



ChatGPT and AI: Impact on classrooms and learning

Symposium hosted by The Centre for
Change and Complexity in Learning at
The University of South Australia

Centre for Change and Complexity in Learning

'Education must not simply teach work' - it must teach life. W.E.B. Dubois

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The Centre for Change and Complexity in Learning (C3L) focuses on the complex relationship between human and artificial cognition, how it changes society, knowledge processes, and teaching and learning. The C3L uses complexity science methodologies, promotes the uptake of applied research and engages with the community, government agencies (healthcare, education, defence, cultural) and industry to research the lifespan of learning and the role of UniSA in serving all stages of knowledge and learning processes.

We have 4 key Research Streams

- Change in Complex Systems (CCS)
- Infrastructures for AI (IAI)
- Human and Artificial Cognition (HAC)
- Learning Analytics (LA)

Explore our research

The C3L researches an individual's lifespan of learning and applies these findings to develop new opportunities for UniSA programs.

Logistics of the Day

Tea and Coffee at the back of the room – help yourself at anytime

Toilets are outside Pridham Hall

Twitter: #ChatGPTC3L #C3LAI #ChatGPT #AIEd @C3IResearch

Some of our PhD students have their research set up at the back of the room, drop in and meet them

Get in touch: c3l@unisa.edu.au

Join the conversation at [slido.com #2470280](https://slido.com/join/2470280)

Slido Details

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Intro and Overview of AI

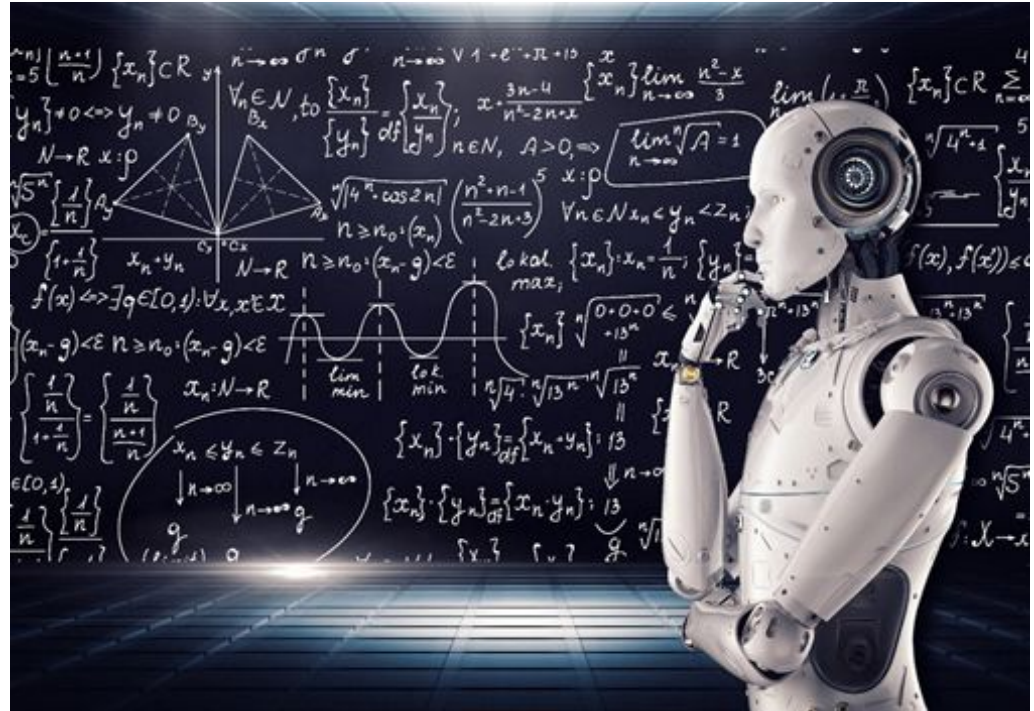
Vitomir Kovanovic

What is artificial intelligence?

Making intelligent machines, especially intelligent computer programs.

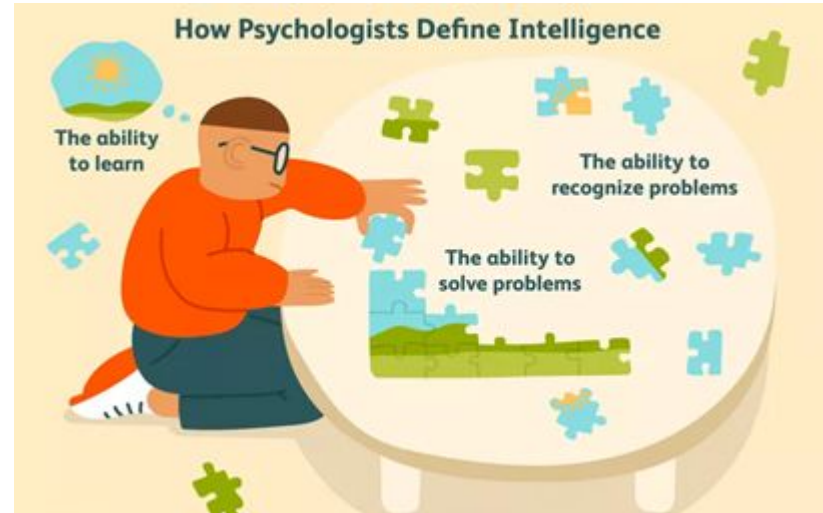
It is just a name for technology.

Whether AI is “truly intelligent” or not is irrelevant



What is intelligence?

- Ability to learn
- Ability to adapt
- Ability recognize patterns
- Ability to solve problems
- Self-awareness?



History of AI part 1: 'Handmade' AI

1940s–1950s

- Early successes - things looked very easy
- Bold predictions

1960s–1970s

- Dose of reality: Making AI is actually not so easy

1980s–1990s

- Neural networks need a lot of data
- Focus on capturing knowledge manually
- Deep blue defeated Kasparov – a lot of buzz generated

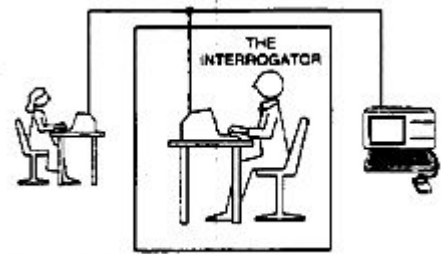


Figure 1.1 The Turing test.

