

## Platform Introduction





## Why GenAl in Schools?

• Generative AI is already affecting the future of work, the generation that are in schools right now:



25% of work could be automated, Up to 46% in administrative sectors (26 Mar 2023)

Teachers and students are already using it, making AI literacy more important than ever

### **But How?**

• Equip students with future-ready skills, yet in a controlled, step-by-step and safe environment, and with relevant school-based context





## Harness the power of Al

### **Power your organisations with Large Language Models (LLMs)**

Take advantage of large-scale, generative AI models with deep understandings of language and code to enable new reasoning and comprehension capabilities for building cutting-edge applications.

Apply these coding and language models to a variety of use cases, such as writing assistance, code generation, and reasoning over data.





### **Providing Safe Learning Spaces for Instructors and Students**

### Account Management

- Link student M365 / other institution accounts
- Classification of classes and subject groups
- Manage the usage and limits of different OpenAl models

**Managed Access** 

**Usage Control & Limits** 

## Know your progress

- Responsible AI: Inappropriate Content Filtering
- OpenAl provides teachers with personalized learning progress analysis

Responsible Al

**Real-time Insights** 

**Maths Al Assistant** 

## Creative learning tools

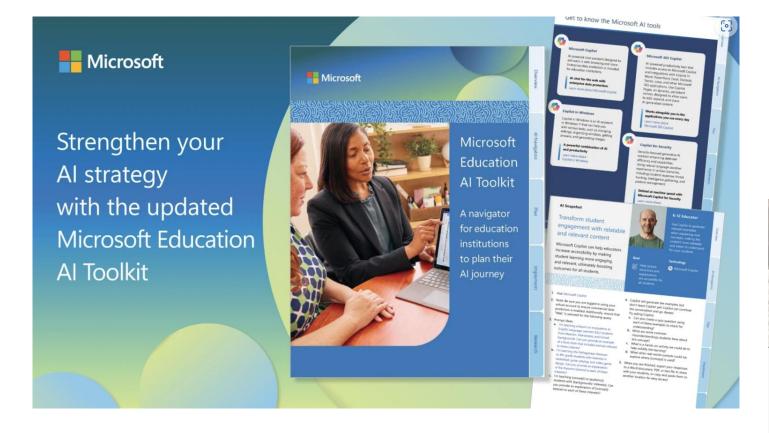
- Students create their own customized GPT assistants
- Share GPT Preset on campus
- Smart Personalized Classroom Assistant

**Create Your Own Bot** 

**Project Assistant** 



# As Featured on Microsoft Education Global Al Toolkit





## The Education University of Hong Kong Jockey Club Primary School



A primary school reimagined teaching and learning with GenAl chatbots using Microsoft Azure OpenAl.



The Education University of Hong Kong Jockey Club Primary School (EdUJCPS) created chatbots using Microsoft Azure OpenAl Service to create a more engaging, personalized, and secure learning environment so educators can focus on instructional strategy, using Al to provide real-time feedback and tailored learning experiences. EdUJCPS hopes to foster creativity through exploration, scientific inquiry and continuous dialogue, helping students develop Al literacy skills and critical thinking.

Early results show promising outcomes. 65% of students found the math recommendations from EdUJCPS' chatbot useful, and 60% appreciate the quicker feedback on their homework. Educators have reported that these tools streamline classroom management and identify areas of improvement for more personalized instruction. EdUJCPS plans to expand the use of Al across all grades, building on the early successes.

- How do your current needs align to the driving forces behind EdUJCPS's AI story? What questions does this AI story raise?
- What are the advantages of building your own custom Al applications?
- What training and support might you need to put in place to maximize the impact of Al tools for teaching and learning?



"By adopting a whole-school approach and providing trainings to staff and students, we aim to foster an Al-powered learning setting... Al will take care of the practical tasks...empower[ing] teachers to better meet students' needs, enhancing teaching quality, and resulting in a more impactful educational experience."

