ADAPTATION

ADAPTABILITY AND AI INNOVATION

Open Education Week

The Future of AI in Formal
and Informal Education
Contexts: Inclusion, Ethics
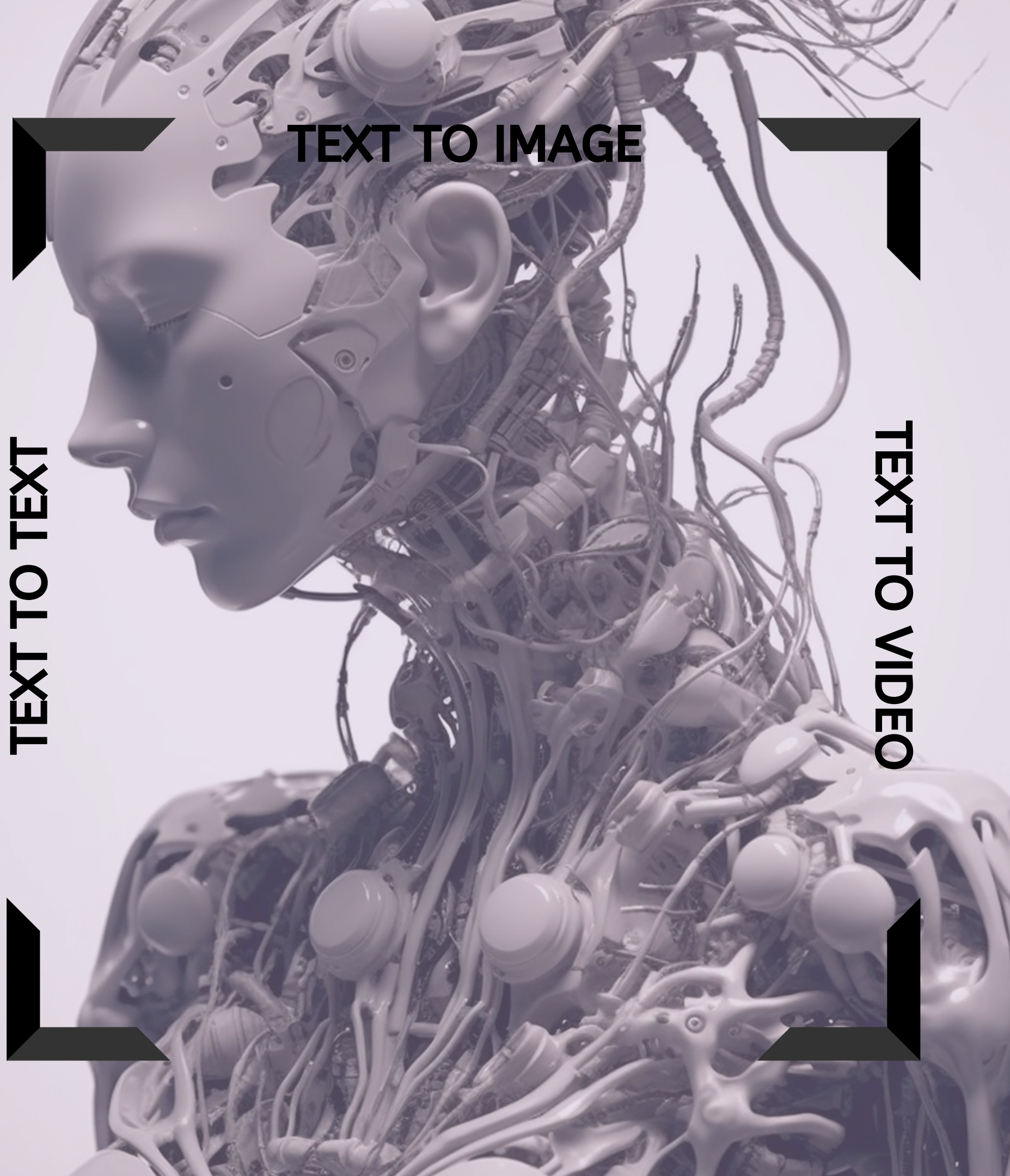and New Perspectives

**FORMAL
EDUCATION**

**POST
GRADUATE**

Adaptability

FOR A DYNAMIC FIELD

TEXT TO IMAGE

TEXT TO TEXT

TEXT TO VIDEO

The Pace of Innovation

The perspective I'd like to discuss today is informed by the masters course that I developed and taught this Winter Semester at the University of Vienna.

It was focused on AI prompt engineering and spanned text to text, text to image and text to video interfaces. The course covered the foundations of AI, types of interfaces, prompt engineering methodologies, real world applications, as well as ethical, legal and societal issues surrounding AI.

Summer

SYLLABUS

I created a sixteen page syllabus detailing the products, methods, and resources we would be using throughout the course.

Winter

COURSE

Throughout the time from when I created the syllabus until when I taught the course, nearly all of it was obsolete.

Mindset Shift

Instructor

Constant adaptations of the curriculum, of the assignments, of the tools.