History of AI part 2: 'Machine Learning'

2000s–present

- Machine learning gains popularity
 - Lot of data from Internet
 - Lot of CPU power from cloud computing
- Rise of deep learning
- Large neural networks with a lot of data
- 2017: Google Brain creates transformers



Benefits and drawbacks of Machine Learning

Build AI much faster – no need for so much expertise

Discover unknown patterns

Steps toward 'Generalisable' AI

However,

- Hard to explain its reasoning
- Can we be certain it will work correctly?
- Requires a lot of data
- A LOT OF DATA
- Needs a lot of computing power and storage space

What AI can do?

Identify patterns

Needs to be given examples
and “trained”

Once trained, it can recognize
patterns automatically

Known as “supervised
learning”

Learning means building AI
model



What is 'Learning' in Machine Learning

Suppose we want to estimate house value

Original idea: Talk to experts

It depends on

- Size of house
- Size of lot
- Location
- Type (House/Apartment/Townhouse)
- On a corner?
- Number of rooms
- Room layout
- How old
- # parking spots
- Pool?
- Proximity of good schools
- Public transport
-

What is 'Learning' in Machine Learning

We build a model of things that affect house price

Price = size (sqm) * ? + rooms * ? + pool (y/n) * ?

What is 'Learning' in Machine Learning

We build a model of things that affect house price

Price = size (sqm) * ? + rooms * ? + pool (y/n) * ?

Expert: each sqm increases the price by ~ \$3,000

What is 'Learning' in Machine Learning

We build a model of things that affect house price

$$\text{Price} = \text{size (sqm)} * ? + \text{rooms} * ? + \text{pool (y/n)} * ?$$

Expert: each sqm increases the price by ~ \$3,000

$$\text{Price} = \text{size (sqm)} * 3,000 + \text{rooms} * ? + \text{pool (y/n)} * ?$$

What is 'Learning' in Machine Learning

Get past sales data

Price	Floor space	Rooms	Lot size	Appartment	Row house	Corner house	Detached
250000	71	4	92	0	1	0	0
209500	98	5	123	0	1	0	0
349500	128	6	114	0	1	0	0
250000	86	4	98	0	1	0	0
419000	173	6	99	0	1	0	0
225000	83	4	67	0	1	0	0
549500	165	6	110	0	1	0	0
240000	71	4	78	0	1	0	0
340000	116	6	115	0	1	0	0

What is 'Learning' in Machine Learning

Three question marks are three model parameters that we learn (estimate) from the data

Price = size * ? + rooms * ? + pool * ?

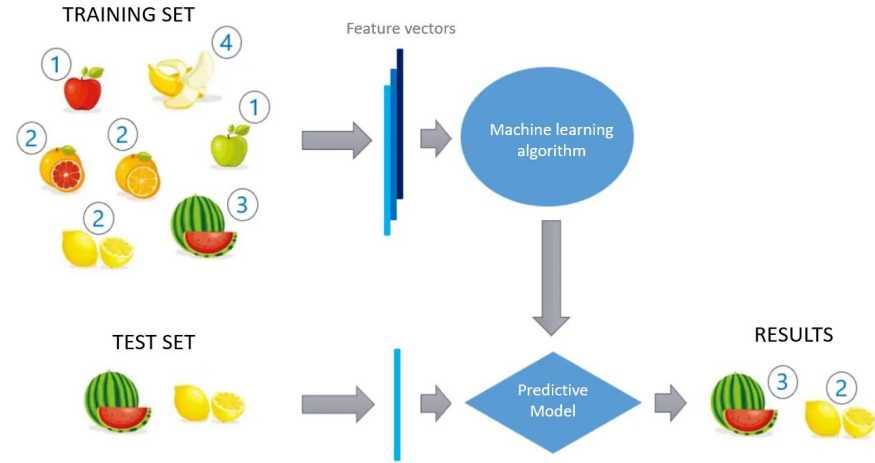
We learn three parameters from training data

Supervised learning

Needs training data with known “outcome” (labelled data)

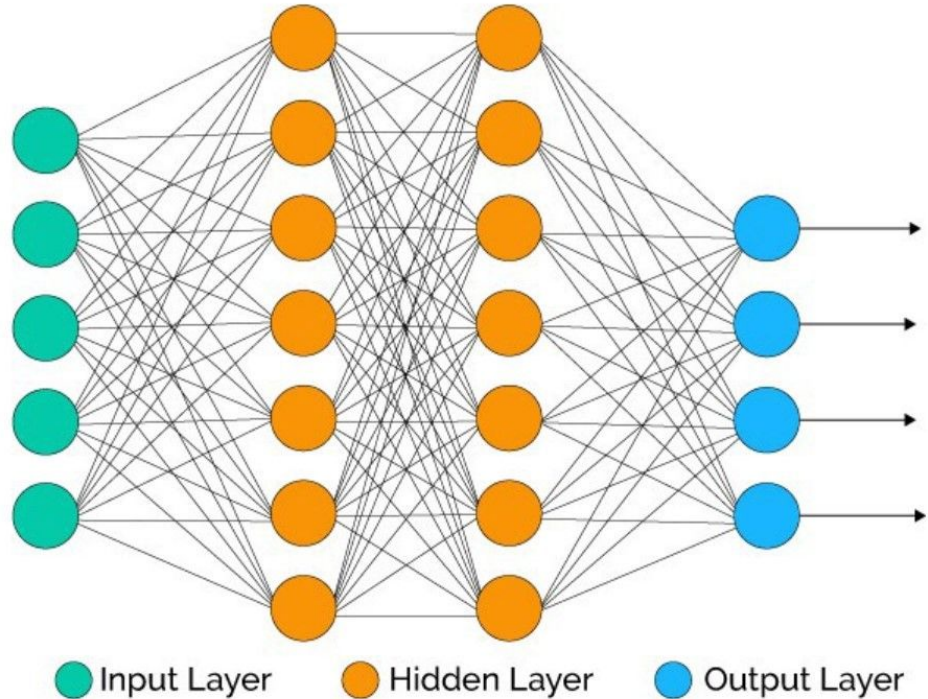
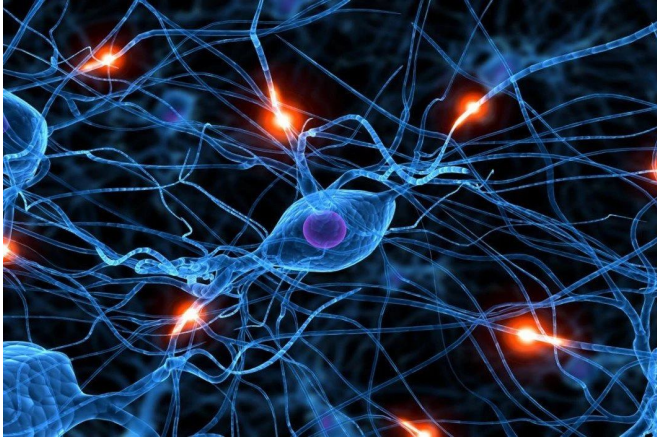
Steps:

