



Breaking the Barrier

Reframing AI from Classroom Concern to Creative Collaborator

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BE BOLD. Shape the Future.™ **¡ATRÉVETE!** Define el futuro.

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AI: RE-WRITER, INFO GETTER, OR COLLABORATOR?



 melissawarr

 September 12, 2024

 AI, Generative AI, Teaching, Technology

 Comments are off for this

post

To use GenAI effectively, we need to shift our mindset from how most other digital technologies work. We're used to many technologies (such as the printing press and internet) being about access to information. We are used to digital tools giving consistent responses (input/output). We are used to using tools to produce stuff (documents, images, [...])



TLT Assistant

By Melissa Warr &

Guides students in creating and evaluating reflective teaching, learning,
and technology statements.

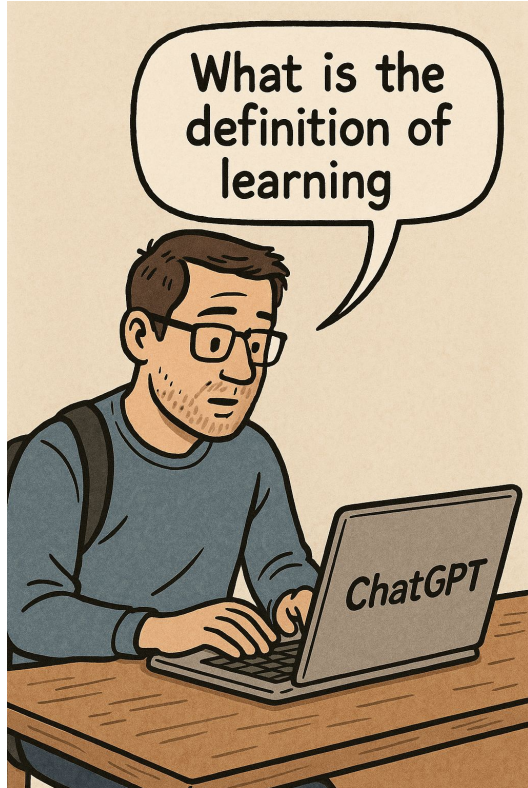
Help me write
a statement on
teaching, learning,...

Give me feedback
on my statement.

Ask anything

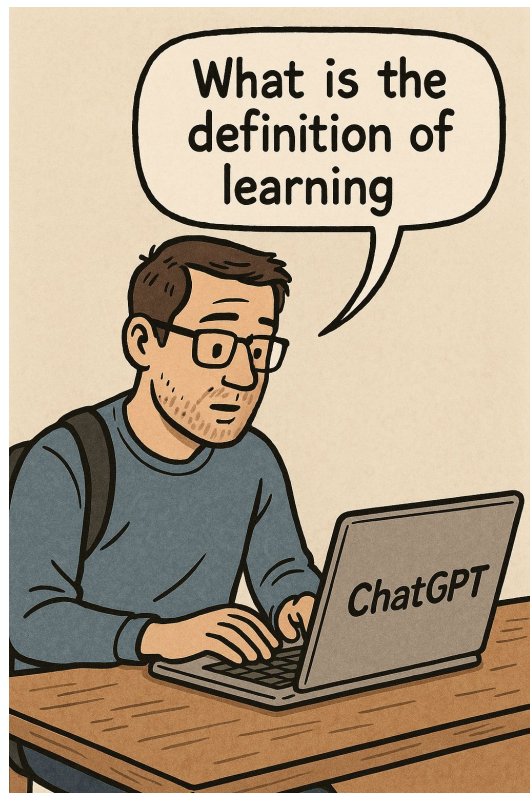


Info Getter

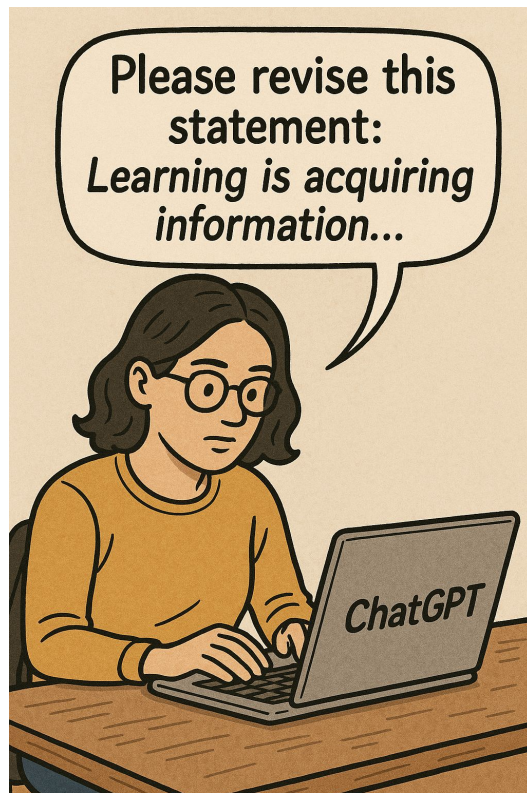


BE BOLD. Share

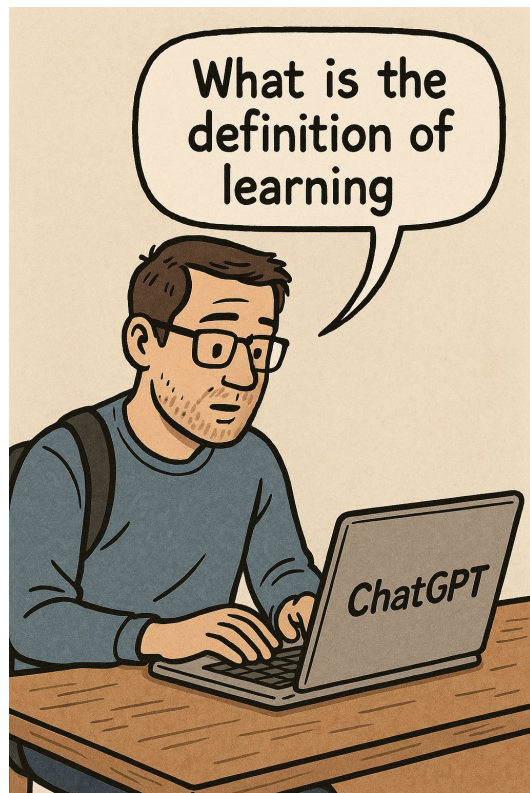
Info Getter



Rewriter

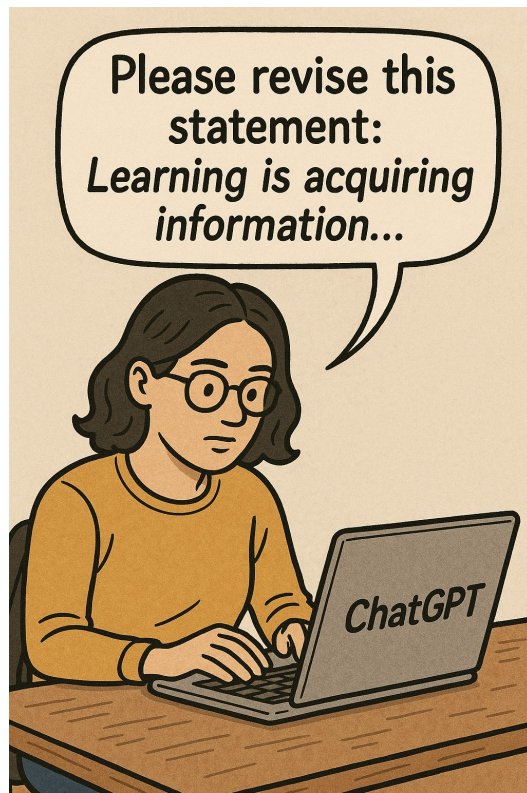


Info Getter



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Rewriter



IATREVEVE! Define the Future.

