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Sponsor:
iSchool

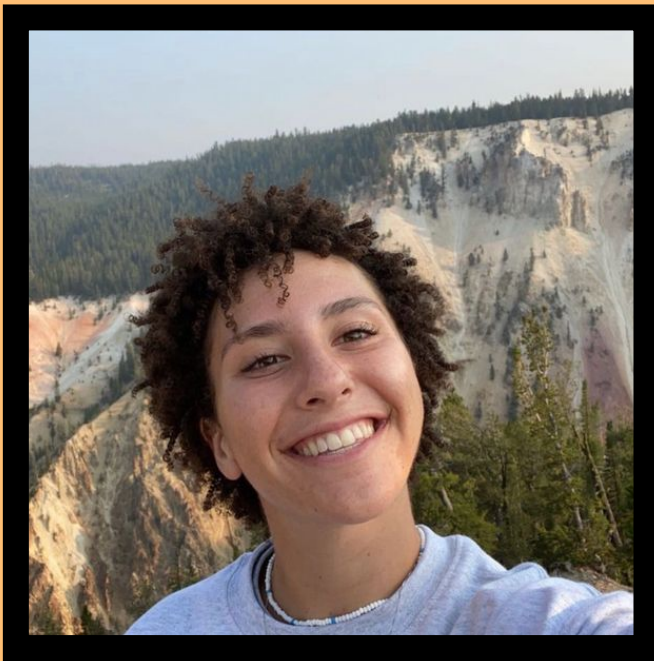
HOW TO TRAIN YOUR CHATBOT



Nicole Herman, John Oh, Auggie Peña, Ella Crowder, Emily Le

Team JEANE

Meet the Team



AUGGIE PEÑA
Project Manager
&
UX Design



EMILY LE
Product Manager
&
UX Design



NICOLE HERMAN
Data Analysis
&
UI/UX



JOHN OH
Full-Stack
Developer



ELLA CROWDER
Front-End
Developer



Problem Context

1. AI USAGE SKYROCKETING
2. AI OVER-RELIANCE HARMS LEARNING
3. INADEQUATE AI EDUCATION IN SCHOOLS



Problem Statement

How might middle school students achieve proper usage of AI Tools so that they can improve in digital literacy?

Key Research Insights

- Digital Literacy Education Gap
- High Rates of AI Usage Among Students
 - 85% of students learn about Chat GPT via social media
- Need for Critical Thinking and Fact-Checking



Persona #1:
Sarah

Sarah Yu

14-year-old student at Mt. Baker Middle School

Pain Points:

- Learned how to *copy & paste* from Chat GPT from *TikTok*.
- *Does not fact check.*

Goals:

- *Understand how to use AI for education.*
- *Recognize plagiarism & misinformation.*



