

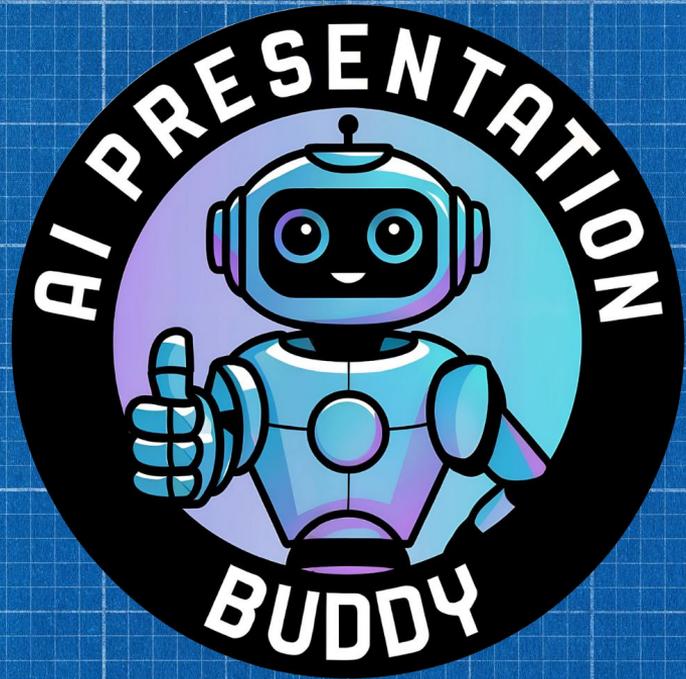
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# NOT JUST FASTER... BETTER!

## HOW AI ENHANCES INSTRUCTIONAL DESIGN(ERS)

**Jason Neiffer, Ed.D.**  
Executive Director  
Montana Digital Academy





<https://presentationbuddy.io/xli25>

# THE CHALLENGES OF MODERN INSTRUCTIONAL DESIGN

...“I’m sorry... 500 hours?”



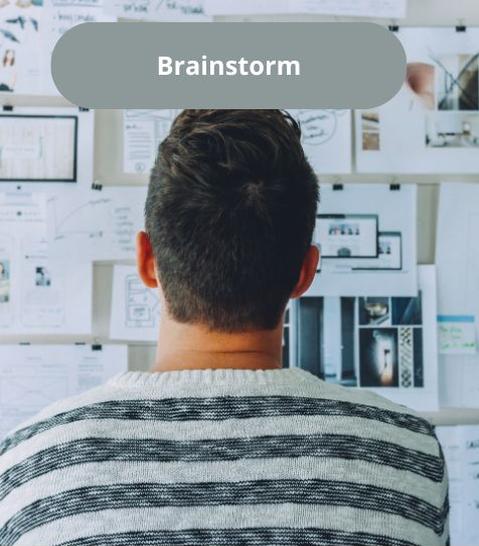
## Summary Table (Approximate Effort Hours & Calendar Time)

Phase	Estimated Effort Hours (Team Total)	Estimated Calendar Time	Key Influences
1. Analysis & Planning	40 - 80 hrs	2 - 4 weeks	Clarity of need, SME availability, institutional process
2. Design	100 - 300+ hrs	4 - 12 weeks	Course complexity, interactivity, multimedia, SME/ID collaboration
3. Development	2000 - 9000+ hrs	3 - 6+ months	Content origin, multimedia complexity, interactivity, team skills
4. Implementation/Review	80 - 200+ hrs	4 - 8 weeks	Review rigor, issues found, course complexity, reviewer availability
5. Evaluation	20 - 40 hrs (Post-launch)	Ongoing + Post-semester	Data methods, analysis depth
<b>TOTAL (Pre-Launch)</b>	<b>~2220 - 9600+ hrs</b>	<b>~4.5 - 10+ months</b>	<b><i>All factors combined, especially Development phase complexity</i></b>

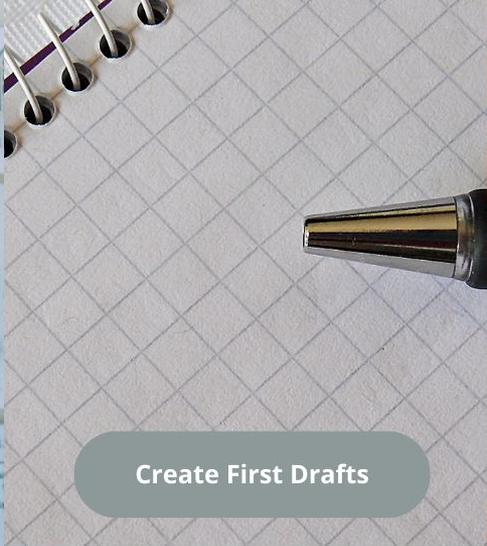
# WHY A.I.?

...“I’m sorry... 1500 hours?”

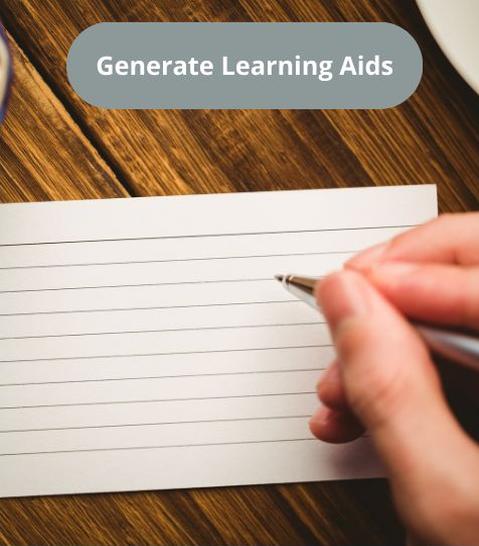




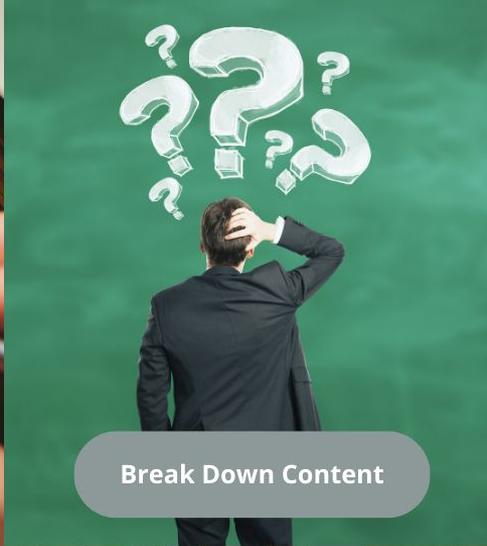
Brainstorm



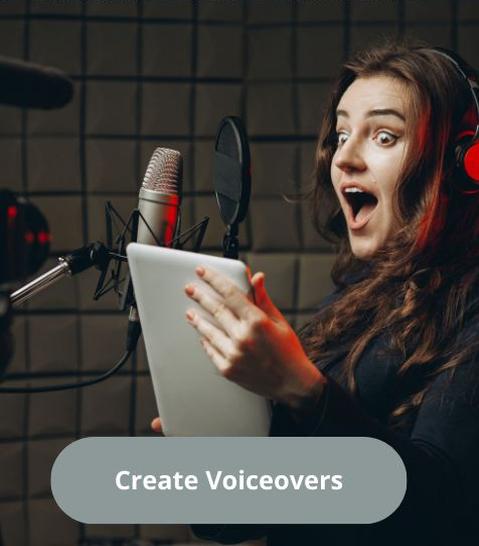
Create First Drafts



Generate Learning Aids



Break Down Content



Create Voiceovers



Create Videos



Generate Stock Art



Analyze Data



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- NeifCorp Discussion Q...
- Stategic Planning Brai...
- Jason's Meeting Trans...
- AutoBard: Student Fac...
- Feedback-n-Matic
- Add Team workspace  
Collaborate on a Team plan

**NeifCORP: Robot Book Bot**  
By Jason Neiffer

Robot Book Bot takes a given resource and conducts next-level analysis using different strategies. Simply upload the resource and press go. Maintained by Jason Neiffer

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Agency by Design\_Agency by Design\_U... PDF

Please select a workflow to analyze the document *Agency by Design: Making Learning Engaging*.  
Your options are:

1. **SQR3** – Summarizes by surveying, questioning, reading, reciting, and reviewing.
2. **Atomic Notes** – Creates detailed notes with single, focused ideas.
3. **AI Training** – Structures information as actionable advice for professional training.
4. **NoteGPT** – Produces bullet-point notes with key terms highlighted.
5. **History Book** – Extracts historical information in a structured format.
6. **Outline** – Organizes content hierarchically for structured review.
7. **So What** – Briefs with a focus on relevance to an executive-level decision.
8. **Cornell Notes** – Formats notes with cues and a summary.
9. **CLOZE** – Creates fill-in-the-blank notes for active recall.
10. **Sketch Notes** – Combines visuals with text for conceptual learning.

Let me know if you need help selecting one, or if you'd like a quick overview of each.

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  - Virtual Slice Assistant
  - CourseCraft AI
  - NeifCorp Discussion Q...
  - Strategic Planning Brai...
  - Jason's Meeting Trans...
  - AutoBard: Student Fac...
  - Feedback-n-Matic
  - Add Team workspace  
Collaborate on a Team plan

Here is a **So What** analysis for *Agency by Design: Making Learning Engaging*, tailored to assess its relevance for educational transformation and agency in learning.

Criteria	Key Insights from the Document
Overall Focus	<i>Agency by Design</i> emphasizes empowering students with <b>learner agency</b> —students actively directing their learning.
Relevance to Online Learning	Highlights ways digital platforms can support agency, especially valuable during shifts to remote or hybrid models.
Instructional Design	Recommends <b>agency-driven lesson planning</b> and <b>design-thinking leadership</b> to make learning more student-centered.
Proficiency-Based Education	Proposes <b>self-assessment</b> and <b>peer evaluation</b> to replace traditional grading, aligning with competency frameworks.
Critical Thinking	Encourages <b>inquiry-based learning</b> and student input in curriculum design to foster critical thinking and ownership.
Student Empowerment	Defines three dimensions of agency: <b>responsibility to self, others, and environment</b> , shaping holistic, responsible learning.
Noteworthy Approaches	<ol style="list-style-type: none"><li><b>Flexible Learning Environments</b> – Classroom design and technology use should adapt to student needs.</li><li><b>Leadership Shift</b> – Leaders should adopt design-inspired approaches, creating a culture of partnership and agency for teachers and students.</li><li><b>Scaffolded Autonomy</b> – Structures for developing self-management skills as students transition to ↓-directed learning.</li></ol>
Potential	Emphasizes <b>barriers to agency</b> , like rigid grading systems and traditional

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THE GRAND INBOX

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New Training Outputs

Invite members



Add cover Add comment

# Podcast: LE 358: Debunking Executive Function Myths: What You Don't Know with Tara Bonner

## Core Message/Theme:

The podcast episode focuses on debunking myths about executive functioning, explaining its role in learning and daily life, and offering insights into how it can be strengthened or supported. Tara Bonner emphasizes the importance of understanding executive function as a brain process rather than a skill set that can be easily taught.