This is very different to instructors who create a syllabus and stick to it.

"Teach how it functions and how to thoughtfully critique it rather than just how to use a product."

Student

A necessary comfort with a dynamic landscape and changing tools.

This benefits a different type of student than one who typically thrives in an academic environment

Methods

Benefits

WEEKLY DISCUSSIONS

We began every class with a group discussion of both any assignments/reading/viewing as well as AI news from the week.

PERSONALIZATION

The students were given space to adapt and personalize their assignments to their interests and their preferred interfaces.

EMBRACING FLAWS

Students were encouraged to find flaws or trouble spots in their use of AI products and follow the improvements.

GUEST LECTURERS

Guest lecturers and field trips helped students understand real world applications of AI.

IMPROVED COMMUNICATION

More students were comfortable speaking in class because of their experiences and level playing field.

INCREASED FLEXIBILITY

The students appreciated the flexibility that came with personalizing their assignments and choosing their interfaces.
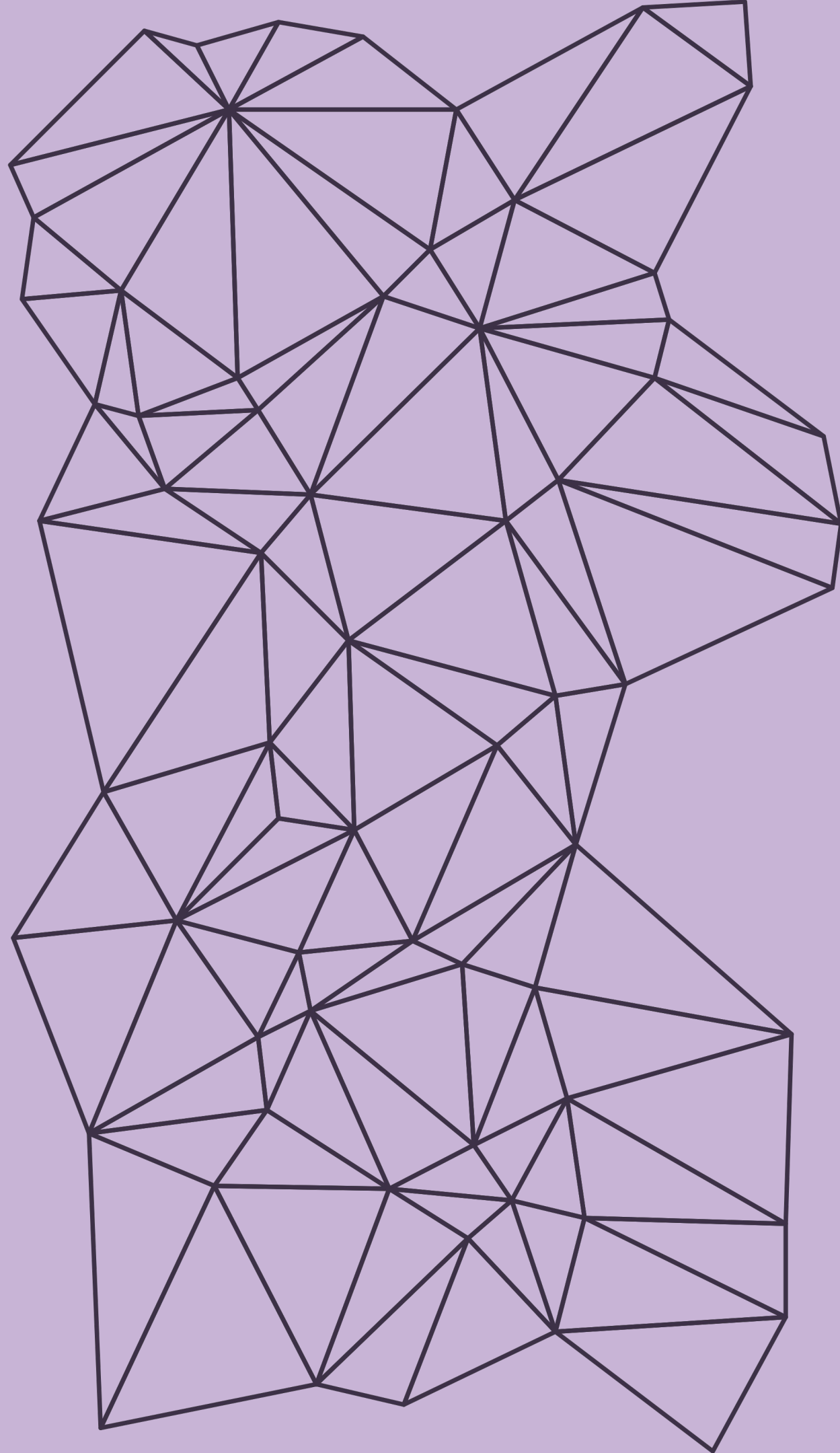
MORE ENGAGING CLASSTIME

There was no real "wrong" answer or issue not spoken through in the class so students weren't afraid to be "wrong."