Persona #2:
Derrick

Derrick Jacobsen

30-year-old Teacher at Van Avery Prep Middle School



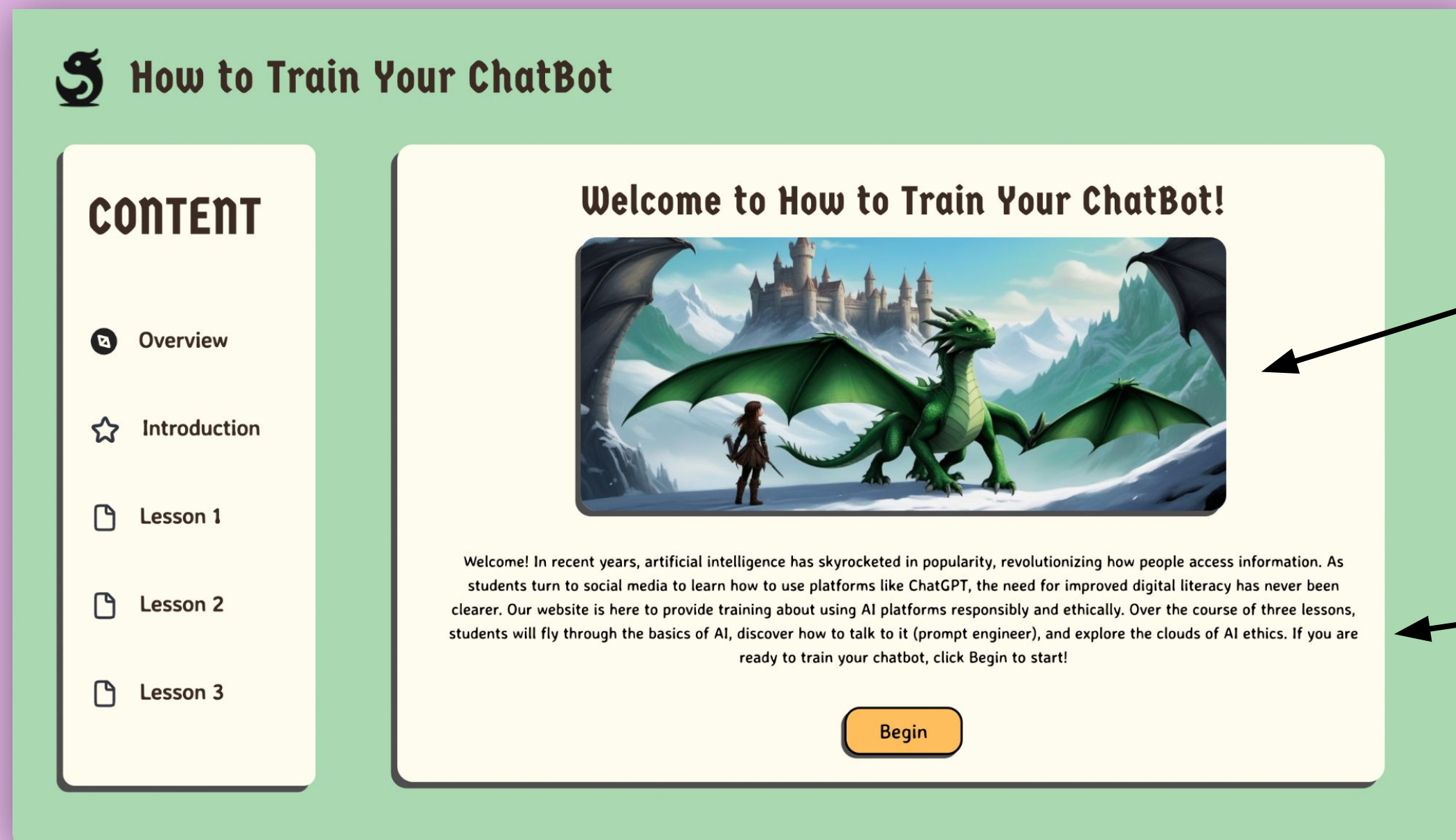
Pain Points:

- *Increase* in plagiarism & academic dishonesty.
- Students rely on *copy & paste* from Chat GPT.

"Since my students discovered Chat GPT online, *plagiarism has surged*. It's crucial they grasp its *appropriate use* and the *seriousness* of academic integrity."

Key Features

Landing Page



Engaging imagery

Introduction the course

Key Features

Lesson Introduction

The screenshot shows the 'Lesson Introduction' page. On the left is a 'CONTENT' sidebar with a list: Overview (selected with a radio button), Introduction (with a star icon), Lesson 1, Lesson 2, and Lesson 3. The main content area features an illustration of a dragon and a person in a fantasy landscape. Below the image is the title 'Introduction to AI' and a paragraph of text. At the bottom, there are 'Back' and 'Next' buttons, and a progress indicator '1/6'.

Introduction to the lessons and open AI

Quiz Page

The screenshot shows the 'Quiz Page'. The 'CONTENT' sidebar on the left is identical to the lesson introduction page. The main content area is titled 'Question 1' and asks 'What is the most important feature of a good prompt?'. It lists three options in rounded rectangular buttons: 'Specificity - how specific the prompt is', 'Politeness - how polite the prompt is', and 'Length - how long the prompt is'. At the bottom, there are 'Back' and 'Next' buttons, and a progress indicator '2/21'.

Simply worded multiple choice questions

Key Features

Incorrect Answer Page

The screenshot shows a page titled "How to Train Your ChatBot" with a sidebar menu containing "CONTENT", "Overview", "Introduction", "Lesson 1", "Lesson 2", and "Lesson 3". The main content area features a red header bar with the text "Politeness - how polite the prompt is". Below this, the text reads: "Incorrect: Not quite... While being polite is nice, it doesn't help ChatGPT understand your question better. It's like saying please to a vending machine; nice but not necessary for getting what you want." At the bottom of the main content area is a yellow button labeled "Back to Question". A black arrow points from the bottom caption to the "Back to Question" button.