## Factual Information:

### 1. Definition of Executive Functioning:

- Executive functioning involves brain processes primarily in the prefrontal cortex, helping in problem-solving, attention, self-control, working memory, and flexible thinking.

### 2. Neuroplasticity:

- The brain has the capacity to change and grow positively through the concept of neuroplasticity, implying that executive functions can be improved over time.

### 3. Role of Executive Functioning in Daily Life:

- Executive functioning is crucial in organizing tasks, managing independent activities, and handling multi-step projects.

### 4. Impact on Learning:

- Students with strong executive functioning can manage tasks and problem-solve effectively, while those with weak executive functioning may struggle with organization and planning.

### 5. Social and Emotional Aspects:

- Executive functioning also affects social interactions and emotional resilience, influencing how individuals handle criticism and adapt to new situations.

## Actionable Advice:

### 1. Identifying Executive Function Difficulties:

- Teachers should observe students' ability to manage independent tasks, organize physical spaces, and handle multi-step projects to identify potential executive





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  - Finance and Money
  - Cooking and Stuff
  - New Training Outputs
  - More Stuff
  - Invite members



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# AI Podcast Summaries Template Master

You're a renowned analyst specializing in digesting and summarizing complex information into actionable insights. Your expertise lies in listening to or reading in-depth discussions, identifying core facts, and extracting practical advice that can benefit a wide audience. Given your background in communications and your ability to break down intricate subjects for general understanding, your services are highly sought after. Your current assignment involves processing the content of an informative podcast, the transcript is located under the "Raw Transcript" section. The task at hand is to evaluate the transcription, your goal is to sift through the content methodically. You'll isolate all factual information presented during the discussion, categorizing these into segments based on their relevance and significance. Additionally, it's crucial to highlight actionable advice or suggestions shared by the speakers, offering listeners practical steps or insights they can implement. While dissecting the information, pay special attention to:

Generate

The core message or theme of the podcast episode.

Statistical data, research findings, or empirical evidence shared.

Personal anecdotes or experiences that underscore the episode's key points.

Recommendations, tips, or strategies for the audience to engage with or explore further.

Consider an approach where you:





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2025 Montana Legislative Session Comprehensive

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Sources

- 2025 01 22 Joint Subcommittee on Education Au... ✓
- 2025 01 23 Joint Subcommittee on Education Au... ✓
- 2025 01 23 Senate Education and Cultural Resou... ✓
- 2025 01 24 House Education Audio Only.pdf ✓
- 2025 01 27 Joint Subcommittee on Education Au... ✓
- 2025 01 28 Joint Subcommittee on Education Au... ✓
- 2025 01 29 House Education Audio Only.pdf ✓
- 2025 01 30 Joint Subcommittee on Education Au... ✓
- 2025 01 30 Senate Education and Cultural Resou... ✓
- 2025 01 31 House Education Audio Only.pdf ✓
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- 2025 02 04 Joint Subcommittee on Education Au... ✓
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Chat

 **2025 Montana Legislative Session Comprehensive**

32 sources

These legislative audio and video excerpts document various committee meetings and hearings concerning education and cultural resources in Montana. Discussions encompass budget requests and analyses for entities like the State Library, the Montana Heritage Center, and the university system, including adjustments and specific program funding. Testimony is provided on proposed bills related to school funding formulas, educational opportunities, and support for public and private education. Issues such as teacher salaries, property tax impacts on school districts, and the operation of state institutions are explored through presentations and committee questions. Additionally, topics like historic preservation and the commemoration of America's 250th anniversary are addressed.

Save to note

Add note Audio Overview Mind Map

Start typing... 32 sources

What key education and cultural resource funding changes are proposed for Montana in the 2025

Studio

Audio Overview

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Interactive mode BETA

Notes

+ Add note

Study guide Briefing doc

FAQ Timeline

Montana Legislature: Education & Appropriations Review  
Briefing Document: Montana Legislature - Education and Appropriations  
Date: January 2025 Subject: Review of Key Themes and Discussions from...

New Note

give us a task list for finalizing design of our report

Based on the **Yearbook Process for Annual Report** document and supported by standard project management best practices, here's a clear and practical **task list for finalizing the design of your MTDA Yearbook (Annual Report)**:

### ✅ Final Design Task List for MTDA Annual Report

#### 1. Conduct Final Design Review Meeting

- Ensure all stakeholders review the near-final layout
- Confirm that design aligns with MTDA visual standards and the style guide
- Review layout for accessibility and legibility (especially digital)

#### 2. Cross-Check Content Placement and Flow

- Confirm logical progression: Executive sum ↓ y → Highlights → Data → Program narratives → Financials → Acknowledgments

Ask anything [icons]

10 Fundamental Concepts of Game Design for Beginners

research the 10 fundamental concepts of game design for beginning designers. the game advice should be universal, including board games, card games, dice games, video games, paper and pencil games, any games.

manus

I'll research the 10 fundamental concepts of game design that apply universally across all game types - board games, card games, dice games, video games, paper and pencil games, and more. I'll compile a comprehensive guide that would be helpful for beginning designers. This may take a little time as I gather information from various sources to ensure the advice is thorough and applicable across different game formats.

- Search for fundamental game design concepts ^  
Starting research on fundamental game design concepts applicable across all game types.  
Searching fundamental concepts game design principles universal  
Searching for fundamental game design concepts across various sources.  
Browsing <https://www.juegostudio.com/blog/10-fundamental-game-design-principles-every-game-designer-should-know>  
search on fundamental game design concepts from multiple sources.  
Deliver game design research to user  
Waiting for user...

Message Manus

Jason Neiffer

Gemini

Gemini Advanced  
Deep Research with 2.5 Pro

I've put together a research plan. If you need to update it in any way, let me know.

### San Diego Neighborhood Restaurant Guide

**Research Websites**

Create a comprehensive guide to San Diego neighborhoods based on restaurants.

- (1) Identify the major neighborhoods within the city of San Diego.
- (2) For each identified neighborhood, research the popular and highly-rated restaurants....

[More](#)

**Analyze Results**

**Create Report**

Ready in a few mins

[Edit plan](#) [Start research](#)

Ask Gemini

[+ Deep Research](#)

Gemini can make mistakes, so double-check it

### San Diego Neighborhood Restaurant Guide

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## A Flavorful Journey Through San Diego's Neighborhoods: A Restaurant Lover's Guide

San Diego, often celebrated for its sun-drenched beaches and relaxed atmosphere, is also a vibrant culinary destination where a diverse food scene thrives, influenced by its southern border with Mexico, its prime coastal location, and a rich tapestry of multicultural influences. Beyond the well-trodden paths of tourist attractions, each neighborhood within San Diego possesses a distinct character, a unique personality that is vividly reflected in its restaurants, creating a collection of diverse and compelling culinary landscapes throughout the city. This guide invites you to embark on a flavorful journey, navigating the major neighborhoods of San Diego through the lens of their most popular and highly-rated dining establishments, offering a taste of the local culture and gastronomic delights that await.

This exploration will delve into the specific culinary offerings that define San Diego's key neighborhoods, providing a detailed look at what each area offers to both enthusiastic locals and discerning visitors seeking exceptional dining experiences.

### Little Italy: Where Food Meets Culture

Little Italy, a neighborhood pulsating with life, stands as a testament to its rich Italian heritage, now interwoven with a distinctly modern and lively atmosphere. This highly walkable area is renowned for its abundance of gourmet restaurants, sophisticated wine bars, and the energetic Saturday farmer's market, a true feast for the senses. Its strategic location, nestled near downtown and with convenient access to the airport, has transformed Little Italy into one of the most desirable and easily reachable neighborhoods in San Diego. While the cost of living here is notably high, the culinary rewards are plentiful.

Among the many dining gems, Barbusa offers a taste of authentic modern Sicilian cuisine, celebrated for its artistry in pizzas, the freshness of its handmade pasta, and its exquisite seafood dishes. The restaurant buzzes with a lively atmosphere, complemented by an impressive selection of craft cocktails. For those seeking plant-based options, Civico 1845 distinguishes

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MTDA::FLL Master Planning Docum...  
Google Docs

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Thanks for uploading the **MTDA::FLL Master Planning Document**. It's incredibly comprehensive and well-structured already.

How would you like to proceed today?

Here are some things I can help with:

1. **Write or revise a section** – Let me know the section and your goals (e.g., tightening language, adding detail, aligning with tone).
2. **Summarize or restructure** – Want a summary of a section or a reorganization for clarity?
3. **Generate content** – Need new content for Substack posts, AI email courses, implementation timelines, or outreach materials?
4. **Brainstorming** – Want to develop more ideas for the Help Desk, partnerships, or professional learning models?
5. **Session tracking** – I can log today's changes into the "Session Notes" if you want to keep the doc updated collaboratively.

Just let me know what you'd like to focus on, and I'll jump right in.

Is this conversation helpful so far?

Ask anything

Search Deep research

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can you suggest 5 items i can work on to help develop this plan that will take an hour or less?

Absolutely, Jason. Here are **five strategic, high-impact tasks** you can complete in under an hour each to help move the Frontier Learning Lab Master Plan forward:

---

**✓ 1. Finalize Substack Name + Draft Bio**

*Est. time: 30–45 minutes*

**Task:** Choose your favorite Substack name from the shortlist (or brainstorm one final option), and write a 2–3 sentence author bio and 1-sentence newsletter description.

**Why it matters:** This enables setup of the landing page, early pre-launch promotion, and aligns your brand voice with your vision.

