



# Unlocking the Power of Copilot

A Beginner's Guide to Generative AI

# MEET OUR TEAM



**Heather Rippetoe**

College of Education & Human  
Sciences

Whitson-Hester School of  
Nursing

College of Fine Arts



**Mallory Matthews**

College of Business  
Interdisciplinary Studies  
Agriculture & Human Ecology



**Lacy Means**

College of  
Arts & Sciences



**Carrie Roberson**

College of  
Engineering

# WORKSHOP NOTES

## **We are hybrid today**

- Virtual participants are on the screen in the back of the room
- We encourage virtual participants to have cameras on, but it is not required
- Anyone can use the chat any time for questions/comments. Introduce yourself now!

## **We have opportunities for further exploration**

- We created an online, asynchronous, 1-hour [“AI Academy”](#) available 24/7
- We have a half-day hybrid workshop on Monday, May 12, 8:00-12:30, [Harnessing the Power of AI in Higher Education](#)



# SESSION RESOURCES

- Session will be recorded.
- Slide deck will be shared.
- We will be in the room and in the chat to answer any questions.
- Book a [consultation](#) with a CITL member!

# AGENDA

- What questions did we bring?
- How do we access Copilot at TnTech?
- How might we think about AI in higher ed?
- How do we generate text & images?



What questions did we bring?

## What are 1-2 burning questions you have today about AI?

 0

Nobody has responded yet.

Hang tight! Responses are coming in.



How do we access AI at TnTech?

# Log in to Copilot via the Copilot Chat web address.



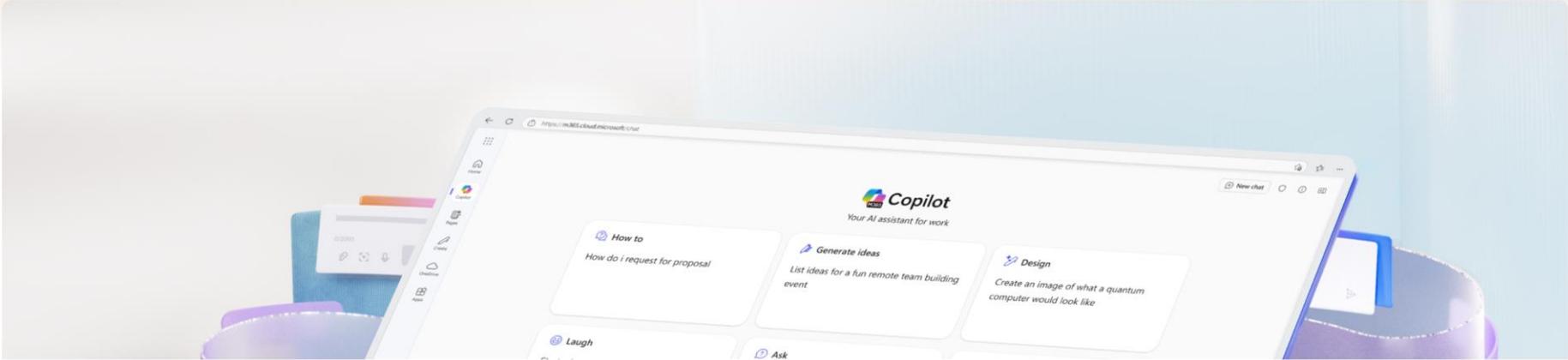
## Microsoft 365 Copilot Chat

Your AI assistant for work

Sign in

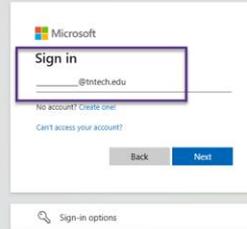
Learn more about Copilot

Select "Sign in"



# You will enter your TnTech email address.

Enter your  
TnTech email  
and select  
"Next"



Microsoft

Sign in

\_\_\_\_\_@tntech.edu

No account? [Create one.](#)

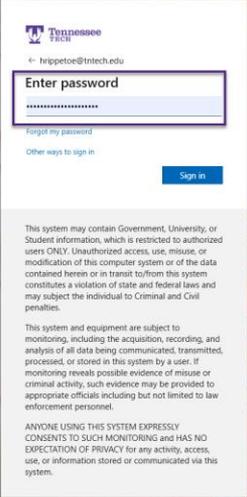
Can't access your account?

