Using Microsoft Copilot

Resources

Microsoft Copilot

- Log in with your Purdue "work/school" account to ensure you're using data protection
- Recommended browser: Microsoft Edge on a PC

AI Bytes Workshop Sessions

- Sign up for upcoming sessions if you're interested
- View slide decks and recordings of previous sessions

Need Help?

- Email us at tlt@purdue.edu

Prompting

Parts of a Prompt

- **Persona** – What should the AI act like? What role should it take on?
- **Task** – What exactly do you want AI to do?
- **Format** – What is the specific output?
- **Voice** – What style of language is desired?
- **Context** – What further context or examples can you provide?

Source: Teaching with AI: A Practical Guide to a New Era of Human Learning

Benefits of Using AI to Generate Assessments

- Time savings
    - Quiz question banks and homework problems can be time-consuming to create
    - Use as a starting point
    - Great for formative assessments!

- Easy alignment of assessments with course outcomes and objectives (depending on your prompt)
- Use existing course resources to create assessments
    - Video transcripts, slide decks, reading assignments

Limitations of Using Generative AI

- Be sure to verify the information since AI can be prone to hallucinations
- Copilot currently has a 20MB limit per file uploaded and up to 10 files can be uploaded per prompt
- If you use lecture transcripts, please note that Copilot will not accept .srt (caption) files
    - Use https://www.happyscribe.com/subtitle-tools/convert-srt-to-text to convert to .txt

Example Prompts

Generating Learning Outcomes and Objectives

You are an instructor for a 200-level undergraduate college Zoology course. Please write 3-5 learning outcomes for your course that are student-centered and use Bloom's Taxonomy verbs. Each outcome should be a single sentence. Use clear, concise language.

Use measurable action verbs to indicate what the student must do to demonstrate mastery. Do not use verbs that are not measurable, such as "understand", "know", or "demonstrate". Keep concepts at a high level; do not include specific details or examples. Do not start the outcomes with "students will".

Creating an Assessment from Lecture Materials

You are an instructor creating a quiz for a course titled "Philosophy: The Big Questions" and you are teaching a module on "What is Philosophy?" Your students have reviewed the attached lecture materials.

The associated learning outcomes for the module are:

- Critically engage in philosophical debates, applying analytical skills to evaluate and contribute to philosophical arguments.

- Explain the process of philosophical inquiry, demonstrating an understanding of how to develop and articulate personal philosophical views.
- Identify and describe key sub-domains in philosophy, demonstrating an understanding of their significance and the debates within them.

Generate 3 multiple choice quiz questions based on the content that align with the learning outcomes stated.

Use clear, concise language. Make the questions of appropriate difficulty for a college-level course. Be sure there is only one correct answer per question and indicate the correct answer. Do not repeat any questions.

Include answer feedback and hints for each option.

[Attach lecture materials]

Refining an Assessment

You are an undergrad instructor who is teaching Bloom's Taxonomy to preservice teachers. Please convert the 5 true/false questions to multiple choice questions in the linked file. Each question should have four answers to choose from. Indicate the correct answer with an "*" in front of the correct answer. Use this format for the questions:

1. Which of the following is a prime number?
    a) 4
    *b) 5
    c) 6
    d) 16

[attach quiz document]

Creating a Rubric

Create a detailed rubric for a Zoology assignment titled "The Role of Keystone Species in Ecosystem Stability" which has been uploaded. The assignment is 3-5 pages long, requires APA formatting, and at least three peer-reviewed sources. The score is based on 50 points and the criteria should evaluate the following areas:

- Content and Understanding (25 points):
    - How well the student explains the ecological role of the keystone species, its impact on biodiversity and ecosystem stability, and the consequences of its removal.
- Organization and Clarity (10 points):

    - The essay's structure, including the effectiveness of the introduction, body, and conclusion. The clarity and flow of ideas, including logical transitions between sections.
- Use of Peer-Reviewed Sources (5 points):
    - The quality and relevance of the sources used, and how well they support the student's arguments. Sources must be cited in-text and in a reference list using APA formatting.
- APA Formatting and Style (5 points):
    - Proper use of APA formatting, including in-text citations, reference list, title page, and general document formatting.
- Grammar, Spelling, and Mechanics (5 points):
    - Correctness of grammar, spelling, and punctuation throughout the essay.

Assign appropriate point ranges for each level of performance (e.g., excellent, good, fair, needs improvement) within each category. Give a concise description for each level of performance per criterion. Format it in columns and rows. Create this in a Word document to download.

Analyzing Student Misconceptions

Analyze the following student responses to the recent assessment on [Subject/Topic]. Identify common misconceptions and areas where students are struggling. Provide a summary of these findings and suggest potential adjustments to teaching strategies to address these issues.

[include student responses WITHOUT IDENTIFYING INFORMATION and attach assessment details]

Image Alt Text for Accessibility

https://www.purdue.edu/innovativelearning/tools-resources/accessibility/ai-prompt-example/