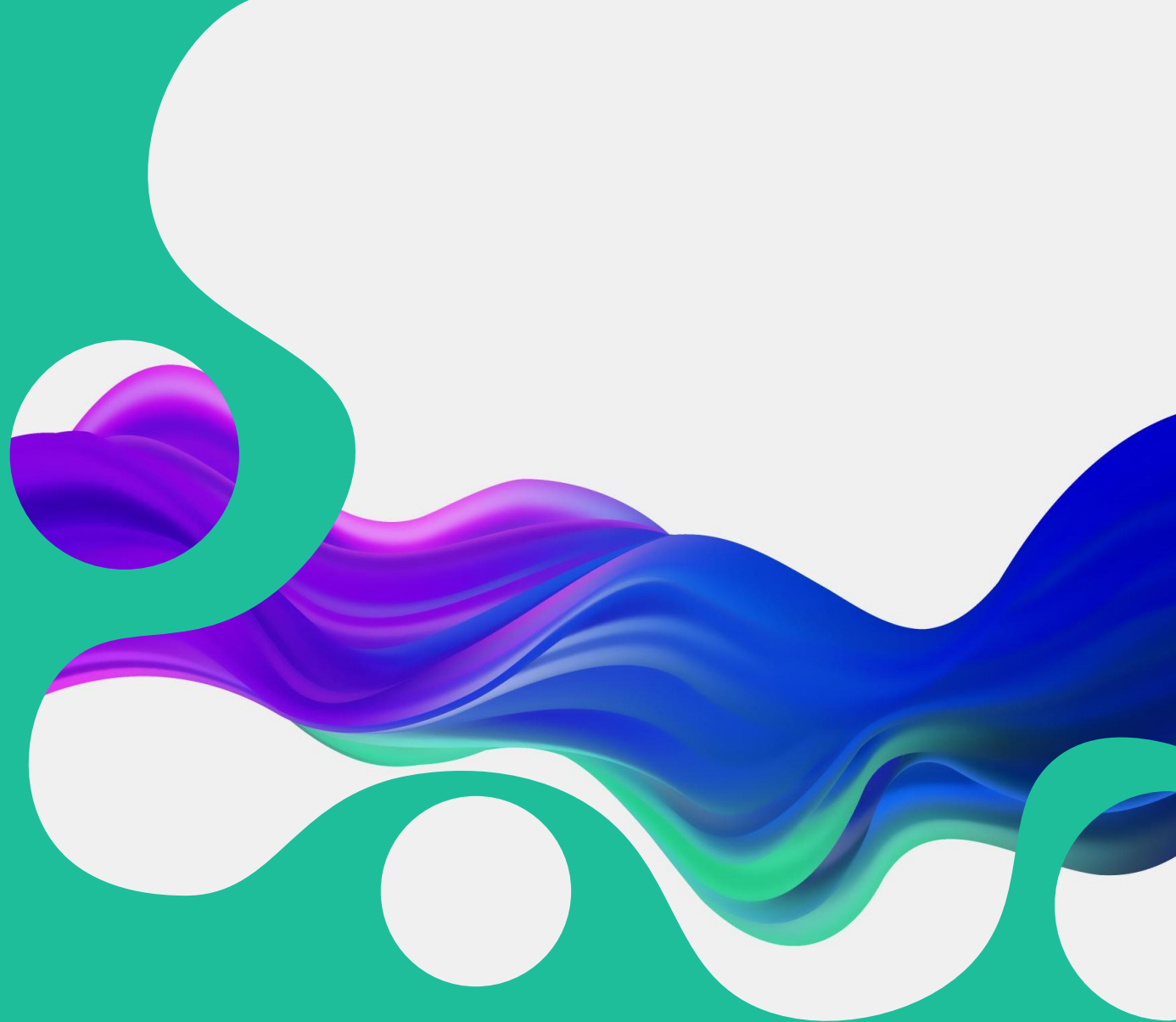# UQSchoolsNet Presentation: Harnessing Generative AI for Teachers

Simone Smala

School of Education

The University of Queensland

Welcome all! Where are we at right now? Or is right now already superseded again?

2023

January 2023

- Education departments across the world react **by banning ChatGPT** on education department devices and internet networks.

February 2023

- ChatGPT was estimated to have reached 100 million monthly active users

March 2023

- OpenAI released a new model, GPT-4

October 2023

- The Australian Education Ministers approved the Australian Framework for Generative Artificial Intelligence (AI) in Schools

- TeachAI (USA) released the AI Guidance for Schools Toolkit

TeachAI AI Guidance for Schools Toolkit

(https://www.teachai.org/toolkit}

AI Guidance For Schools Toolkit

Access Editable Document

Potential Benefits of AI in Education

Content development and **differentiation**

Assessment design and timely, effective feedback

Tutoring and **personalized** learning assistance

Aiding **creativity, collaboration,** and **skill development**

Operational and administrative **efficiency**

Plagiarism and academic dishonesty

Diminished student and teacher agency and **accountability**

Compromised student **privacy** and unauthorized data collection

Overreliance and loss of critical thinking

Perpetuating **societal bias**

Potential Risks of AI in Education

Teach AI

Australian Framework for Generative Artificial Intelligence in Schools

The Australian Framework for Generative Artificial Intelligence (AI) in Schools (the Framework) seeks to guide the responsible and ethical use of generative AI tools in ways that benefit students, schools and society. It was developed on behalf of all Education Ministers by the National AI in Schools Taskforce, which includes representatives from all jurisdictions, education sectors and the national education agencies.

Teaching and Learning

Generative AI tools are used to support and enhance teaching and learning.

1.1 Impact: generative AI tools are used in ways that enhance and support teaching, school administration, and student learning.

1.2 Instruction: schools engage students in learning about generative AI tools and how they work, including their potential limitations and biases, and deepen this learning as student usage increases.

1.3 Teacher expertise: generative AI tools are used in ways that support teacher expertise, and teachers are recognised and respected as the subject matter experts within the classroom.

1.4 Critical thinking: generative AI tools are used in ways that support and enhance critical thinking and creativity, rather than restrict human thought and experience.

1.5 Learning design: work designed for students, including assessments, clearly outlines how generative AI tools should or should not be used and allows for a clear and unbiased evaluation of student ability.

1.6 Academic integrity: students are supported to use generative AI tools ethically in their schoolwork, including by ensuring appropriate attribution.

Human and Social Wellbeing

Generative AI tools are used to benefit all members of the school community.

2.1 Wellbeing: generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community.

2.2 Diversity of perspectives: generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases.

2.3 Human rights: generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.

Transparency

School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.

3.1 Information and support: teachers, students, staff, parents and carers have access to clear and appropriate information and guidance about generative AI.

3.2 Disclosure: school communities are appropriately informed when generative AI tools are used in ways that impact them.

3.3 Explainability: vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.

Fairness

Generative AI tools are used in ways that are accessible, fair, and respectful.

4.1 Accessibility and inclusivity: generative AI tools are used in ways that enhance opportunities, and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds.

4.2 Equity and access: regional, rural and remote communities are considered when implementing generative AI.

4.3 Non-discrimination: generative AI tools are used in ways that support inclusivity, minimising opportunities for, and countering, unfair discrimination against individuals, communities, or groups.

4.4 Cultural and intellectual property: generative AI tools are used in ways that respect the cultural rights of various cultural groups, including Indigenous Cultural and Intellectual Property (ICIP) rights.