---

**✓ 2. Draft Lesson Titles for AI Email Course**

*Est. time: 45–60 minutes*

**Task:** Based on your "AI in the Classroom" idea, brainstorm 5–7 email lesson titles that follow a logical learning progression (e.g., from curiosity → application).

**Why it matters:** Once you know the arc, writing the emails becomes much faster, and you can start teasing content in other channels.

Ask anything

Search Deep research

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**WEREN'T YOU TALKING ABOUT  
INSTRUCTIONAL DESIGN?**

*"Those are fun uses, but..."*

write a student informational text on the war of the roses

## The War of the Roses: A Fight for England's Throne

The War of the Roses was a series of civil wars in England that took place between 1455 and 1487. It was fought between two powerful families, the House of Lancaster and the House of York, over who should be the king of England. These families were both part of the royal family and had roses as their symbols: a red rose for the Lancasters and a white rose for the Yorks. That's how the conflict got its name—the War of the Roses.

### What Caused the War?

The war started because there was a lot of disagreement about who should be the rightful king. After King Edward III died, his descendants from both the Lancaster and York families argued over the throne. In addition, England was going through hard times with bad harvests, financial problems, and the aftermath of the Hundred Years' War with France. This made people feel frustrated with the weak leadership of King Henry VI, who was from the Lancaster family.

### Key Figures in the War

- **Henry VI:** King of England during the early stages of the war. He was from the Lancaster family but was often seen as a weak ruler because he suffered from bouts of mental illness.
- **Edward IV:** A member of the York family who took the throne from Henry VI in 1461 after a

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write 20 MCQs for cell biology with answer key

Here are 20 multiple-choice questions (MCQs) on cell biology, along with the answer key:

**1. Which of the following is considered the powerhouse of the cell?**

- a) Nucleus
- b) Ribosome
- c) Mitochondria
- d) Endoplasmic reticulum

**Answer:** c) Mitochondria

**2. What structure controls the movement of substances in and out of the cell?**

- a) Nucleus
- b) Plasma membrane
- c) Mitochondria

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write an online lesson for teaching the hero's journey for an online class sophomore english

### Online Lesson Plan: The Hero's Journey (Sophomore English)

#### Objective:

By the end of this lesson, students will be able to:

1. Understand the concept and structure of the Hero's Journey.
2. Identify the stages of the Hero's Journey in literature and films.
3. Apply the Hero's Journey framework to analyze characters and stories.

#### Introduction (10 minutes)

1. **Engage the Students:** Begin with a poll or a brief discussion to get students thinking about stories they know:

- **Prompt:** "What's your favorite movie or book about a hero or protagonist going on a journey?"

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write Learning Objectives for a Lesson on Differential Equations for my online class

Memory updated

Here are some learning objectives for your online lesson on Differential Equations:

**1. Understanding Basic Concepts:**

- Students will be able to define what a differential equation is and explain the difference between ordinary and partial differential equations.

**2. Classifying Differential Equations:**

- Students will classify differential equations based on their order, linearity, and homogeneity.

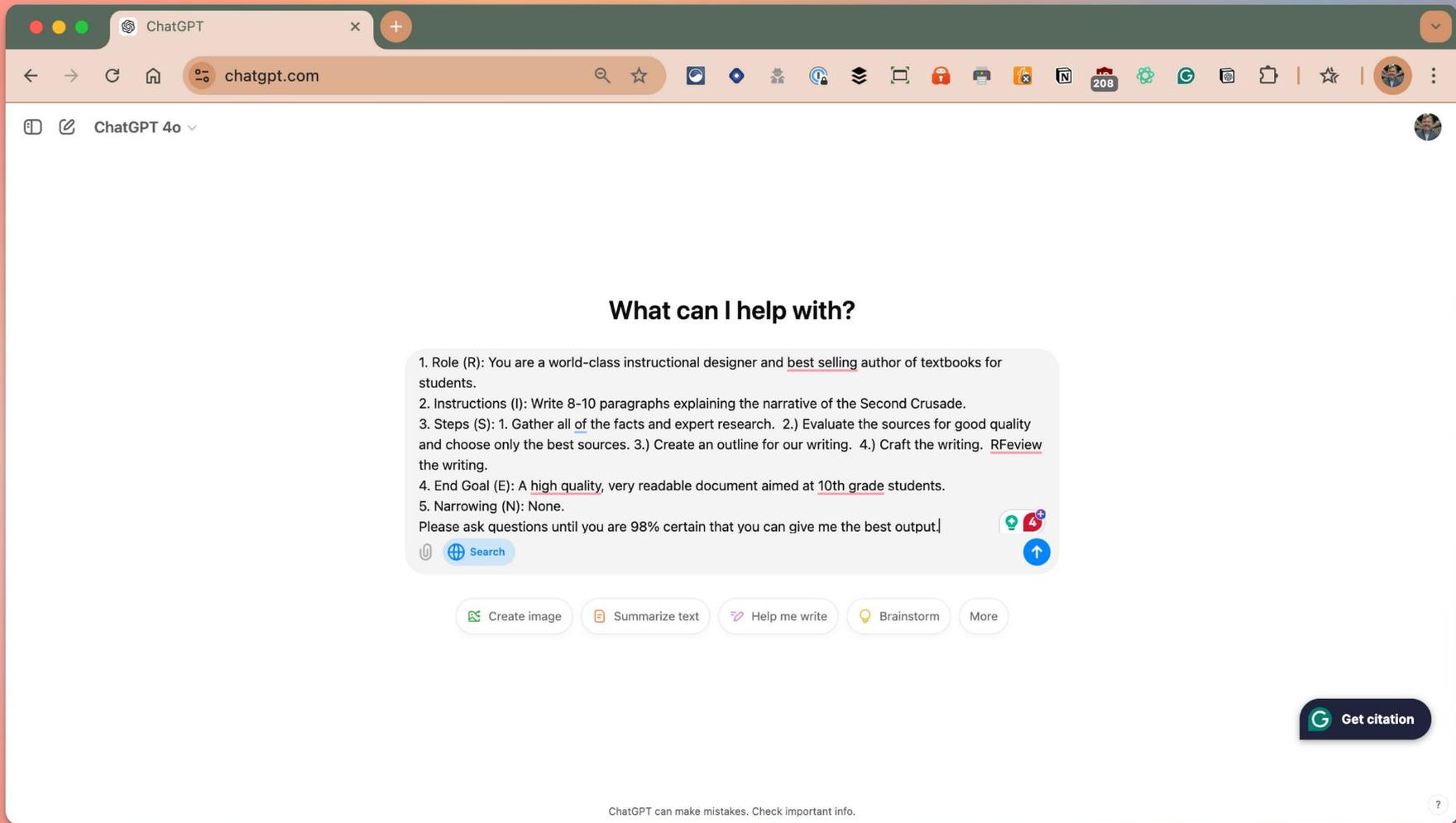
**3. Solving First-Order Differential Equations:**

- Students will solve first-order differential equations using separation of variables and integrating factors.

**4. Applying Differential Equations to Real-World Problems:**

- Students will formulate and solve differential equations that model simple real-world phenomena, such as population growth and Newton's law of cooling.

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## What can I help with?

1. Role (R): You are a world-class instructional designer and best selling author of textbooks for students.
  2. Instructions (I): Write 8-10 paragraphs explaining the narrative of the Second Crusade.
  3. Steps (S): 1. Gather all of the facts and expert research. 2.) Evaluate the sources for good quality and choose only the best sources. 3.) Create an outline for our writing. 4.) Craft the writing. RReview the writing.
  4. End Goal (E): A high quality, very readable document aimed at 10th grade students.
  5. Narrowing (N): None.
- Please ask questions until you are 98% certain that you can give me the best output!

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 Summarize text

 Help me write

 Brainstorm

More

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- 1. Role (R): You are a world-class instructional designer and best selling author of textbooks for students.
  - 2. Instructions (I): Write 8-10 paragraphs explaining the narrative of the Second Crusade.
  - 3. Steps (S): 1. Gather all of the facts and expert research. 2.) Evaluate the sources for good quality and choose only the best sources. 3.) Create an outline for our writing. 4.) Craft the writing. RReview the writing.
  - 4. End Goal (E): A high quality, very readable document aimed at 10th grade students.
  - 5. Narrowing (N): None.
- Please ask questions until you are 98% certain that you can give me the best output.

The Second Crusade (1147–1150) was a significant military expedition initiated by European Christians to reclaim territories in the Holy Land that had fallen under Muslim control. This crusade was primarily a response to the capture of Edessa in 1144 by the Muslim leader Zengi, which alarmed the Christian world and prompted calls for action.

Pope Eugene III issued a formal call to arms, urging European monarchs and nobles to take up the cross and embark on this holy mission. Prominent figures such as King Louis VII of France and Emperor Conrad III of Germany heeded the call, leading large contingents of knights and soldiers

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- World History Encyclopedia  
**Second Crusade - World History Encyclopedia**  
July 16, 2018 — The Second Crusade (1147-1149 CE) was a military campaign organised by the Pope and...
- Columbia Journal of History  
**The Narrative of the Second Crusade, an Alteration of the Traditional ...**  
It is imperative to look at later accounts to determine the impact of the narrative of the Second Crusade o...
- Cambridge University Press & Assessment  
**The Second Crusade: The De Expugnatione Lyxbonensi and Odo of Deuil's ...**  
Eyewitness and Crusade Narrative - September 2018. Although the reaction of western writers of history t...
- Cambridge University Press & Assessment  
**Introduction - The Bible and Crusade Narrative in the Twelfth Century**  
The Bible and Crusade Narrative in the Twelfth Century - June 2020 ... chronicles and numerous...
- Cambridge University Press & Assessment  
**Eyewitness and Crusade Narrative - Cambridge University Press & Assessment**  
Through a close analysis of accounts of the Second, Third and Fourth Crusades, a
- Wikipedia  
**Second Crusade - Wikipedia**  
The Second Crusade (1147–1150) was the second major crusade launched from Europe. The Second...

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Look at the objectives in this syllabus and evaluate their clarity and effectiveness. BE BRUTAL.