- Specify model structure
- Finds parameters that best fit known inputs to outputs
- We apply the model on the new data

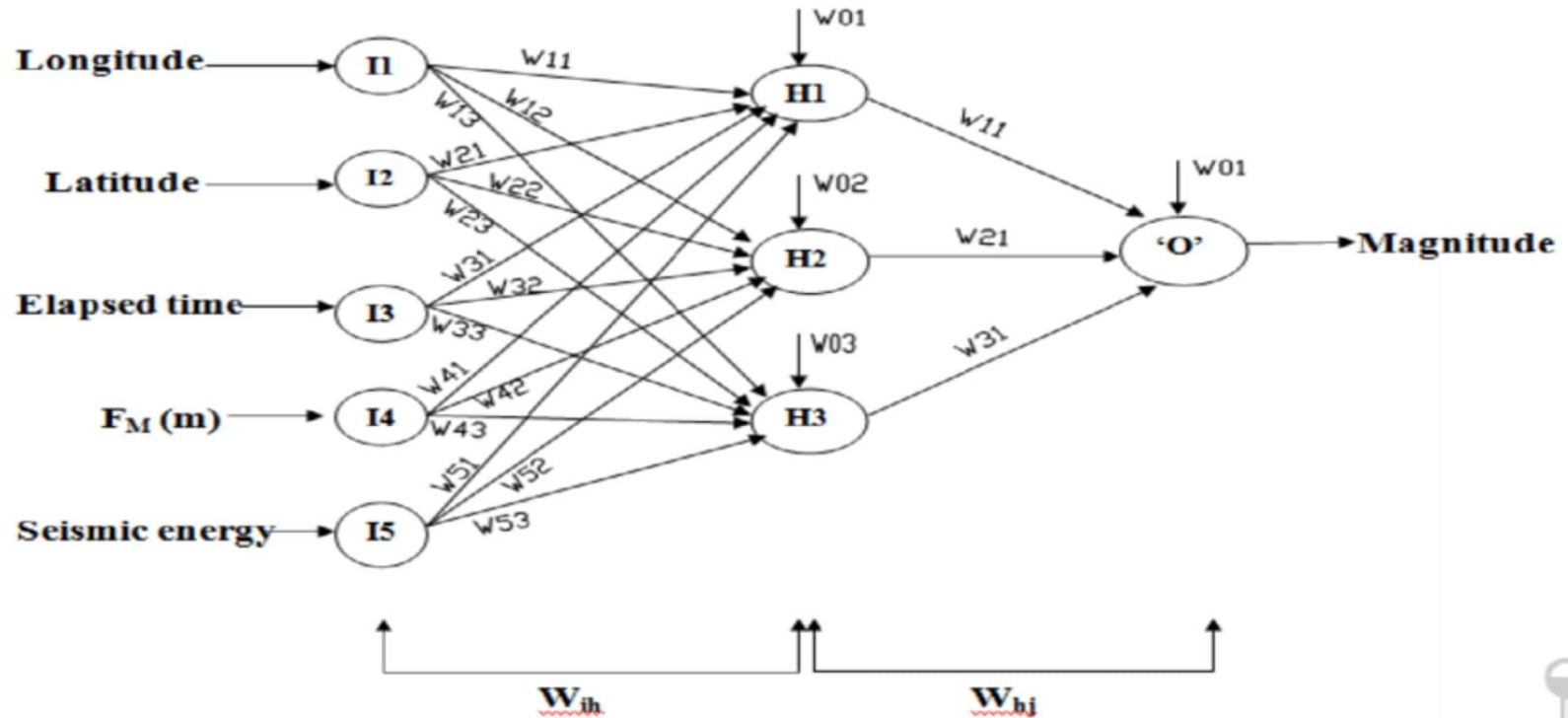


Neural Networks

Models loosely based on understanding of human brain

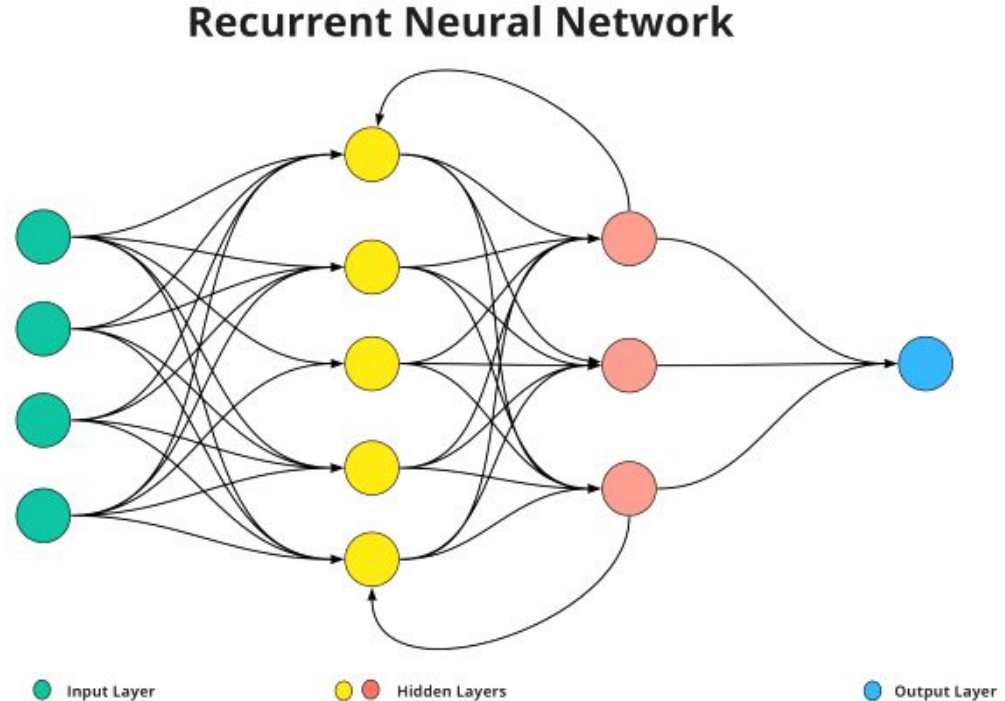


Neural Network example



Neural Network can remember

Backward links between network layers allows NN to remember things



Transformer networks

Simpler than recurrent networks

Transforms input sequence into output sequence

Most of the time question -> response

- Initially small (few million parameters)
- Pre-trained on “small” data (all wikipedia articles)
- Typically further trained with specialised datasets (BERT)

