

# ICGS Ep 22 Transcript

## ChatGPT: Friend or Foe to Girls Education?

[00:00:00] **Video Clip:** ChatGPT is one of the most trending topics right now. It's been less than a week since its release, and people's minds are being blown with what it can do. It's also breaking records with over 1 million users signed up in just five days faster than Netflix, Twitter, Facebook, even Instagram. No longer will you be Googling the answers to problems. ChatGPT gives breakdowns of them in fine detail with explanations exactly how it works. This will make people question just how relevant Google will be in the coming future.

[00:00:28] **Trudy Hall:** Chat Generative Pre-Trained Transformer. Huh? You and your daughter may know it best as ChatGPT, one of the more well-known applications of A.I. or artificial intelligence.

[00:00:44] **Trudy Hall:** And there hasn't just been a buzz about ChatGPT, there has been a raging, unrelenting hailstorm of headlines and news stories in recent weeks. Do we embrace it or should we be terrified? The opinions run the gamut. What should you as a parent know about ChatGPT? As important, how should you be talking to your daughter about its value and uses?

[00:01:07] **Trudy Hall:** I am Trudy Hall, your host for On Educating Girls, a podcast produced by the International Coalition of Girls Schools, and in this episode we will be exploring this controversial new technology with Robert Dodds, an educator committed in equal measure to both innovation and excellence. ChatGPT is on the minds of educators as it is widely believed that this technology may be used by students to do academic work—sometimes unbeknownst to the teacher.

[00:01:38] **Trudy Hall:** Simply stated, it is a technology application that creates responses based upon human feedback, so as the feedback improves, the responses improve. It has a diverse array of uses from writing emails to coding computer programs, from creating music to solving math problems, and....of even more concern to many educators....from summarizing articles to describing complex topics more simplistically—the sort of assignments often given to students.

[00:02:10] **Student:** AI can help my learning by giving me feedback and assistance so that I can prove my work without having to wait to see my teacher. Another way I think AI could help me is to reword a definition you need for a certain subject like

CAS or science that you might struggle with, maybe don't understand, or you just want a simplified version of it.

[00:02:31] **Trudy Hall:** My guest, Robert Dodds, the head of innovation at Methodist Ladies College in Australia, firmly believes in creating distinctive learning experiences through the intentional integration of digital tools and technology across the curriculum, he and the gifted teachers with whom he works have been pioneers in this arena, creating guides for parents, one of which we're gonna share with you to help them navigate this new uncertain terrain.

[00:02:58] **Trudy Hall:** My guest, Robert Dodds, the Head of Innovation at Methodist Ladies College in Australia, firmly believes in creating distinctive learning experiences through the intentional integration of digital tools and technology across the curriculum. He and the gifted teachers with whom he works have been pioneers in this arena, creating guides for parents to help them navigate this new, uncertain educational terrain. I have asked him to help us unpack this complex topic. In truth, I also asked ChatGPT to write this intro....and I was mighty impressed with the response I got. I will leave it to my listeners to decide what pieces of what I have just said are mine, and which were provided by ChatGPT!

[00:03:18] **Trudy Hall:** Welcome Robert. I'm really looking forward to learning from you today.

[00:03:22] **Robert Dodds:** I'm very excited to be here. Thank you for having me.

[00:03:26] **Trudy Hall:** I'd love to have you start by giving our listeners a sense of how you got to be in this world. How did you become passionate about integrating, um, technology into education?

[00:03:38] **Robert Dodds:** Well, I think that the, the important thing is that I really started off with a passion for education and learning.

[00:03:43] **Robert Dodds:** That just fascinated me. Um, always wanted to be a teacher, and as I came closer to that goal, I sort of started to become, uh, more aware of the technology and started to connect the, the empowerment that that technology could bring about for students. [00:04:00] So, um, the more I saw how I could connect more concepts, more students with, uh, passions and interests and how I could really get those students to innovate and draw forward.

[00:04:11] **Robert Dodds:** That's what really excited me and, uh, within primary schools and secondary schools and having been through a number of different roles, that's the one thing that's always stayed with me is that I'm looking to find ways

for our students to be better than we are to move forward, to really innovate the world and make a difference.

[00:04:30] **Trudy Hall:** A worthy mission. And, and so as part of that, you and I have talked about, um, artificial intelligence. And as we dive into that for our parents, I'm wondering if you could give us some necessary vocabulary so, you know, for a parent to fully engage in a conversation with their daughter about AI and ClassGPT, what terms do they need to know as we dive in today?