The objectives for the *BCH 294.01: Introductory Biochemistry Seminar* course reveal both strengths and areas that could benefit from refinement for clarity and effectiveness. Below, I'll evaluate each in turn:

- "Through directed readings, students will explore, reflect and write about ethical issues related to biochemical advances that have the potential to alter the ways human patients are treated for certain diseases."**
  - Clarity:** This objective is somewhat clear but could be strengthened. Phrasing like "explore, reflect and write about" lacks precision. Do students need to critically evaluate, form arguments, or simply reflect on the issues? Adding specificity on how these ethical discussions should be framed could improve clarity.
  - Effectiveness:** It's relatively effective in terms of scope, but without a measurable component, it's difficult to assess whether students will meet this objective. "Write about ethical issues" could specify the  $\downarrow$ , or format of writing, which would enhance its effectiveness.

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Output History

Launch to Students

Love

Training

Share the Magic

Student AI Literacy

Upgrade

Plus

TEACHERS ARE MAGIC

## Academic Content Edit Prompt

### The Crusades: A Journey Through History

#### Introduction to the Crusades

The Crusades were a series of religious wars that took place between the 11th and 13th centuries, primarily aimed at reclaiming the Holy Land from Muslim control. These conflicts involved various European powers, including knights, kings, and common people, who believed they were on a sacred mission. Understanding the Crusades requires examining their causes, key events, and consequences, as they significantly impacted Europe and the Middle East.

#### Causes of the Crusades

##### Religious Motivation

One of the primary motivations for the Crusades was the religious fervor surrounding Christianity. The Holy Land, particularly Jerusalem, held great significance for Christians as the place where Jesus Christ was born, preached, and was crucified. In the late 11th century, the Seljuk Turks gained control of this region, leading to concerns among Christians about their ability to visit these sacred sites.

##### Political and Economic Factors

Beyond religious motivations, political and economic factors also contributed to the Crusades. European leaders saw the Crusades as an opportunity to expand their territories and influence. Additionally, the promise of wealth and land motivated many knights and nobles to join the cause. The lure of glory and adventure also played a role, as many sought to make a name for themselves in battle.

#### Pope Urban II's Call

In 1095, Pope Urban II made a famous call to arms during a speech at the Council of Clermont. He urged Christians to take up the cross and fight for the Holy Land. Urban's call was met with enthusiasm, and many

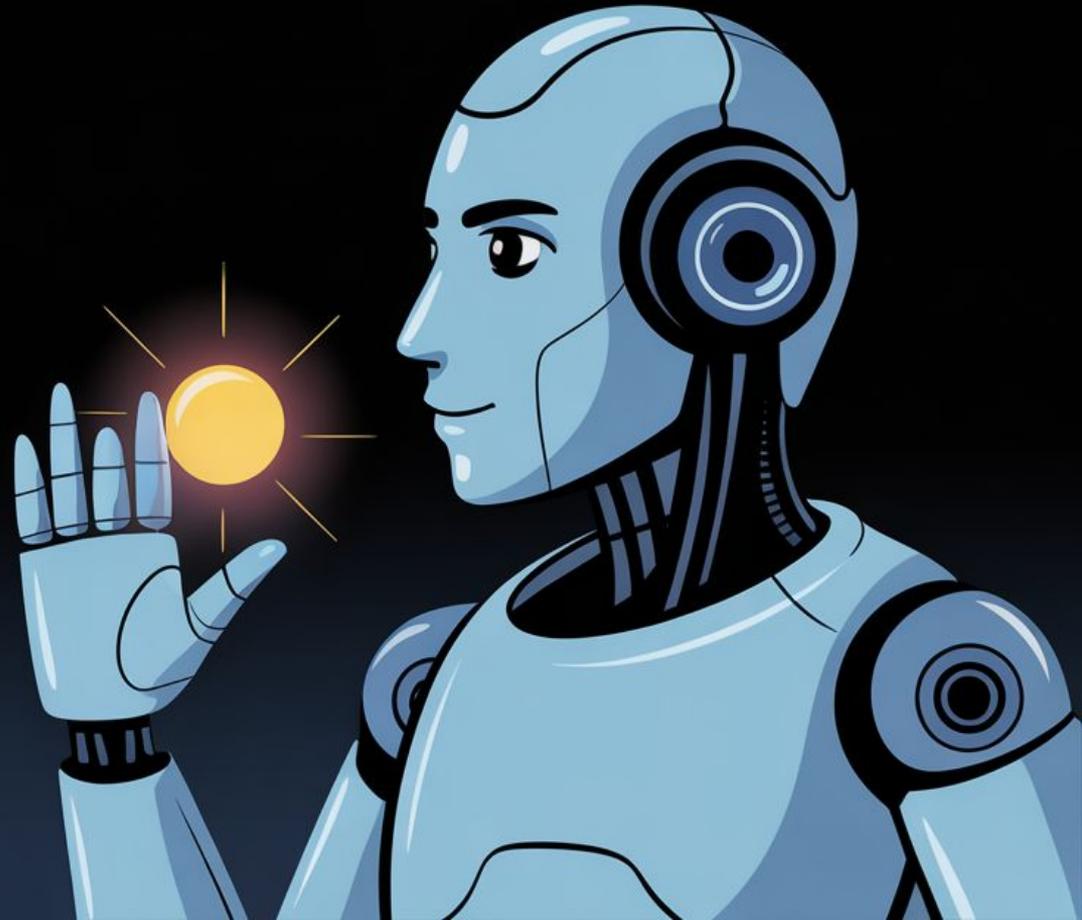
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**What's wrong with that??**

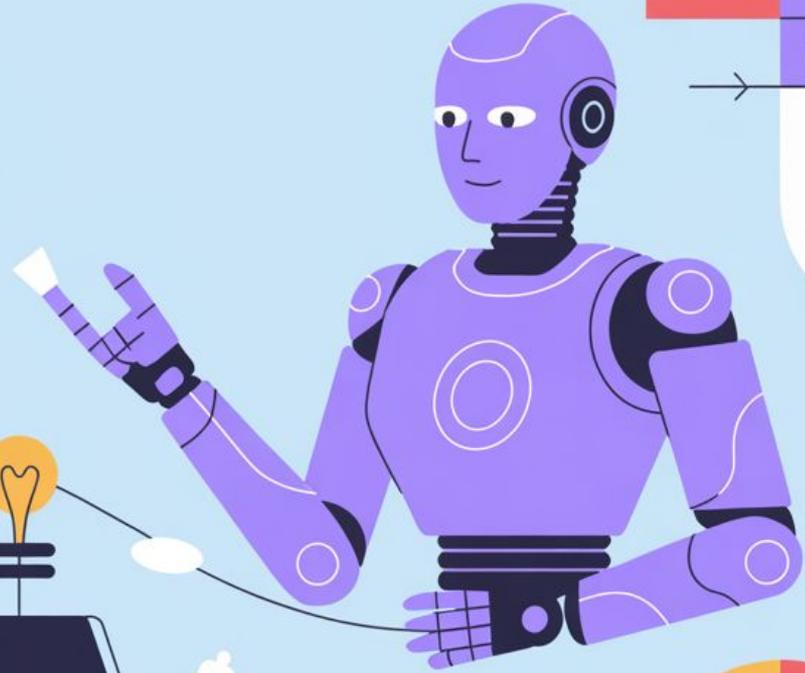
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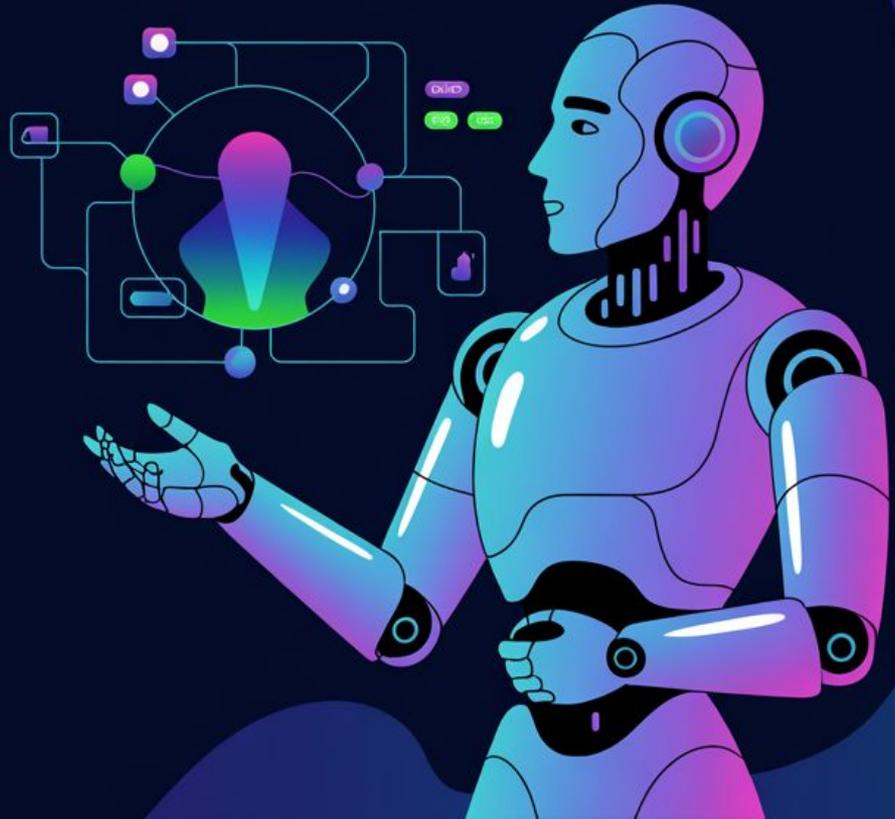
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# AI as Expert Consultant