Accountability

Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.

5.1 Human responsibility: teachers and school leaders retain control of decision making and remain accountable for decisions that are supported by the use of generative AI tools.

5.2 Reliability: generative AI tools are tested before they are used, and reliably operate in accordance with their intended purpose.

5.3 Monitoring: the impact of generative AI tools on school communities is actively and regularly monitored, and emerging risks and opportunities are identified and managed.

5.1 Contestability: members of school communities that are impacted by generative AI tools are actively informed about, and have opportunities to question, the use or outputs of the tools and any decisions informed by the tools.

Privacy, Security and Safety

Students and others using generative AI tools have their privacy and data protected.

6.1 Privacy and data protection: generative AI tools are used in ways that respect and uphold privacy and data rights, comply with Australian law, and avoid the unnecessary collection, limit the retention, prevent further distribution, and prohibit the sale of student data.

6.2 Privacy disclosure: school communities are proactively informed about how and what data will be collected, used, and shared while using generative AI tools, and consent is sought where needed.

6.3 Protection of student inputs: students, teachers and staff take appropriate care when entering information into generative AI tools which may compromise any individual's data privacy.

6.4 Cyber-security and resilience: robust cyber-security measures are implemented to protect the integrity and availability of school infrastructure, generative AI tools, and associated data.

6.5 Copyright compliance: when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.

What is AI?

- Artificial intelligence (AI) refers to human-produced technology that systematically uses large sets of data. This allows it to predict results, generating for example written outputs. It finds patterns in a massive set of data, referred to as training data, to predict text.

- Natural Language Processing is at the core of most AI applications

- Users of AI want to use natural language (instead of some artificial language or graphic interactions)

- The ability of natural language processing provides the possibility of natural language interfaces and natural language creations.

A new breakthrough in AI - GPT-3.5 and 4

- The large language models underlying GPT-3.5 and 4 are deep learning model that have been trained on a large corpus of text (in the trillions of words).

- Many current AI applications use GPT4 as the backend for their text generation capability

- An open playground is available for teachers to try GPT-3.5 directly (i.e. ChatGPT at OpenAI)

What is ChatGPT?

- GPT stands for Generative Pre-trained Transformer
- It is a type of AI that can understand and generate human-like text based on natural language processing.
- The training data for ChatGPT includes a diverse range of sources, such as websites, news articles, books, and more until 2021.
- The model has been trained to predict the next word in a sentence based on the context of the preceding words. This allows it to generate human-like text that is grammatically correct and contextually relevant.
- ChatGPT has been pre-trained in many languages.

ChatGPT in education

- ChatGPT can create **personalised learning experiences** tailored to each individual student's needs and proficiency levels.

- ChatGPT can be used to create **engaging and interactive learning experiences** focused on learning objectives for specific lessons.

- ChatGPT can be used to create efficient and effective assessment tools that take **differentiation** into account.
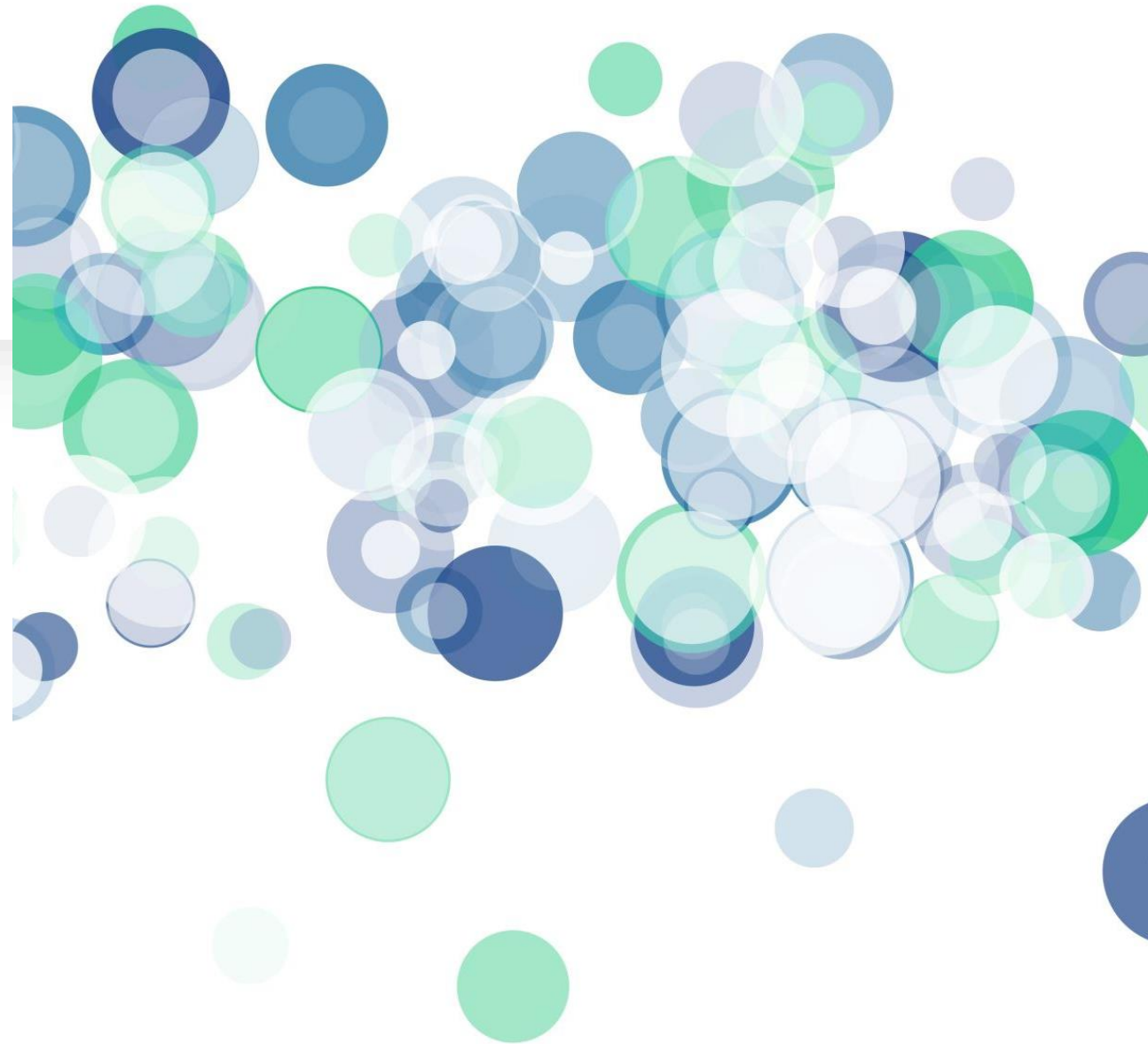
Where we want to be in Education (best case scenarios):

- AI apps could be used as personalised and collaborative tutors for students.

- AI can adapt the content and pace of learning to each student's needs.

- Human-to-machine collaboration can include feedback and support cycles.

- Students might achieve their individual learning goals more effectively by working collaboratively with adaptive AI.

- However, this needs careful preparation and teacher guidance.

- In the future, it will be crucial for teacher education to include training on personalized and collaborative learning using AI.

