

2024:

A (Realistic) Day in the Life of a Teacher Using AI



wooclap

*How I work hand in hand
with AI to save time and
improve learning outcomes*



NAME: Professor Woo

ROLE: Philosophy Teacher

Hello World, I'm Professor Woo. Philosophy is my passion and I love sharing it with my students. To teach or not to teach, that was never a question for me!

On this 1st of September 2024, I have great expectations for the upcoming year. Explore this planner to check out my daily life as a teacher using AI.

NOTES:

*If you find this notebook,
please send to Wooclap,
Rue des Pères Blancs 4
1040 Etterbeek, Belgium*

today

01 SEPTEMBER

2024

08:00^{AM}

I've got a full day of class prep and teaching ahead of me, so let's not waste another minute!



NOTES:

I'm woken up by Alexa. She's considered an ancient form of AI in this year 2024...

01 SEPTEMBER

2024

09:00^{AM}

Faster Lesson Planning

This year, I'm teaching a new "Introduction to Ethics" course for freshmen.

I feed ChatGPT with my more sophisticated materials from past years.

I ask it to **develop a lesson plan** tailored to my new batch of students.

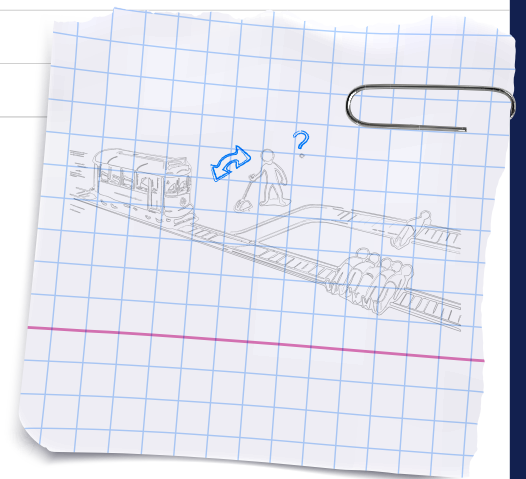
I also ask ChatGPT for **common misconceptions or struggles** that students have on the Trolley problem and utilitarian vs. ontological arguments.

To prepare for my next class on the famous **Trolley problem**, I'm turning to my trusty AI assistant.



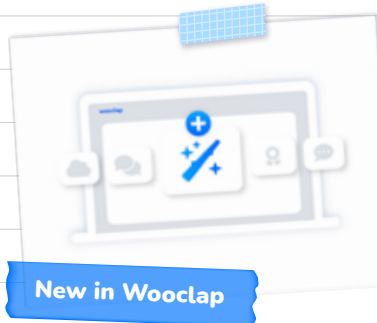
NOTES:

Although I substantially modify the AI-generated outline, I retain an excellent **video** resource it suggested on the topic, as well as a fun, hypothetical scenario to poll my students at the beginning of class.



10:00AM | Class starts with AI-generated Quizzes

I love stirring curiosity in my students by asking them the right questions instead of just feeding them answers.



1 I go on **Wooclap** and use **the AI feature** to create content.

2 I plug in today's topic and generate 15 university-level multiple-choice questions (MCQs).

*To make it interactive, I divide the class into groups, each tasked with critically **reviewing 3 AI-generated questions**.*

3 After putting all the questions in a Wooclap event, we go through them in a live session, with students responding via their devices. As we go through each question, I critique the original AI-generated question and the alterations made by the students.

NOTES:

This gives me a chance to delve further into the theoretical aspects, turning a simple quiz into a lively, learning experience.

11:00AM | Personalized Tutoring

During breakout sessions, my students become independent learners!

My students log in to **Wooflash**.

They study the **AI-generated questions** that were done on Wooclap from last week's class, and that I've exported to a Wooflash course.

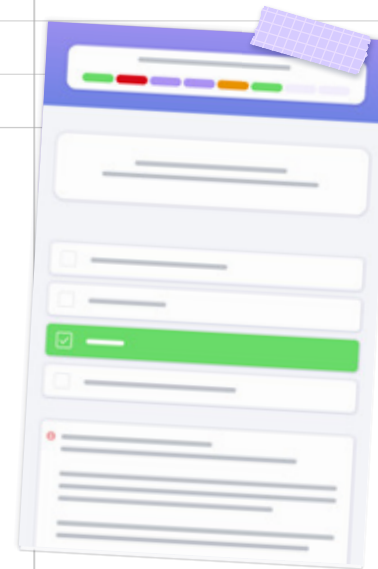
Each student embarks on an **adaptive learning path**, tailored to their understanding of the course material.

Soon on Wooflash

I've also asked the AI to adapt existing questions to other formats rapidly. For example, I've turned MCQs into a deck of flashcards helping students to learn via active recall



Soon on Wooflash



*As a teacher, I save precious time thanks to the **automated qualitative feedback feature**. It already existed for closed questions, but now the AI provides qualitative feedback to students even on **"Essay"** and **"Interview"** questions where students write long texts and answer with a video recording.*

12:00^{PM} | Lunch Break

Human teachers still need to eat*
and students to socialize!