[00:04:52] **Robert Dodds:** Well, I guess this is one of those ones where a few keywords is definitely helpful. Um, the biggest one, I guess, is really just making sure that you [00:05:00] have an understanding of what artificial intelligence is. So there are different levels of it. We have it all around us already, but, um, the, the lowest level that we would see is weak, uh, AI and it moves all the way up to strong AI.

[00:05:14] **Robert Dodds:** So the weak AI is generally AI is something that can do something that normally requires human intelligence, weak AI has to be taught, it has to do it itself. It tends to be fairly monotonous tasks that it's doing. Uh, and if you move up to the strong AI, that's where you start to see things like, you know, Skynet and all of that from the science fiction movies that scare us off.

[00:05:37] **Robert Dodds:** You're heading towards things that go beyond human capacity. Now we are nowhere near that, thankfully. We are down in that narrow or weak end of AI at the moment, but that doesn't mean we have a huge capacity. So, um, when we talk about ChatGPT in particular, it's just one tool. There are thousands of fantastic tools out there.

[00:05:56] **Robert Dodds:** Um, but this is the, um, The one that everyone [00:06:00] knows, it's a chat bot, it's a, uh, uses natural language. And the reason I'm saying that is that what makes it special is that you can interact with this artificial intelligence, uh, in the same way you would interact with the person, and it can then use that to actually give you back what you need.

[00:06:17] **Robert Dodds:** So the beauty of this for an education point of view is you don't actually need any specialist Technological skills to engage, to produce, to create, to analyze, and to really, uh, engage with that learning. Now, the main thing that we differentiate from that is the idea of, um, how we do that. We call it a prompt.

[00:06:39] **Robert Dodds:** So if you hear me talk about prompts or hear someone talking about prompt, I talk about prompt engineering. Um, and that's really just learning how to talk to that AI well, how to describe what you want, how to get the

best response out of it. So really you're being selective about your language. You're making sure that you have clarity.

[00:06:57] **Robert Dodds:** And you're considering all the different [00:07:00] angles that you want to make sure are included in, in your response,

[00:07:03] **Trudy Hall:** You can say that the fact that you don't need technical skills is the beauty of it. It's probably the danger of it, um, as well. And I've, I've heard you say that integrating technology advances, really any of them, um, into the educational process is a values-based proposition.

[00:07:21] **Trudy Hall:** What do you, what do you mean by that? Why is what we're talking about a values-based proposition?

[00:07:27] **Robert Dodds:** We are living the time right now where technology is changing at a completely unprecedented rate. To put it in context, if you look at it going from the Wright Brothers to being on the moon, we've got, I think 66 years of difference between there.

[00:07:39] **Robert Dodds:** So, um, it's a very small time for a huge jump. Now, if you look at then a little more closely, something like the iPhone, how that's developed and how that changed society, we are going to see an explosion with AI that is even more. Um, astounding. So what we need to do is we need to not be led by the tail, I guess by the tool itself.

[00:07:58] **Robert Dodds:** We know what we want to do. We [00:08:00] know good education as teachers, we know what our students need. We know how to get them engaged, how to get them really passionate about something, how to make sure they're gaining the skills. So when we look at this, the one thing that's not going to change at that same rate is our values.

[00:08:16] **Robert Dodds:** So if we anchor our decisions on the values, then it doesn't matter what the technology is. We're making a signed decision based on what we know and staying within that area that's going to get best decisions for our students. Now, our values may change, that's part of society, but they won't change at that rate.

[00:08:36] **Robert Dodds:** Obviously there are areas where different cultures, different communities, different countries, whatever, will have different views, different priorities, and that is one of the, the dangers we have around AI is the idea of things like legislation, regulation. It's difficult to get in agreement that's going to be consistent.

[00:08:52] **Robert Dodds:** So it's really important, I guess, for us to, to keep an eye on that in our own areas and jurisdictions. But, um, it's not a golden [00:09:00] bullet, but it's certainly the, the thing that we, we know best.

[00:09:04] **Trudy Hall:** I love the notion of this is an anchor too. The idea that your values should anchor it. It makes a lot of sense and it feels to me like a central focus as, as parents talk about this, they can actually think about their own values as, as we move through this conversation.

[00:09:18] **Trudy Hall:** So now let's turn our attention to ChatGPT, how in your experience has it changed or impacted learning since it hit center stage? I know you spent a considerable amount of time helping to educate parents. What have you learned and, and how do we begin here?