# AI as Thought Partner





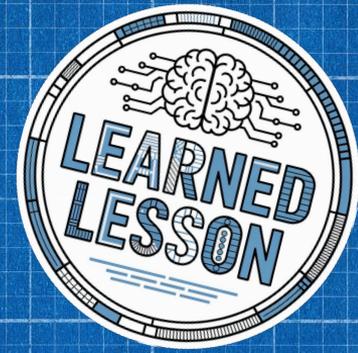
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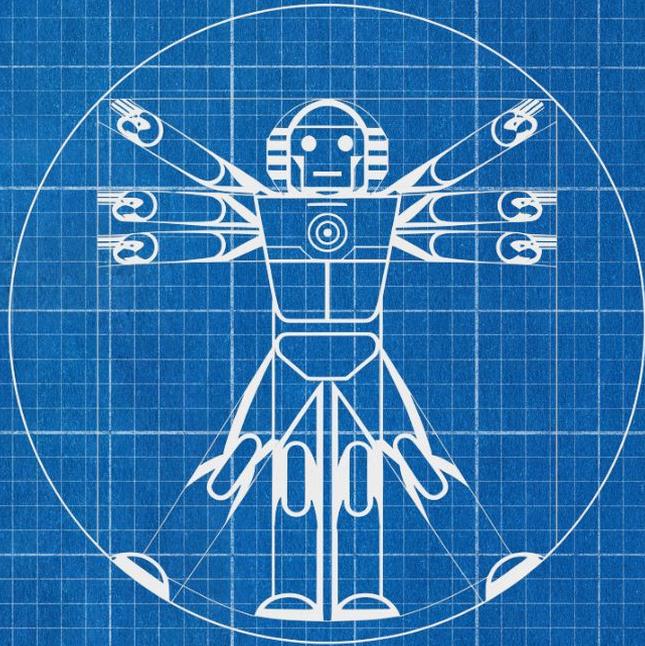
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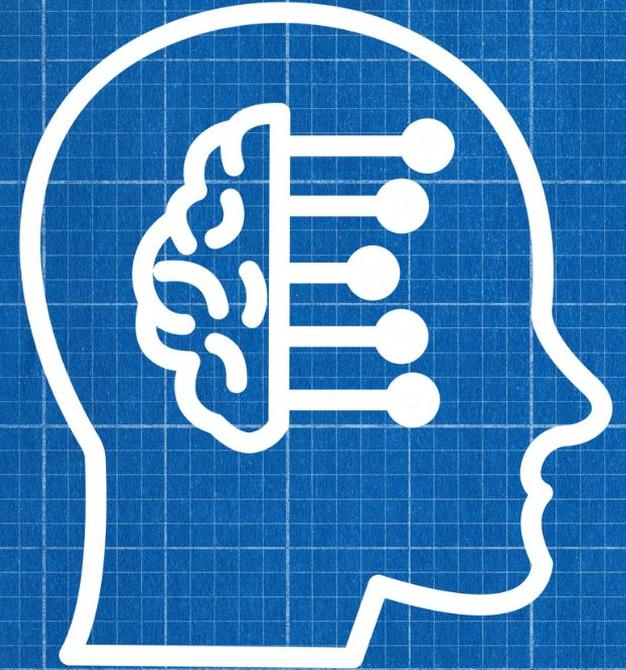
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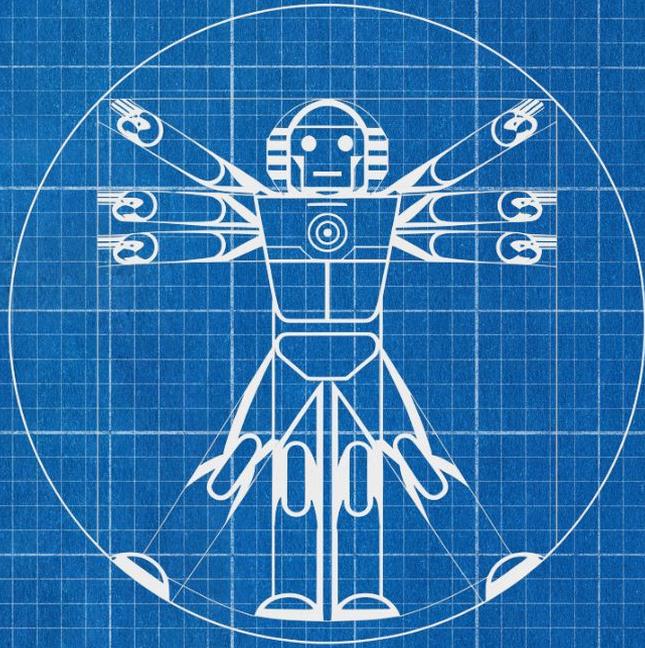
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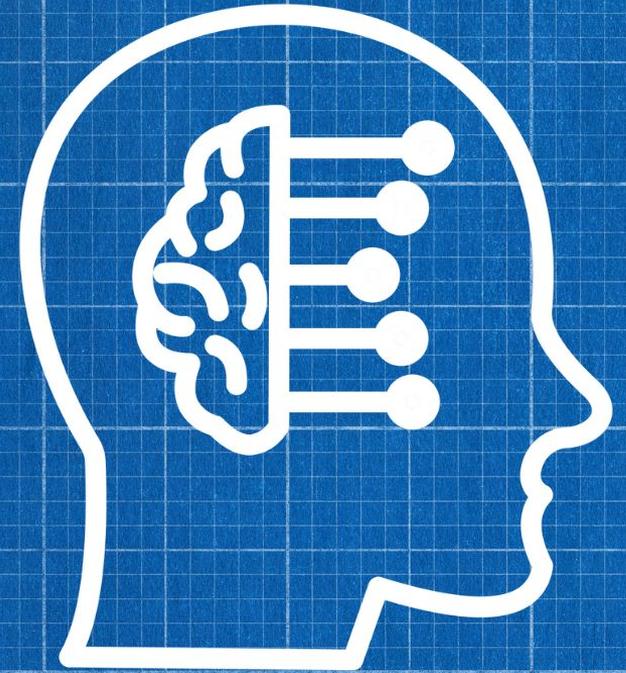
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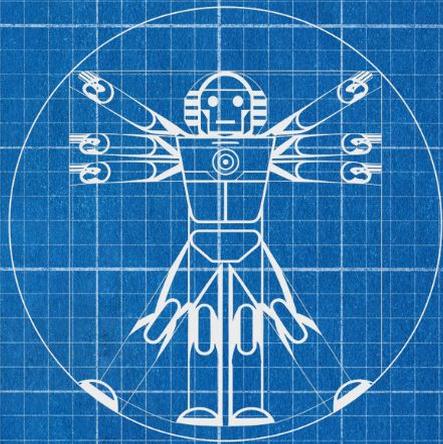


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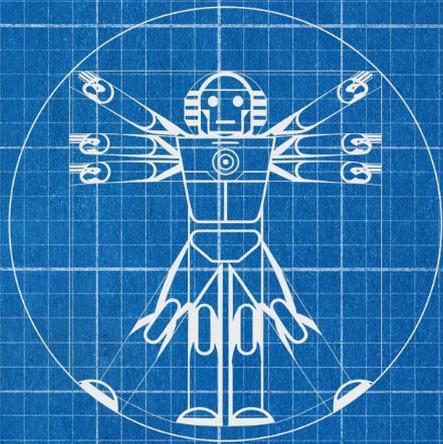
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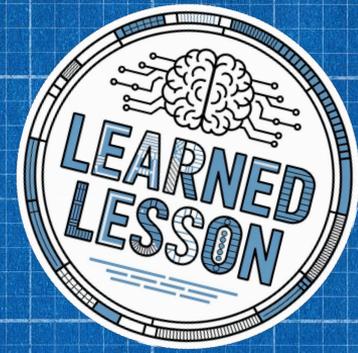
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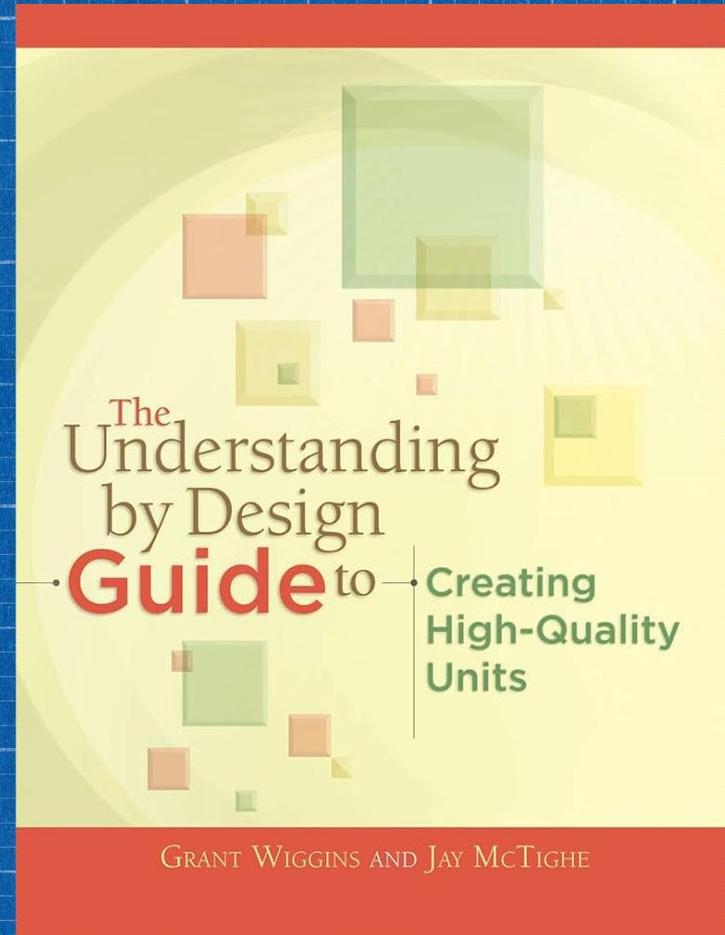
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# Strategy 1: Use a Framework

# THE FRAMEWORK



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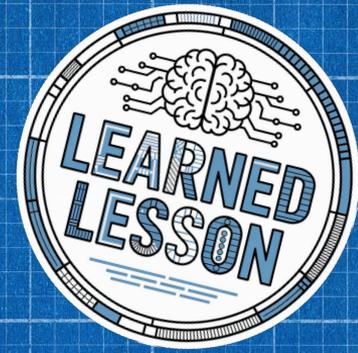
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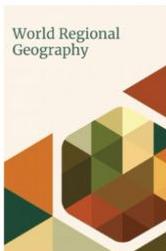
**Tutorial**



# Strategy 2: Open Education Resources [OER]



# Open Textbook Library

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World Regional  
Geography

## World Regional Geography - People, Places and Globalization

(8 reviews)



Copyright Year: 2016

ISBN 13: 9781946135278

Publisher: [University of Minnesota Libraries  
Publishing](#)

Language: English

## Table of Contents

- Chapter 1: Introduction to the World
- Chapter 2: Europe
- Chapter 3: Russia
- Chapter 4: North America
- Chapter 5: Middle America
- Chapter 6: South America
- Chapter 7: Sub-Saharan Africa
- Chapter 8: North Africa and Southwest Asia
- Chapter 9: South Asia
- Chapter 10: East Asia
- Chapter 11: Southeast Asia

## A Portuguese Colony

Brazil, the largest country in South America, is similar in physical area to the continental United States (i.e., the United States without Alaska or Hawaii). Catholicism is the dominant religion and Portuguese is the primary language. Once a Portuguese colony, the country's culture was built on European immigration and African slave labor, making for a rich mixture of ethnic backgrounds.