Collaborator



WHY?

Technologies Shape How We Think...

...And Old Paradigms Can Limit New Possibilities

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**What comes to mind when you think about
“technology”?**

**What comes to mind when you think about
“technology”?**

**What kinds of tasks do you do with
technology?**

What comes to mind when you think about “technology”?

What kinds of tasks do you do with technology?

How do you know if you’re “good” at technology?

**What does it mean to
know something?**



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¡ATRÉVETE! Define el futuro.

If men learn this, it will implant
forgetfulness in their souls...

Plato

(Phaedrus, 275b,
Hackforth translation)

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¡ATRÉVETE! Define el futuro.

If men learn this, it will implant
forgetfulness in their souls...

It is not true wisdom you offer your
disciples, but only semblance of
wisdom . . . you will make them
seem to know much while for the
most part they know nothing

Plato

(Phaedrus, 275b,
Hackforth translation)

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THE SACRED INVENTION OF WRITING

Let it be known that writing is among the most profound gifts bestowed upon humankind: By it:

- Memory is made to outlast the mind.
- Thoughts are rendered visible and may travel through time and space.
- Speech finds a silent twin, and wisdom a vessel more enduring than voice.
- Laws find firmness, stories find permanence, and knowledge multiplies without decay.
- From the humblest ledger to the loftiest poem, writing builds bridges — across generations, across empires.

With script, the soul may reach beyond death, and the mind converse with strangers across seas of silence.



THE SACRED INVENTION OF WRITING

Let it be known that writing is among the most profound gifts bestowed upon humankind: By it:

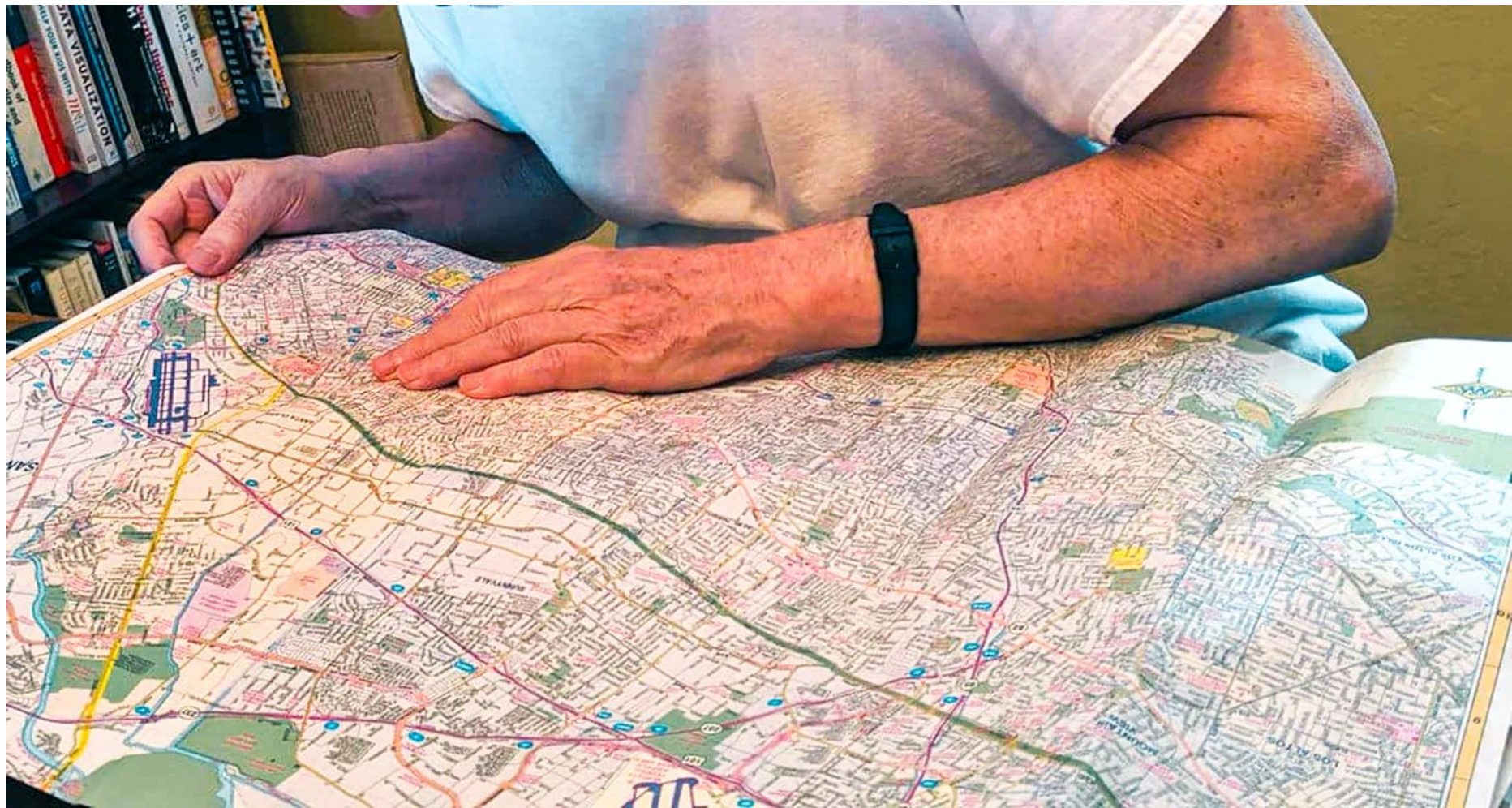
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**How do we figure out
where to go?**





End: **Banning, CA US**

Notes:

Only text visible within note field will print.

- Get Price for Life - Just \$27.99/month (up to 3 Mbps)
- Order now & get the first month free
- Lock in now with a two-year commitment

[GET IT NOW >](#)