Transformer networks

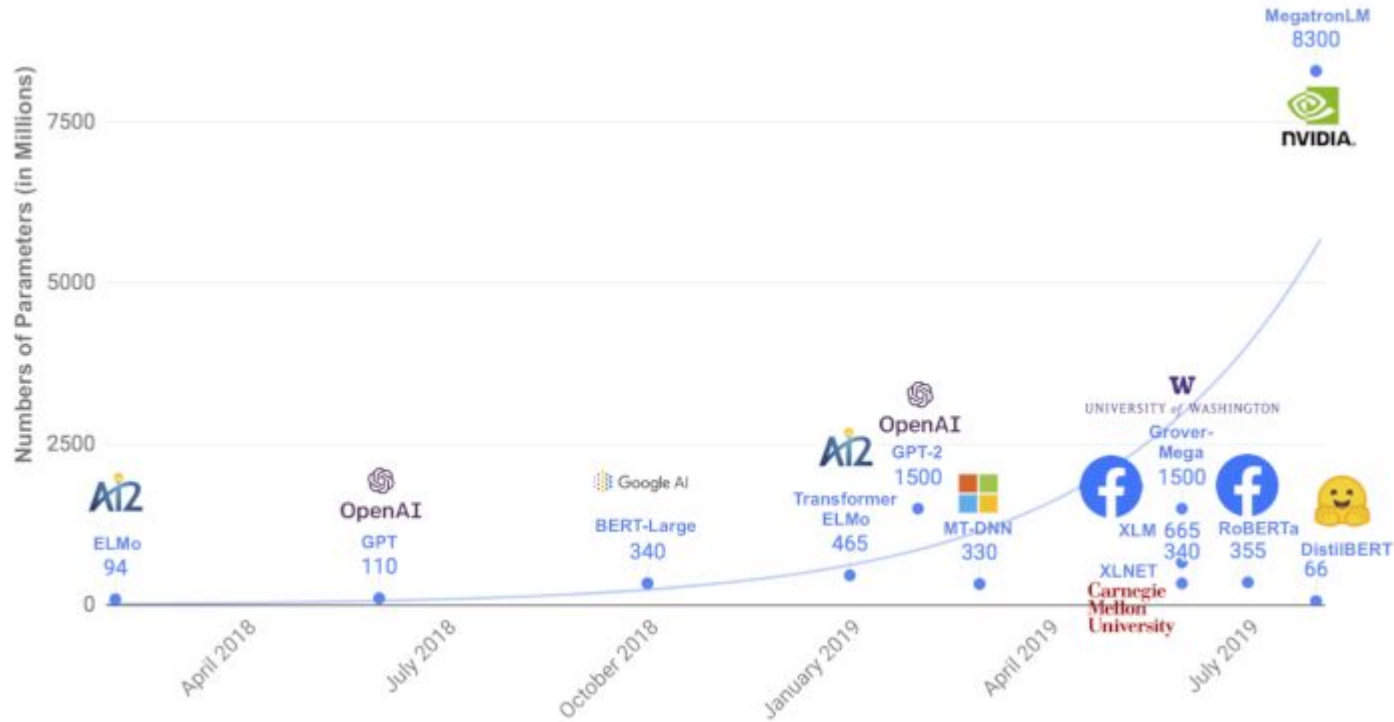
Significant technical advancements

- Can be run in parallel on multiple computers
- Can be trained with whole inputs rather than word by word

Actually quite simple

Led to large, General Pre-trained Transformers (GPT) -> General AI

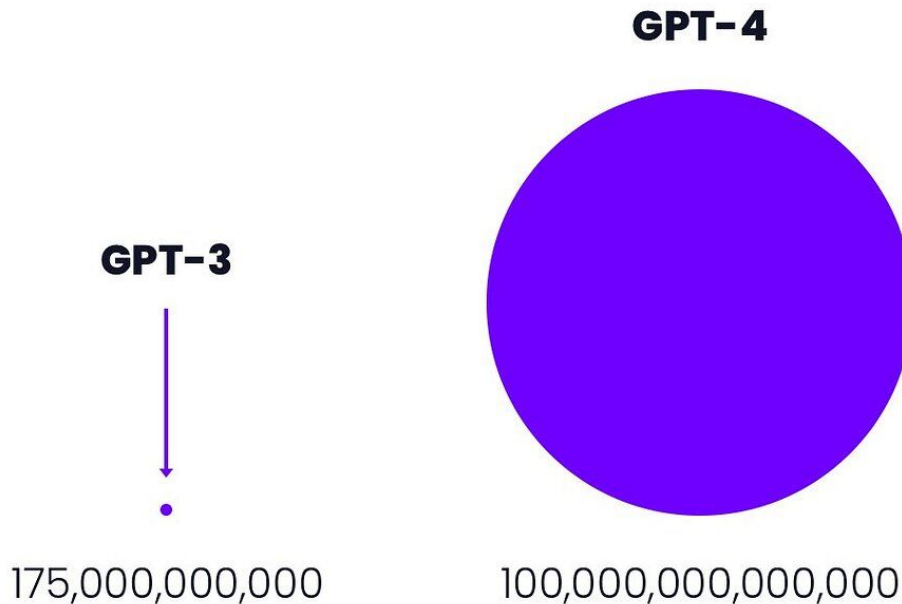
Rapid growth in size



GPT-3 vs GPT-4

45TB textual data
as input

800GB to store the
model



ChatGPT

Chat interface to GPT3 model

Extremely impressive results

Full extent of capabilities not clear

New field: prompt (input) engineering

ACARA HASS curriculum Grade 4

➤ HASS (Version 8.4)



Year Levels	Strands	General Capabilities	Cross Curriculum Priorities	Additional Information
Please select at least one year level to view the content				
<input type="checkbox"/> Select All	<input type="checkbox"/> Foundation Year	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 2	
<input type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4	<input type="checkbox"/> Year 5	<input type="checkbox"/> Year 6	
<input type="checkbox"/> Year 7				
				<button>Submit</button> <button>Reset</button>

Understand how Humanities and Social Sciences works



Level Description

Content Descriptions

Achievement Standards

Work Samples

Expand all

Year 4

Year 4 Level Description

How people, places and environments interact, past and present

The Year 4 curriculum focuses on interactions between people, places and environments over time and space and the effects of these interactions. Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected peoples, societies and environments. Specifically, students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact. They examine the concept of sustainability, and its application to resource use and waste management, past and present, by different groups. The curriculum introduces the role of local government, laws and rules, and group belonging and how they meet people's needs. Themes of law and citizenship extend into their studies of diverse groups, the colonisation of Australia and other places, and how environmental sustainability is enacted.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities**; and **perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

ChatGPT to generate a lesson plan



Can you generate a lesson plan for year 4 students on how people, places and environments interact, past and present



Yes, here's a sample lesson plan for Year 4 students on how people, places, and environments interact, past and present:



Objective: Students will understand how people, places, and environments interact and have changed over time.