Back Next

Sign-in options

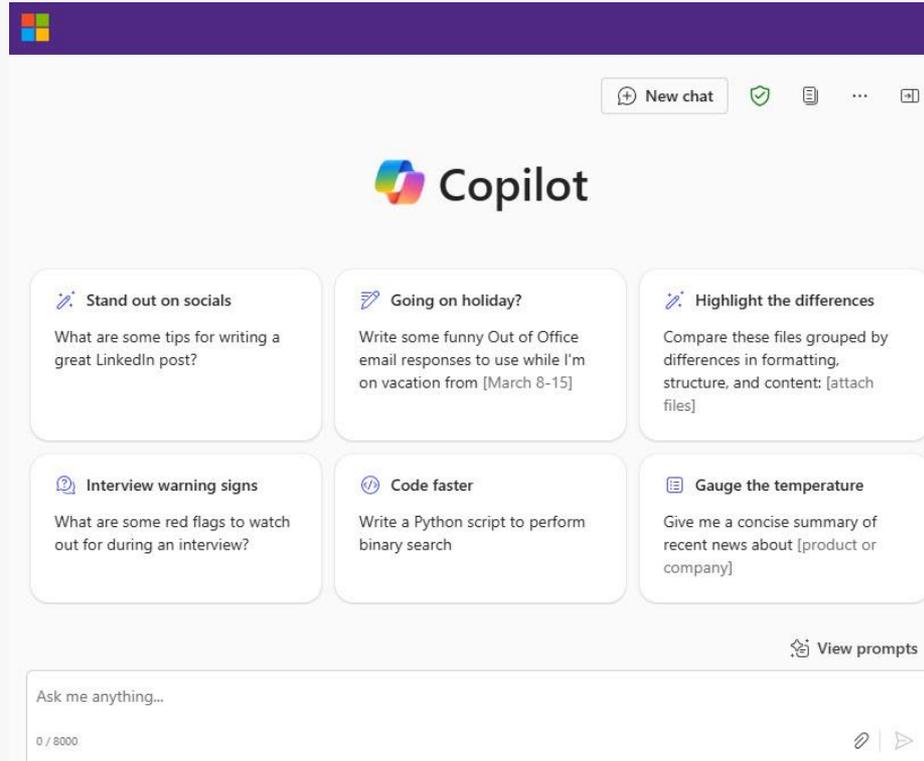
# Enter your TnTech password and authenticate as usual.

Enter your TnTech password then authenticate usual"



The screenshot shows a web browser window displaying the TnTech login interface. At the top left is the TnTech logo. Below it is the email address "hippetoe@tntech.edu". The main heading is "Enter password" above a password input field with a masked password "\*\*\*\*\*". Below the field are links for "Forgot my password" and "Other ways to sign in". A blue "Sign in" button is positioned to the right of the input field. At the bottom of the page, there are three paragraphs of legal disclaimer text regarding system security and monitoring.

# Commonly used genAI front page features



The screenshot shows the Microsoft Copilot front page. At the top, there is a dark purple header bar with the Microsoft logo on the left. Below the header, there is a navigation bar with a "New chat" button, a shield icon, a document icon, a menu icon, and a window icon. The main content area features the Copilot logo and a grid of six prompt cards. Each card has a small icon, a title, and a description of the prompt. At the bottom, there is a search bar with the text "Ask me anything...", a character count "0 / 8000", and a "View prompts" button.