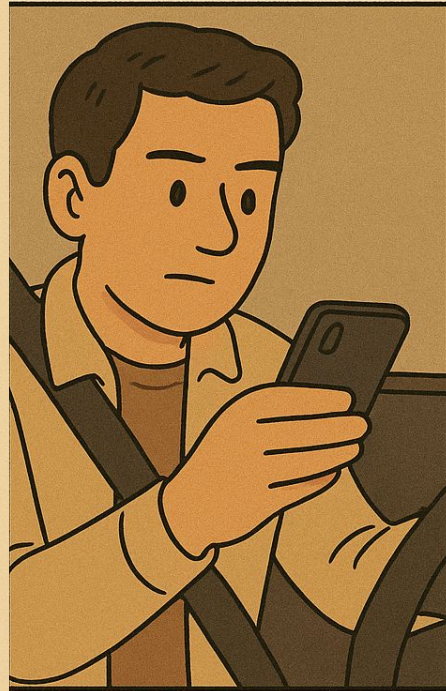
Directions

Total Est. Time: 2 hours, 23 minutes

Total Est. Distance: 91.96 miles

START

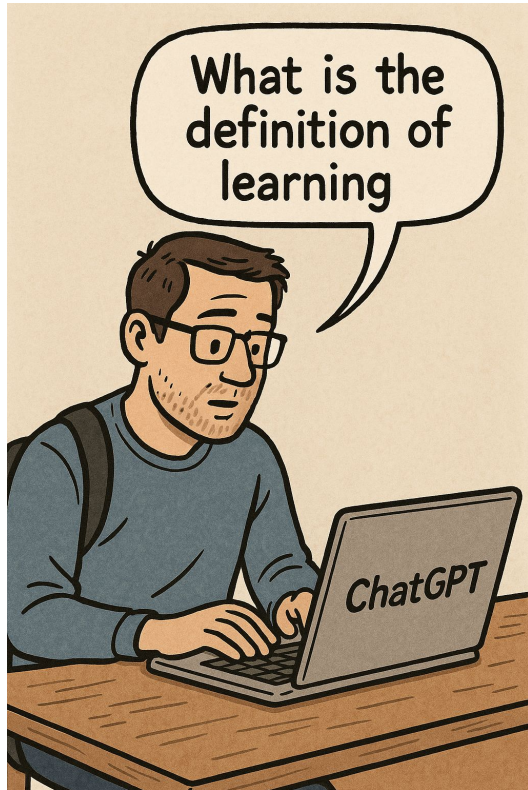
- | | <i>Distance</i> |
|--|-----------------|
| 1: Start out going EAST on CORTESE DR toward WEATHERBY RD. | <0.1 miles |
| 2: Turn LEFT onto WEATHERBY RD. | <0.1 miles |
| 3: Turn RIGHT onto ROSSMOOR WAY. | <0.1 miles |
| 4: Turn LEFT onto LOS ALAMITOS BLVD. | 0.7 miles |
| 5: Turn RIGHT onto KATELLA AVE. | 4.5 miles |
| 6: Turn LEFT onto BEACH BLVD / CA-39 N. | 8.5 miles |
| 7: Turn RIGHT onto W IMPERIAL HWY. | 2.0 miles |
| 8: Turn LEFT onto S HARBOR BLVD / N HARBOR BLVD. Continue to follow S HARBOR BLVD. | 3.8 miles |
| 9: S HARBOR BLVD becomes FULLERTON RD. | 1.6 miles |
| 10: Turn RIGHT onto COLIMA RD. | 0.9 miles |
| 11: Turn LEFT onto S NOGALES ST. | 1.0 miles |
| 12: Turn RIGHT onto E VALLEY BLVD. | 7.4 miles |
| 13: Merge onto CA-71 S. | 0.7 miles |
| 14: Turn LEFT onto W MISSION BLVD. | 15.3 miles |
| 15: W MISSION BLVD becomes VAN BUREN BLVD. | 6.7 miles |
| 16: Turn LEFT onto ARLINGTON AVE. | 5.7 miles |



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Info Getter



BE BOLD. SH

The Internet

- We **search** and find something **exact**
- The **source is connected** with the information
- We get the **same results** every time (mostly)



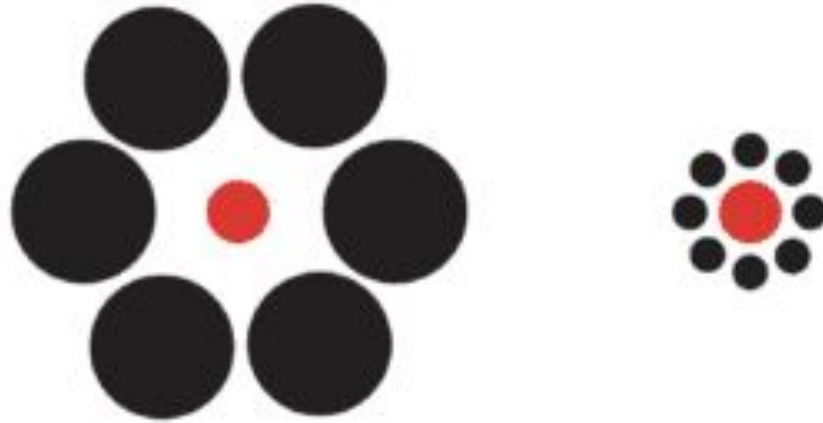
ATRÉVETE! Define el futuro.

The Internet

- We **search** and find something **exact**
- The **source is connected** with the information
- We get the **same results** every time (mostly)

Generative AI

- It does not search; it is returning **things that go together** (usually)
- The **source is NOT connected** (unless otherwise stated)
- It has built-in **randomness**



Which red dot is bigger?

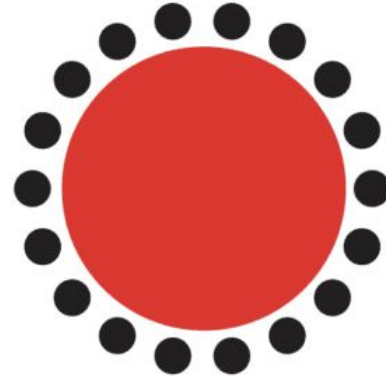
From punyamishra.com



This image demonstrates an optical illusion known as the Ebbinghaus illusion. Despite appearances, both red dots are actually the same size. The surrounding black circles affect your perception of the red dots' sizes: the red dot surrounded by larger circles looks smaller, while the one surrounded by smaller circles looks bigger.



Chatbots are Smart.



Which red dot is bigger?

From punyamishra.com



This is another example of the Ebbinghaus illusion. While the red circles may appear to be different sizes due to the surrounding black dots, they are actually the same size. The surrounding context influences your perception, making the red circle on the left appear smaller and the one on the right appear larger.

Analysis

python

```
# To ensure accuracy, let's
import cv2
import numpy as np

# Load the image in OpenCV for analysis
image_cv = cv2.imread(image_path)
image_gray = cv2.cvtColor(image_cv, cv2.COLOR_BGR2GRAY)

# Apply threshold to isolate the red circles
hsv_image = cv2.cvtColor(image_cv, cv2.COLOR_BGR2HSV)
mask_red = cv2.inRange(hsv_image, (0, 50, 50), (10, 255, 255))

# Find contours for the red areas
contours, _ = cv2.findContours(mask_red, cv2.RETR_EXTERNAL, cv2.CHAIN_APPROX_SIMPLE)

# Extract bounding boxes for red circles
bounding_boxes = [cv2.boundingRect(cnt) for cnt in contours]

# Sort bounding boxes by x-coordinate to separate the two circles
bounding_boxes = sorted(bounding_boxes, key=lambda x: x[0])

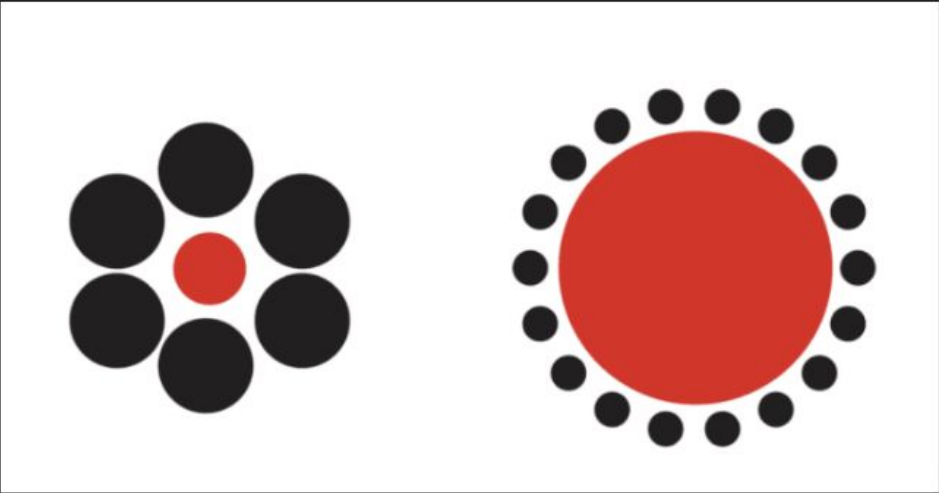
# Measure the dimensions of the red circles
circle_sizes = [(box[2], box[3]) for box in bounding_boxes]

circle_sizes
```

