

## AI-Integrated Task – SWOT Analysis with Shared Input

**Title:** *Collaborative SWOT Analysis: Combine Your Perspective with AI*

### Task Description:

Choose a **key concept or topic** from the current subject (e.g., renewable energy, social media, artificial intelligence in education, the Roman Empire, the digestive system).

Then complete a **SWOT analysis** (Strengths, Weaknesses, Opportunities, Threats) by combining human and AI thinking in one of the following ways:

### Option A:

- You fill in the **Strengths** and **Weaknesses**,
- Then ask **AI** (e.g., ChatGPT) to complete the **Opportunities** and **Threats**,
- Finally, **reflect** on how your answers compare and what new ideas the AI added.

### Option B:

- Ask **AI** to fill in the **Strengths** and **Weaknesses**,
- Then **you** write the **Opportunities** and **Threats**,
- Finish with a reflection on how helpful or surprising the AI's analysis was.

### Your submission must include:

- A completed SWOT table (indicate which parts are yours and which are AI-generated)
- A short paragraph (3–5 sentences) answering:

*“What did you learn from working with AI? Did it change or deepen your thinking?”*

## AI-Enhanced Visual Task – Concept-Rich Image Generation & Interpretation

**Title:** *Generate a Visual with Embedded Concepts and Definitions – Then Connect It to the Curriculum*

### Task Description:

Use **AI to generate an image** that contains as many **learned concepts, key terms, and definitions** as possible — even through distant associations or symbolic elements.

The image should:

- Be **visually rich and detailed**,
  - Contain **at least 8 concepts** from a chosen topic or subject (either directly or metaphorically),
  - Include **objects, symbols, environments or scenes** that trigger curriculum-related thinking.
-

## Next-Level Classroom Use – Student Interpretation Task

After creating or selecting the AI-generated image, show it to the class. Then assign the following task:

**“Find and explain the connections between the elements in the image and the concepts you’ve learned in class. You must identify at least 5 links and justify each one in writing or orally.”**

### **Example (Biology):**

The AI image shows a clock made of DNA strands, a tree with lungs instead of leaves, a microscope hovering over a galaxy.

Students might connect:

- Clock + DNA = genetic time / mutations over generations
- Tree + lungs = gas exchange / photosynthesis and respiration
- Microscope + galaxy = scale of observation from micro to macro

## **AI-Literacy Task – Compare Multiple AI Responses and Draw Conclusions**

**Title:** *Compare, Evaluate, Reflect: How Do Different AI Responses Handle the Same Prompt?*

### **Task Description:**

You will ask **the same question or prompt** to **at least two different AI tools** (e.g., ChatGPT, Copilot, Gemini, Claude – or even the same AI with two slightly different versions of your question).

Then you will:

1. **Copy or summarize both responses.**
  2. **Compare them** using specific criteria:
    - Depth and accuracy of content
    - Use of terminology and definitions
    - Tone and clarity
    - Creativity or insight
  3. **Identify contradictions, overlaps, or blind spots.**
  4. **Write a reflection** (6–10 sentences) that answers:
    - *What do these responses reveal about the AI’s strengths and limitations?*
    - *Which one would you trust more, and why?*
    - *How did this affect your understanding of the topic?*
- 

## Optional Example – For Science Class

**Prompt:** *“Explain how vaccines work.”*

- ChatGPT gives a detailed explanation with immune system vocabulary.
- Copilot gives a simpler, less technical version with more everyday language.

- Student compares which one used more accurate terms (e.g., "antibodies," "memory cells") and whether both correctly mentioned the role of weakened pathogens.