Materials:

- Large world map
- Pictures of different environments (e.g. urban, rural, coastal, etc.)
- Images of different historical and modern buildings
- Interactive timeline or chart
- Small world maps for each student

Introduction (10 min):

- Show the students a large world map and ask them to identify different environments (e.g. urban, rural, coastal, etc.) and their locations.
- Ask students to share their observations about the environments and their features.

Main Activity (30 min):

- Divide the students into small groups and provide each group with a small world map, pictures of different environments, and images of different historical and modern buildings.
- Ask each group to place the pictures and images on the map to show how the environment has changed over time and how it has affected the people and buildings.
- Each group should also create an interactive timeline or chart to show the changes in the environment, buildings, and people over time.
- After each group has completed their map, timeline, and chart, they should present their work to the class.

Conclusion (10 min):

- Summarize the main points made by each group and discuss how the changes in the environment, buildings, and people have affected each other.
- Ask the students to reflect on what they have learned and how they can use this information to make a positive impact on their environment in the future.

Assessment:

- Observe the students during the presentation and take notes on their participation and understanding of the topic.
- Evaluate the quality of their map, timeline, and chart, including their ability to show the interactions between people, places, and environments over time.

Recap

- Machine learning -> learning model parameters
- Need “training” data to figure out (learn) model parameters
 - Map input to outcome
- Transformers: Simpler neural network models with billions of parameters
 - Can utilise cloud computers
 - Faster to train than previously popular RNN
 - New field prompt engineering

Challenges

- Training data can be compromised
 - Incorrect
 - Socially unacceptable
- Embed biases and prejudices that are not apparent
- Further dominance of “major” cultures
- A lot of computing power needed (CO2 footprint)
- Hard to trust
- Tricky to use
- Can be used to fool people
- Ethics of using data to train models
- Implications for broader society
 - What it means to create something?
 - What is the value of knowing something?

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Questions about AI?

① Start presenting to display the poll results on this slide.

Panel:

What opportunities/challenges does ChatGPT/AI introduce into

- **Teaching**
- **Learning**
- **Assessment?**

Presenters:

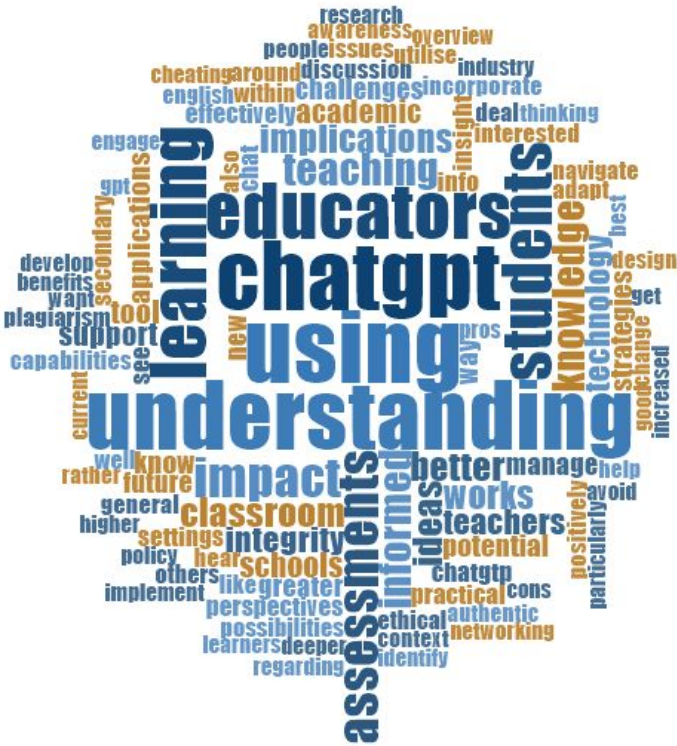
Dr Rebecca Marrone

Dr Nick Jackson

Mr Jarrod Johnson

Ms Katherine Adnett

Word cloud of what attendees want out of the session



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What opportunities/problems does ChatGPT introduce into teaching, learning, and assessment?

① Start presenting to display the poll results on this slide.

11.30-12.00: Roundtable discussion

Roundtable discussion - pick one of the following three prompts and discuss on your table.

- Perceptions of AI
- Use Cases of AI
- Opportunities of AI



∞3L

Lunch/Networking

12-12:45

Panel

12:45-1:30: AI Literacies and Skills for Leaders, Teachers, and Students

Presenters:

Chanvi Singh, PhD Candidate, Senior Associate- PwC.

Peter Stevens, Director: Enterprise Partnerships, UniSA

Dr Srecko Joksimovic, Senior Lecturer, UniSA

Digital Literacy



Data Science Hub - datasciencehub.c3l.ai

Our Courses

The Data Science Hub is your central resource to learn about and develop your data science skills. We will continue to expand and offer critical training and reskilling in all areas of data science. Our first two courses focus on Cloud Foundations and Data Analyst. Additional training will be made available the next few months.



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In this 12-week intensive course, you will obtain unique experience through comprehensive bootcamp training and...

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What does the future of work look like in an AI world?

① Start presenting to display the poll results on this slide.



Presentation

1:30-2:00pm What does teaching and learning look like in the age of AI? Practical examples of using AI

Jarrold Johnson

Nick Jackson

Tom Oliphant

Megan Taylor

Arslan Azad

Reviewing Assessment Tasks

T

You are an Industrial Designer and a teacher has approached you to review their Knowledge and Understanding research task that is targeted towards Year 9 Industrial Design students. Review the assignment and provide critical feedback and advice for how it could be improved.