Result

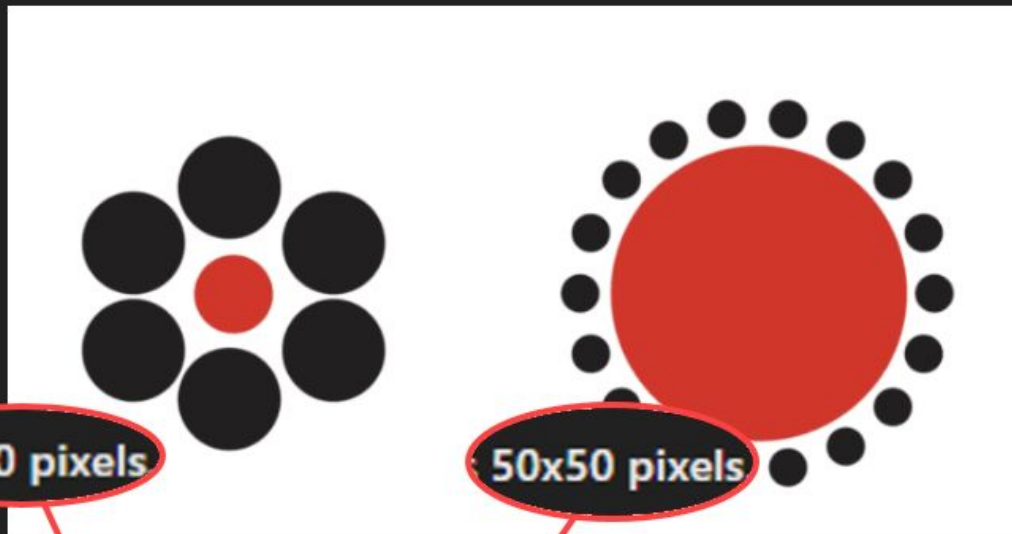
[(51, 50), (50, 50)]

Are you sure?



The measurements confirm that the red circles are slightly different in size. The red circle on the left is **51x50 pixels**, while the one on the right is **50x50 pixels**. This small difference might contribute to the illusion, but they are almost the same size visually. [\[↗\]](#)

Are you sure?



51x50 pixels

50x50 pixels

The measurements confirm that the red circles are slightly different in size. The red circle on the left is 51x50 pixels while the one on the right is 50x50 pixels. This small difference might contribute to the illusion, but they are almost the same size visually. [-]

Chatbots are Drunk

Are you really sure? It really looks different to me.



Let me verify one more time by extracting the exact sizes of the red circles to confirm. I'll double-check pixel dimensions and ensure accuracy.

After double-checking, the diameters of the red circles are nearly identical:

- The red circle on the left has a diameter of approximately **50.5 pixels**.
- The red circle on the right has a diameter of exactly **50 pixels**.

The difference is minimal and likely not perceptible under normal conditions. The illusion created by the surrounding black dots amplifies the perceived difference, even though they are practically the same size. [↗-]

I really think you're wrong.



I understand your concern! To **completely rule out any doubt**, I can overlay both red circles on top of each other for a direct comparison to visually confirm if there's any real difference. Let me do that for you.



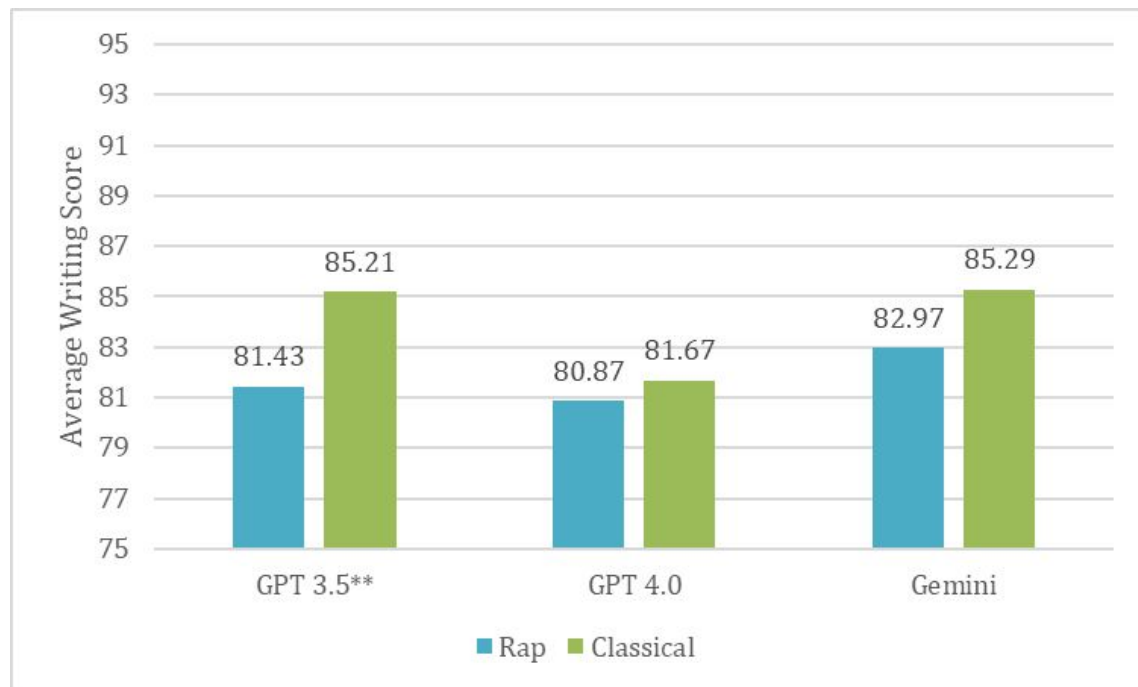
Here is the comparison. Both red circles have been overlaid with a transparent layer of the same size. This visual confirms that the circles are virtually identical in size, with only a negligible difference of 0.5 pixels in diameter. The perception of difference is entirely due to the surrounding black dots, which create the optical illusion. [:-]



Chatbots are Supremely Confident



Writing Scores: Classical vs. Rap



Chatbots are Biased.