Dr Philippa Hardman
Evidence-Based Learning Design

Lesson #1: AI is Here to Stay

Whether we like it or not, AI is already part of our students' lives. It will only become more critical in their future. As educators, we have three options:

1. Ban it, using tech like GPTZero.

2. Bury it, by returning to in-person assessment & testing.

3. Embrace it & prepare our students to be critical consumers & expert users of AI in a post-AI world.

WHAT OUR STUDENTS NEED

Large Language Models (LLMs) and the Language World

- **LLMs drive AI. With them, AI can**

  - **Recognise and "understand" written language**
  - **Recognise spoken language, and turn it into written language (and vice versa)**
  - **Use written and spoken language to create texts**
  - **Translate languages and use them in written and spoken form**

ChatGPT – the best known large language model

- **GPT stands for Generative Pre-trained Transformer**

- **ChatGPT 3.5 and 4**

- **ChatOn**

- **ChatX – Prompt Generator (https://chatx.ai/)**

- **Different Large Language Models (examples)**
    - **Claude**
    - **Gemini**
    - **LLaMA**

Examples of text operations it can do:

- **Text Completion**: Given a prompt, ChatGPT can complete a sentence or paragraph in a human-like way based on the context of the preceding text.

- **Text Generation:** ChatGPT can generate coherent and contextually relevant text based on a given prompt or topic.

- **Summarisation:** ChatGPT can summarize large amounts of text into a shorter, more concise summary.

- **Translation:** ChatGPT can translate text from one language to another with high accuracy.

- **Paraphrasing:** ChatGPT can rephrase a given sentence or paragraph in a way that retains the original meaning while using different words or phrasing.

- **Question-Answering:** ChatGPT can answer questions posed in natural language by providing a relevant and accurate response.

- **Sentiment Analysis:** ChatGPT can analyse the sentiment of a given piece of text, determining whether it is positive, negative, or neutral.

- **Text Classification:** ChatGPT can classify text into different categories based on its content, such as news articles or product reviews.

- **Spell-Checking:** ChatGPT can identify and correct spelling errors in a given piece of text.

- **Grammar Correction:** ChatGPT can identify and correct grammatical errors in a given piece of text.

Sample Activities to support EAL/D learners, and provide general literacy support for all students

1. **Generating Dialogues:** ChatGPT can help teachers generate dialogues for role-playing activities. For example, a teacher can input a scenario, and ChatGPT can generate a dialogue between two or more characters in the target language.

2. **Feedback on Writing:** ChatGPT can help teachers provide feedback on their students' writing assignments. For example, a teacher can input a student's essay, and ChatGPT can provide suggestions for revisions and improvements.

3. **Vocabulary Lists:** ChatGPT can help teachers generate vocabulary lists based on a given topic or theme. For example, a teacher can input a topic, and ChatGPT can generate a list of related vocabulary words and phrases in the target language.

4. **Accent and Pronunciation Practice:** ChatGPT can help teachers create materials for accent and pronunciation practice. For example, a teacher can input a set of words or phrases, and ChatGPT can generate audio files with different accents or pronunciations for each word or phrase.

5. **Grading and Assessment:** ChatGPT can help teachers grade and assess their students' work. For example, a teacher can input a set of written responses to a quiz, and ChatGPT can grade each response based on a set of criteria.

Activities to Support EAL/D learners

- ChatGPT can also be used to support EAL/D students or students who need extra literacy support. For example, it can be used to **improve writing skills, speaking proficiency, listening comprehension, and reading comprehension**. In the following slides, we will look at some examples of how ChatGPT can be used for each of these language skills.

Writing

1. **Vocabulary Practice**: ChatGPT can help students practice their vocabulary skills by generating sentences or paragraphs using target vocabulary words. For example, a teacher can input a list of target words, and ChatGPT can generate sentences or paragraphs using those words.

2. **Generating Examples:** ChatGPT can generate examples of language chunks, sentence starters, and prepositional phrases for learners to use in their writing. Learners can study these examples and practice using them in their own writing.

3. **Sentence Completion Activities**: In these activities, learners are provided with sentence fragments and asked to complete them. This helps them practice grammar, vocabulary, and sentence structure. ChatGPT can generate sentence fragments for learners to complete, providing them with immediate feedback on their responses.

4. **Collaborative Writing Activities:** In these activities, learners work in pairs or small groups to write a piece of text together. This helps them practice communication skills and negotiate meaning. ChatGPT can provide learners with suggestions for words or phrases to use in their collaborative writing, helping them to produce a more cohesive and accurate text.

5. **Journaling Activities:** In these activities, learners write about their experiences, thoughts, and feelings in a personal journal. This helps them practice writing fluency and reflect on their language learning progress. ChatGPT can generate writing prompts for learners to respond to in their journal entries, helping them to develop their writing skills and stay motivated.

6. **Writing Feedback Activities:** In these activities, learners receive feedback on their writing from their teacher or peers. ChatGPT can be used to generate automated feedback on learners' writing, highlighting areas for improvement and providing suggestions for how to improve their writing.

7. **Genre-Based Writing Activities:** In these activities, learners practice writing in different genres, such as narratives, descriptive essays, or argumentative essays. ChatGPT can be used to provide learners with examples of texts in different genres and generate writing prompts for them to practice writing in these genres.

Listening

- **Dictation exercises:** ChatGPT can write short passages or sentences for learners to transcribe, via teachers using another AI program like a text-to-speech program, for example Google Text-to-Speech, Amazon Polly, and Microsoft Text-to-Speech.

- **Listening to authentic materials**: ChatGPT can find authentic listening materials such as podcasts, news clips, and songs.

- **Comprehension questions:** ChatGPT can ask learners comprehension questions after they listen to a passage or conversation that has been uploaded in transcribed form. understanding.

- **Multiple-choice exercises:** ChatGPT can provide learners with multiple-choice questions after they listen to a passage or conversation that has been uploaded in transcribed form.

- **Listening to dialogues:** ChatGPT can provide learners with dialogues between two or more people, with teachers using a text-to-speech program.

Speaking

- **Generating conversation prompts:** ChatGPT can generate conversation prompts that learners can use to practice their speaking skills. These prompts can be on a wide range of topics, from everyday conversations to more complex discussions.

- **Providing feedback:** After learners provide their written response to a conversation prompt, ChatGPT can provide feedback on their grammar, vocabulary, and pronunciation.

- **Role-playing exercises:** ChatGPT can provide learners with scenarios to act out or role-play with a partner.

- **Pronunciation practice:** ChatGPT can find audio recordings of words or phrases for them to practice their pronunciation.

Reading

- **Vocabulary practice:** ChatGPT can provide learners with a list of target vocabulary words related to a particular topic, and generate example sentences to help them learn the words in context.

- **Comprehension questions:** After learners read a passage, ChatGPT can ask them comprehension questions to check their understanding of the material. This can help learners develop their reading comprehension skills.

- **Cloze exercises:** ChatGPT can generate a reading passage with missing words, and learners can fill in the blanks with the appropriate vocabulary words or grammatical structures.

- **Summarizing exercises:** After reading a passage, ChatGPT can ask learners to summarize the main idea in their own words. This can help learners develop their reading comprehension and writing skills.

- **Text analysis:** ChatGPT can analyze the grammar, vocabulary, and sentence structure of a reading passage and provide feedback to learners on areas that need improvement. This can help learners identify patterns in the language and improve their overall reading skills.

Introduction of our study on ChatGPT use by Queensland teachers in 2023

What do we know about teachers using AI and prompts?

Full article here:

https://rdcu.be/d0WBb

"Prompting for Pedagogy? Australian F-10 teachers' generative AI prompting use cases".