Welcome to the Industrial Design research assignment! In this task, you will have the opportunity to dive into the world of industrial design and learn about the profession from a variety of angles. You will start by answering some questions about the basics of industrial design and then move on to researching a famous designer in the field. Finally, you will have the chance to express your own thoughts and opinions on the impact of technology on the profession. Get ready to explore the exciting world of industrial design and consider how it may be shaped by the advances of the future.

Part A: Industrial Design Research Assignment

What is industrial design and how does it differ from other design fields such as graphic design or interior design?

What are some common tasks and responsibilities of an industrial designer?

What type of education and training is required to become an industrial designer?

Research a famous industrial designer and provide a brief overview of their career and notable works.

Reviewing Assessment Tasks



Critical Feedback:



The research assignment provides a good introduction to the basics of industrial design and its differences from other design fields. However, it could be improved by providing more specific and in-depth information about the tasks and responsibilities of an industrial designer, and the type of education and training required for the profession.

In Part A, the questions about the famous industrial designer could be more focused, for example, asking about the designer's design philosophy, creative process, and any challenges they faced in their career. This would encourage the students to dig deeper into the designer's background and works and provide a more complete picture of their impact on the field.

In Part B, the prompt for the essay could be rephrased to better guide the students in their discussions. For example, asking the students to critically analyze the potential impacts of technology on industrial design and its future, and provide well-supported arguments for their opinions. This would encourage the students to think more critically and provide more in-depth insights into the topic.

Advice:

- Encourage the students to consult a variety of sources such as books, articles, videos, and interviews to gain a more comprehensive understanding of the topic.
- Emphasize the importance of clear and concise writing, as well as proper referencing and citation of sources used.
- Consider incorporating hands-on activities or projects related to industrial design to provide the students with a practical understanding of the field and its applications.
- Encourage the students to share their research findings and opinions with the class, either through presentations or discussions, to foster collaboration and critical thinking skills.

Reviewing Assessment Tasks

T Can you recreate the task with the feedback you have suggested.



Sure! Here is a revised version of the task incorporating the suggested feedback:



Part A: Industrial Design Research Assignment

1. What is industrial design and how does it differ from other design fields such as graphic design or interior design? Provide a detailed explanation and examples to support your answer.
2. What are the key tasks and responsibilities of an industrial designer in the design process? Provide specific examples of what an industrial designer might be involved in creating or producing.
3. What type of education and training is required to become an industrial designer? Discuss the different pathways and certifications available to pursue a career in this field.
4. Choose a famous industrial designer and research their background, career, and notable works. In your research, focus on the following questions:

These reviews can happen

- At an individual level
- Department level

Students could seek feedback on their own work?

Could we get feedback on student work and compare it with our own feedback and assessment?

Differentiated Assessment

T Thank you, could we please modify this task for a student with poor literacy skills.



Sure, here's a modified version of the task for a student with poor literacy skills:

Part A: What is Industrial Design?

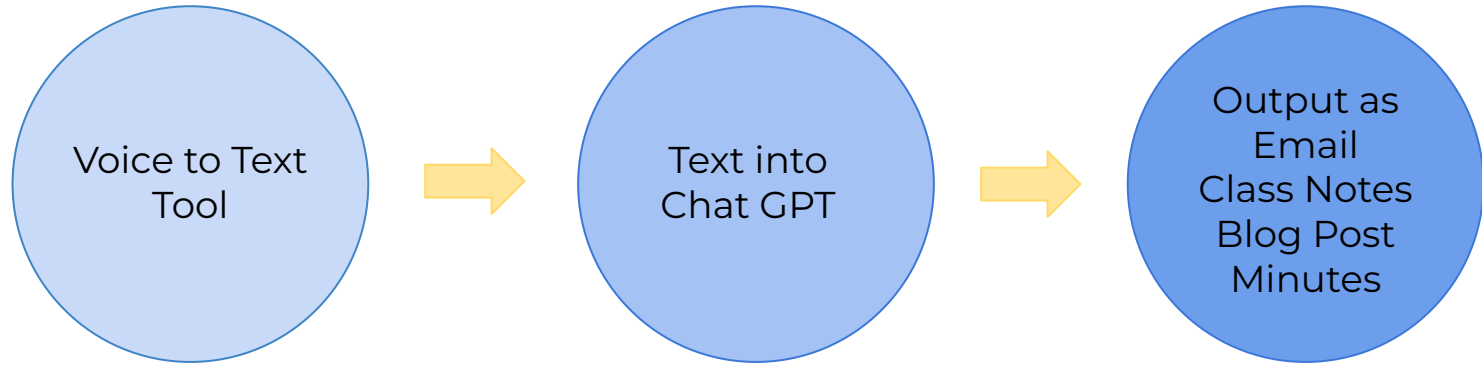
1. Explain what industrial design is and how it's different from other design fields. Give simple examples to help understand.
2. List the key tasks and responsibilities of an industrial designer.
3. Explain the education and training needed to become an industrial designer.
4. Choose a famous industrial designer and find out:
 - Who they are and their background.
 - What they're known for.
 - How they have influenced the field of industrial design.

What are the opportunities for differentiated assessment using Ai tools?

How will it go with modifications for students with:

- ASD
- ADHD
- Absence
- Limited prior knowledge
- Working remotely

You own Personal Assistant



You own Personal Assistant

Summarizing a lesson into dot points - upload to LMS for a lesson reflection

Design Brief and Constraints - Planning and timelines9 Feb, 2023 14:43ExportCopy

00:0011:57

00:00Hello, today I want to talk about design briefs and constraints. This is something you'll use at the start of all of your design projects, whether that be digital technology, design and technology, CAD CAM, materials. A lot of these projects are going to start off with a design brief and sort of outlining some of the constraints. Sometimes these design briefs can be provided by your teacher, other times you'll be able to create them yourselves. So we'll go through and talk about this and at the end we're going to talk a little bit about just planning and how to plan and create timelines for your projects as well. This is a little description here about what a design brief is. So a design brief is a document that outlines the core details and expectations of a design project for a brand.

00:53So in this case, you may be given a brand that you need to design for, or other student and other designer, you may have your own brand that you wanna create, so, or a particular brand that you wanna represent. So I guess think



- Design brief is a document outlining the core details and expectations of a design project
- Should be easy to understand and align with the company or designer's goals
- Typically less than 200 words in length
- Includes:
 - Overview of the project and scope
 - Objectives and reason for the project
 - Target audience
 - Budget constraints
 - Timeline and deliverables
 - Functional characteristics (how the product will work)
 - Aesthetic characteristics (appearance and style of the product)

You own Personal Assistant

Regenerating the transcript in a different tone - a newsletter article

T

Regenerate this with a title for the article, this will be used in a parents news letter.