PROFESSIONAL IMMERSION

Students were able to see for themselves how professionals across different fields use AI.
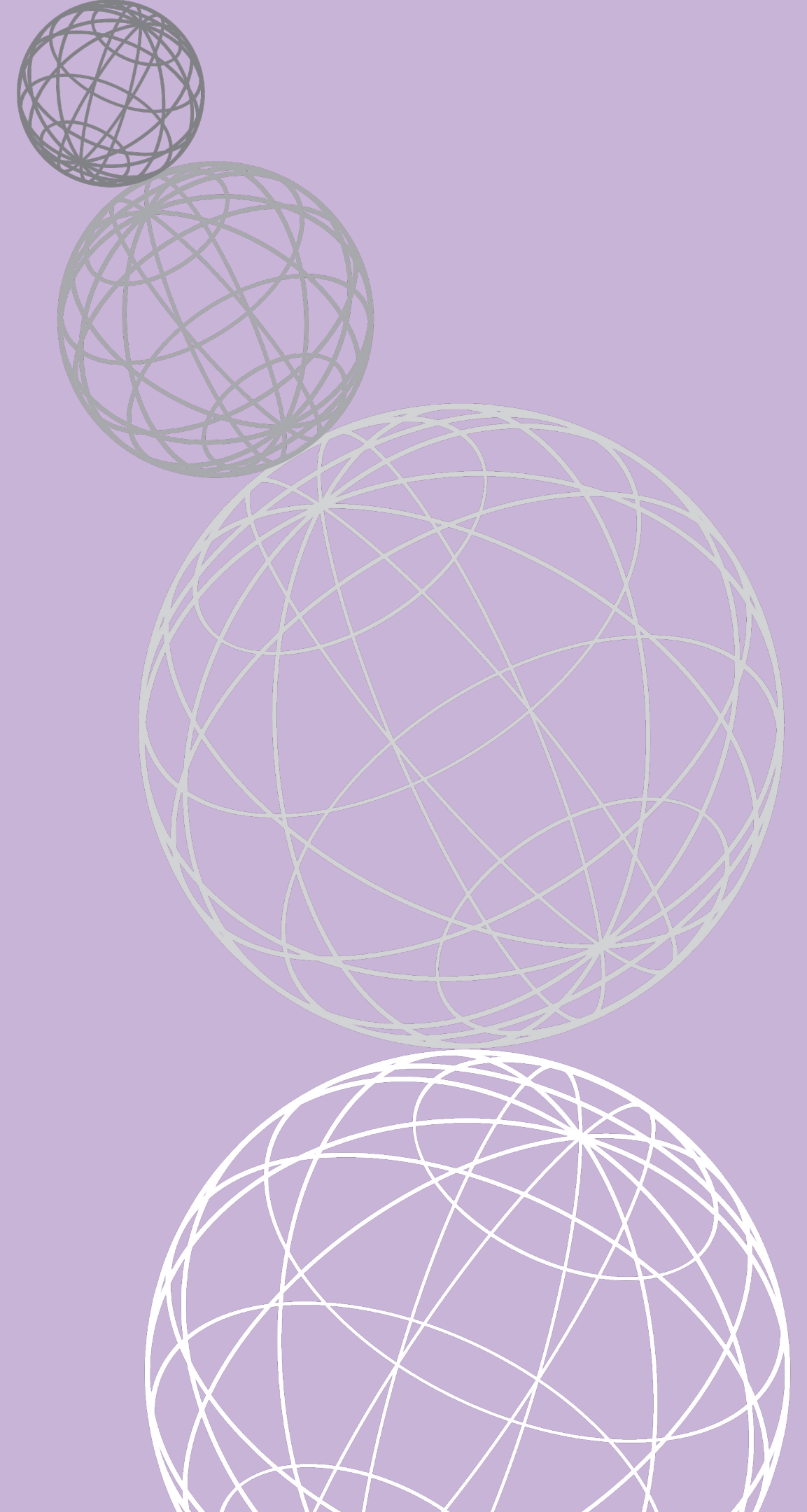
Complexities

EXPECTATIONS

Students, especially in the Austrian school system, are used to having very clear deliverables, readings, discussions and grading schema.

GROUP WORK

Group work is a typical requirement of the "workshop" courses offered at Uni Wien and individualizing their projects took extra care and collaboration.

REAL WORLD APPLICATIONS

The students were increasingly interested in applying their prompt engineering skills to other course work which had to be carefully overseen in accordance with University policy.

Key Takeaways

- Aim to teach adaptation and "how" AI works rather than teaching to a particular product, even chat gpt
- Encourage and incentivize keeping up with AI news and innovation as well as testing new products
- Give space and provide inspiration for the ethical and responsible application of AI into other work
- Promote healthy criticism and questioning of AI products, development, dissemination and regulation
- Allow space to fail forward and never hold a user responsible for limitations of a product in development
- Encourage equal access to new products and awareness of development and regulatory standards