[00:09:34] **Robert Dodds:** The tool is really what you make of it. That's the beauty of it. So it's, it's got a huge amount of data behind it. And the GPT in ChatGPT stands for a Generative Pre-Trained Transformer, which is a very fancy way of saying that, uh, it's something that can create using a very large amount of information that it's already got some good ideas about how to connect.

[00:09:57] **Robert Dodds:** Uh, it does it two ways. It does it through. [00:10:00] What we call that corpus, which is a huge troll of information from the internet, and it then also has real people who actually go through and will tag things and tell it this is a good connection that's not, and it gets better as it goes along. It uses some machine learning. Now that enables you to do an enormous amount with this so, just to give you a little piece, as soon as we started talking to our teachers, uh, here, and we started, you know, really talking about it from a teaching and learning point of view, we started to identify little things that could happen.

[00:10:30] **Robert Dodds:** Now, if I start on the, on the bottom rung in terms of just time, both for students and for teachers, one of the things that we often say about is having time to really dive into things and taking away some of those pieces, but also lowering cognitive load in areas where it's not necessarily beneficial.

[00:10:46] **Robert Dodds:** So you can use this to create basic texts. Um, you can then take a step up and say, well, actually I want to now differentiate that text so that it suits a reading level for an individual within my class, or [00:11:00] that it's in a specific language that the student can access. I could say that I want to take, um, that text and alter it so that we change the character to mimic something about particular individuals in my class so that they have a better chance to connect to it.

[00:11:15] **Robert Dodds:** One of the things that we really love about it and was one of the first things that I was really engaged with. I, I'm a, a huge fan of feedback and

the importance of feedback for students. Well, we find that if we give this a very simple instruction, we tell it as a teacher. Giving it a rule really helps to, to flavor the, the language of the response, you are going to respond to the text that's input below.

[00:11:40] **Robert Dodds:** Using these success criteria. Base your feedback on the Howie Temporally feedback model. Then you can put whatever model you want in there. That's it. But we then find students have now got something that based on their, um, success criteria from their tasks. They have a feedback, instant feedback, [00:12:00] 24 hours a day, immediate.

[00:12:01] **Robert Dodds:** They don't have to wait in line. They don't have to have that across. Now, is it ever going? Is it sometimes gonna be wrong? It might well be, and the more that we tweak and the more we attune it, that's fine. But even outside of the technology, there's a huge advantage here to now being able to actually focus on things like.

[00:12:19] **Robert Dodds:** The critical analysis or, or, uh, of information, information literacy, uh, and how really to spot what's true and what's not, how to source check, et cetera. So that's another thing that comes out of it. We've been able to give students an opportunity to go far beyond their normal expectations in texts. I'll tell you one of my favorite stories.

[00:12:39] **Robert Dodds:** Um, one of my roles at, uh, my role at, at Methodist Ladies College is head of innovation. I have a co-curricular group called the Minecraft Innovators Club. Uh, this is a group that goes, it was from one to to six at the time, and, um, We had a little girl who came up to me and said, Mr. Dodds, uh, I'm building my rocket.

[00:12:59] **Robert Dodds:** We were building [00:13:00] missions to Mars. It's all engineering principles. And she said, I want to put in, uh, some information for the astronauts in case something goes wrong on the flight. So I thought, well, okay, we can put a, uh, a screen up, we can put, you know, import the picture, put that on there. Where do you wanna put it?

[00:13:14] **Robert Dodds:** She went, astronauts wouldn't have a picture. Mr. Dodd said, have an app, but I don't know how to make an app. So, okay. We sat down, um, and we opened up the device and we just got it to tell us what would this actually tell the astronauts. We got that written down. We put it into PromptGPT and we said, as an expert coder, design an app in Python, which will follow the rules below.

[00:13:43] **Robert Dodds:** And within a few seconds we had a runnable Python code that allowed this girl who has now designed, in year two, her first app. So a really wonderful way of extending the, the imagination, the, the capability, the [00:14:00] real life aspect of learning for students. So, um, look, it's, as we could be talking here for two, three weeks, it really comes down to, um, what your teachers want to do, what your students want to do, and really applying your imagination, you know, everything out from, uh, another favorite was the idea of interviewing an author.

[00:14:19] **Robert Dodds:** So telling the, the ChatGPT, you are this author, you're gonna respond to questions, you know, uh, here refer to elements of your books or your history that go. And um, obviously we know that chat pt, it has a limit. It's training database runs up to end of 2021. Although if you've got, now, if you've got GPT four, you actually can have the plugin, or if you're using Bing or you know, other elements like that, you can get the information from the internet.