Title: "Fostering Essential Skills in Students for Success Beyond the Classroom"



As parents and educators, it is our responsibility to provide our students with the tools they need to succeed not only in their academic careers, but also in their personal and professional lives. In this article, we will discuss the importance of developing essential skills such as critical thinking, effective communication, time management, and problem-solving.

Critical thinking is a crucial skill that allows individuals to analyze information, evaluate arguments, and make informed decisions. By encouraging students to think critically, we prepare them for a lifetime of learning and problem-solving. Effective communication, on the other hand, is an essential tool for success in all aspects of life, from personal relationships to the workplace. Teaching students how to articulate their thoughts and ideas clearly and effectively is an important step in their development.

Inspiring Creativity

Design and Technology - Analysis of existing products - Drones and Skateboard



Midjourney Ai

Game development & chatbots

- Use Chatbots
- Don't use Chatbots
- Have Chatbot assistance



Generate a bulleted list of ideas for a video game that combines space invaders and pacman



- Players control a character that must navigate a maze-like map and avoid enemy spaceships while collecting pellets
- The character has a weapon to defend themselves and defeat the enemy spaceships
- Power-ups can be collected that temporarily increase the character's weapons power or speed
- The game progresses through multiple levels with increasing difficulty
- The enemy spaceships can evolve and change form, requiring different tactics to defeat
- Players can earn points for defeating enemy spaceships and collecting pellets, and the points can be used to unlock new weapons or upgrades for the character
- A two-player mode where players compete to get the highest score
- A boss battle at the end of each level, featuring a large, powerful spaceship
- A survival mode where players must survive as long as possible against an endless wave of enemy spaceships
- Different maps with varying layout, obstacles, and environmental hazards.



write the python code for this game

```
# Initialize pygame and create a window
pygame.init()
screen = pygame.display.set_mode((800, 600))

# Load the player and enemy images
player_image = pygame.image.load("player.png")
enemy_image = pygame.image.load("enemy.png")

# Define the player and enemy objects
```

This code creates a basic window, loads player and enemy images, defines the player and enemy objects, creates a group to store all enemy objects, adds enemy objects to the group, creates a player object, and enters a game loop that moves the player and checks for collisions. This should give you a starting point to build your game.

Using AI tools in an entrepreneurial startup project

[stablediffusion](#) [midjourney](#)
<https://flair.ai/> <https://looka.com/>
<https://copymatic.ai/> [chatgpt](#)

Design Thinking



Empathize



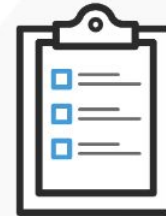
Define



Ideate



Prototype



Test



The ultimate research tool - ResearchRabbit

The screenshot displays the ResearchRabbit web application interface. On the left, a sidebar contains navigation options: 'New Collection', 'New Category', 'Connect to Zotero', 'Uncategorized', 'Collection', 'Technology integration in Education', and 'Shared with Me'. The main area is titled '1 selected paper' and features a paper titled 'The Pedagogy of Technology Integration' by Mabel C. P. O. Ogieke. Below the paper title, there is a section for 'Similar Work' with a list of related papers, including 'Lessons Learned from Service Learning and Reverse Mentoring in Faculty Development: A Case Study in Technology Training' and 'Integrating Technology into K-12 Teaching and Learning: Current Knowledge Gaps and Recommendations for Future Research'. The interface also includes a 'Connections' section with a network graph and a 'Public Collection' section with a 'Copy' button. The bottom of the interface shows a 'Citing and referenced' section with a 'Show all' button.

This screenshot shows the ResearchRabbit web application interface with a focus on the 'Connections' section. The main area displays a network graph titled 'Connections between your collection and 50 papers'. The graph shows a central node 'The Pedagogy of Technology Integration' connected to various other nodes, including 'Lessons Learned from Service Learning and Reverse Mentoring in Faculty Development: A Case Study in Technology Training' and 'Integrating Technology into K-12 Teaching and Learning: Current Knowledge Gaps and Recommendations for Future Research'. The interface also includes a 'Similar Work' section with a list of related papers, a 'Public Collection' section with a 'Copy' button, and a 'Citing and referenced' section with a 'Show all' button. The bottom of the interface shows a 'Citing and referenced' section with a 'Show all' button.



Assessing cognition communication and collaboration



Megan Taylor
PhD Student

megan.taylor@mymail.unisa.edu.au

Here is a conversation between 5 students, and here is a marking rubric to measure communication and collaboration skills. Assess the students' contributions using the rubric.

15-08-22 - I started the Whack-a-mole design as it looks like the most voted.

16-08-22 - I added a bit of detail but I think we just need to explain stuff more.

16-08-22 - I agree with [redacted] we need to explain it a bit better. ALSO DO NOT REMOVE PENGU. I finished outlining the design but I don't think we should start building until everyone had a look/say. I kinda want to organise another meeting with the ELCs just to let them know our idea.

16-08-22 - Good Sketch of Whack-a-mole. I continued coding a game I am making, so that I can get better at coding.

16-08-22 - Good sketch of whack-a-mole. I think pengu and peppa pig can go though, as, 1- none of the kids wanted them, and 2- these are just [redacted] preferences. I think to replace them use Hulk and something else they stated. It also needs more explaining; I don't understand some stuff. I am gonna finish my game.

16-08-22 - I was speaking to Mrs. Johnson and we could make it better.

15-08-22 - I made a sketch for the Whack-A-Mole, just with a couple more ideas. I like the hydraulic idea, and foam hammers is good as well. No Pengu or Peppa Pig as no-one asked for them.

16-08-22 - I like the lever idea a lot and I think it's the best shot but on the other hand I was thinking themes will be easier if you think about it because it's one thing and yeah. Please vote or rate the themes if you are ok with it because I'm kinda really lost and there's not a lot of communication happening - thanks. Also apparently we were put in our group because we all scored high in math and science 😊 also I'm very happy with all the ideas. Excuse the hand writing.

16-08-22 - I like the idea of a theme, and we were thinking about doing a minion theme. This was inspired by the Whack-A-mole at zone bowling. The fact that we were put in this group because of math and science would make sense as a got a merit in both. I also would like to point out that Ivan didn't write anything today, unless he is away. Yes sorry I was sick.