Peter Crosthwaite, Simone Smala, Franciele Spinelli

Our project - the power of prompts

- Prompts are central to engagement with GenAI as they begin the statistical calculations for the neural network

- These can be single-shot, or multi-stage prompts using previously generated output as new input

- Understanding what prompts are beneficial for in education is key to harnessing the power of GenAI

- We aimed to develop **a taxonomy of pedagogically useful AI prompts for teachers**
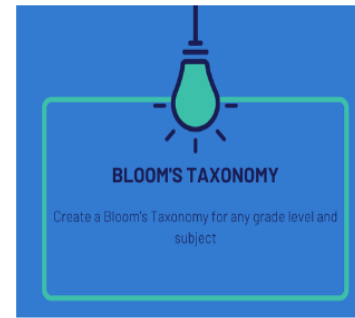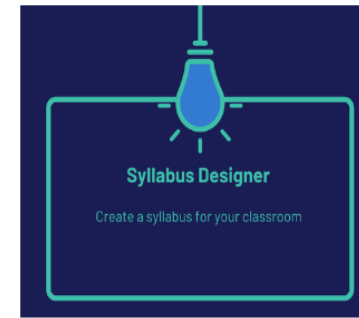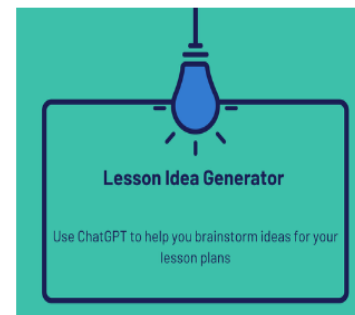
Prompt data collection

- Prompt syntax (exact wording)
- Single stage / multi-stage
- Prompts that worked (explain pedagogically)
- Prompts that didn't work (explain pedagogically)
- Link prompt to Australian Curriculum Learning Area and General Capability (inc. Australian Curriculum Content Descriptor ID tag - if applicable)
- Evaluate the usefulness of the prompts:
  - 7 = Excellent, would definitely use in my teaching
  - 1 = Poor, provides erroneous or harmful information, would never use in my teaching

3. For the prompt above, what learning area(s) was the prompt for?

- [ ] English
- [ ] Maths
- [ ] Science
- [ ] Health and physical education
- [ ] Humanities and Social Science
- [ ] The arts
- [ ] Technologies
- [ ] Languages

6. Evaluate the usefulness of the prompt - 7=Excellent, would definitely use in my teaching, 1=Poor, provides erroneous or harmful information, would never use in my teaching

☆ ☆ ☆ ☆ ☆ ☆ ☆

Results - 252 prompts collected from 38 teachers

University of Queensland: Teachers' Generative AI Promp

- English
- Humanities and Social Science
- Maths
- Science
- Health and physical education
- The arts
- Technologies
- Languages
- None - the prompt is not for a learning area (e.g. admin related)

Maths

Bronwyn Sarles

Prompt: Develop a series of lessons teaching about length for Foundation students using version 8.4 of the Austr

Learning Area: Maths

General Capabilities: Numeracy

Comments: The response gave me lessons that included formal units which are not required for Foundation. I wi

Joshua Ferguson

Prompt: Include dot points of 3 separate content descriptions from the Mathematics Learning area of the Australi

Learning Area: Maths, Science,Technologies

General Capabilities: Numeracy, Digital Literacy, Critical and creative thinking

Comments: Was applied as subsequent prompt after a initial prompt

Joshua Ferguson

Prompt: Produce a series of slides to instruct a high school student how to calculate the amount of the surface are

Learning Area: Science, Maths

General Capabilities: Numeracy, Digital Literacy

Comments: It was missing some key steps. The prompt mostly served as stimulus to my own content creation

Identified prompt functions - teachers' GenAI use cases

Educational/instructional tasks (*n*=80)

Creativity enhancement (*n*=47)

Defining, explaining, and/or summarising concepts and texts (*n*=39)

Differentiation (*n*=32)

Assessment-related tasks (*n*=29)
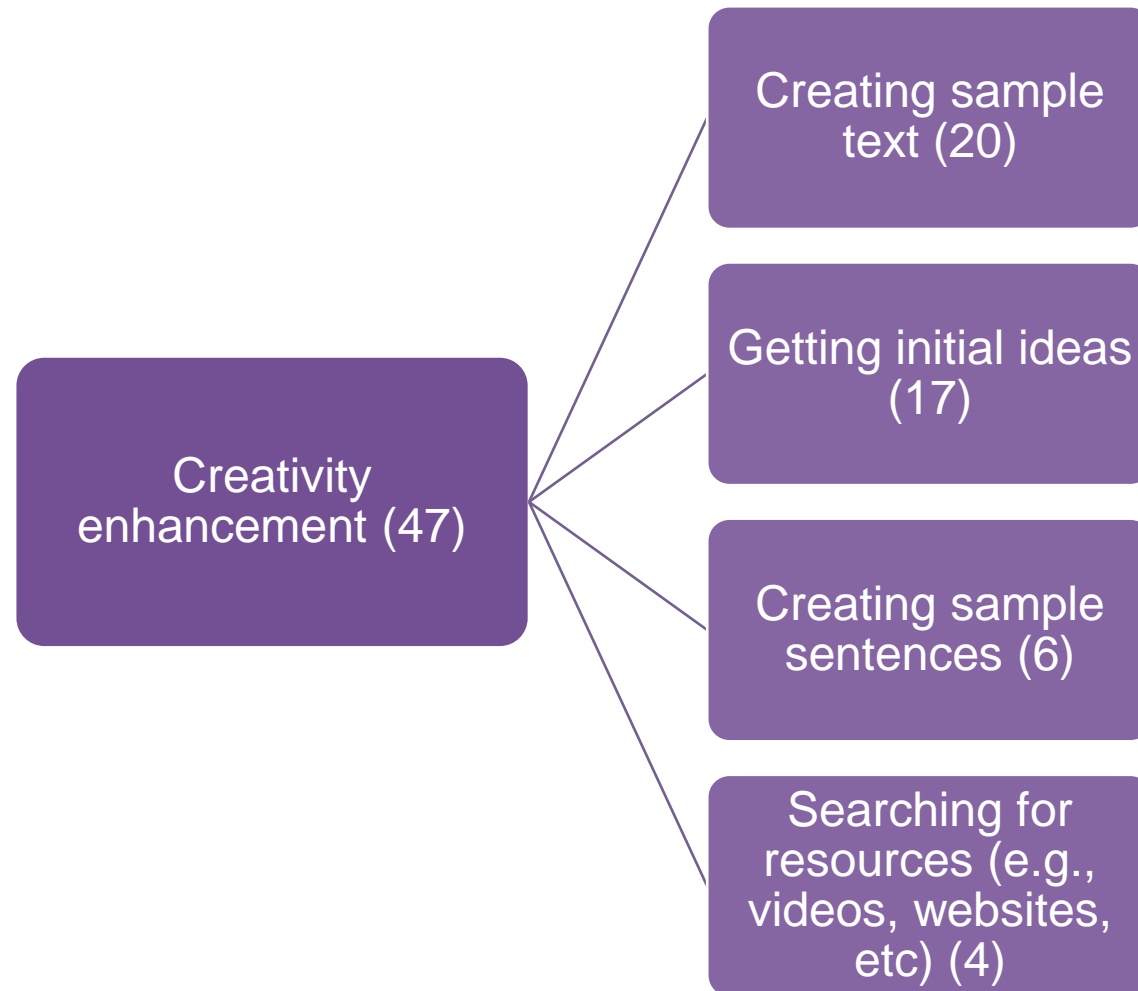
Administrative and organisational tasks (*n*=25)