[00:14:45] **Robert Dodds:** And we did Stephen King. As a test one to try it. And it was remarkable. And you could do that with any, uh, figure from history that you would like, have the opportunity to sit down and interview past presidents or Genghis Khan, or whomever you [00:15:00] like. And, uh, rather than just reading it off a sheet, have a conversation and analyze this person claims to be they've turned up from, you know, having traveled through time, ask them questions and decide whether they are actually who they say they are. So it's a really fun little way of engaging.

[00:15:16] **Trudy Hall:** Well, the story about the astronauts sort of takes me to, um, another survey that I recently read that suggested that the generation that's, um, now entering the workplace is actually more productive when they use ChatGPT, which you're, you're seeming to indicate.

[00:15:31] **Trudy Hall:** The article quoted a Stanford economist who suggested that it's gonna become the calculator for writing. You know, one CEO even claimed that those who don't use it are gonna be at a serious disadvantage in the workplace. How do those opinions land on you? And if so, you know, um, how do you, how does it fuel? I think you've just given us a great example, but any other examples about how it fuels efficiency or productivity?

[00:15:55] **Robert Dodds:** I think we've seen lots of examples of this coming through. I mean, I mentioned already about the idea of, [00:16:00] of, um, teacher efficiency and teacher productivity and, and how it helps. So one little example, even from my own practice is that I'll have exit tickets.

[00:16:08] **Robert Dodds:** Uh, coming outta classes or, or little bits of feedback from task. And what I'll do is I'll, I'll write my feedback and before I send it out to my students, I'll actually select it all, drop it into ChatGPT and say, summarize all of the

feedback below and give me three key pointers, and then I'll share those three key pointers as class feedback for discussion.

[00:16:31] **Robert Dodds:** So, It's just, it, it's a, a small job, but really helps to direct that feedback and it saves me that time. Um, you know, we we're not just in, in education, but you know, in other industries. Uh, the other study that I saw was one by Fishbowl and it said, I think it was 43% of people were now using, um, Chachi PT within their jobs.

[00:16:54] **Robert Dodds:** So, But of those 43%, uh, I think it was 68% or 70% [00:17:00] hadn't told anybody because they were worried that it would be seen as as cheating. Right. So there, there's a social change in this and it's, it's gonna be one of those things that we'll just have to let it run through. Now this is an area, you know, if we look at things we'd said already about things like coding, uh, we talk about things like, uh, mid Journey, which is an incredible AI app or AI app, art flow.ai, which can create images and video from text or runway.

[00:17:26] **Robert Dodds:** So just these remarkable things which are going on for things like marketing, um, for entertainment and arts, and music, et cetera. Uh, we see chatbots being used for customer service, you know, they, um, can be there. They can look up the best information very quickly, can be personalized to you, and we're, that's not a future.

[00:17:44] **Robert Dodds:** We're seeing that now. When you speak to the bank on your online chat, you're probably not talking to a person your bank's already using AI for things like, uh, security cybersecurity, voice recognition for the approval of transactions, et cetera. Uh, we're seeing it [00:18:00] in medicine for breast cancer detection for AI enhanced diagnosis.

[00:18:05] **Robert Dodds:** We see it for tracking poachers. Uh, we see it for tracking honeybee migrations for agriculture. It's, there's, it's something that's permeating absolutely everywhere and we are actually really looking forward. We have a year six seven event happening in a few weeks whereby our students are engaging in one of, I think it's 12 industries now with experts, and they're actually exploring.

[00:18:27] **Robert Dodds:** How it's going to impact the future of those industries, and that's important for our students because, you know, even before AI came through, we'd talk about, you know, how we're gonna prepare for the future. Well, we need to have a look at that future because some of those job rules are going to change pretty quickly, and some of those industries are going to move decades ahead of where we expected them to be by the time they get there.



[00:18:48] **Trudy Hall:** I like how you're normalizing this for us and how you're sort of bringing down the anxiety level, um, as we think about ChatGPT. On the other hand, I wanna go back to the first part of what you said. And [00:19:00] you know, 68% of people who are using it aren't telling anyone. And that takes us a bit to the dark side.

[00:19:05] **Trudy Hall:** So let's go to the dark side for a little bit. Um, we both have heard that, uh, the concern that ChatGPT is making it possible to quote unquote cheat with greater ease. What do you say about those who think that it's gonna make it easier for folks to be, to cheat or to be less likely to produce their own work, uh, on academic work?