Designing score timer (what materials r we using)

Minion

100 11

lights when

the lights light up like the minion highest score

minions wins

30 seconds



Jade	n/a	I've had another thought about the Whack-A-Mole theme and I was thinking of doing a Minion theme where one of the Minions you weren't supposed to hit
Jade	n/a	(Comments on Steven's Cognitive artefact - Game design)
Steven	15/08/2022	Good idea.
Steven	16/08/2022	I made a sketch for the whack - A -Mole, just a couple more ideas.
Steven	16/08/2022	I like the hydraulic idea, and foam hammers is good as well.
Steven	16/08/2022	No Pengu or Peppa Pig as no-one asked for them.
Jade	16/08/2022	I like the lever idea a lot and I think it's the best shot but
Jade	16/08/2022	but on the other hand I was thinking themes will be easier if you think about it because it's the one thing and
Jade	16/08/2022	and yeah, please vote or rate the themes if you are ok with it because
Jade	16/08/2022	I'm kinda really lost and
Jade	16/08/2022	and there's not a lot of communication happening - thanks.
Jade	16/08/2022	Also apparently we were put in our group because we all scored high in math and science :) also I'm very happy with all the ideas. Excuse the hand writing.
Steven	16/08/2022	I like the idea of theme,
Steven	16/08/2022	and was thinking about doing a minion theme. This was inspired by the Whack-A-mole at zone bowling.
Steven	16/08/2022	The fact that we were put in this group because of Math and science would make sense as a got a merit in both.
Steven	16/08/2022	I also would like to point out that Ivan didn't write anything today, unless he is away.
Ivan	n/a	Yes, sorry I was sick.
Frank	n/a	(Cognitive artefact - Game design)

Here is a conversation between 5 students, and here is a marking rubric to measure communication and collaboration skills. Assess the students' contributions using the rubric.

Table 2. Complex problem-solving coding scheme

CPS stages (main skills) Non-linear	Dimension	#	Stage/sub-skill Code	Sub-skill categories	#	Indicators Code	Indicators
1. Exploring and understanding	Cognitive	1	1_EUDD	Discovering and discussing information about the problem	1	1_EUDD_T	Talking about the problem in general terms to understand the task
	Cognitive	2	1_EUDU	Demonstrating understanding of relevant concepts	2	1_EUDU_E	Explaining ideas or concepts with reference to prior knowledge or definitions from information sources
	Cognitive	3	1_EUI	Identifying challenges and obstacles	3	1_EUI_N	Naming difficulties and limitations that obstruct the group from addressing the problem
					4	1_EUI_I	Identifying the need for more information related to the problem
	Cognitive	4	1_EUB	Building shared knowledge	5	1_EUB_A	Asking or answering questions, or commenting to clarify ideas or contributions
					6	1_EUB_P	Prompting a response from others i.e., ideas or contributions
					7	1_EUB_R	Reiterating or paraphrasing others' ideas or contributions
					8	1_EUB_A	Adapting and building on others' ideas or contributions
					9	1_EUB_S	Stating agreement with others' and provides reasons
	Social	5	1_EUO	Organising team roles and responsibilities	10	1_EUO_DR	Discussing required roles and collaborative interaction to address the problem
					11	1_EUO_DP	Discovering perspectives and abilities of team members

Here is a conversation between 5 students, and here is a marking rubric to measure communication and collaboration skills. Assess the students' contributions using the rubric.



Jade:

Cognitive:

- Identifying challenges and obstacles: 1/2 Jade has agreed with Ivan that the team needs to explain things better, but more could be done in identifying and addressing challenges and obstacles.

Social:

- Organizing team roles and responsibilities: 2/2 Jade has shown strong leadership skills in organizing and delegating responsibilities. She suggested organizing another meeting and a theme for the meeting, effectively addressing the need for better communication and collaboration within the team.



Collaboration:

- Steven: Shows good collaboration skills, able to work effectively with the group, facilitate discussions and ensure everyone has a role in the project (score: 8/10)
- Frank: Shows good collaboration skills, able to contribute to the planning process and work effectively with the group (score: 7/10)
- Jade: Shows good collaboration skills, able to work effectively with the group, create diagrams and sketches, and communicate with the teacher (score: 8/10)
- Finn: Shows good collaboration skills, able to work effectively with the group and contribute to the coding and design aspects of the project (score: 7/10)
- Ivan: Limited contribution to the conversation, but willing to collaborate and assist with the project (score: 5/10)

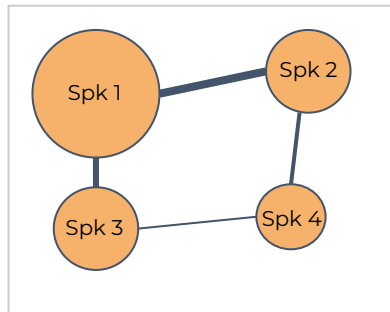
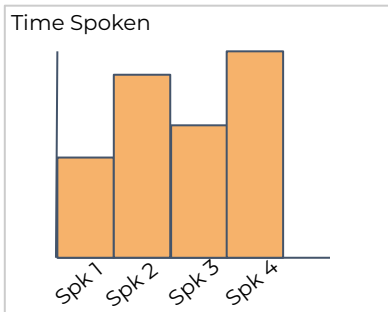
Overall, the group demonstrates good cognitive, communication, and collaboration skills, with Steven and Jade showing particularly strong skills in these areas.

Real-time Teacher Dashboard to Support Collaboration

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Group 1 ▼

Overall Sentiment

Groups	Spk 1	Spk 2	Spk 3	Spk 4
1	Yellow	Green	Green	Yellow
2	Yellow	Green	Green	Yellow
3	Green	Green	Red	Red
4	Green	Yellow	Green	Green
5	Dark Green	Green	Yellow	Red
6	Green	Green	Green	Green
7	Red	Green	Orange	Green
8	Green	Green	Green	Yellow
9	Yellow	Green	Green	Green
10	Green	Yellow	Green	Green



Emergent Topics of Discussion

turn should working soccer
games robot handle
Oh no games move

Collaboration

Real-time AI Assistant - Viana

Professor Maarten De Laat and Zhengzheng Wang



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What does teaching and learning look like in the age of AI? Practical examples of using ChatGPT/AI

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Presentation: A complexity leadership lens and policy view on AI deployment

Professor Shane Dawson
Professor Sam Sellar

ChatGPT and Australian education policy

1. National policy frame
2. Declining PISA performance
3. Teacher shortage crisis

ChatGPT creates possibilities for:

- Prioritising higher-order skills
- Teacher professional autonomy



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A complexity leadership lens and policy view on AI deployment in your schools

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