Sub themes - educational / instructional tasks

Educational / instructional tasks (80)

- Designing questions (open-ended, MCQs, reflective, etc) (32)
- Designing a lesson sequence (units of work) (16)
- Designing a lesson plan (15)
- Designing an activity or task (15)
- Designing a worksheet (2)
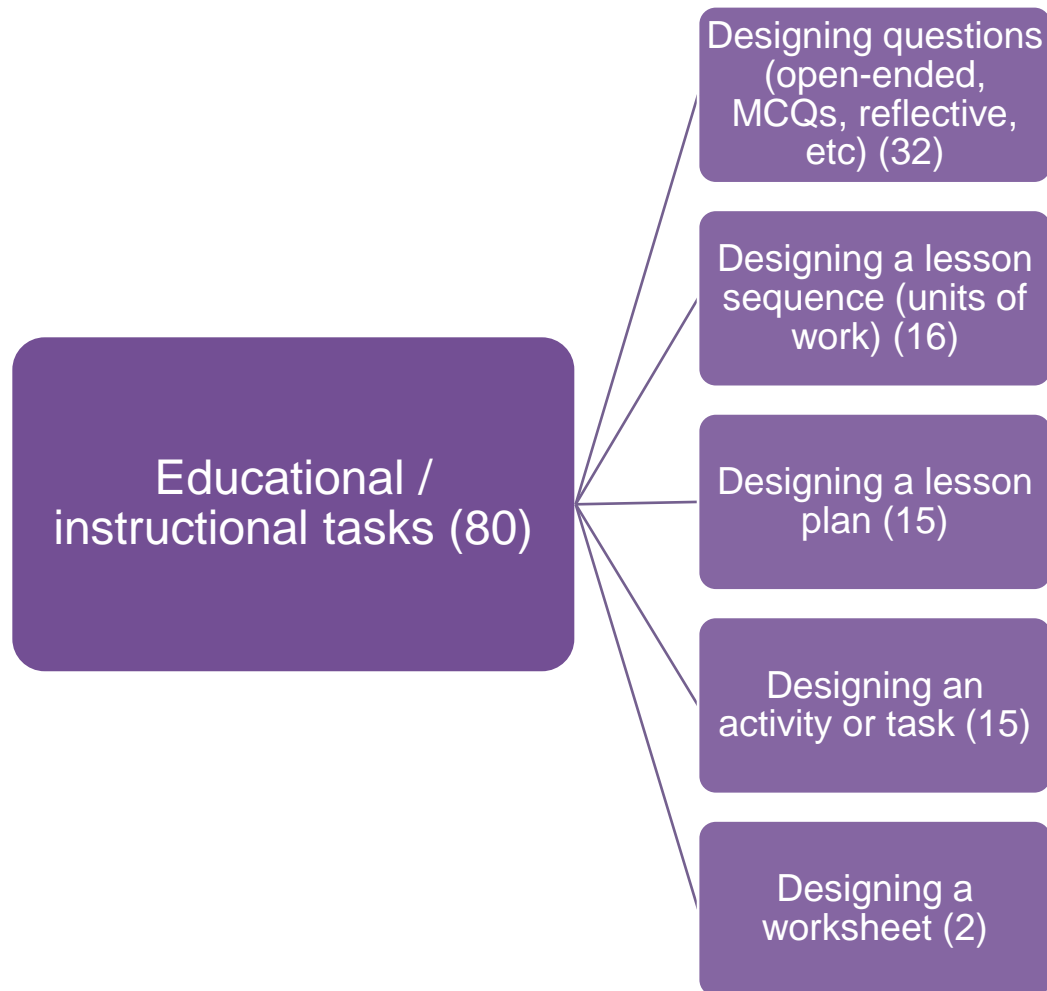
"Generate **a series of lessons** using the picture book 'The Mess We Made' for year-one students linked to the Australian curriculum." (Participant 3)

"Create a **word search** for *Legend by Marie Wu*." (Participant 27)

Sub themes - creativity enhancement

Creativity enhancement (47)

Creating sample text (20)

Getting initial ideas (17)

Creating sample sentences (6)

Searching for resources (e.g., videos, websites, etc) (4)

"I am doing a **grammar lesson where students will need to combine and punctuate 3-4 simple sentences using conjunctions, relative clauses and or appositives. The sentences will be about natural disasters**, such as bushfires, earthquakes, hurricanes, floods, etc.

This is an example: The Daintree Rainforest is beautiful.

Punctuated sentence: The beautiful Daintree rainforest, a highly diverse ecosystem, is protected as a Heritage site as it is over 135 million years old.

Can you give more examples on the topic of natural disasters?" (Participant 15)

Sub themes - defining/explaining concepts

Defining, explaining and/or summarising concepts and texts (39)

- Explaining a text, fact, concept or idea (19)
- Writing a description or instruction (of something related to the class content) (7)
- Summarising a text (6)
- Defining a concept, word or idea (4)
- Creating instructional slides (3)
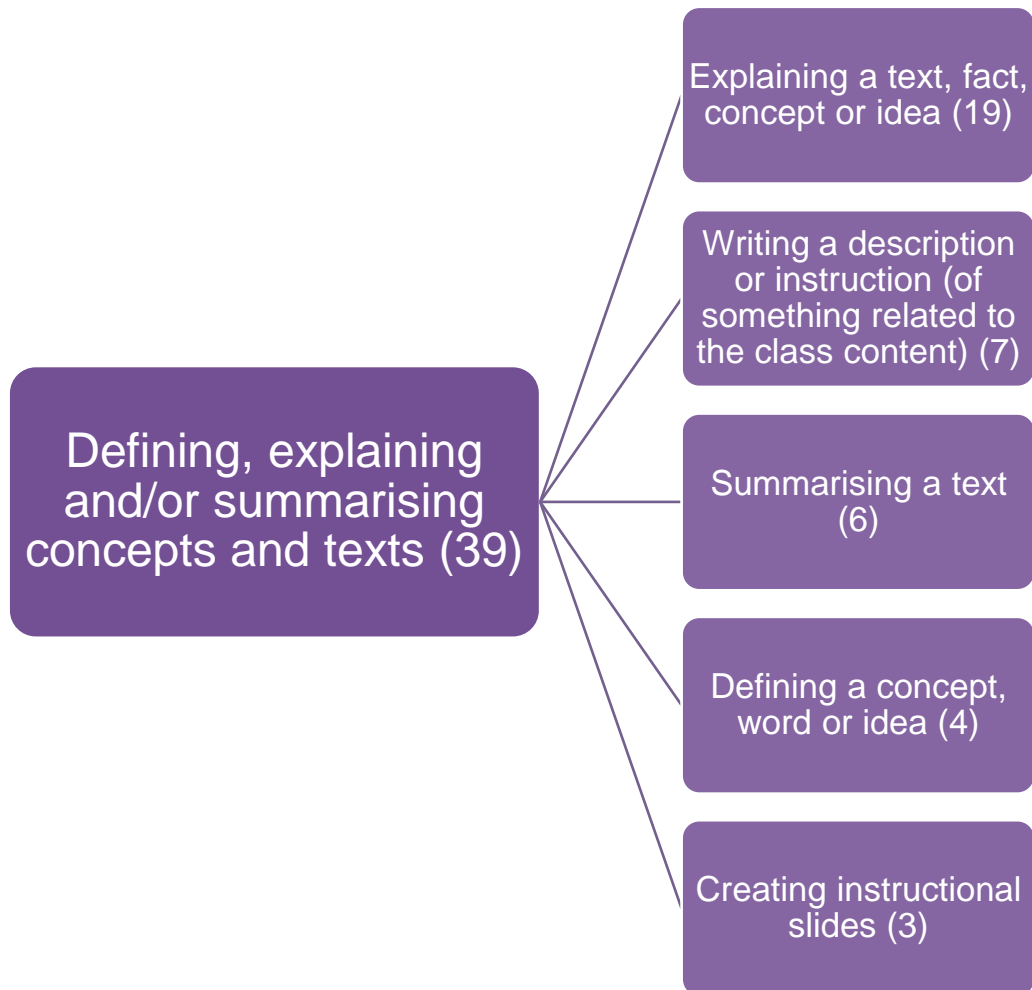
"You are a year-12 student needing to add some persuasive devices to a speech about perceptions of beauty. **Provide a list of possible rhetorical devices and their definitions**. **Include examples of each device.** Include apposition, emotive language, anaphora, rhetorical questions, high modality and inclusive language. (Participant 19)