NOTES:

* Menu of the day:

Soup of the Day
Grilled Chicken
Salad
Fresh Fruit

01:30^{PM} | AI-Moderated Group Discussions

One of my PhD candidates, **Wooliam**, leads a small group discussion with first-year students.

The focus is the same
as today's lecture -
the Trolley problem.



- 1 After a group dialogue, **Wooliam** instructs each student to **compose a brief paragraph** distinguishing Utilitarian and Ontological morality.
- 2 **Wooliam** then **feeds all these paragraphs into ChatGPT**, asking it to pinpoint shared elements and highlight the key points raised by the students. He further asks the AI **to generate its own explanatory paragraph.**
- 3 **The students** then **examine and discuss the differences** between their answers and ChatGPT's interpretation.

03:00PM

AI-generated microlearning videos

I believe that questions are the basis of all learning. ?

But to ask the right questions, you do need some theoretical knowledge.

That's why I always **add short videos to my Wooflash courses.** But since it takes a long time to create a video,

I use an **AI-powered video creation tool** (currently, PlayPlay or Synthesia).

- 1 I ask the tool to **create microlearning videos** based on the lecture materials I feed it.
- 2 It analyzes them to identify key concepts and important information.
- 3 Based on this analysis, the AI tool generates concise and focused **microlearning video content** that captures the essential knowledge and presents it in an digestible format.

NOTES: *The only things I have left to do:*

- Review** the videos
- Make some quick **modifications**
- Add them at the right place within my **Wooflash course**

04:30PM

AI-Powered research

As a scholar, staying up-to-date with scientific literature is becoming an increasingly pressing challenge for me.

- To tackle this, I use an **AI-powered research tool** to navigate the vast landscape of scientific literature.

This advanced tool has the ability to extract meaning and identify connections within research papers, providing me with valuable insights and aiding my discovery and comprehension of relevant research.

NOTES:

Currently, I am utilizing the tool to gather the best resources on Kant's theory of revolutions.



06:00PM | Group projects for final exam !

For the end-of-semester assignment, I want my first-year students to write a report in groups of 3 on a **contemporary ethical issue** such as gene editing or autonomous weapons.

I ask **Chat GPT-4** to come up with:

- ① A task setup that defines distinct roles for each student
- ② Topic ideas to inspire my students

I really like one of the AI's suggestions to have:

- A Historical Analyst to look at the past of the issue.
- A Current Affairs Investigator whose role is to examine the issue as it stands in the present.
- A Future Forecaster who's focused on projecting possible future scenarios.

New in Wooclap

Students will have to present their report to their classmates, so I encourage them to **use Wooclap AI** to generate interactive questions.

1 Once their report is done, they can just **upload it to Wooclap** (PDF, doc...).

2 The AI analyzes the content, and comes up with a variety of **questions to ask live**.

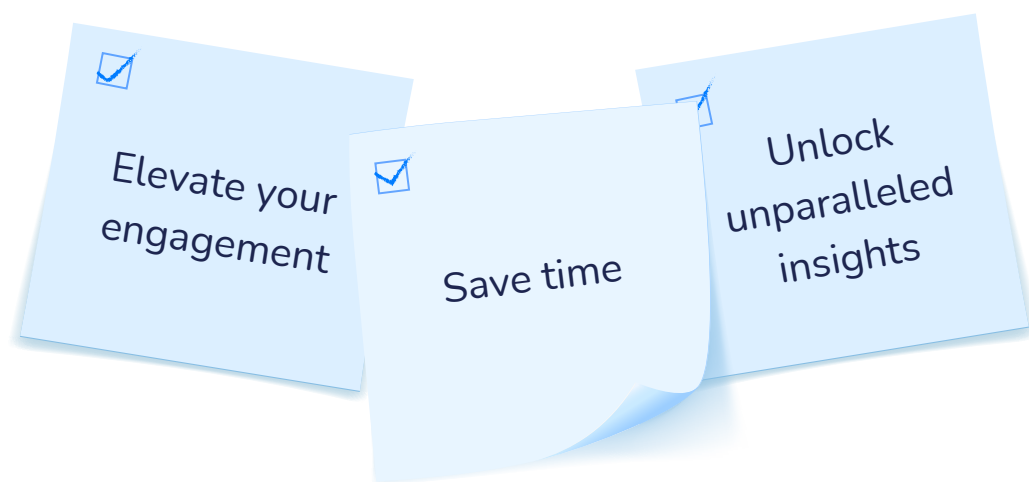
3 Students just need to **review them and choose 4 or 5** that will generate the most engagement during their presentation.



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interactive content creation with Wooclap AI.*

With AI-powered
MCQs and polls:



Join the
waitlist!

Your questions are now fueled by AI,
transforming pedagogical content into
✦ extraordinary experiences.

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