Guiding students towards the right answer

Correct Answer Page

The screenshot shows a page titled "How to Train Your ChatBot" with a sidebar menu containing "CONTENT", "Overview", "Introduction", "Lesson 1", "Lesson 2", and "Lesson 3". The main content area features a green header bar with the text "Specificity - how specific the prompt is". Below this, the text reads: "Correct: Think of asking ChatGPT a question like searching for a hidden treasure. If your map (the question) is super detailed, you're way more likely to find the gold (the answer you need). Specific questions lead you straight to the treasure!" At the bottom of the main content area is a yellow button labeled "Next". A black arrow points from the bottom caption to the "Next" button.

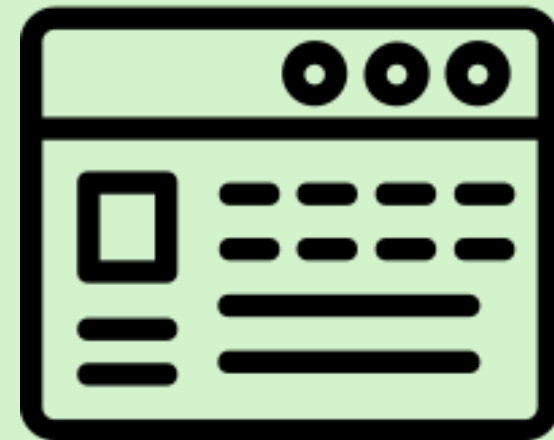
Encouragement and reinforcement when students answer correctly

User Research Insights



Engaging and Fun Curriculum

"I feel like I learned a lot! I didn't know that AI can do so much."



Engaging Design

"I really liked the design! The dragon is super cute and feels more kid friendly."



Simple Vocabulary

"It was very easy to follow and super informative! It was fun!"



Curriculum Changes

"I feel like it would be cool to learn everything that ChatGPT can do."

Demo Video

🐍 How to Train Your ChatBot

CONTENT

📄 Overview

★ Introduction

📄 Lesson 1

📄 Lesson 2

📄 Lesson 3



History of AI

The story of AI began in the 1950s when scientists first started exploring the idea of creating machines that could think like humans. Over the years, researchers made incredible strides in developing AI technologies, from early programs that could play chess to today's virtual assistants like Siri and Google Assistant. Along the way, there have been ups and downs, breakthroughs and setbacks, but the quest to create truly intelligent machines

Back

4/6

Next

Ethical

Risks

Collection and data storage from middle school students.

Loss of user trust due to inaccurate information.

Encouragement of unethical use by students



Mitigations

Does not require user login to protect student data.

Fact-checking curriculum, ensuring accurate responses.

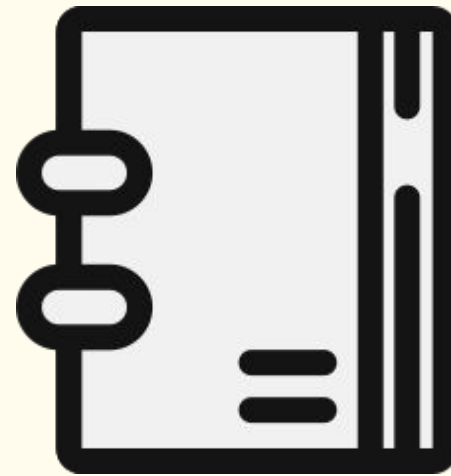
Clear guidelines on ethical AI usage to discourage misuse.

Next Steps

Next Steps



Project
Hand-Off



New Capstone
Team



Iteration &
Implementation

Connect with Us!



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Project Manager
&
UX Design



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NICOLE HERMAN
Data Analysis
&
UI/UX



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Full-Stack
Developer



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Thank you!



Resources

1. Khan, et al. "Initiating Count Down - Gamification of Academic Integrity. (n.d.)."
https://www.researchgate.net/publication/350140935_Initiating_count_down_-_gamification_of_academic_integrity
2. Ciampa, K., Wolfe, Z. M. & Bronstein, B. (2023). ChatGPT in education: Transforming digital literacy practices. *Journal of Adolescent & Adult Literacy*, 67, 186–195.
<https://doi-org.offcampus.lib.washington.edu/10.1002/jaal.1310>