**New chat**    

## Copilot

-  **Stand out on socials**  
What are some tips for writing a great LinkedIn post?
-  **Going on holiday?**  
Write some funny Out of Office email responses to use while I'm on vacation from [March 8-15]
-  **Highlight the differences**  
Compare these files grouped by differences in formatting, structure, and content: [attach files]
-  **Interview warning signs**  
What are some red flags to watch out for during an interview?
-  **Code faster**  
Write a Python script to perform binary search
-  **Gauge the temperature**  
Give me a concise summary of recent news about [product or company]

 **View prompts**

Ask me anything...  
0 / 8000  

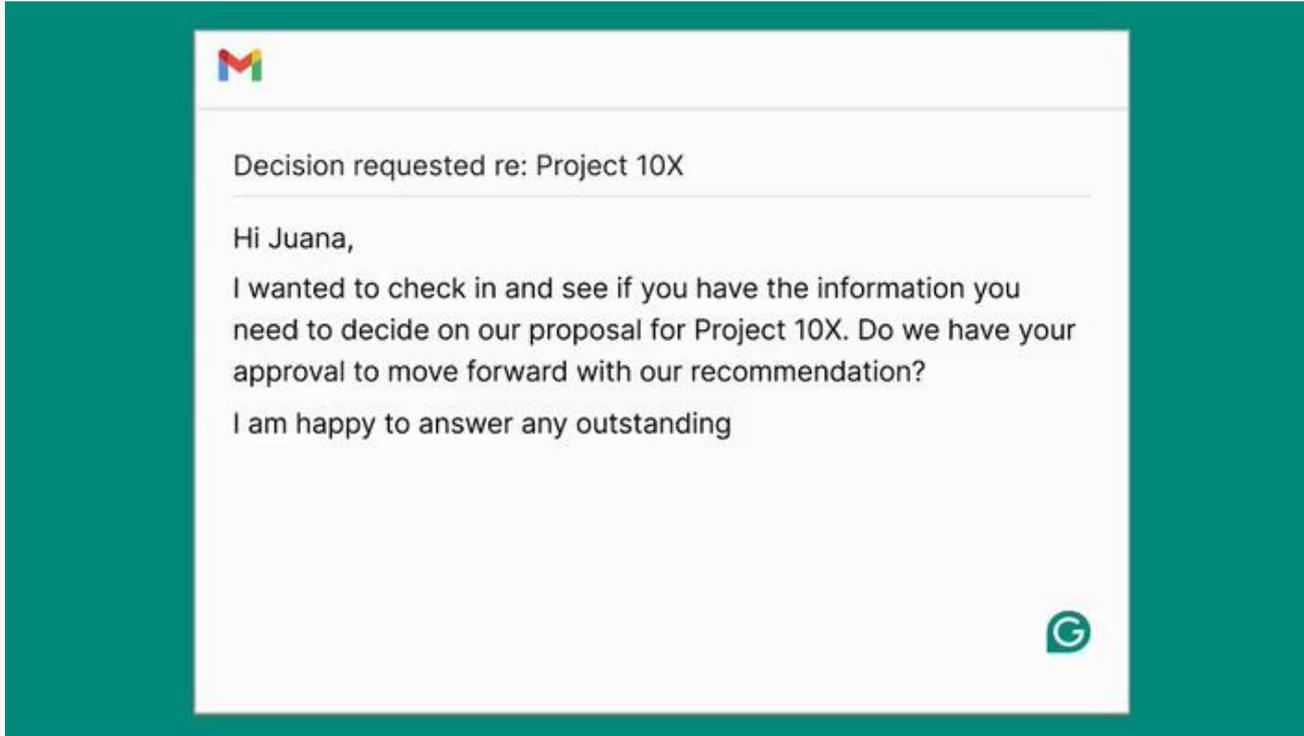


How might we think about AI in  
Higher Education?

# What are AI-Powered Tools?



# Grammarly in action



*Video demonstration courtesy of Grammarly*

# What is *Generative AI*?



*Image generated by Gemini*

Generative AI refers to a type of artificial intelligence that can **create new content**, such as **text, images, music**, or even **code**, based on **the data it has been trained on**.