[00:19:25] **Robert Dodds:** Uh, look, could ChatGPT be used to cheat? Absolutely. And, and very successfully. You know, that's the thing. So, um, there are a few things that we have to remember when we, we get to this. One is as our principal, Rebecca Clark likes to say, AI's not going anywhere. It's going everywhere. This is not something that's going to go away.

[00:19:45] **Robert Dodds:** It's a little like horses and cars. You know, cars came along, uh, took an industry away that was there for thousands of years with horses, and not that many people are riding a horse to work now. So AI will become something that's more firmly embedded in lots of parts of our lives. So it's important [00:20:00] that we have our students prepared and educated to use it, and not just to use it, but to innovate with it and to lead with it.

[00:20:06] **Robert Dodds:** Now, um, there are ways of, of doing this. There are ways of, of really sitting across. The first one is to have a look at things like, you know, banning it, which some schools have done. And as I say, I don't think that that's a good idea because cheating came along before ChatGPT. Are we going to ban libraries and websites and siblings and tutors and moms and dads who help?

[00:20:32] **Robert Dodds:** And it, it goes on and on and on. You know, 50 years ago, ballpark pens were going to ruin education. Before that, it was moving to paper. Uh, Plato talked about how writing was going to real education and somehow we move on so that the idea of what we often hear referred to as moral outrage or moral panic when something changes, particularly large technological changes, um, it is not unusual.

[00:20:56] **Robert Dodds:** And ChatGPT certainly has stirred that up. Now, I'm not [00:21:00] belittling that at all. It's an important thing. It's a way that society looks to protect our younger generations according to our values. But what I've really tried to draw across and what the school has been very good at engaging with is balancing that with what I've entitled moral optimism.

[00:21:17] **Robert Dodds:** That we look at something that you know is frightening, that is new, that is going to change a lot, but try to see past the dark side and into the light and try to see all the wonderful things this could do for our girls and you know, where it could take them in the future. The other part to it is, um, looking at how do we stop that cheating and why?

[00:21:38] **Robert Dodds:** So in terms of stopping the cheating, there are detection tools out there. They make some very bold claims. I have to admit, I haven't seen any that are very effective yet, and for every tool I've seen, uh, I've seen x, y, Z number of videos on YouTube within seconds telling you how to get round that particular tool.

[00:21:57] **Robert Dodds:** So the technological isn't really going to fix [00:22:00] it. For me, two things have to change: One is that we have to look at how we assess. We have to personalize that assessment. We have to start drawing in elements that are more personal, that require reflection and response. Um, we can use things like presentation, uh, physical product.

[00:22:16] **Robert Dodds:** We can use viva voce. We can use lots of different elements, and we can also have that assessment be carried out throughout the process rather than simply at the summit or end of things as we go. There's a need to change perhaps in some cases what we value too. Um, in that, you know, an expert when I was younger was the person who could recite all the names of the kings of France from whatever to whatever.

[00:22:41] **Robert Dodds:** Well, Google took care of that a long time ago. So it's important to look at this as not being a replacement for skills, but being a way of changing the relationship, I guess, with it. The other way to look at this too is that why are the students cheating? There are some really [00:23:00] simple things that always seem to come about, and they are that there's, um, either a lack of confidence like self-efficacy or if it's a feeling that everyone is doing it or that there's no consequence or that they're not engaged or valuing the learning.

[00:23:15] **Robert Dodds:** So for me, I look at that from a, from a teaching point of view, I look at it and think, well, why are they cheating? How can I change that? How can I, instead of trying to negate the tool that is allowing the cheating. If I really want to, to make the change, I've gotta look at how I would bring up by a greater ethos of, uh, academic integrity.

[00:23:32] **Robert Dodds:** Well, how does that value shift? So, um, it, that's a longer term prospect, but I think that this does raise an interesting conversation there.

[00:23:42] **Trudy Hall:** Well, thank you for putting, uh, cheating in context cuz I happen to agree with you that, um, If students are gonna cheat, they're gonna cheat and we have to figure out a way around that and technology helps them, I think, understand how to get away around that. So, you know, all all helps us ground again in that, what you said before, sort of, I, I [00:24:00] love this, the idea of. The, the moral optimism, um, that we really have to sort of see our way through the dark side to the, to the brighter sides

[00:24:10] **Student:** to understand ai, my advice for parents should be to maybe try to use it for their own uses and daily tasks in their lives. For example, maybe try and use it in your job or just daily tasks around the house. The jobs that are least likely to be affected by AI are the jobs that need one-on-one human connection, like empathy and creativity, like being a nurse or a psychologist or a therapist. The jobs that people want another human talking to them instead of just talking to a screen.