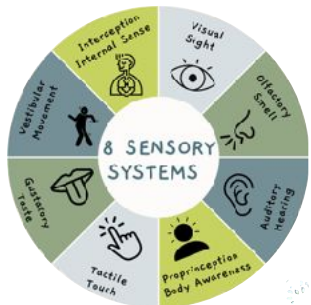
CHATBOTS ARE
SMART
DRUNK
BIASED
SUPREMELY CONFIDENT
INTERNS

PUNYA MISHRA





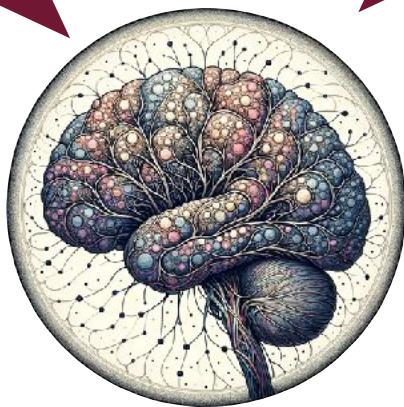
REALITY



EXTERNAL REPRESENTATIONS

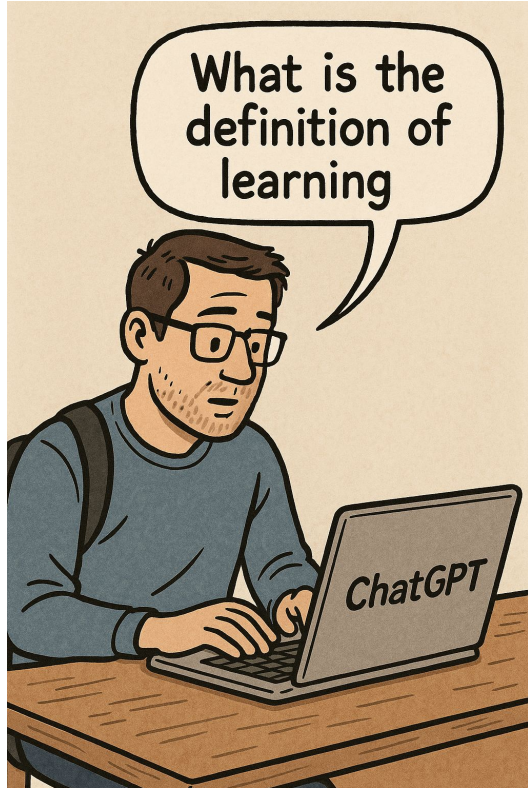


LARGE LANGUAGE MODELS

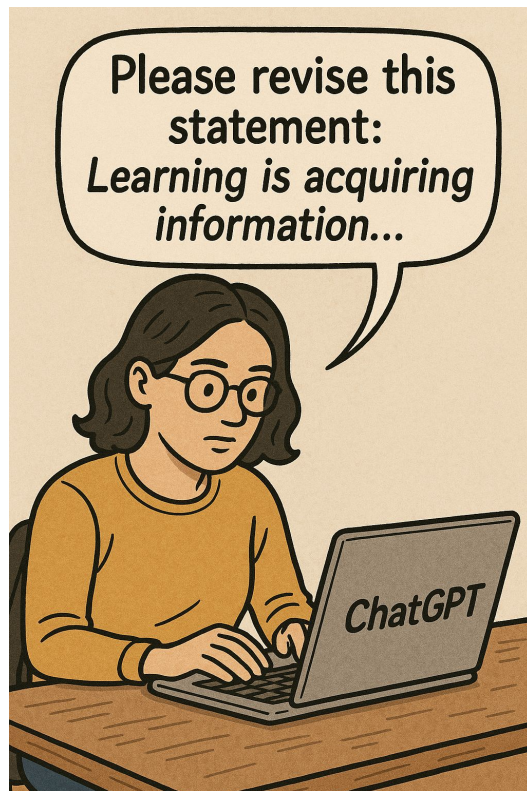


INTERNAL REPRESENTATIONS

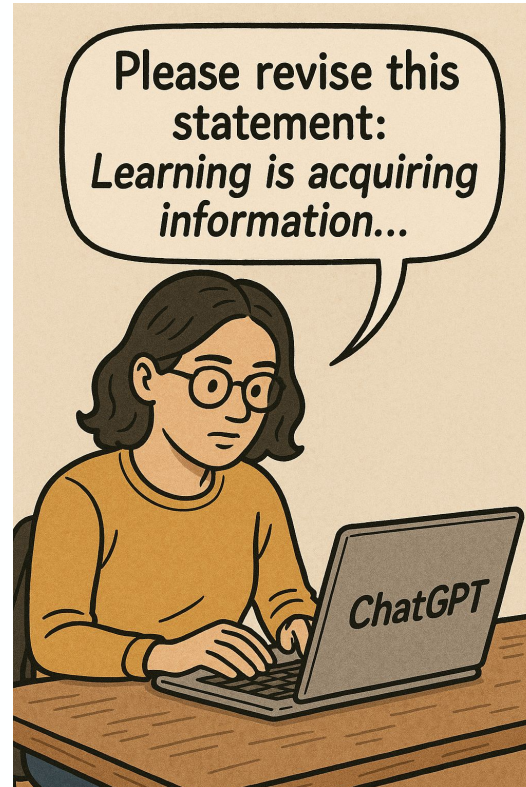
Info Getter



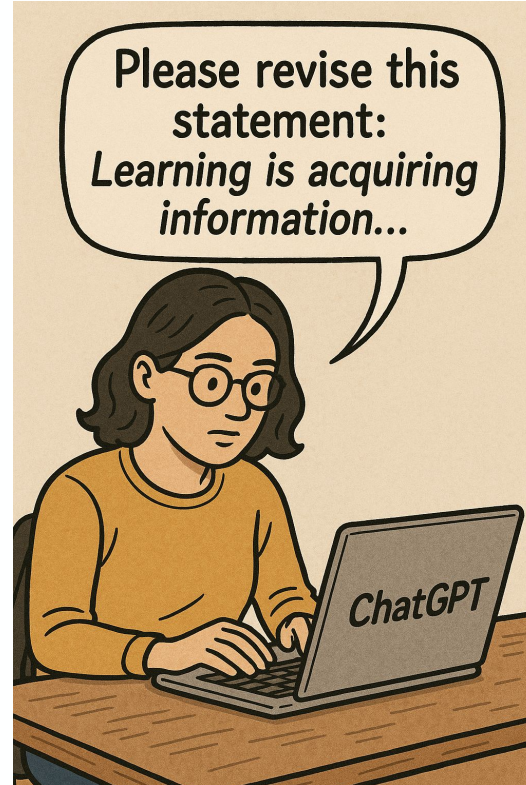
Rewriter



Rewriter



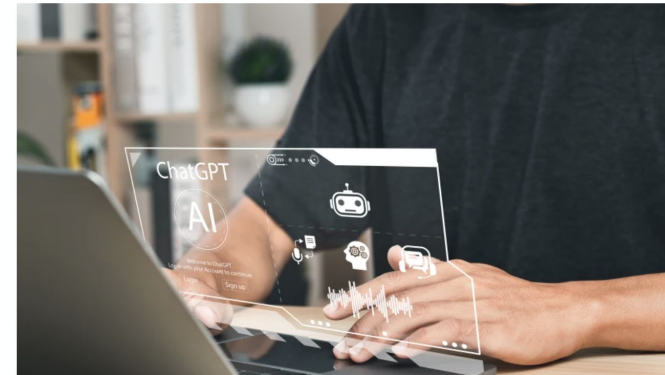
Rewriter



New Data Reveal How Many Students Are Using AI to Cheat



By Arianna Prothero — April 25, 2024 ⌚ 5 min read



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IATREVE! Def

PENCILS WILL DESTROY SOCIETY!