— Philip K Y Law,
Vice Principal of EdUJCPS

Al Tool:



Azure OpenAl Service



Learn more

36 Microsoft Education AI Toolkit

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#### SING TAO EDUCATION



提高青少年歸屬感 包容及高質量活動成關鍵

學校可鼓勵學生在不同 場景下使用不同語言,從而 提高學生多層次的歸屬感。

#### 紙上的科幻盛宴

作為一名忠實的[三體迷],小說、動淺和名 種創集版都看過了,見到香港中和最新出版的(3 體漫畫(第一部)》,立即買來一醋為快。漫直的(3 的精髓,不僅在於對原養的考究和細節的結束。 更在於如何將抽象的科幻想像具象化於纸上。



副校長:與教師是互補而非競爭

# 賽馬會小學數學科AI任「助教」出題批改



人工智能(AI)大行其道,學界亦一直討論如何善用,教育大學賽馬 會小學早前在部分年級的STEM和數學課堂引入AI:由「AI小助手」擔任 「助教」,為教師出練習題和批改答案。AI世代之下教師角色為何,該校 副校長羅金源強調兩者是互相補足,AI能提供不少教學資源,但要如何使用

仍由教師決定。他坦言,生成式AI未必完全正確,反而能成為學生訓練思考的機會,但不宜 在年紀太小時便開始使用。

#### ■記者蔡健行■

■ 前八在本港的學校教學仍未廣泛應用、数大 賽馬會小學本學年在五、六年級的數學科和 STEM教學中、與微軟企球訓練合作夥件) 遊戲湯 攤月合作,引入生成式AI作為教學工具之一。在數 學科,數師可應用生成式AI 在數學內生成不同 範疇的練習題目,例如代數、分數等。學生手寫 答案後,「AI/中男子自辨認學生的答案和批改。 本為任婚教學私的聽令知表示。教師可求AI



■羅金源(右)認為,AI和教師之間是互相補足,而非具 競爭性的關係。旁為佘安濤(左)和校長張錦欣。 學生需要時間累積資訊素養, 和學習AI相關的概念,才能正確 他用AI。

教大賽馬會小學副校長羅金源 "

半台中測板總目探後,亚収集學生來省版頭,在 而分析學生學智維度,以及決定數學組度。他能 系統亦可就同一學習點,為不同學生生成不同題 目,「有哪些能喝比較弱,我們可以集中練習,强 周超方面的刺騰,」他又相合自務答案分成5級 而非僅判斷對錯。讓教師了解學生對課堂的理解 程度。小五生黃敬漢學例,有時作答首略了步 驟、A1全顧不了開心的表情。

#### 有助促進學生反思

外界有聲音質疑生成式AI未能提供準確資訊,羅金源坦言,平台有時未能生成合乎現實的題目,或正確批改課業。不過,他認為反而能促



,AI的題目出得 地」 有問題,這是我 程中 是人類要進步的 學生 的問

至於在AI世代教師角色為何,雖金源認為兩 者並無歲事性,反而是互相補足。他認為目前生 成式AI主要是用作評估的工具,在教學擔任[由 教]角色,初步診斷學生能力和提供練習資源, 「至於要如何使用AI,仍是由教師決定。」談到未 來發展,遊戲湯麵創辦人余安濤表示,正計劃加 當個人化學習功能,讓教師通過平台查閱學生過 往學習知能。

能力,而且要從小訓練。

除了用於數學課堂,教大賽馬會小學亦讓部 分小五、六學生於STEM學習過程中使用生成式 AI、羅金演表示,期望讓學生設計成品時能更「貼 地」,製作前會先通過生成式AI生成模擬關,「過程中學生會在AI輸入問題和指令。未來社會裏的學生,需要掌握的不是知識內容,而是如何問好

#### 但年纪太小勿使用

今界-直臺塵學生或會級用AI, 生成不需內 等、做軟香港區域科技長許遠登稱,平台已預設 指令、若學生輸入含不當內容的指令、會賦所了錯 議」(error)。羅金潔則規到,生成式AI目前在 小五及小六試用,暫無意讓展至其他年級。他解 ,雖然學校從小一起已提供資訊索養教育,但 「學生需要時間累積資訊素養,和學習AI相關的概 本市能正確使用AII,認為生成式AI不宜在年紀 太小時便開始使用。 Microsoft

**HK News Center** 

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Source Asia

Microsoft turbocharges the learning potential of Hong Kong primary school students with Azure OpenAl Service

July 29, 2024 | Microsoft Hong Kong



Through the integration of AI technology in the classroom, Microsoft Hong Kong is enhancing the learning and teaching experience

Hong Kong, 29 July 2024 – Microsoft Hong Kong joins hands with its Global Training Partner <u>Gamenoodlesoup Ltd</u> to empower a local primary school, The Education University of Hong Kong Jockey Club Primary School (EdUJCPS), one of the Microsoft Showcase Schools, to reimagine students' STEAM and Mathematics learning through a ship model building project and Al-enabled exercise application to make teaching more sustainable.

