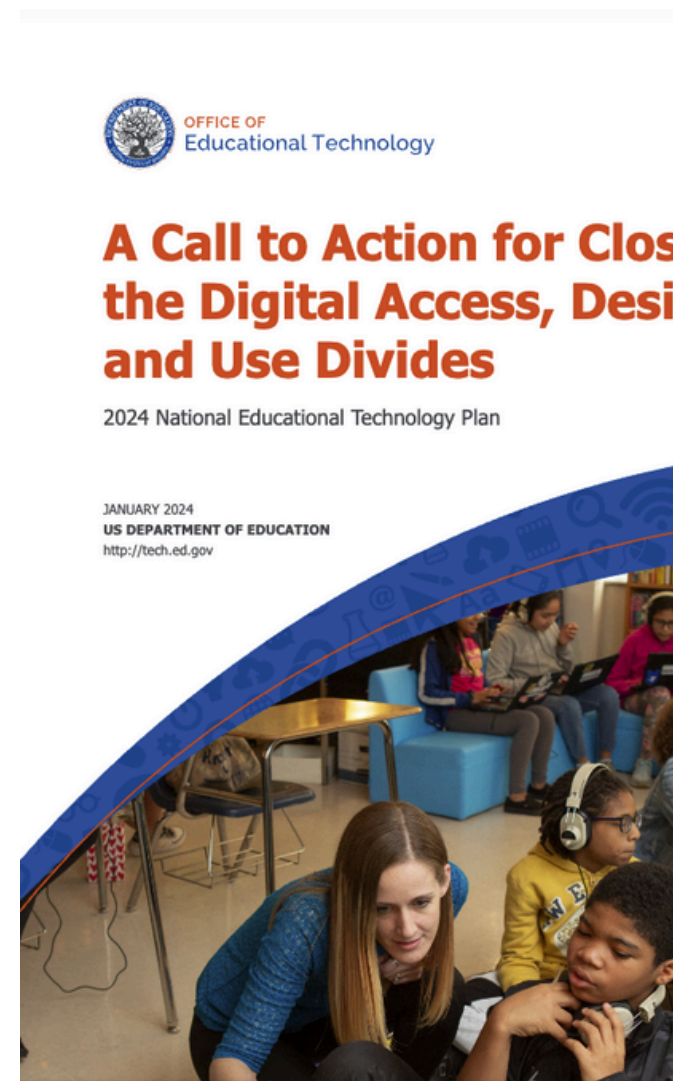
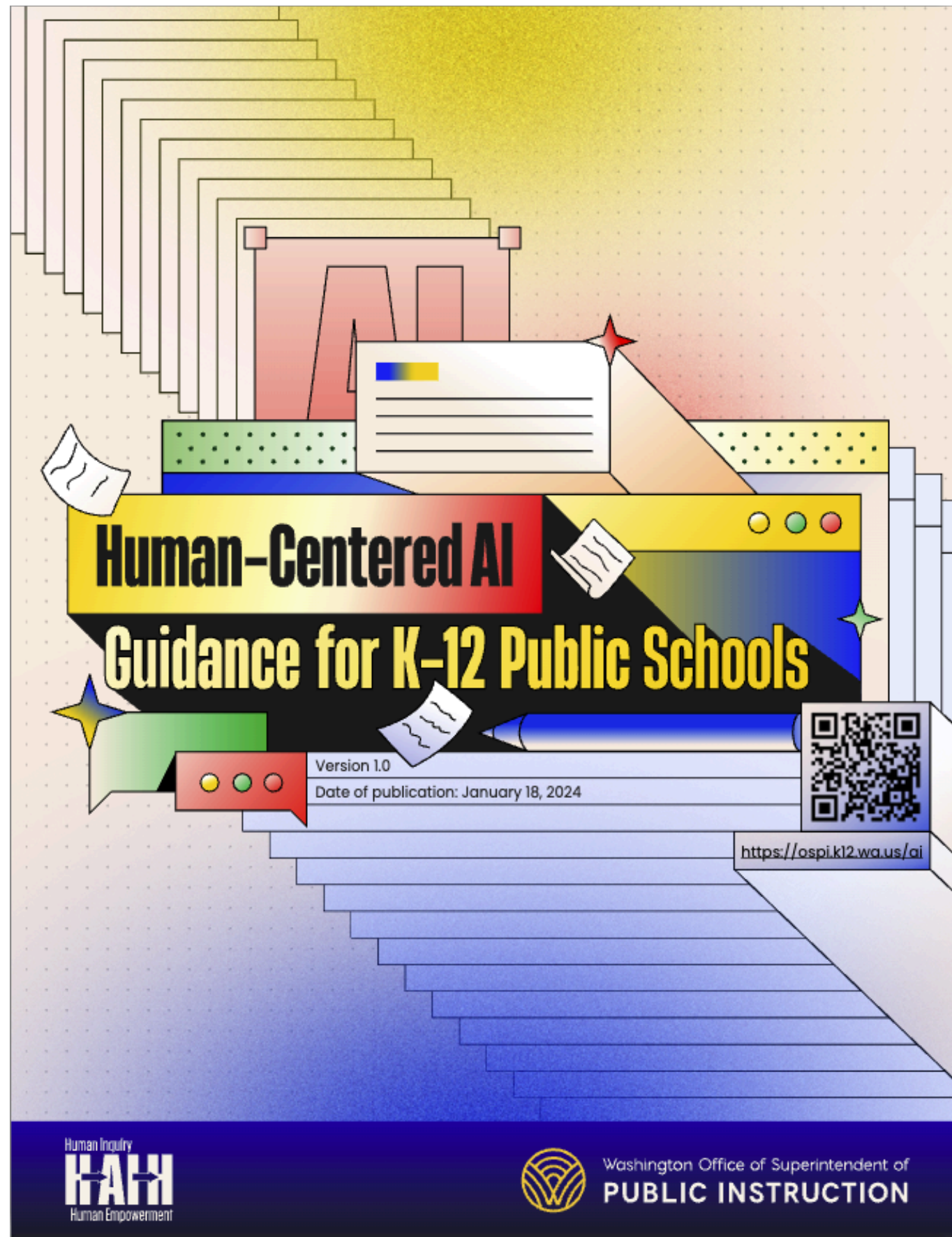
AI TOOLS ARE ALREADY HERE AND IN USE