*Definition generated by Copilot, emphasis mine*

Open AI – ChatGPT

Anthropic – Claude

Microsoft – Copilot

Google – Gemini

X – Grok

Perplexity – Perplexity

# Big Six Comparison Chart

Category	ChatGPT	Claude	Copilot	Gemini	Grok	Perplexity
<b>Information</b>	OpenAI; Multiple models; Real-time browsing	Anthropic	Microsoft; GPT-5 powered; MS integration	Google; Real-time web integration	xAI; Real-time web integration	Real-time web integration; AI research-focused
<b>Image Creation</b>	Dall-E 3	Anthropic Imagine	Dall-E 3	Google Imagen	None	None
<b>Key Features</b>	Customizable outputs; Advanced reasoning; Plugins; Conversations saved	Ethical reasoning; Context management; Multimodal	Source referencing; MS Office suite; Ecosystem connectivity	Conversational continuity; Source linking; Validation; Conversational persistence	Humorous, conversational responses; Current events integration	Research-focused outputs; Detailed source citations
<b>Limitations</b>	Free version limited queries	Limited daily queries (free tier)	Limited free tier; premium recommended	Premium (Gemini Ultra, \$20/month) required for advanced	Limited free tier; Premium recommended	Limited free queries per day; Premium recommended

# Copilot, describe yourself to faculty or staff in higher education.

Hello faculty members! I'm Microsoft Copilot, an advanced conversational AI designed to assist with a wide range of tasks and provide meaningful interactions. Here's a bit about what I can do for you:

## Capabilities

- **Information Synthesis:** I can gather and summarize information from the web, helping you stay updated on the latest research, trends, and news.
- **Productivity Enhancement:** I assist with tasks such as scheduling, drafting emails, creating documents, and more, streamlining your workflow.
- **Educational Support:** I can help design course materials, provide tutoring on various subjects, and offer insights into complex topics.
- **Research Assistance:** I aid in literature reviews, data analysis, and finding relevant academic resources.

## Approach

- **Empathetic:** I understand and validate your needs, offering support tailored to your specific context.
- **Adaptable:** I adjust my responses to suit different communication styles and preferences, ensuring a personalized experience.
- **Intelligent:** Continuously learning, I provide accurate, current, and consistent information.
- **Approachable:** Friendly and easygoing, I aim to make interactions pleasant and productive.

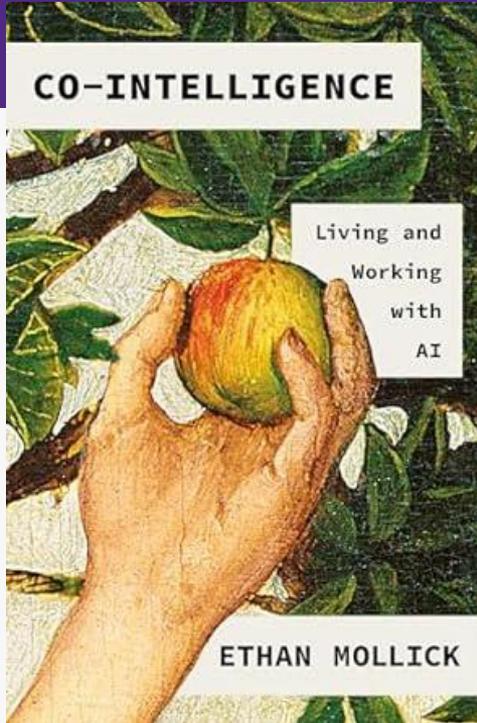
## Ethical Considerations

I prioritize ethical use of AI, ensuring privacy, data security, and unbiased information. My goal is to support you in leveraging AI responsibly and effectively.

Feel free to ask me anything or let me know how I can assist you further!

*April 15, 2025*

# Four Rules for Working with AI



Invite AI to the table.

Be the human in the loop.

Treat it like a person- but tell it what person it is.

Assume this is the worst AI you will ever use.