Sub themes - differentiation

Differentiation (32)

- Creating activities or content accessible to a particular cohort of students (13)
- Explaining concepts or rules in an accessible way to a particular cohort of students (8)
- Simplifying text to make it more accessible to a particular cohort of students (6)
- Tailoring instructions and/or activities to student(s) with a disability or learning difficulty (4)
- Tailoring instructions and/or activities to students(s) who are more advanced than their peers (1)

"You are a high school teacher: **explain dystopia to a year-9 class for a student with a reading age of 9.5 years**" (Participant 27)

"You are a year-9 teacher showing students how to write the introduction to a conversational essay. **Some students in the class are not reading at a year-9 level**. Here is the introduction. **Simplify the text using simpler language and sentence structures to make it more understandable to these students**." (Participant 19)

Sub themes - assessment

Assessment-related tasks (29)

- Designing an assessment task (8)
- Providing feedback (6)
- Designing rubrics for an assessment (5)
- Generating exemplars (4)
- Designing assessment preparation activities (4)
- Designing questions for an assessment (2)
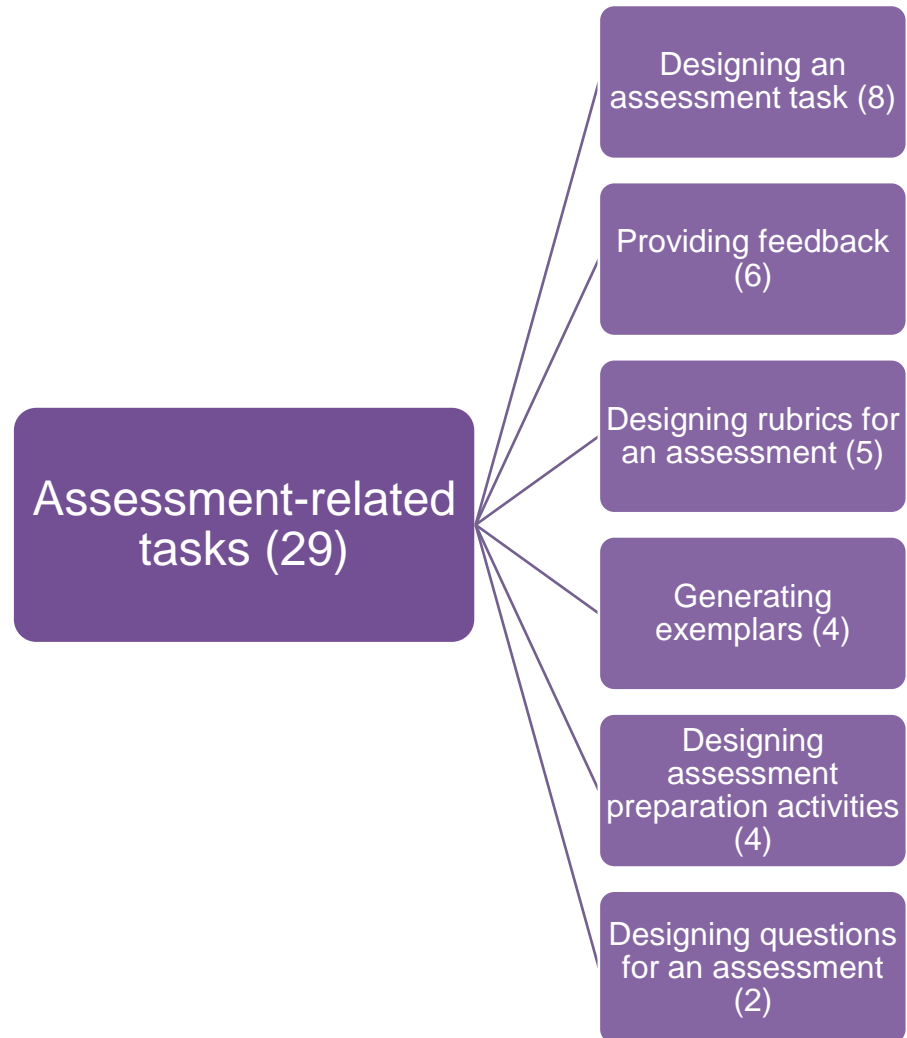
"**Generate a five-point rubric** for Foundation students, using the **Australian Curriculum Version 9.0**, for **speaking and listening.**" (Participant 3)

"**Create an assessment task for Y7 students** to introduce themselves to a Japanese person for the first time." (Participant 21)

Sub themes - administrative tasks

Administrative and organisational tasks (25)