Hi, I'm Khanmigo! Ask me anything—I'm your new learning guide!



Chat for Schools
powered by Skill Struck



IDEAS TO HELP STUDENTS USE AI TOOLS EFFECTIVELY

Introduce AI tools

Adopt AI tools that can help students with their language learning: translation software, speech recognition software, or writing tools.

Provide support

Teach students these tools and offer tips or step-by-step instructions to use them more efficiently. Monitor their work and give feedback.

Encourage critical thinking

Encourage students to question the accuracy and fairness of AI-powered writing tools or translation apps, and focus on the context.

Keep up-to-date

Staff need to have their fingers on the pulse and identify new tools and resources that can benefit their students.

ARTIFICIAL INTELLIGENCE IN NORTHSORE

Guidance

Policies

Tools

Filtering

Curriculum



Ethics

Data Privacy

Equity

Costs

Prof Learning



It's natural for children to be curious about the latest popular AI programs. As these tools become more widespread, it's important to talk with kids about responsible and appropriate tech use.

Helping Kids Navigate the World of Artificial Intelligence

Ways to explore the latest tech with children and guide them to use new tools responsibly.

Topics: [Learning](#) [School Technology](#)



Teaching Kids to Protect Their Data and Privacy Online

Tips for kids and teens to keep their information safe and private when they use tech.

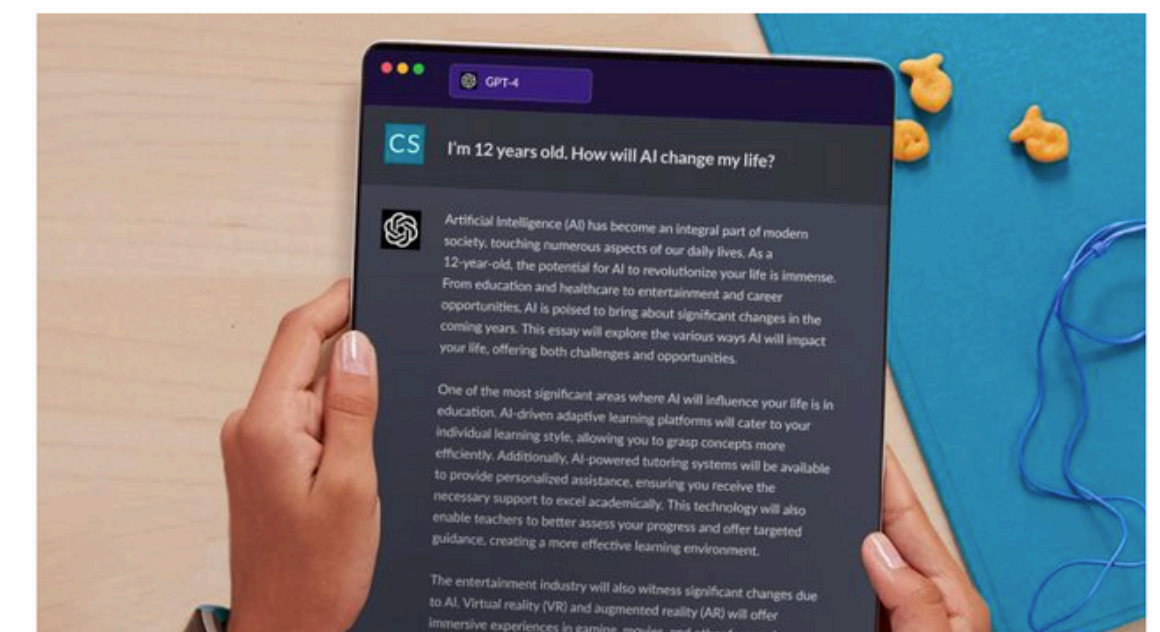
Topics: [Online Safety](#)



We Need Rules and Ratings to Maximize the Potential of Generative AI for Kids

Parents and kids are optimistic about AI, but want guardrails to minimize its harmful impact.

Topics: [COPPA](#) [Federal Legislation](#) [Online Privacy and Safety](#) [Research and Studies](#)
[Teaching with Technology](#) [Technology in the Classroom](#) [Common Sense News](#)



WHEN USING AI WITH YOUR STUDENTS

Bias

How might this result be biased by the data it uses?

Accuracy

How can we verify the accuracy of this information?

Appropriateness

Is it appropriate to use AI to help us do this work?

Ethics

How much of this work is your own and how much is AI?

Policies

What do the terms of use say about age of users?

Privacy

What does this AI tool do with my data?

Prompts

How can we refine our skills in prompting AI to get the best result?

Collaboration

How can we use this tool together to learn more?



THANK YOU!

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