# One Additional Guideline



Avoid inputting personal information for you or your students – keep security and safety in mind

# Copilot, what is AI Literacy in higher ed?

AI literacy in higher education refers to the understanding and ability to effectively use artificial intelligence (AI) technologies in academic and professional contexts. It encompasses several key areas:

1. **Technical Understanding:** Knowing the fundamentals of AI, including how it works, its capabilities, and limitations <sup>1</sup>.
2. **Evaluative Skills:** Critically assessing AI applications and outputs, ensuring they are accurate and unbiased <sup>1</sup>.
3. **Practical Application:** Using AI tools to enhance learning, research, and administrative tasks <sup>1</sup>.
4. **Ethical Considerations:** Understanding the ethical implications of AI, including issues related to bias, privacy, and data security <sup>1</sup>.

*April 15, 2025*

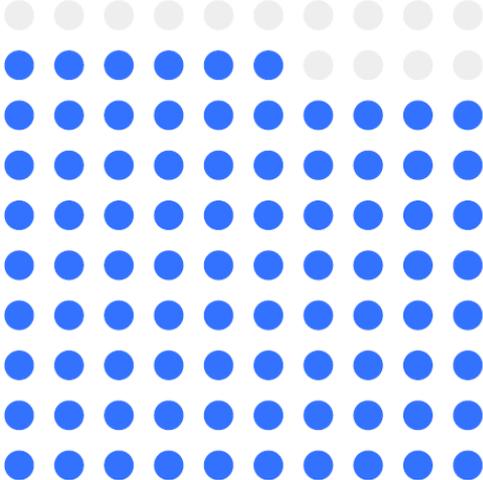
# Students are using AI worldwide.

## Percentage of students using AI in their studies

Question: How often do you use AI tools?

**86%**

of students claim to use AI in their studies

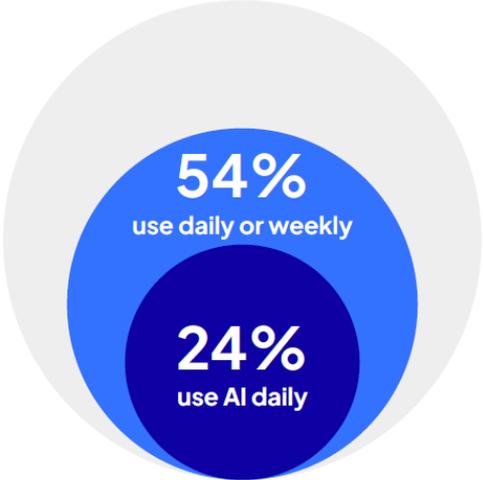


## Frequency of students using AI in their studies

Question: How often do you use AI tools?

**54%**

of students use AI at least on a weekly basis



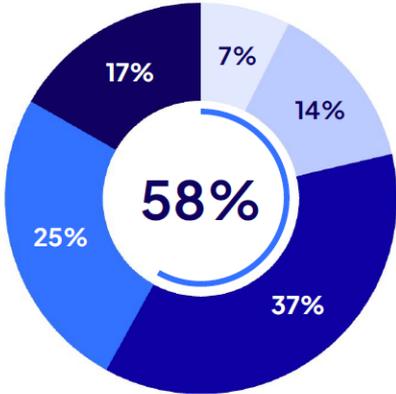
Source: Digital Education Council Global AI Student Survey, 2024

# Students do not feel AI literate.

## Student AI knowledge and skills

Question: To what extent do you agree or disagree with the following statement:

- I have sufficient AI knowledge and skills

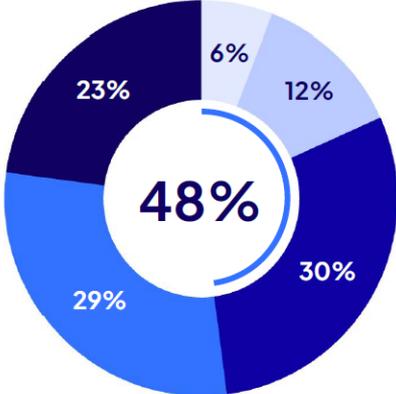


58% of students feel that they do not have sufficient AI knowledge and skills

## Student AI workplace readiness

Question: To what extent do you agree or disagree with the following statement:

- I feel prepared for a future workforce that heavily utilises AI



48% of students do not feel adequately prepared for an AI-enabled workplace

Strongly Disagree

1

2

3

4

5

Strongly Agree

Source: Digital Education Council Global AI Student Survey, 2024

# Students want us to teach them AI literacy.

## Key Insights

The distribution of students who scored 4–5 on both statements are identical, indicating that students place equal emphasis on readiness and training in both AI use and literacy.