[00:24:42] **Trudy Hall:** So having, having said that, we're gonna see our way through the dark side. Are there certain guidelines that you think, um, educators, uh, should claim as essential, you know, that they, they ought to be in an educational environment if one is gonna embrace ChatGPT?

[00:24:58] **Robert Dodds:** Well, I go back to [00:25:00] the values proposition. You know, your classes better than anyone else. Your school will have an ethos or a defined, you know, line in terms of teaching and learning and what they want for their students. So stay close to that and stay close to, to what you understand about those students, uh, in your care. So it's the same with anything.

[00:25:21] **Robert Dodds:** If you want to introduce it, you know, you have to have those three magic words, you know, you have to have clarity, you have to have consistent approach, and you have to have transparency. Talk to the students, explain why these things are happening, and get them across because that social understanding of, of the reasons behind it is, is gonna be absolutely vital.

[00:25:40] **Robert Dodds:** The other one, I guess is to, um, just be. Uh, allow yourself to fail. We talk about students, you know, making mistakes and allowing that, and encouraging, and we need to do that as we move forward. Teachers are the same, but, so if we have something [00:26:00] simple that you can follow, that you can communicate and clarify.

[00:26:04] **Robert Dodds:** So for instance here, we went to begin with, we just stepped in with three very simple statements, okay? And that was enough to cover. Regardless of subject, regardless of age. And those three statements really just said that if you're going to use, um, an AI tool, it should only be in a situation where either your teacher has expressed, or told you, you can use this, or you've checked with

your teacher, and we added that on because the teacher might not have thought of it.

[00:26:32] **Robert Dodds:** We want the students having ideas if they come to the teacher. So there's that clarification. The other one is that they must make sure that they follow all the legal requirements. So your different AI tools will have a variety of legal requirements, et cetera. So things like copper require, that's, you know, online privacy for children requires that we don't track information for students, uh, under the age of 13.

[00:26:57] **Robert Dodds:** 13 to 18. For a lot of these [00:27:00] tools, you can, with parental permission, you can use it now. Even at that, there are tools out there like um, Game Changer Byte, which is an online tool which doesn't track, doesn't hold information, doesn't track there, no sign in or anything like that. So you can use it openly and can Academy have amigo coming up, which is gonna be fantastic as well.

[00:27:19] **Robert Dodds:** So there's always options. Um, The last one was, and this is like any other source that you would use, make sure that if you are using, uh, an AI tool, that you give an appropriate citation and that you would include the prompts that you've used in order to generate the content. Now, that's important for two reasons.

[00:27:38] **Robert Dodds:** One, obviously things like copyright. You know, there's a lot of, uh, fluidity at the moment. They're on copyright with AI generated content, but also for me as a teacher, I can have a look at those prompts and as they've refined the prompts, really learn more about the process of their thinking as they've moved through that.

[00:27:55] **Robert Dodds:** So it's an important element of evidence as well. So [00:28:00] for me that that's really the key to it. As you go in, just keep it simple. Keep it something that you can and will actually enforce and support. And just make sure that if you're going to go in, that you are confident. You don't need to be the expert. Just know those three things and you should be good.

[00:28:16] **Trudy Hall:** Well, and I, um, I think the language that you've used at the, um, is very important here. The clarity, consistency, and transparency. I mean, isn't that what good parenting is as well? So there really are, uh, parallels here between how one parents and how one teaches when it comes to so many of these conversations.

[00:28:35] **Trudy Hall:** For the parents who are listening, um, how can they become familiar with this? As I listen to you talk, you clearly it's secondhand for you, you use it with regularity. But if I'm a parent and I, I wanna start, where do I begin?

[00:28:51] **Robert Dodds:** Well, as we said already, lots of the parents listening will be using it in a, in a variety of ways. Um, but if you're going to [00:29:00] bring something like ChatGPT or Bing or whatever, uh, model you're gonna use into your home, um, I get to use my favorite word dye, the most important element of all learning, play. Okay, so again, that's the thing. You've got this wonderful aspect where you don't need technical training for this.

[00:29:17] **Robert Dodds:** You can get better by learning to prompt engineer, but, um, so long as you can define what you want to generate, you'll, you'll be grand. So get into it. Have a look. Make sure you, you choose something. There are free tools, there are paid tools. Choose whatever's going. But use all the normal avenues that you would.

