

# Teaching with AI

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## 1) Setting Up Msty

### **Overview**

Msty is a local AI model designed to streamline classroom AI integration. Here's how to get started:

- **Step 1: Download** Msty from <https://msty.app>.
- **Step 2: Installation**  
Follow the installation instructions on the website for your operating system. Ensure you have sufficient memory and storage to run local models efficiently.
- **Step 3: Account Setup & Configuration**  
Once installed, create an account (if required) and adjust settings as per your preferences or classroom requirements.
- **Step 4: Testing**  
Run initial tests with simple prompts to familiarize yourself with Msty's response speed and capabilities.

## 2) Crafting Effective Prompts

Creating precise and actionable prompts is essential for achieving desired AI outputs. Here's a structured approach:

- **TASK**: Clearly define the action you want Msty to perform. Examples include:
  - **Analyze**, **Summarize**, **Generate ideas**, **Explain**, **List**, **Develop**, **Rephrase**.
- **FORMAT**: Specify the output format, such as:
  - **Essay**, **Table**, **Spreadsheet**, **Dialogue**, **List**, **Outline**, **Chart**.
- **VOICE**: Indicate the desired style or tone:
  - Academic, Casual, Formal, Humorous, or even imitative styles (e.g., "in the tone of a marketer").
- **CONTEXT**: Provide additional background information if needed, like:
  - Specific course relevance, intended audience level (e.g., undergraduates), or topic scope.

### 3) Summary of Key Points from AI Series Presentation Slides

The following points are key takeaways from the presentation, focusing on prompt engineering and classroom AI applications:

- **Prompting Techniques**:

An effective prompt should have clarity in **task**, **format**, **voice**, and **context**. This structured approach helps generate responses that are tailored to diverse classroom scenarios, like assignments, quizzes, or summaries.

- **AI for Inclusivity**:

AI tools like Msty can adapt materials to be more inclusive. For instance, they can help revise assignments for cultural sensitivity, tailor content to different skill levels, or adapt examples for a diverse student body.

- **AI as an Educational Partner**:

Beyond answering questions, AI can act as a tutor, discussion facilitator, or even a co-teacher. For example, Msty can generate icebreakers, summarize complex concepts, or simulate classroom discussions to help students engage more deeply with the material.

- **Personalized Learning**:

Msty can create variations of assignments tailored to individual students, incorporating their learning history or specific challenges.

- **Prompt Variations**:

Encourage students to use prompts that explore different perspectives or writing styles. Examples include prompts for rewriting in literary, humorous, or professional tones, or generating analogies tied to student interests.

### 4) AI and DEI

1. **Revise Assignment for Inclusivity**: Modify the assignment to reflect a range of names, locations, and cultural references.
2. **Customize Assignments for Individual Students**: Create a personalized version of the assignment for each student, incorporating their names and relevant references from their previous work or cultural background.
3. **Adapt Assignments for Different Student Backgrounds**: Develop alternative versions of the assignment for various student groups, such as those who have completed certain courses and those who have not, or tailored for specific majors and non-majors.

4. **Integrate Student Cultural Contexts:** Offer suggestions to enhance the assignment by including examples that represent the diverse cultures and regions of the students.
5. **Individualize Assignments Based on Pre-Course Information:** Use data from pre-course surveys and prior test scores to create personalized assignments for each student, adjusting the difficulty as needed and adding review questions or simpler examples for those who may benefit.
6. **Support Diverse Learning Needs:** Provide additional resources for students who may be first-year, non-majors, first-generation, Black, Jewish, nonbinary, or who experience math anxiety.
7. **Evaluate for Inclusive Representation:** Review my assignment, course materials, or syllabus to identify any missing perspectives, cultural backgrounds, or groups, and suggest ways to incorporate them.

Revise the multiple-choice questions on supply and demand to reflect a variety of names, cultural references, and real-world examples that resonate with a diverse student body. For each question:

1. **Use Diverse Names and Locations:** Replace generic names (like "John" or "Mary") with names from a variety of cultural backgrounds (e.g., "Amina," "Santiago," "Hiroshi") and reference locations or settings from around the world, like Nairobi's local markets, Buenos Aires' transport system, or technology hubs in Bengaluru.
2. **Embed Culturally Relevant Scenarios:** Use examples of goods, services, and industries that may be more familiar to students from different backgrounds. For instance, instead of generic products, incorporate examples like the demand for plantains in West Africa, housing in Mumbai, or coffee in Latin America. Relate supply and demand concepts to cultural events (e.g., ticket sales for festivals like Diwali or Carnival).
3. **Include Multiple Perspectives and Experiences:** For questions involving price ceilings, shortages, or surpluses, use examples that consider diverse economic contexts, such as the impact of price ceilings on staple goods in emerging markets or the effects of tariffs on small family-owned businesses.
4. **Add Contextual Background for Clarity:** For students who may be new to economics or need additional support, include short, explanatory notes within questions. For example, when mentioning a "surplus," briefly define it within the question to make the concept accessible to all learners.
5. **Personalization Based on Pre-Course Information:** If feasible, use information from student surveys to incorporate their interests. For example, if a student has indicated a passion for fashion, create a version of a question about supply and demand for popular sneaker brands. For students interested in environmental issues, include a question on the impact of increased demand for electric vehicles.

6. **Ensure Inclusivity:** Review each question to ensure it does not unintentionally exclude or stereotype any demographic. Aim for a balanced representation across gender, ethnicity, socioeconomic background, and region, and consider a range of industries that reflect different student interests.

By following this prompt, you will create a more inclusive and engaging assignment that reflects the diverse experiences of your students, making the economic concepts more relatable and meaningful.

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