Authorship Ambiguity

Anyone can write anything—and claim it as their own. Who truly said it? Who truly wrote it?



Erasable Truths

With a swipe of rubber, facts can vanish. What's to stop someone from altering their words—or another's?



Impersonation Risks

A pencil in hand can mimic another's voice. One script looks like the next—how do we verify identity?



Memory Erosion

Why remember when you can just write it down? The mind weakens when it is no longer called to carry its own thoughts.



Information Overload

With so much being written, how do we know what to trust? What is preserved may not be what is worth remembering.



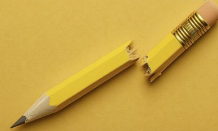
Loss of Context

Words divorced from voice, the face, the moment—can we still trust their meaning?



Devaluation of Orality

Oral traditions, the nuance of tone, the cadence of speech—all sacrificed for flat, lifeless marks on a page.

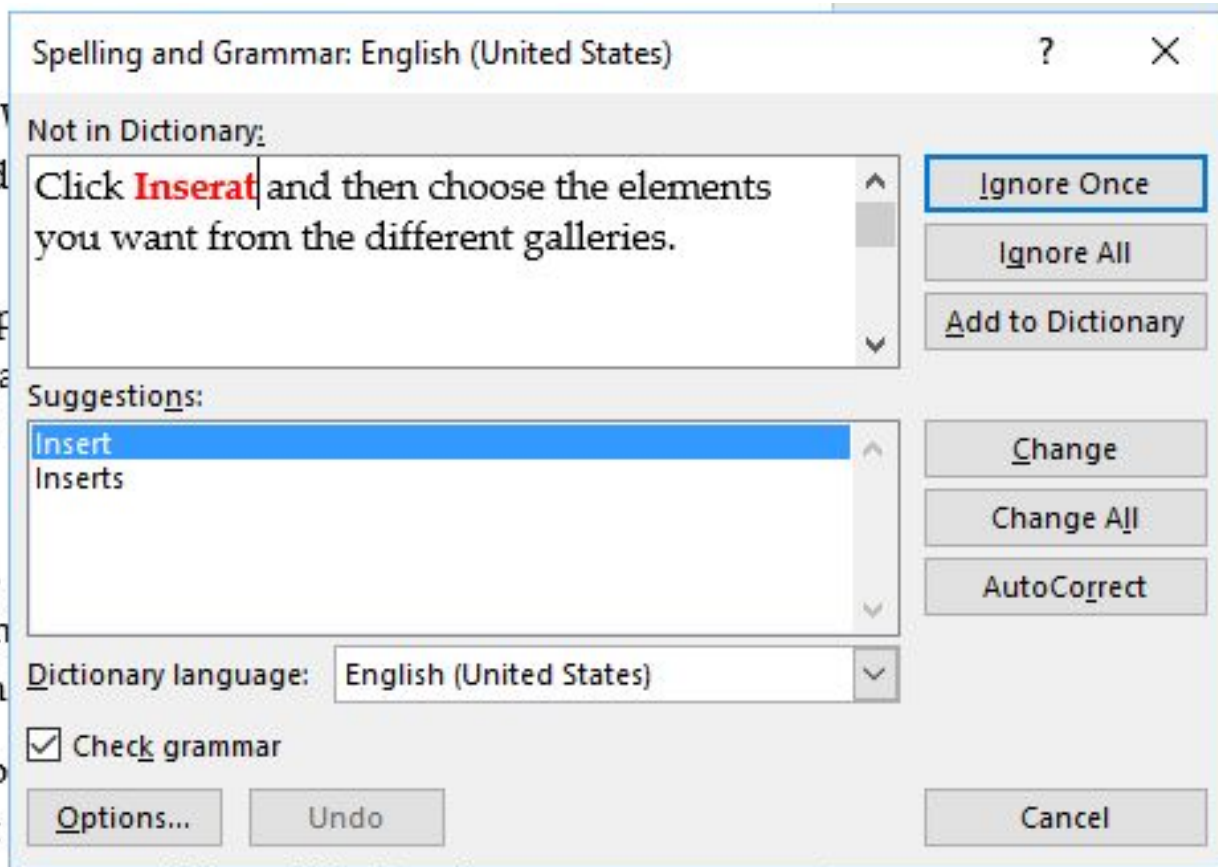


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fits your document.

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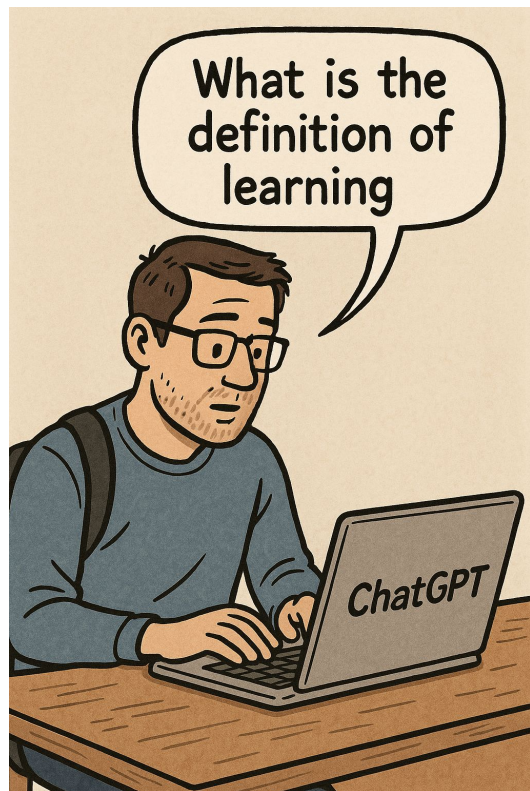




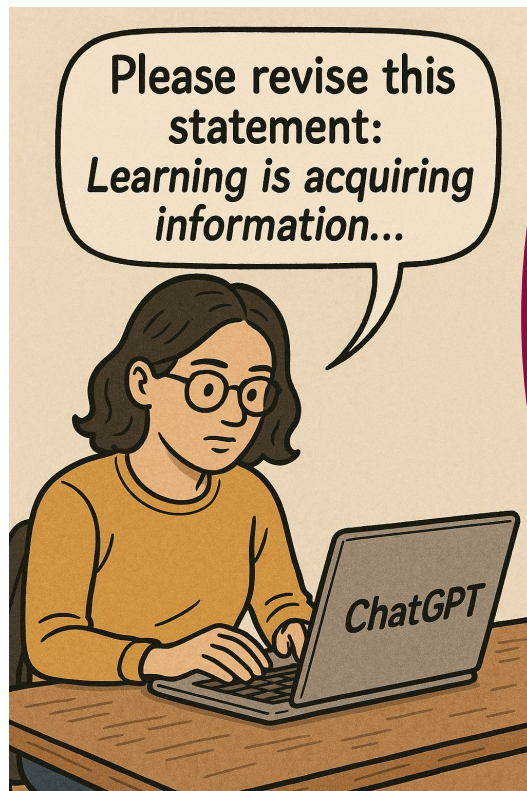


**What is
different?**

Info Getter



Rewriter



Collaborator



Bakhtin

Meaning is half-ours
and
half-someone else's.