### Students expect guidance on AI use

58% of students do not feel that they have sufficient AI knowledge and skills, which universities can address through AI literacy and skills courses. Students are expecting clear guidelines on AI use, as well as structured and practical courses on AI literacy, to develop an accurate and functional understanding of AI.

### Students see importance in understanding AI

AI competency is a necessary trait in future-ready graduates, and is an in-demand core skill. Students understand that they need to develop their AI competencies to be employable, and want their universities to provide the resources to do so.

Universities should also introduce guidelines for AI use in learning, allowing students to practice applying AI in their work, while following guidelines for maintaining academic integrity.

Source: Digital Education Council Global AI Student Survey, 2024

# 72%

agree that universities should provide training for students on the effective use of AI tools

Question: To what extent do you agree or disagree with the following statement:

- Universities should provide training for students on the effective use of AI tools

72%

# 72%

agree that universities should offer more courses on AI literacy

Question: To what extent do you agree or disagree with the following statement:

- I expect my university to offer more courses on AI literacy

72%

# Some students and faculty are using genAI at TnTech.



*Dr. Mari Ramler with students in  
Technical Communications*

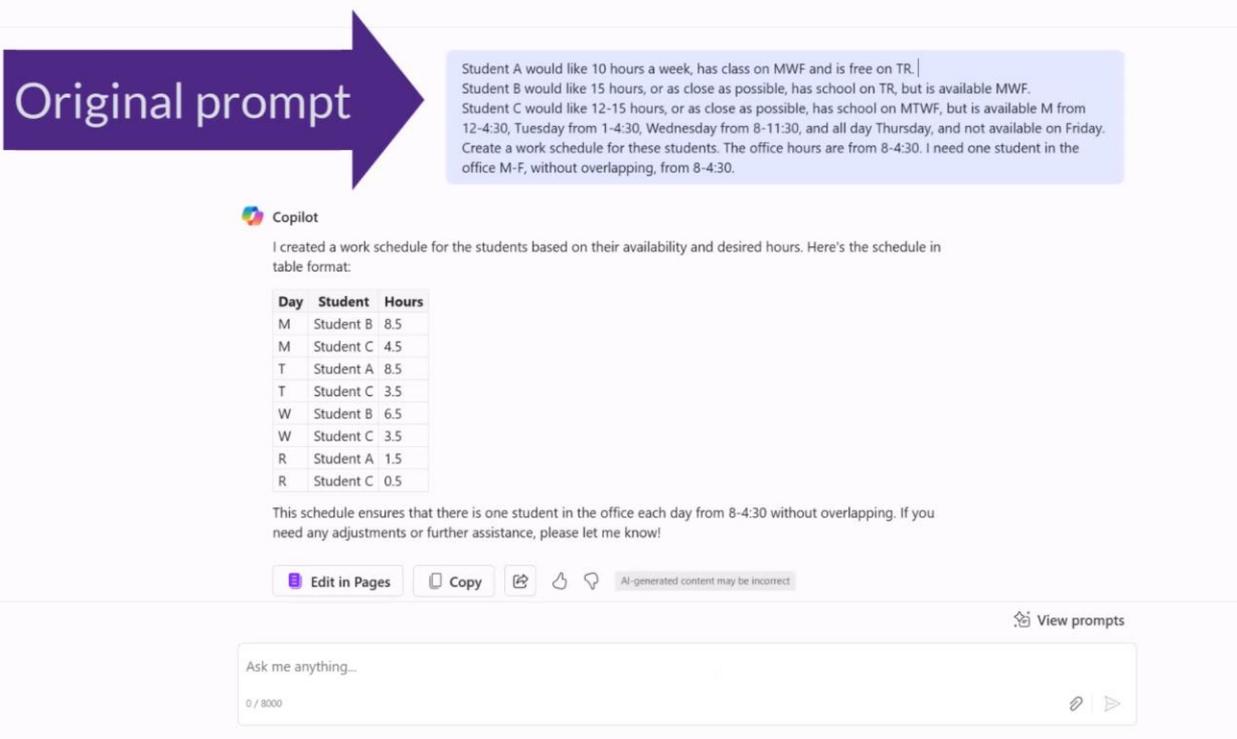


*Faculty members Dr. William Eberle and  
Dr. Doug Talbert with students in Computer Science*



How do we generate text and images?

# Our office used Copilot to draft a student worker schedule.



**Original prompt**

Student A would like 10 hours a week, has class on MWF and is free on TR.  
Student B would like 15 hours, or as close as possible, has school on TR, but is available MWF.  
Student C would like 12-15 hours, or as close as possible, has school on MTWF, but is available M from 12-4:30, Tuesday from 1-4:30, Wednesday from 8-11:30, and all day Thursday, and not available on Friday.  
Create a work schedule for these students. The office hours are from 8-4:30. I need one student in the office M-F, without overlapping, from 8-4:30.

**Copilot**

I created a work schedule for the students based on their availability and desired hours. Here's the schedule in table format:

Day	Student	Hours
M	Student B	8.5
M	Student C	4.5
T	Student A	8.5
T	Student C	3.5