- Writing a report card or a report card comment (12)
- Writing school communications (e.g., email, newsletter, social media post, etc) (6)
- Writing content descriptions (e.g., for a lesson plan, lesson sequence, curriculum, etc)(4)
- Writing training materials (1)
- Sorting students into groups (1)
- Formatting text (1)
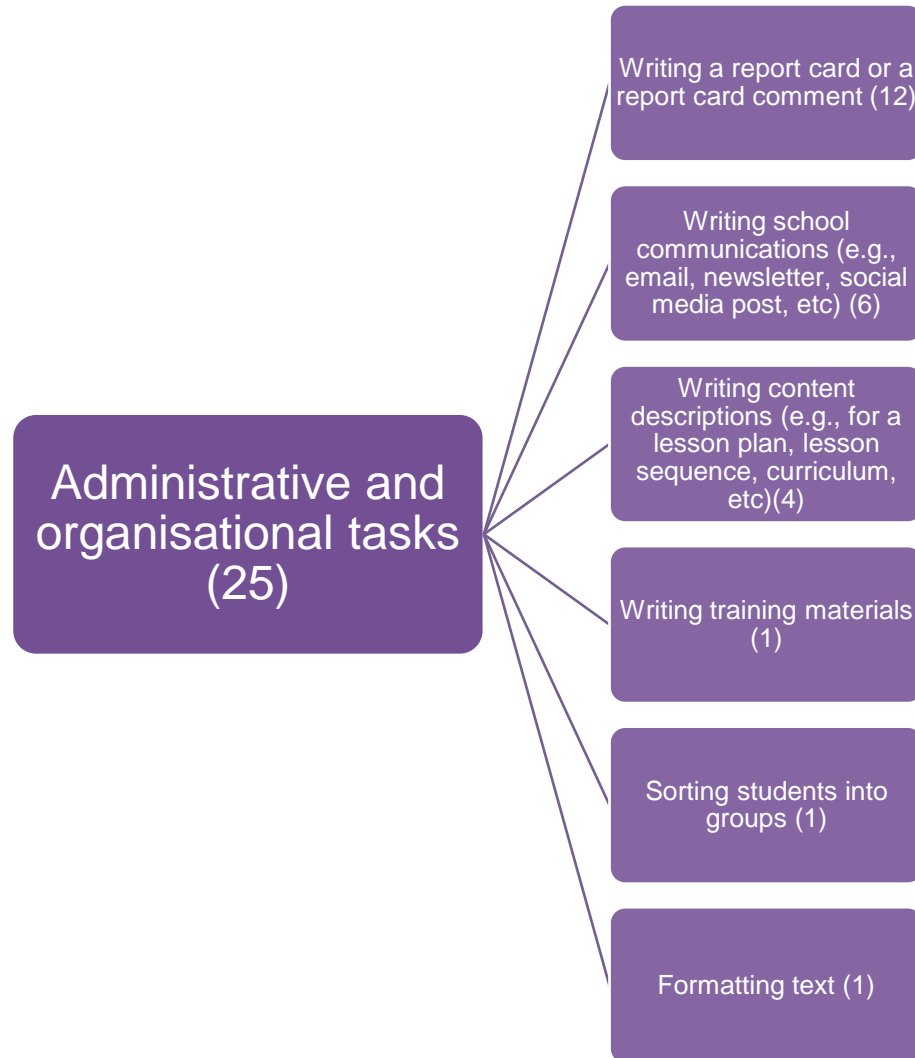
"Write a **short blurb for a participation certificate** that highlights the skills developed by students who participated in an online course about calculating the number of jellybeans in a jar." (Participant 32)

"Write **a school report comment** about needing to see oneself as a capable learner." (Participant 3)

Pedagogically poor prompts

Prompts rated as pedagogically poor (19)

- Vague, ambiguous or too broad (8)
- Excessive requests (7)
- Mismatch with GenAI capabilities
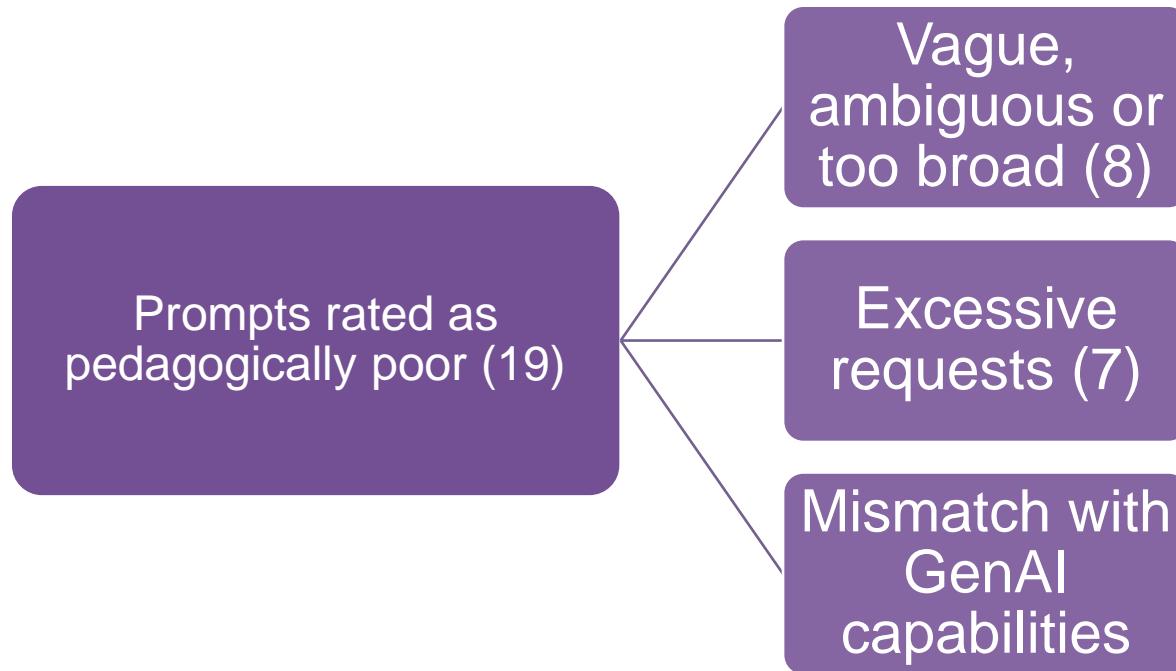
"Generate a text on simple interest for students to be able to identify the maths involved." (Participant 11)

"Write EALD report comments." (Participant 24)

"I want you to act like an expert in teaching year-five students online. Using the program Scratch, create short (less than five min) activities that students can do self-directed and with little to no teacher intervention. They are meant to be a starting activity for each lesson of a ten-week unit." (Participant 35)

How to write a good prompt?

- https://www.zdnet.com/article/how-to-write-better-chatgpt-prompts-in-5-steps/
- Basically:
    - Give it a lot of context
    - Be specific
    - Ask it to assume a role
    - Provide examples
    - Explain the tone or level
    - Interact, follow up, refine

February 2024 – Open AI announces Sora

- https://openai.com/sora

"Sora is able to generate complex scenes with multiple characters, specific types of motion, and accurate details of the subject and background. The AI model understands not only what the user has asked for in the prompt, but also how those things exist in the physical world".

tylish woman walks down a Tokyo street filled with warm glowing neon and
ty signage. She wears a black leather jacket, a long red dress, and black boots,...

0:1

What might Sora mean for teachers?

Pedagogical uses

- It can visualise all kinds of curricular content

- A new way for students to become creative

- Could be used as a storyboard (e.g. to plan journeys)

Ethical concerns

- No obvious "watermark" that it is fake! This is not Tokyo!!