[00:29:37] **Robert Dodds:** Um, if I want to learn to do something around the house, one of the first things I'll do is I'll jump to YouTube. There are lots of great videos for parents out there that you can go to and see those. Another great technique is to go what we refer to as Go Meta. If you want to know how to use ChatGPT well in your house, ask ChatGPT.

[00:29:54] **Robert Dodds:** It'll give you a list of of instructions on what to do. Ask it exactly what you want because it knows itself [00:30:00] pretty well. But pick out things that you want to do around the house. And pick out things that you want to do in your job and pick out things that you think your children could do. So one that we have in our house, and I said to you about, you know, being able to, to take over some of those more odious or tedious jobs at a low level.

[00:30:17] **Robert Dodds:** Uh, one of the things that we hate in our house is planning dinners. Detest it. It's just a horrible job. So we had a look in the fridge, put my daughter on onto the, the, the side with the, the device. We called out all the things that were in the fridge. She put 'em all in, asked it to give us a, as a, uh, an experienced chef.

[00:30:36] **Robert Dodds:** Uh, create a series of five recipes using as many of the ingredients as possible. Uh, please prioritize the first three, as they are near their out of date. Ok. And we got a week's meal plan. Jumps, straight out. Lists of ingredients, uh, the methods, how to cook them. We then said to using it because we can connect to the internet using the Cole's website, tell us how much each of these items are gonna [00:31:00] cost.

[00:31:00] **Robert Dodds:** And it went through and was able to pick that out. So that's something that normally takes me a long time. It's something I could do with my daughter. We've created packing lists for camping. And I can tell you now, I haven't been camping since I was little. ChatGPT was able to give me little ideas that I had never seen or thought of.

[00:31:15] **Robert Dodds:** So, um, all these things that, that you can do, but it's really important, you know, if you're gonna be familiar with it, use it in context that you understand that you can judge and gauge the outcome for it.

[00:31:26] **Trudy Hall:** Okay, Robert. Uh, now I'm a parent and you've made me feel very comfortable. I, I dove in. I tried some things. I'm now gonna sit next to my daughter and work with my daughter. How would you propose that I work with her? You've given us a great example of at the, at the kitchen. I love that. Um, what about her academic work or understanding may, maybe she doesn't understand the power of GPT. Where, where do I go as a parent with this?

[00:31:50] **Robert Dodds:** So, again, this is something that. It is true for any technology that you're bringing into your home. Um, uh, it's something I've said since, uh, particularly things like eSports [00:32:00] that I'm involved with, or gaming, which causes the same kind of concern. The verb that I'd like to use is co-piloting. So what I suggest is that you sit down and be the co-pilot.

[00:32:11] **Robert Dodds:** You don't have to be the expert. Let your child be the expert. Ask questions, listen and just watch. First of all, you're gonna see that it probably isn't as bad in terms of what they want to do with it as you perhaps thought. But it also gives you the opportunity to, as we say, co-pilot, you're not.

[00:32:31] **Robert Dodds:** Having no control. You are at the side to assist. And what you can bring in there is what they don't have, which is the experience and maturity. So you can have a look at what they're doing, see where there might potentially be consequences, um, and really they'll help you gain the skills and the understanding of how it can be used, and you'll help them to temper that from a safety point of view and also bringing it back to those values that we discussed earlier on.

[00:32:57] **Robert Dodds:** The other thing that you can do as well is, uh, also talk to [00:33:00] the school. Now there was a survey done a little while ago. I think Common Sense Media had said that I think parents, it was only 21% of parents were confident that their school had an approach for AI. That's not a belittlement of schools at all.

[00:33:14] **Robert Dodds:** Cause it is such a new technology. It's really hard to draw in. But do talk to them because if they have got some guidance, they've really thought

about it. Um, and again, they're used to introducing new technologies to students, et cetera. So you can gain some wisdom from there. And definitely if they have got something in place, it's a good idea to mirror some of that where you can at home in order to consolidate it and to build that, that familiarity and that consistency and clarity that we've talked about before.

[00:33:43] **Robert Dodds:** Yeah, it really is a, a great idea to, to use AI during some of those co-piloting sessions for things that you need to do. So take it into a context that would be perhaps from your work or from a particular interest, demonstrate what you might [00:34:00] do, how you might use it, get their advice. And the benefit there is that it's a, an easy way to introduce a discussion about consequence.