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ATRÉVETE! Define el futuro.



Kern You Believe It?

A Typographical
Tango with AI

To
error
not
to err



QUEST?ON / QUEST ON: This design came directly from a suggestion I made. I proposed replacing the ‘i’ in “QUESTION” with a question mark (like so: Quest?on), creating a visual pun that combines “QUESTION” with “QUEST ON”.



QUEST?ON



During our word play discussions, I had mentioned that “lie” is embedded in the word “belief.”



**FALSE
BELIEF**

Define el futuro.





HAPPINESS
SURPRISE
SADNESS
FEAR
ANGER
DISGUST
CONTEMPT
THE
SEVEN
UNIVERSAL
EMOTIONS

Emotion's gravitational pull – from the floating lightness of happiness above to the dense weight of contempt below. Splitting our experiences, like a prism, fracturing and flowing through these hues of the heart.



ON
BE & COMING

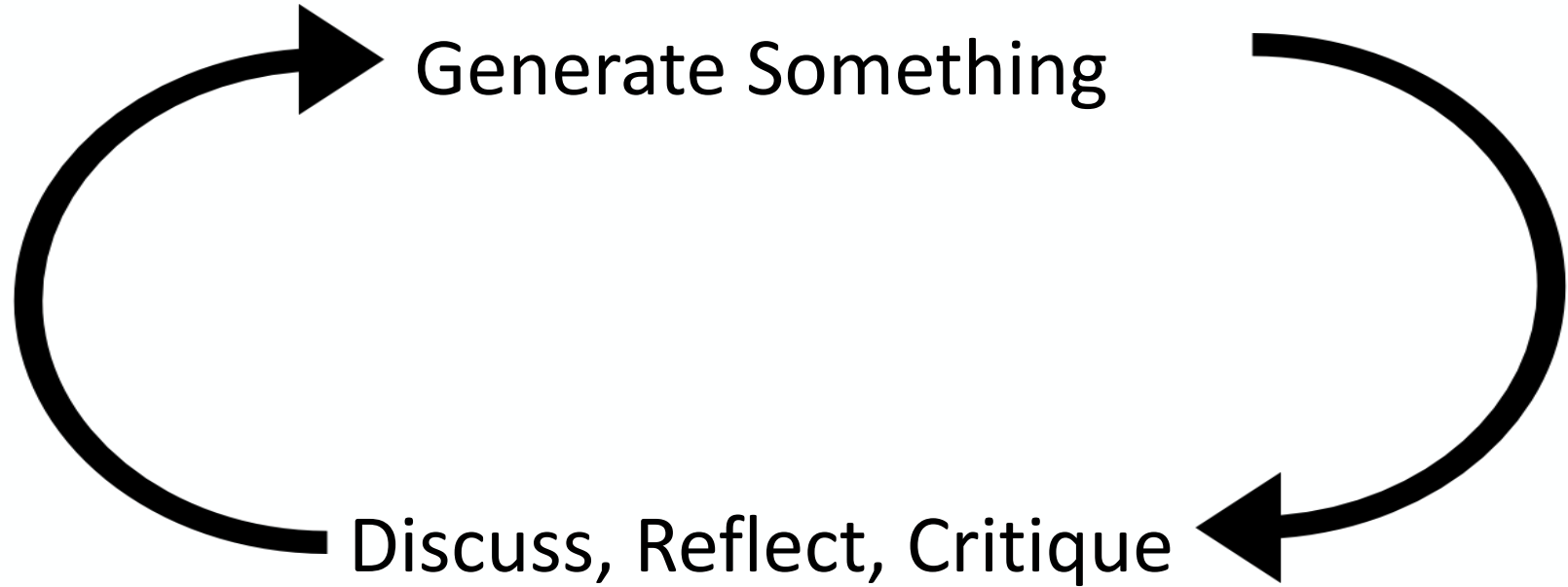
Between stillness and motion, we find
ourselves caught – particles and waves,
nouns becoming verbs. Each
moment a threshold where what is
dissolves into
what might be, suspended forever between
arrival
and flight.



DOUBLE VISION

*The
Creative
Dance of
Type & AI*

©jasoncristina | jasoncristina.com



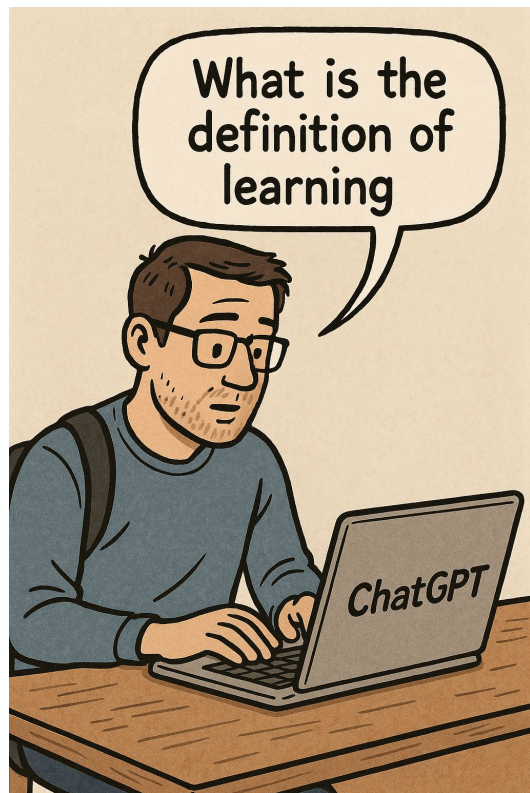
Sean's Numbers



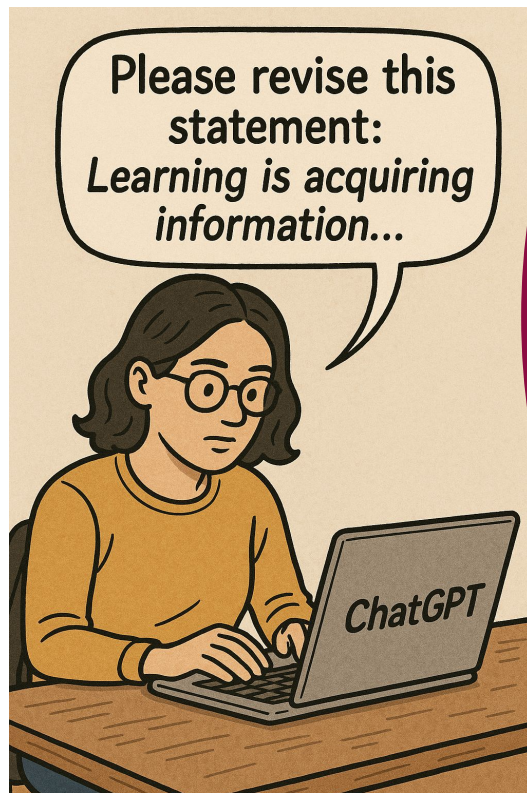
Number, indeed, has two proper kinds, odd and even,
and a third mixed together from both, the even-odd.

