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# Slides

[LibraryPubForum 2025](https://docs.google.com/presentation/d/1gGPuJF0YuliYSB9ia0CmimYdra7fIpYUNKZ6imp46m8/edit?usp=sharing)

# GenAI Tools

* [ChatGPT 3.5/4](https://chat.openai.com/)
* [MS Copilot](https://www.bing.com/chat?form=CONVRD)
* [Google Gemini](https://gemini.google.com/app)

# Training Data for GPT 3.5

* [CommonCrawl](https://commoncrawl.org/) is a comprehensive, historical archive akin to Google's index, spanning 13 years with petabytes of web data, billions of pages in over 40 languages, and trillions of interconnected hyperlinks, primarily in English.
* [Books3:](https://www.aiaaic.org/aiaaic-repository/ai-algorithmic-and-automation-incidents/books3-ai-training-dataset) 196,000 books
* [Wikipedia](https://en.wikipedia.org/wiki/Main_Page): The entire Wikipedia knowledge base in the English language.
* Models All the Way Down, Christo Buschek and Jer Thorp, A Knowing Machines Project <https://knowingmachines.org/models-all-the-way>

# Activity 1: Writing a Prompt for an Open Textbook Chapter

1. Using the ACTOR model of prompt writing, write a prompt for a textbook chapter in your disciplinary area or an area of expertise.

**Example Prompt**: As a psychology professor, write a 1000-word extremely detailed textbook section of a chapter for first-year college students on the processes involved in sleep. Include learning objectives at the start and a glossary of terms at the end.

## Types of Prompting

### Humanities

##### Direct Prompt (Output Creation)

Act as a graduate student and write a critical comparison of the concepts of alienation in Karl Marx’s Economic and Philosophic Manuscripts and Albert Camus’s The Myth of Sisyphus. Include references to secondary sources and ensure the tone is suitable for a graduate-level philosophy course.

##### Collaborative Prompt (Iterative Refinement)

I want to write a short monologue exploring the theme of **exile**. Suggest a few possible characters, settings, and emotional tones I could work with. Ask me questions to help narrow the focus, but don’t write the monologue

### STEM

##### Direct Prompt (Problem Solving)

Write a complete Python function that implements Dijkstra’s algorithm to find the shortest path in a weighted, directed graph represented by an adjacency list. Include comments explaining each step of the code and an example of how to call the function with sample data.

##### Collaborative Prompt (Guided Problem Solving)

I’m learning how to build a basic circuit with a transistor as a switch. Can you walk me through the design process using an example with an LED and a 9V battery, and ask me questions at each step to check my understanding before moving on?

# Activity 2: Creating an Open Textbook Chapter

### Activity

1. Using the prompt you created in Activity 1, generate a chapter for your open textbook.
2. Reflect and share the following: What worked? What was missing? What were some challenges?

**Example Prompt**: As a psychology professor, write a 1000 word extremely detailed textbook section of a chapter for first year college students on the processes involved in sleep. Include learning objectives at the start and a glossary of terms at the end.

# Additional Activities and Resources

## Activity 3: Create a Quiz

1. Use the same topic as your chapter section
2. Using the provided guidelines, create a four-question summative quiz on that topic.
3. Reflect and share the following: What worked? What was missing? What were some challenges?

**General Prompt:**As a psychology professor, create a summative multiple choice quiz about the psychology of sleep. Create 4 questions with 4 alternatives for each question and mark one answer as correct. Provide feedback for each question.

[H5P GenAI Recipes](https://h5p.org/using-ai-to-create-h5p-content)

# GenAI as a tool for OER

[Text for Adapting and Remixing](https://docs.google.com/document/d/1-JNGaiZGDFeA4LRH-XhWFejH0RNGK6yO0lyFPQKF2ls/edit?usp=sharing)

### Adapting OER

* **Level**: Act as a learning designer and adapt the following Open Educational Resource for Grade 12 level learners
* **Language**: Act as an expert in translation and pedagogy and translate the following OER into Persian
* **Format**: Create a table using the following content

### Remixing OER

* **Combining Texts:** Act as a written communication instructor with an expertise in online learning design and combine the two text below to create a cohesive text that focuses on communication and online learning and connects with concepts in purposeful writing
* **Examples**: Add specific examples from UBC MOOCs to the following OER about clear communication. Remix the examples into the text.

# Activity 3: Adapting OER

1. Use the chapter section you created or even another OER
2. Adapt in two ways using the included prompts
3. Reflect on the output quality and format

### Discussion: Is this OER?

* Look back at the textbook page and quiz that you have created - what needs to be done to make it into OER?
* Should it be made into OER?
* How do we reconcile the power of these tools with the ethical issues and goals of OER and the open education community?
* Would you or have you used GenAI to make OER?

# Activity 4: Create a generative textbook

**Activity Prompt:** Create five questions that will test my understanding of [Topic]. Ask me the questions one at a time, wait for my answer, then give me feedback. Then ask the next question.

# Resources

## Issues

### Accuracy

[Accuracy and Hallucinations Flowchart](https://www.iesalc.unesco.org/wp-content/uploads/2023/04/ChatGPT-and-Artificial-Intelligence-in-higher-education-Quick-Start-guide_EN_FINAL.pdf): Sabzalieva & Valentini, [ChatGPT and AI in Higher Education, Quick Start Guide](https://www.iesalc.unesco.org/wp-content/uploads/2023/04/ChatGPT-and-Artificial-Intelligence-in-higher-education-Quick-Start-guide_EN_FINAL.pdf), 2023, CC BY

### Bias

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### Copyright, IP, and Beyond

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### Privacy

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## Prompts

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