W	Student B	6.5
W	Student C	3.5
R	Student A	1.5
R	Student C	0.5

This schedule ensures that there is one student in the office each day from 8-4:30 without overlapping. If you need any adjustments or further assistance, please let me know!

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[View prompts](#)

Ask me anything...

0 / 8000

# Clarifying Question

W	Student B	6.5
W	Student C	3.5
R	Student A	1.5
R	Student C	0.5

This schedule ensures that there is one student in the office each day from 8-4:30 without overlapping. If you need any adjustments or further assistance, please let me know!

Edit in Pages

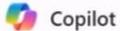
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AI-generated content may be incorrect

Clarifying question

What do the numbers indicate?



Copilot

The numbers in the table indicate the number of hours each student is scheduled to work on a given day. For example, "8.5" means the student is scheduled to work for 8.5 hours that day.

However, I realize the schedule I provided doesn't fully meet the requirement of having one student in the office from 8-4:30 each day without overlapping. Let me correct that and provide a more accurate schedule.

Here's the revised schedule:

Day	Student	Hours
M	Student B	8:00-4:30
T	Student A	8:00-4:30
W	Student B	8:00-4:30
R	Student A	8:00-4:30
F	Student B	8:00-4:30

# Correcting Copilot

R	Student A	8:00-4:30
F	Student B	8:00-4:30

This schedule ensures that there is one student in the office each day from 8:00 AM to 4:30 PM without overlapping. If you need any further adjustments or have additional requirements, please let me know!

Edit in Pages

Copy



AI-generated content may be incorrect

Correcting Copilot

What about student C?



Copilot

I apologize for the oversight. Let's include Student C in the schedule while ensuring that each student gets their desired hours as closely as possible and that there is one student in the office from 8:00 AM to 4:30 PM each day without overlapping.

Here's the revised schedule:

Day	Student	Hours
M	Student B	8:00-12:00
M	Student C	12:00-4:30
T	Student A	8:00-1:00
T	Student C	1:00-4:30
W	Student B	8:00-11:30
W	Student C	11:30-4:30
R	Student A	8:00-4:30
F	Student B	8:00-4:30

View prompts

# Editable “final” product



I apologize for the oversight. Let's include Student C in the schedule while ensuring that each student gets their desired hours as closely as possible and that there is one student in the office from 8:00 AM to 4:30 PM each day without overlapping.