[00:34:08] **Robert Dodds:** What happens if I don't check this particular fact, or if I don't think carefully about omissions from my prompt? Uh, because it's a little bit more low stakes, they don't have to worry about it in their own work. It's not direct consequence. And so you can have it without it being threatening or without it being a scary proposition.

[00:34:27] **Robert Dodds:** So it puts it in context, uh, and it really gives 'em an understanding of, uh, where they might need to look out, uh, for errors or mistakes or potential consequences.

[00:34:38] **Trudy Hall:** This has been for me very rich conversation because all along you have been dropping these lovely pellets of wisdom, but it's time to end and I like to ask all of my guests for 1, 2, 3 key points. Is there anything you haven't mentioned or is there anything you wanna say in, in summary?

[00:34:57] **Robert Dodds:** Uh, well look, I'll, I'll give you a [00:35:00] little gift. Um, and I know we're, we're going to give you a little, uh, resource that you can share with the listeners, which just gives some, some elements that we've talked about already and some prompts to play with, uh, some that we've tried out and tested that they could get started with. So I'll just discuss one of my favorites and it's one of the simplest, um, I'm pretty sure a lot of parents would admit to having had this point. I certainly have whereby this child comes home, they've got some homework to do and they go, dad, can you help with my homework?

[00:35:28] **Robert Dodds:** And you look at it and think, I haven't done that maths for 15 years. I might need to go to look this up. So one of the simple prompts that you can use is, uh, a Socratic tutor. So it goes, it's something like this and you can fit it to what you like. As a Socratic tutor, you will help, uh, the user who is insert their age 10 years old to find the answer to the questions they put below.

[00:35:56] **Robert Dodds:** Do not give them the answer straight away, but lead them there. [00:36:00] The user loves bears and science fiction. This is what one that came from my daughter. And what you'll have is that they'll go in and they'll put a question in there, they might put in, you know, if they get their Maths homework, they might go, what is the area of a rectangle that is two meters by three meters?

[00:36:19] **Robert Dodds:** And instead of it going, giving the answer straight away, it will go, oh, let's have a look at how we could work this out. And it will start to give them steps to take them through. So rather than them just looking up the answer, this will give them that out. And, um, the, the bears and the sci-fi thing is relevant because I actually had one point where my daughter thought she'd be very funny.

[00:36:38] **Robert Dodds:** And, uh, when it said that it was, it was cool that it had this formula for, for working this out. She said, yeah, but not as cool as bears. And it said, Well, that's true, but a bear's around about two and a half meters tall or even higher, and the area that they would live in is a rectangle, usually this size by this size.

[00:36:58] **Robert Dodds:** So let's work out the area of [00:37:00] a bear's territory. And I just thought, that's wonderful. It's taken that little nugget about my daughter and it's now personalized, not just the feedback it's giving her on her responses, but it's personalized the examples. So, Use those prompts, um, play around and again, like I said, with with the teachers, you know, your daughters. Really just tailor it to fit them.

[00:37:24] **Trudy Hall:** Excellent. So let me see if I can sum some of this. Um, we're gonna anchor our decisions in this in our own values, knowing that our values are consistent and like our parenting strategy, we're gonna be, we're gonna use clarity, we're gonna use consistency, and we're gonna use transparency as we co-pilot.

[00:37:44] **Trudy Hall:** With our children, our girls, letting them be the drivers, letting them teach us. We want to help them innovate because it's important that our children be far more innovative than we are because of the world we've left them, uh, to fix. Um, and [00:38:00] then finally, I think we're gonna see through, um, this in a, with moral optimism, and we're gonna all look at the positive and embrace this new technology day. Did I sum that up in a way that makes some sense?

[00:38:13] **Robert Dodds:** I think that sounds absolutely right.

[00:38:15] **Trudy Hall:** This has been such a great opportunity for me to understand, um, about this world and I wanna thank you very much for, for putting it in, um, terms that we can all understand and embrace. And I hope that many of our parents are running out to the refrigerator right now with their children to read the list of ingredients um, so that dinner can be made in an hour. So thank you very much.



[00:38:38] **Robert Dodds:** We don't guarantee the quality of the cooking that comes from the recipes, but you'll definitely get the instructions. Uh, thank you very much, Trudy. It's been fantastic.

[00:38:46] **Trudy Hall:** You have been listening to On Educating Girls, a podcast produced by the International Coalition of Girls Schools to address real issues that impact the lives of girls we know. I

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