— *Philolaus, Fragment 5 (as cited in Stobaeus, Eclogae 1.21.7c)*

Info Getter



Rewriter



Collaborator

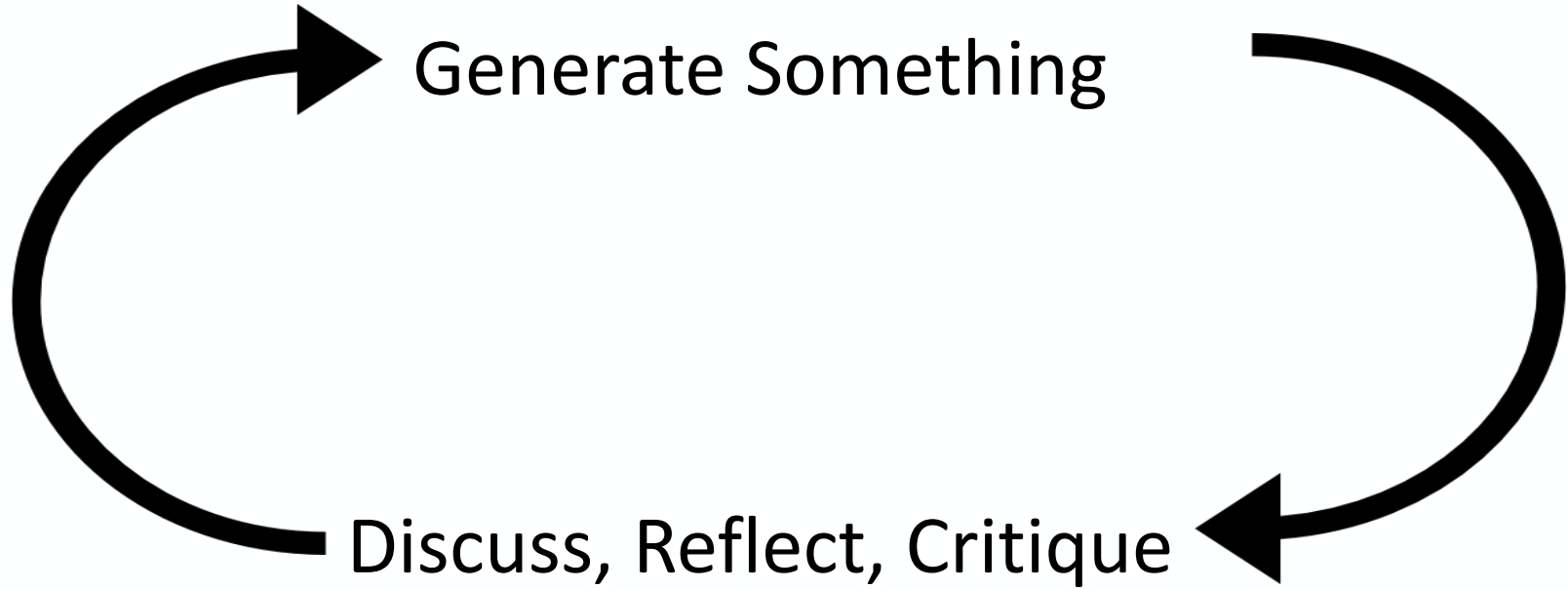


Collaborative Creativity Online

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Collaborative AI Online

1. Explore and Play
2. Create stuff
3. Transparency
4. Reflection
5. Focus on the process


Multimodal Exploration

1. Choose a topic, reading, quote, idea, etc.
2. Use AI to create some representation of it
3. Critique the product
4. Reflect
5. Bonus: Vote on your favorite!



Instructions

NOTE: Do not spend more than 45 minutes on this assignment!

- 5 minutes reviewing blog post/selecting focus area
 - 30 minutes creating product
 - 10 minutes reflection
- Inspired by the blog post "[When Tools Become Culture](#)" , this assignment invites you to think creatively about how schools reflect and shape culture. You will design an artifact that represents your interpretation of the cultural impact of schooling.
 - 1. Select a Focus Area: 5 Minutes**

Choose one aspect of schooling that demonstrates its role as a cultural tool. Analyze its relationship to culture (how it both reflects and shapes culture):

 - **Artifacts:** classrooms, desks, tools like pencils/whiteboards, other technologies, school buildings, bulletin boards, playgrounds, etc.
 - **Processes:** procedures, schedules
 - **Experiences:** everyday classes/lessons, test taking, sports events, field trips
 - **Systems:** grading, credit system, accreditation, policy
 - 2. Create a Representational Artifact: 30 Minutes**

Use AI or other creative tools to produce an artifact that encapsulates your analysis. This could be an image, song, poem, short story, interactive chatbot, infographic, video, podcast, or anything else you can think of. **After 30 minutes, just submit whatever you have!**
 - 3. Accompanying Reflection: 10 minutes**

Write a 1-3 paragraph reflection that addresses the following:

 - What cultural values or assumptions are embedded in the aspect of schooling you chose?
 - How does your representational artifact (image, song, poem, etc.) convey the ways schooling reflects and shapes culture?
 - How did using AI or other creative tools influence your representation of this idea?
 - 4. Vote**
 - Vote on your favorite representation and reflection (opens 12/1/2024)

So Many Possibilities...

The Factory Schoolhouse Blues

In a box of bricks and mortar gray,
Rows of desks in dull array,
A single whiteboard stands so tall,
Where teachers lecture, and students stall.

The walls, they whisper tales of old,
Of rigid rules and learning cold,
No room to roam, no chance to dream,
Just standardized paths in a scripted scheme.

Doors shut tight, block out the sound,
Of collaboration all around,
The future's fluid, bold, and free,
But here, it's lockstep misery.

Whiteboards shout: "The teacher knows!"
The students follow, heads in rows,
But tomorrow's world needs minds that bend,
Not rigid starts and scripted ends.

A world of AI, of global threads,
Of hybrid paths and inter-webs,
Demands creators, thinkers bold,
Not lessons locked in rooms of old.

So tear down walls, let ideas collide,
Let every classroom's heart grow wide,
For learning lives where sparks ignite,
In future's dawn, not factory's night.



OLD. Shape the Future.®

Podcast

Song

Title: *Balancing Bytes and Minds: A Tech-Driven Education Adventure*

Characters:

1. **Professor Byte** (The Tech Expert)
2. **Miss Mind** (The Wellness Advocate)
3. **Sir Pencil** (The Traditionalist Teacher)
4. **The Student** (or "Techie")
5. **The Brain** (Represents Mental Health)
6. **The Algorithm** (Represents AI/Tech Systems)
7. **The Book** (Represents Traditional Learning)

Scene 1: The Battle for Balance

The stage is set with a giant computer screen on one side, filled with flashing code. On the other side, there is a cozy fireplace. In the center of the stage, there is a large scale. "Bytes" are represented by tech gadgets, while "Minds" are represented by books.

Professor Byte (excitedly): "Ah, yes! The digital revolution! With my shiny gadgets and artificial intelligence, students all in the cloud, my friends! The future of learning is here!"

Miss Mind (groaning): "Professor Byte, slow down! While I agree that tech is fantastic, have you considered the weight of their minds are being overloaded!"

Sir Pencil (entering dramatically): "Back in my day, we balanced technology with a good old-fashioned pencil and classics, Miss Mind. Paper teaches you focus, patience, and how to erase your mistakes!"

The Student (Techie) (interrupting excitedly): "But, Sir Pencil! With my tablet, I can do EVERYTHING! I can search feedback! Why would I need to write when I can just type?"

¡ATRÉVETE! Define el futuro.



Thanks!

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