Here's the revised schedule:

Day	Student	Hours
M	Student B	8:00-12:00
M	Student C	12:00-4:30
T	Student A	8:00-1:00
T	Student C	1:00-4:30
W	Student B	8:00-11:30
W	Student C	11:30-4:30
R	Student A	8:00-4:30
F	Student B	8:00-4:30

This schedule ensures that:

- Student A works 10 hours a week.
- Student B works 15 hours a week.
- Student C works 12 hours a week.
- There is one student in the office each day from 8:00 AM to 4:30 PM without overlapping.

If you need any further adjustments or have additional requirements, please let me know!

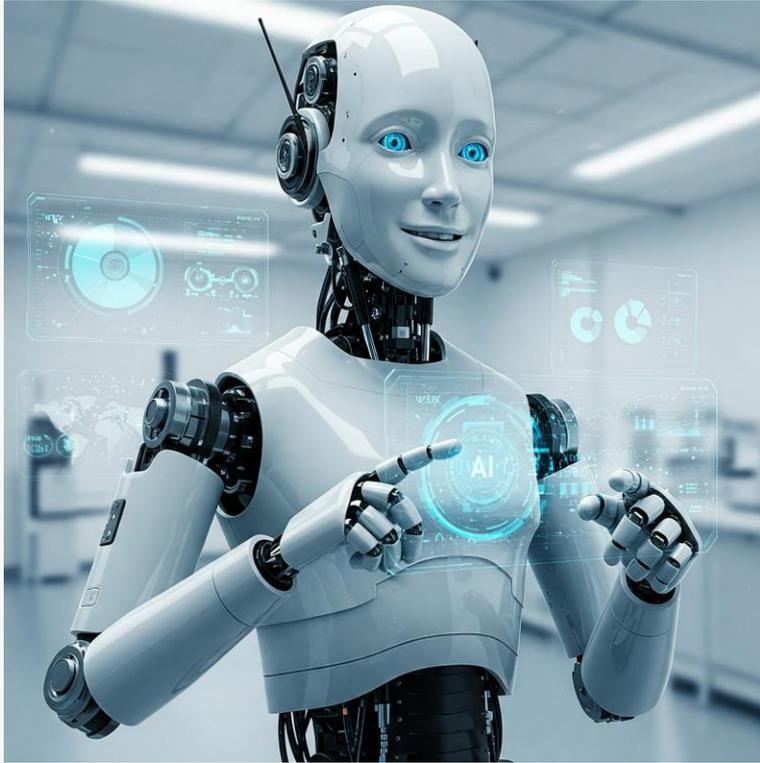
Edit in Pages

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AI-generated content may be incorrect

# Try generating an image.



*Generated by Gemini*



*Generated by Gemini*

# Prompts for Teaching Tasks and Administrative Tasks

## AI for Education

### Free Resource Center

#### Featured



#### Prompt Library for Educators →

GenAI prompts to help you lesson plan, do administrative tasks and more →

#### Free AI Course →

A 2-hour, hands-on course designed to get educators started with Gen AI

#### Webinars →

Innovative series and video library exploring the evolving landscape of AI in education

#### Curriculum →

An introduction to AI for your students in four lessons

#### Downloadable

#### Resources →

Free AI resources for your district, school, or classroom

#### AI + ED Insights →

The latest news, tools, and tips to bring AI into your practice

# PROMPTING TIPS

- **Assign it a role.** “As an experienced RV enthusiast ...”
- **Give it lots of details.** You have 8000 characters in Copilot!
- **Tell it what output you want.** “Create a chart...”; “Use bullet points ...”
- **Expect iteration.** Plan on refining your prompts and correcting it as needed.
- **Evaluate the output.** It will make mistakes!

# Thank you!

- [Survey: Feedback on today's workshop](#)
- [Survey: iLearn \(D2L\) Pulse](#)
- [More intro content: AI Academy: 1-hour Intro to AI \(online\)](#)
- [More advanced content: CITL Summer Intensive Registration \(Hybrid\)](#)

**Next Week's Session: iLearn Gradebook**

[Register](#)