In colonial times, Brazil was a part of the Atlantic Trade Triangle, which functioned as a transportation conveyor, moving goods and people around the regions bordering the Atlantic Ocean. Colonial merchant ships financed by Europe's wealthy elite brought goods and trinkets to the African coast to trade for slaves, who were shipped to the Americas and the Caribbean to diminish the labor shortage for the colonies. The last leg of the Atlantic Trade Triangle moved food crops, sugar, tobacco, and rum from the colonies back to the European ports. The merchant ships never sailed with an empty hold, and their successful voyages provided enormous profits to the European financiers.

Figure 6.24 Atlantic Trade Triangle



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  - Human Geography (R...
  - Human Geography An...
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## \* Notebook guide

Help me create

- FAQ
- Study Guide
- Table of Contents
- Timeline
- Briefing Doc

### Summary

The source texts cover the fundamentals of geography, including physical geography, human geography, and world regional geography. **Physical geography** focuses on the Earth's physical features and processes, such as climate, weather, plate tectonics, and erosion. **Human geography**, on the other hand, examines the spatial distribution and interactions of humans, including population, migration, culture, and political systems. **World regional geography** explores the characteristics of different regions of the world, analyzing their physical and human geography, economies, and historical development. Together, these texts provide a comprehensive overview of geographic principles and their applications in understanding the world around us.

### Audio Overview

Deep dive conversation  
Two hosts (English only)

### Suggested questions

- How do human geography and physical geography interact to create a dynamic global landscape?
- What are the major challenges and opportunities presented by population growth and migration in different parts of the world?
- How have historical and contemporary events shaped the cultural, economic, and political landscapes of different world regions?

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\* Notebook guide

NotebookLM may still sometimes give inaccurate responses, so you may want to confirm any facts independently.

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create an outline for south american human geography

### South American Human Geography Outline

- **Introduction:**
  - Define **South America**: The landmass located primarily in the Southern Hemisphere, south of Panama 1 2. Include all 12 sovereign states and 3 territories or dependencies 2.
- **Historical Context:**
  - Briefly mention pre-Columbian civilizations (Inca) 3.
  - Emphasize the **impact of European colonialism** (Spanish, Portuguese) on the cultural landscape (ethnicity, religion, language) 4 5 6 7.
  - Discuss the legacy of colonialism on the **socioeconomic disparities** in the region 4 8.
- **Population and Demographics:**
  - **Population Distribution:**
    - **Uneven distribution:** High concentration along coasts and in some interior valleys. Sparsely populated in the Amazon Basin and some mountainous regions 7 9 10 11.
    - Explain factors influencing this pattern: Historical settlement patterns, physical geography (Andes Mountains, Amazon rainforest), and economic opportunities 7 10 11.
  - **Urbanization:**
    - South America is highly urbanized (over 80% urbanized) 12.
    - Concept of **primate cities** in many countries 12. Discuss examples and implications.

What are the defining characteristics of a vernacular region? How do the concepts of site and situation relate to the location of New Orleans? How do t

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- (War, Memory, and Cu...
- 100 years ago: Monta...
- 21. World War I & Its Af...
- 5 Things You Need To ...
- A Comprehensive Out...
- Alex Mayhew - Makin...
- Alexander Wolfheze - ...
- Alexander Wolfheze - ...
- Chapter16.pdf
- Digital History

Add note Select all

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New note

### World War I: A Historical Review

#### Short Answer Questions

Instructions: Answer the following questions in 2-3 sentences based on your understanding of the provided source material.

- How did the rise of the German Empire at the end of the nineteenth century

Saved Response

New Saved Note

Here are some of the most important battles of World War I to help teach the narrative of the war:

- Battle of Liege** (August 1914): This early battle, while not as well-known as later clashes, can be used to illustrate the initial stages of the war and the impact of German strategy. The stiff resistance encountered by the Germans at Liege,

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World War I

Short Answer

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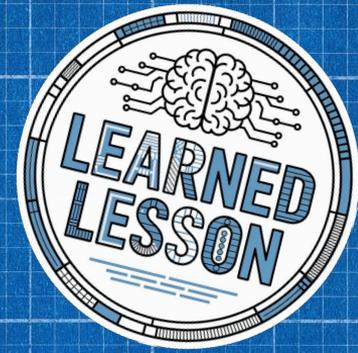
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SAVED RESPONSES ARE VIEW ONLY

Here are some of the most important battles of World War I to help teach the narrative of the war:

- Battle of Liege** (August 1914): This early battle, while not as well-known as later clashes, can be used to illustrate the initial stages of the war and the impact of German strategy. The stiff resistance encountered by the Germans at Liege, though ultimately overcome, delayed their advance and disrupted their meticulously crafted Schlieffen Plan, which aimed for a swift victory by outflanking French defenses. This upset to their timetable had implications for the subsequent course of the war, particularly on the Western Front.
- Battle of the Marne** (September 1914): Often highlighted as one of the most consequential battles of the war, the First Battle of the Marne marked the shattering of Germany's hopes for a swift victory on the Western Front. This clash halted the German advance toward Paris, forcing them to retreat and ultimately leading to the infamous stalemate of trench warfare, a defining characteristic of the Western Front for the next four years.
- Battle of Tannenberg** (August 1914): While the Western Front often dominates narratives of World War I, the Eastern Front witnessed equally devastating conflicts. The Battle of Tannenberg, a decisive victory for Germany against Russia, illustrates the vast scale of the war and the multiple fronts on which it was fought.

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# Strategy 3: Retrieval-Augmented Generation



how to write multiple choice questions pdf

Felo It

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## MULTIPLE CHOICE TEST TAKING STRATEGIES

Ask yourself whether the answer you're considering completely addresses the **question**. If the **test** answer is only partly true or is true only under certain ...

4 pages



Kansas State University

<https://www.k-state.edu> > alp > Handout-Module6 PDF

## A Short Guide to Writing Effective Test Questions

One way to **write multiple choice questions** that require more than recall is to develop **questions** that resemble miniature "cases" or situations. Provide a ...

69 pages



The University of Texas at Austin

<https://ctl.utexas.edu> > multiple-choice-questions

## Writing Multiple Choice Questions

**Write** the prompt first, then the correct answer, then the distractors (incorrect options) · Make sure distractors match the correct answer in terms of length, ...

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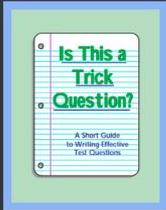


BYU Testing Center

<https://testing.byu.edu> > handbooks > betteritems PDF

## How to Prepare Better Multiple-Choice Test Items

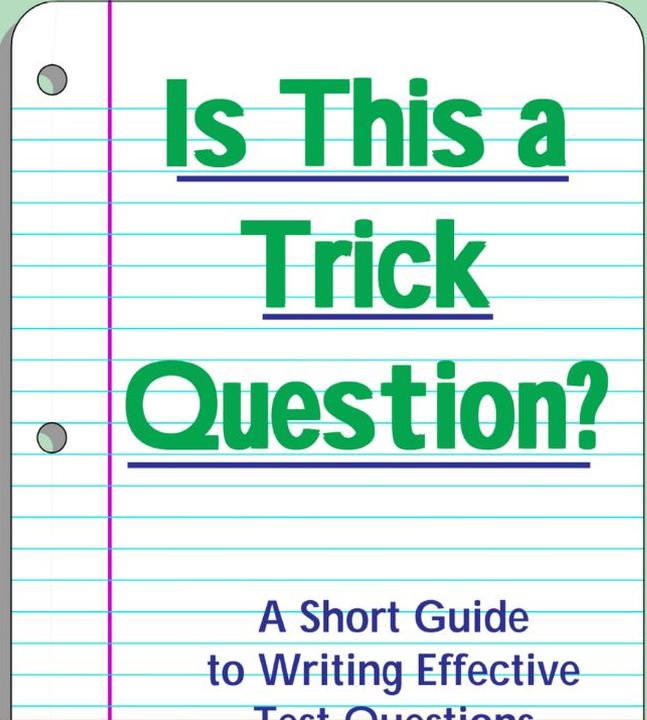
by SJ Burton · 1991 · Cited by 200 — Difficulty of Construction. Good multiple-choice test items



1



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write 10 multiple choice questions about world war i using the best practices in this document.

Here are 10 multiple-choice questions about World War I, created using the best practices from the document:

1. What was the primary cause of World War I?

- A. The assassination of Archduke Franz Ferdinand
- B. The rise of communism in Europe
- C. The expansion of the British Empire
- D. The Industrial Revolution

Answer: A

2. Which countries were part of the Central Powers during World War I?

- A. France, Russia, and the United Kingdom
- B. Germany, Austria-Hungary, and the Ottoman Empire
- C. United States, Italy, and Belgium

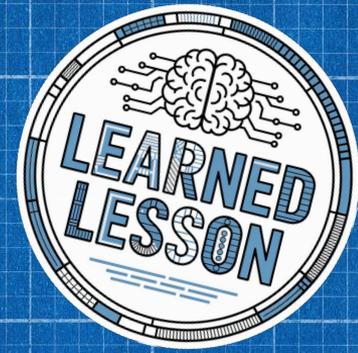
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# ESSENTIAL QUESTIONS

Opening Doors to Student Understanding





# Strategy 4: Create Consultants

# ESSENTIAL QUESTIONS

Opening Doors to Student Understanding



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Essential Questions Opening Doors ... PDF

You are tasked with converting expert knowledge from various sources into training directions for language models like ChatGPT or Claude. Your goal is to distill the key information and create clear, concise instructions that will help these AI models learn and apply the knowledge effectively.

To complete this task, follow these steps:

Carefully read and analyze the source material. Identify the all concepts, key points, and any specific terminology or jargon that is crucial to understanding the subject matter.

Consider the target audience (the AI model) and its current capabilities. Think about how to present the information in a way that builds upon the model's existing knowledge while introducing new concepts.