- It has potential for bias

- It could create deep fakes

- Could be used for manipulation of visual images to influence people

Mizou – example of AI tool now used by many teachers

Examples of AI apps used by teachers

Poe

Quizizz AI

Brisk Teaching

QuestionWell

Suno.ai

Diffit.ai

Magicschool.ai

Poe is a AI Chatbot Aggregator
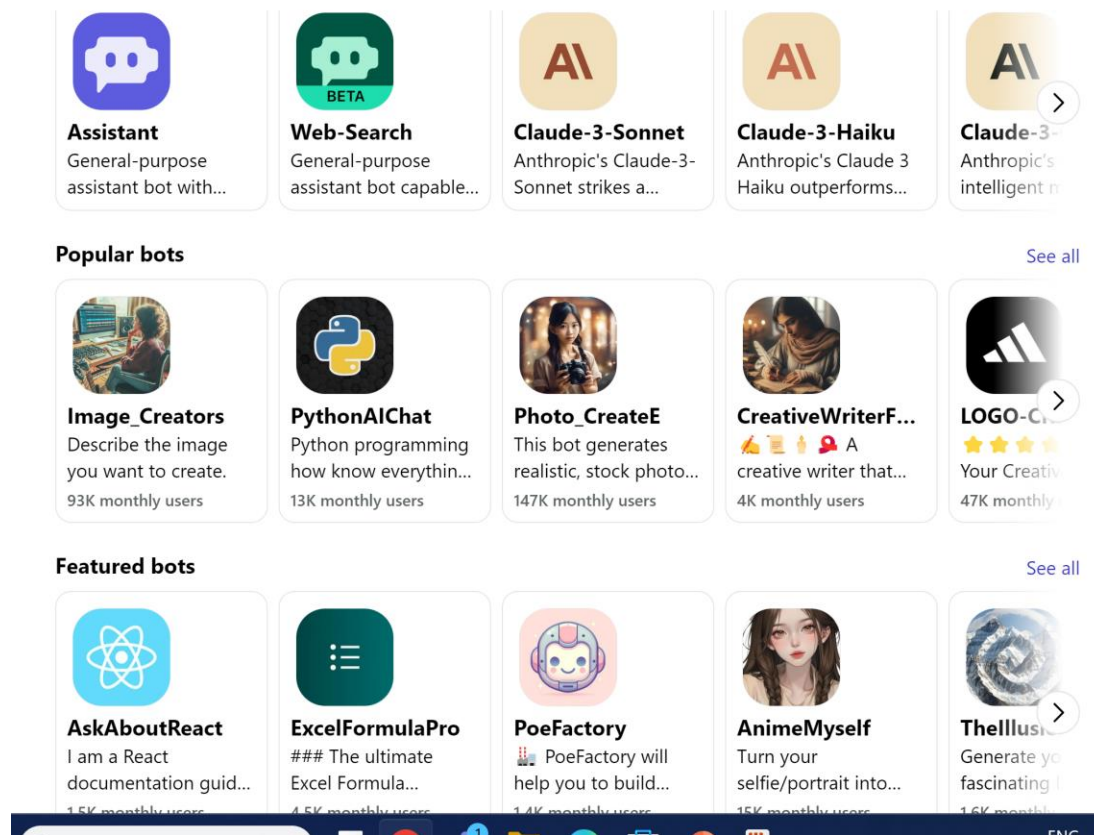
- **Poe is an online platform and app that allows you to access a wide range of AI chatbots and the LLMs driving them.**
- **These include, for example, ChatGPT, Claude, and Gemini, the three best-known language models.**
- **Poe also has its own AI chatbot called Assistant.**
- **You can also create your own AI chatbots and save them on the platform, which can also be used by other users.**
- **You can even get paid for such chatbots when other users use them.**

Quizziz AI

- https://quizizz.com/home/quizizz-ai?lng=en

Brisk Teaching (https://www.briskteaching.com/)

AI Tools for Teachers

Explore Brisk's time-saving AI teaching tools. Perfect for educators looking for smart, automated solutions to reduce their workload and improve classroom engagement.

Educator Favorites

🎯 **Targeted Feedback Generator**

Generate personalized, 'Targeted', timely feedback that appears as Google comments to guide student learning.

Try It ›

💻 **AI Presentation Maker**

Craft engaging Google Slides presentations to captivate your class. Generate presentations from scratch or from articles, websites, YouTube videos, and more.

Try It ›

📊 **AI Quiz Maker**

The ultimate AI quiz maker for teachers! Effortlessly create quizzes in Google Forms and Docs, complete with embedded answer keys, to assess student understanding.

Try It ›

QuestionWell

QuestionWell

*A.I. to help **teachers** do their homework.*

Generate an endless supply of questions so you can work **smarter** not **harder**.

Just input some reading or a video, and the AI will write Essential Questions, Learning Outcomes, and aligned multiple choice questions, which you can then export to your favorite tool.

This image was generated using AI

Suno.ai – create songs

Diffit.ai

Learn more about images in Diffit ☐

Reise nach Berlin

Adapted Reading Passage   🔖 Show Sources   ✏️ Edit   📋 Copy

Berlin ist eine aufregende Stadt und ein beliebtes Reiseziel für Städtereisen. Die deutsche Hauptstadt hat viel zu bieten, sowohl historisch als auch kulturell. Bei einem Besuch in Berlin kannst du das Brandenburger Tor und die Reste der Berliner Mauer sehen. Diese Sehenswürdigkeiten erzählen von der bewegten Geschichte der Stadt. Berlin hat auch eine lebendige Kunst- und Kulturszene mit über 170 Museen und mehr als 60 Theatern. Du kannst die Museumsinsel besuchen und die Alte und Neue Nationalgalerie bewundern. Wenn du Musik liebst, kannst ein Konzert der Berliner Philharmoniker erleben. Und nach einem aufregenden Tag kannst du in einem der vielen Hotels in Berlin entspannen.

Berlin bietet nicht nur historische und kulturelle Highlights, sondern auch eine Vielzahl von Freizeitaktivitäten. Du kannst durch die weitläufigen Parks und Gärten spazieren oder eine Bootstour auf der Spree machen. Die Stadt hat auch ein pulsierendes Nachtleben mit vielen Clubs. Wenn du gerne shoppen gehst, gibt es in Berlin zahlreiche Einkaufsmöglichkeiten. Die Flaniermeilen Friedrichstraße und Kurfürstendamm laden zum Bummeln ein. In den Kiezen gibt es Boutiquen und Ateliers mit einzigartigen Kleidern und Geschenken. Und wenn du Hunger hast, kannst du die vielfältige kulinarische Szene der Stadt entdecken.

Eine Reise nach Berlin kann ganz einfach mit der Deutschen Bahn geplant werden. Du kannst ein Reisepaket buchen, das die Hin- und

✕ How helpful are these

Summary   ✏️ Edit   📋 Copy

- Berlin ist eine aufregende Stadt und ein beliebtes Reiseziel für Städtereisen.
- Die deutsche Hauptstadt hat historische und kulturelle Highlights zu bieten, wie das Brandenburger Tor und die Berliner Mauer.
- Berlin bietet auch Freizeitaktivitäten wie Spaziergänge in Parks, Bootstouren auf der Spree und ein pulsierendes Nachtleben.

Key Vocabulary Words   ✨ Add Vocab Words   ✏️ Edit   📋 Copy

aufregend (adjective)
Definition: spannend und interessant
Example: Die Reise nach Berlin war sehr aufregend.

Reiseziel (noun)
Definition: Ort, den man besuchen möchte
Example: Berlin ist ein beliebtes Reiseziel für Touristen aus aller Welt.

Sehenswürdigkeiten (noun)
Definition: interessante Orte oder Gebäude, die viele Menschen besuchen möchten
Example: Das Brandenburger Tor ist eine der bekanntesten Sehenswürdigkeiten in Berlin.

kulinarische (adjective)
Definition: mit Essen und Kochen zu tun habend
Example: Berlin hat eine vielfältige kulinarische Szene mit Restaurants aus aller Welt.

Anreise (noun)
Definition: die Art und Weise, wie man an einen bestimmten Ort kommt
Example: Die Anreise nach Berlin kann mit dem Zug oder dem Flugzeug erfolgen.

✕ How he

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Is this the end of teaching? Of course not!

- Teaching is forming a young mind through education. AI can be a support, but cannot replace the human interaction in developing a critical mind.

- Principles include:
  - Critical thinking
  - Informed citizenship
  - Self-regulated learning
  - Values-based education
  - Ability to communicate with others
  - Intercultural learning