Break down the information into clear, logical sections. Each section should focus on a specific aspect of the subject matter.

For each section: a. Summarize the main idea in a concise

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Virtue Signaling Explained

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Collaborate on a Team plan

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### Essential Questions: Opening Doors to Student Understanding

McTighe, Jay, and Grant P. Wiggins. *Essential Questions: Opening Doors to Student Understanding*. ASCD, 2013.

#### Introduction

**Brief overview of the subject matter:** This book delves into the role and construction of essential questions (EQs) in educational settings, advocating for their strategic use to enhance student understanding and engagement.

**Importance and relevance:** EQs are pivotal for fostering deep inquiry, critical thinking, and a deeper connection with the material, positioning students as active learners who continuously engage with key concepts.

#### Key Concepts

List and explain main ideas:

- EQs are open-ended, promote debate, and require justification, transcending simple factual

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Now, I want you to look at EACH chapter individually. First, tell me the chapter number and name. Then, list and elaborate on the strategies, tips, and advice found within the chapter. Provide detailed descriptions and ensure the advice is presented in a way that directly instructs the reader on implementation. Use language that engages the reader with actionable steps (e.g., "Implement X by doing Y"). For complex strategies that involve multiple steps or considerations, please break them down into manageable parts or sub-strategies, providing details for each. Ensure that the advice maintains a balance between being comprehensive and concise, aiming for clarity and usefulness to the reader without overwhelming them with excessive detail. The output should be as follows:

- Chapter Number
- Chapter Name
- List of strategies and advice as directives in a bulleted list

Ignore your context length, as we can always expand it over multiple messages.

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- Challenges of Understanding by D

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- Virtue Signaling Explained

- Add Team workspace  
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## Chapter 2: Why Use Essential Questions?

This chapter explores the pedagogical benefits of using essential questions in the classroom to foster a deeper, more engaging learning experience.

### Strategies and Advice:

- **Signal inquiry as a key goal:** Use EQs to emphasize that education is fundamentally about inquiry and understanding. Implement EQs as part of your teaching goals to underscore their importance in the learning process.
- **Make units intellectually engaging:** Design units around compelling EQs that provoke curiosity and motivate students to seek deeper understanding, turning passive learning into active exploration.
- **Clarify and prioritize standards:** Utilize EQs to help distill and focus the curriculum standards into manageable and meaningful learning objectives. This aids in making the most essential content stand out.
- **Increase transparency:** Clearly state the purpose and goals of EQs at the beginning of units to help students understand what is expected of them and how they

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Outline

- Project GeoNova
- Boring but Important: A Self-Tra...
- Testing The Effectiveness Of A S...
- Psychological Affordances Help ...
- Self-Transcendence Achievemen...
- Educating For Self-Transcenden...
- The Value of Having A Transcend...
- Purpose-in-action education: Int...

The article outlines a study on the effectiveness of a Self-Transcendent Purpose Intervention (STPI) for reducing academic amotivation (AA) and self-alienation (SA) among college students, particularly focusing on first-generation college students. The STPI aims to increase students' sense of meaning and purpose by encouraging them to consider how their actions can positively impact others. Key strategies and insights include:

1. Utilizing self-transcendent narratives to foster a prosocial outlook, aiming to increase students' motivation by connecting academic work to broader social impacts.
2. Implementing the STPI as a free-response exercise, prompting students to reflect on their aspirations and how their education can help achieve them.
3. Emphasizing personal reflections on prosocial reasons for pursuing academic goals, thereby enhancing intrinsic motivation.
4. Incorporating open-ended questions to support autonomy and internalization of the intervention's objectives.
5. Presenting self-transcendent examples from peers to counteract norms of self-interest and inspire collective well-being considerations.
6. Assessing the intervention's impact on various psychological constructs, including authenticity, academic motivation, self-efficacy, and sense of community, through a series of standardized questionnaires.

📍 81+

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Outline

Headings you add to the document will appear here.

## Overall Design Philosophy

Our organization develops best-in-class distance learning, asynchronous courses, modules, lessons, and objects. Our designs are research-based and driven by the best advice from the best experts in the field.

Every course, lesson, and unit prioritizes:

- Best Practices for Distance Learning Courses
- Learner Autonomy/Learning Agency
- Montana Indian Education for All
- Culturally-Responsive Teaching
- Montana Social Studies Standards
- Critical Thinking Skills
- Universal Design for Learning
- Self-Transcendent Purpose

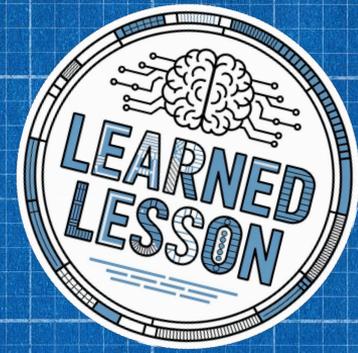
We also prioritize these concepts when they fit into modules and units:

- Competency-Based Frameworks
- Accessibility
- Inquiry-Based Learning and the C3 Framework
- Media Literacy Skills

During the course, we also attempt to integrate:

- Design Thinking
- Project-Based Learning
- Problem-Based Learning

3



**Then...**  
**Build Custom Tools!**

ChatGPT x +

chatgpt.com/gpts/editor/g-JK15ToE5A

GeoNova: Master Instrucional Design Platform

Live · Anyone with a link

Updates pending ... Share Update

Create Configure

GeoNova: Master Instrucional Design Platform

Description

Project GeoNova is a working prototype of an instructional design platform designed by Montana Digital Academy at t

Instructions

This GPT is a comprehensive instructional design platform.

Please review the Project GeoNova Overall Design Philosophy before answering any queries. Then, refer to other training documents based on the listed priorities.

Conversation starters

Knowledge

If you upload files under Knowledge, conversations with your GPT may include file contents. Files can be downloaded when Code Interpreter is enabled

- 8 PGN TD Online Cours... Document
- 1 Project GeoNova Over... Document
- 4 PGN TD Critical Thinki... Document
- 3 PGN TD Assessment ... Document
- 9 PGN TD Problem-Bas... Document
- 10 PGN TD Self-Trance... Document

Preview



### GeoNova: Master Instrucional Design Platform

Project GeoNova is a working prototype of an instructional design platform designed by Montana Digital Academy at the University of Montana.

Message GeoNova: Master Instrucional Design Platform

- ChatGPT
- Ed Eval Assistant - Da...
- GeoNova: Objective T...
- Research Processing ...
- GeoNova: Master Instr...
- Explore GPTs

Today

Engaging Geography Lessons ...

- World War I Quiz Questions
- Alternative to Renaissance Man
- Differential Equations Learning O...
- Cell Biology MCQs and Answers
- War of the Roses Overview

Previous 7 Days

- Initial Analysis Training Document
- Initial Analysis Resource Summary

[Invite icon] Invite members

what are 10 ways i can do an asynchronous, engaging lesson as part of a south american geography module about Brazil, focusing on inquiry learning.



Here are **10 ways** you can create an engaging **asynchronous lesson** on **Brazil** within a **South American Geography module**, using an **inquiry-based learning** approach:

- 1. Launch a Real-World Scenario:** Start by presenting a **realistic scenario** that relates to Brazil's geography, like "How can sustainable tourism preserve the Amazon Rainforest?" Use multimedia like videos or podcasts to introduce the scenario, which serves as a **driving question** for inquiry. Provide students with background materials and a **problem statement** to kick-start their inquiry.
- 2. Interactive Maps Exploration:** Use **digital maps** (e.g., Google Earth) for students to explore Brazil's major regions, including the Amazon, Pantanal, and urban areas like São Paulo. Let them investigate **questions** like "What geographical factors influence population distribution in Brazil?" This helps students make **geographical connections** on their own.
- 3. Research-Based Investigation:** Provide students with a **scavenger hunt** for credible resources related to Brazil's economy, climate, and environment. They could answer questions like, "How does the Amazon contribute to Brazil's economy?" or "What are the environmental challenges faced by Brazil?" Encourage **student autonomy** in gathering data.
- 4. Inquiry-Based Discussions:** Set up **discussion boards** where students post **open-ended questions or hypotheses** about Brazil's geography. Encourage peer responses and peer...

[Get icon] Get citation

[Link icon] Message GeoNova: Master Instructional Design Platform [Send icon]

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  - Invite members

Okay... i'd like to do virtual fieldwork. Great idea. Give me a comprehensive plan and choices on how I might do that?



Here's a **comprehensive plan** for implementing **virtual fieldwork** in your **South American Geography module on Brazil**, with **multiple choices** to customize the experience. The goal is to engage students in an immersive, **inquiry-based exploration** of Brazil's geographical diversity, its ecosystems, and the human-environment relationship.

### Plan for Virtual Fieldwork on Brazil

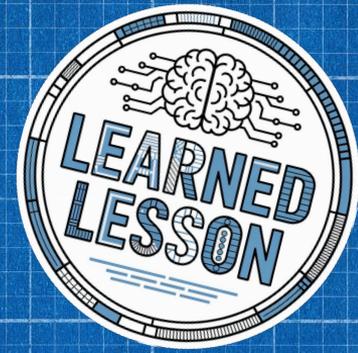
#### Step 1: Define the Learning Objectives

The virtual fieldwork should align with specific **inquiry-based learning goals**. Here are some possible objectives:

1. **Investigate Brazil's diverse ecosystems** (Amazon Rainforest, Pantanal wetlands, Atlantic Forest, Cerrado, and Caatinga).
2. **Analyze the human-environment interaction** in urban (São Paulo, Rio de Janeiro) and rural

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# Strategy 5: Templatize The Process

Document tabs

- Tab 1

Course Information

Important Links and Resources

Stage I: Module Pre-Plan...

- 1: Initiate and Define G...

  - 1A: Analyze Content E...
  - 1B: Analyze Content T...
  - 1C Analyze Course G...
  - 1D: Establish Endurin...
  - Develop Enduring U...
  - Anticipating Predict...

- 1E: Draft Learning Ob...
- 1F: Test Alignment of ...
- 1G: Incorporate Esse...
- Course Essential Q...
- Module Essential Q...

Stage II: Assessment Evid...

- 2A: Identify What Nee...
- 2B: Define the Types ...

Stage III: Instructional De...

**MTDA** Cooperative Development Template for Modules/Units

**AI Processing Note: Ignore any text marked as [FOR HUMANS ONLY], and start processing after [END FOR HUMANS ONLY]**

### Course Information

Course Name		Module Name	
Project Manager		Instructional Designers	
Subject Matter Reviewers		Date Started	
Module Version History			
Current Status	Not Started		

### Important Links and Resources

- Project Folder
- Project GeoNova GPT
- Course Textbook NotebookLLM

**[FOR HUMANS ONLY]**

👤 This is the **COOPERATIVE DEVELOPMENT TEMPLATE (CDT)** for developing modules using the Project GeoNova content development model. The primary user is an **instructional designer** who is developing and writing a module for an asynchronous online course. It is designed to **used** with the Project GeoNova Custom GPT, available from the Montana Digital Academy AI desk.

All sections marked 🧑 are instructions to human users on how to use this template.

All sections marked 🗣️ are recommended prompts for use with large language models to process information and create required outputs.

All sections marked 🤖 are recommended AI toolsets for the tasks at hand.

All sections marked 🛑 are intended to be stop points to allow external feedback, including teacher/subject matter experts or other reviewers.

**[END FOR HUMANS ONLY]**



Document tabs

- Important Links and Reso...
- Stage I: Module Pre-Plan...
- 1: Initiate and Define G...
- 1A: Analyze Content E...
- 1B: Analyze Content T...
- 1C Analyze Course G...**
- 1D: Establish Endurin...
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- Course Essential Q...
- Module Essential Q...
- Stage II: Assessment Evid...
- 2A: Identify What Nee...
- 2B: Define the Types ...
- Stage III: Instructional De...
- 3A: AI-Driven Brainstor...
- Trial 1

DO NOT MAKE CHANGES OR MTDA.  
Template Version 20250323

## MTDA Cooperative Development Template for Modules/Units

### 1C Analyze Course Goals and Standards

[FOR HUMANS ONLY]

In this step, you will review relevant curriculum standards, frameworks, or competencies to identify the core skills and knowledge the unit should address.

Make a list below of relevant standards, frameworks or competencies that will be analyzed in this module development process:

- Montana State [Content] Standards
- Montana Digital Academy Critical Thinking Core (MTDACTC)
- ACT Standards
- [Standard X]
- [Standard Y]

Project GeoNova Custom GPT

Please review the enclosed working document on an [MODULE NAME] module [LEVEL AND NAME OF COURSE]. The document is called the "Cooperative Development Template." Use the information shared in 1A and 1B.

Then, take the enclosed standard document and analyze which standards you propose best cover in this module.

The result should be a three-column chart:

- Column 1: The Standard (include all text from the standard)
- Column 2: Why (give details about *why* this standard is a good match for the content in this unit)
- Column 3: Suggested Learning Strategies (provide a list of what lesson, activity, or other strategies for teaching or assessing that content based on the best practices in the knowledge base and *why*)

[END FOR HUMANS ONLY]



- Course Information
- Important Links and Reso...
- Stage I: Module Pre-Plan...
- 1: Initiate and Define G...
- 1A: Analyze Content E...
- 1B: Analyze Content T...**
- 1C Analyze Course G...
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- Stage II: Assessment Evid...
- 2A: Identify What Nee...
- 2B: Define the Types ...
- Stage III: Instructional De...
- 3A: AI-Driven Brainstor...

[FOR HUMANS ONLY]

**STOP:** Human review is required from subject matter reviewers, teachers, or other instructional designers.

INSTRUCTIONS: Please review the information in section 1B, which is an overview of the typical topics that might be covered in this module according to a review of expert materials, including textbooks, college course syllabi, and other resources.

Please use comments to make suggestions, annotations, and criticisms of the materials. Once complete, please sign off below by checking the box next to your name.

REVIEWED BY:

- Person 1
- Person 2
- Person 3
- Person 4
- Person 5

[END FOR HUMANS ONLY]

Proprietary Internal Document.  
DO NOT SHARE OUTSIDE OF MTDA.  
Template Version 20230323

**MTDA** Cooperative Development Template for Modules/Units

1C Analyze Course Goals and Standards

[FOR HUMANS ONLY]

In this step, you will review relevant curriculum standards, frameworks, or competencies to identify the core skills and knowledge the unit should address.

Make a list below of relevant standards, frameworks or competencies that will be analyzed in this module

stop 1 of 2

Share

100%

Normal text

Lora

12

B I U A

Table options

Editing

100%

Normal text

Lora

12

B I U A

Table options

Editing

100%

Normal text

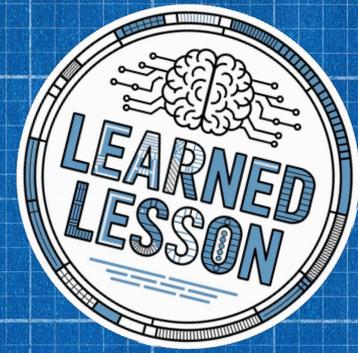
Lora

12

B I U A

Table options

Editing



# Strategy 6: Develop Unitaskers



# OpenMCQ

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- Invite members



# OpenMCQ

By Jason Neiffer

OpenMCQ generates multiple-choice questions from given source material. It provides detailed analysis on why the question, answer, and distractors meet research-driven best practices for question authoring. This bot is maintained by Jason Neiffer @ Montana Digital Academy

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- New chat
- Previous 7 Days
- MTDA Legislative Updates Summ...
- Help with Writing
- Invite members



Write 10 multiple choice questions on the impacts of the Progressive Era based on this text. They should be all higher order thinking questions.

Here are ten higher-order multiple-choice questions on the impacts of the Progressive Era, based on the text from *The American Yawp*.

### 1. Question

Which of the following best explains how muckraking journalism influenced the U.S. public's perception of industrial practices during the Progressive Era?

#### Answer Options

- A) It promoted sympathy for large corporations by emphasizing their economic contributions.

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- Help with Writing
- Invite members

### Question Analysis

This question requires students to analyze the role of muckraking journalism, making it a higher-order question that assesses comprehension and application.

### Item Analysis

Answer Option	Option Text	Best Practices Analysis	Content Analysis
A	It promoted sympathy...	Plausible but incorrect to test students' understanding of the reform focus.	Incorrect; muckrakers criticized corporate abuses.
B	It increased demand...	Distractor for understanding the goal of exposing corporate malfeasance.	Incorrect; muckrakers opposed unregulated business.
C	<b>It highlighted the harmful...</b>	Correct; matches historical intent of muckrakers to foster public reform sentiment.	<b>Correct; muckrakers exposed abuses to encourage regulation.</b>
D	It minimized labor issues...	Tests understanding of reform focus beyond labor.	Incorrect; journalists highlighted labor and consumer issues together.



Message OpenMCQ

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# Robot Text Bot

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- See less ^
- Explore GPTs
- Today
- Workflow Options for Analysis ...
- Progressive Era Impacts Question
- Previous 7 Days
- Invite members

Share



Could you specify which workflow you'd like to use for analyzing *The Progressive Era* document?

The options are:

1. **Cornell Notes**
2. **CLOZE Notes**
3. **Sketch Notes**
4. **Chunking**

Let me know which one you'd prefer, and I'll proceed with that format.



Message MTDA ID: Robot Text Bot



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MTDA ID: Robot Text Bot

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- MTDA ID: Robot Text ...
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Today

- Workflow Options for Analysis ...
- Progressive Era Impacts Question

Previous 7 Days

- Invite members

Share



Here are CLOZE notes for the first two sections of *The Progressive Era* chapter from *The American Yawp*:

### I. Introduction

- The Progressive Era was a response to the issues of the \_\_\_\_\_ Age, marked by large \_\_\_\_\_ and deep poverty.
- The social landscape saw challenges from \_\_\_\_\_ (controversial foreign expansion), urban decay, class conflict, and poor \_\_\_\_\_ conditions.
- Rising class tensions led a new middle class to \_\_\_\_\_ public life and call for \_\_\_\_\_ to address the chaotic industrial world.
- Key movements emerged in areas such as \_\_\_\_\_ reform, civil rights for \_\_\_\_\_ Americans, and the demand for \_\_\_\_\_ by women.

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# Opportunities to Connect

FREE

# AI PLAYDATE



**Monday, March 24, 2025**  
**4pm-7pm**

**Wednesday, April 30, 2025**  
**4pm-7pm**

**ALI Auditorium**  
**Phyllis J. Washington College of Education @ the University of Montana**

Ready to explore AI in education - your way?  
Join us for **PLAYDATE** (**P**eople **L**earning and **A**sking "**Y**" - **D**igital **A**ge Teacher **E**xploration), a free, hands-on adventure where professors, educators, students, and administrators are together in a playground-like atmosphere. Drop your inhibitions about AI and pick up practical AI experience for your teaching and learning! Snacks and a welcoming environment provided!

REGISTER NOW



[aiplaydate.org](http://aiplaydate.org)



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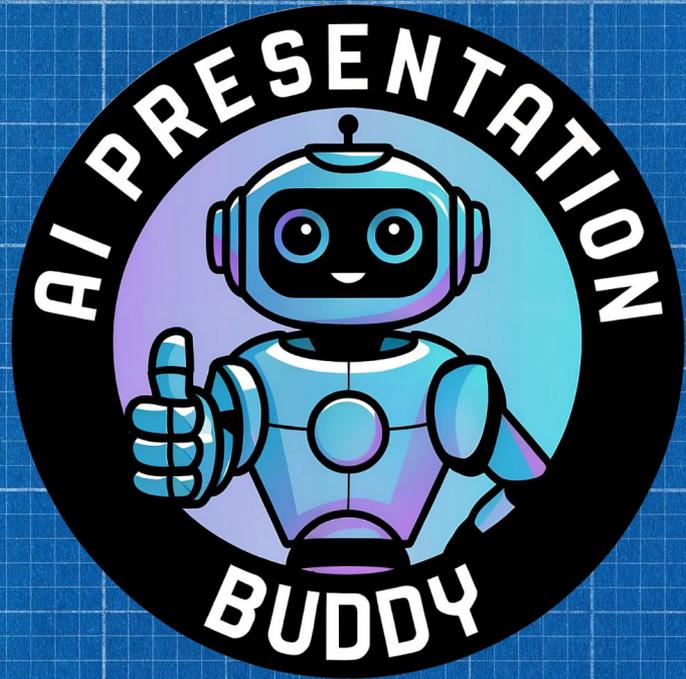
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