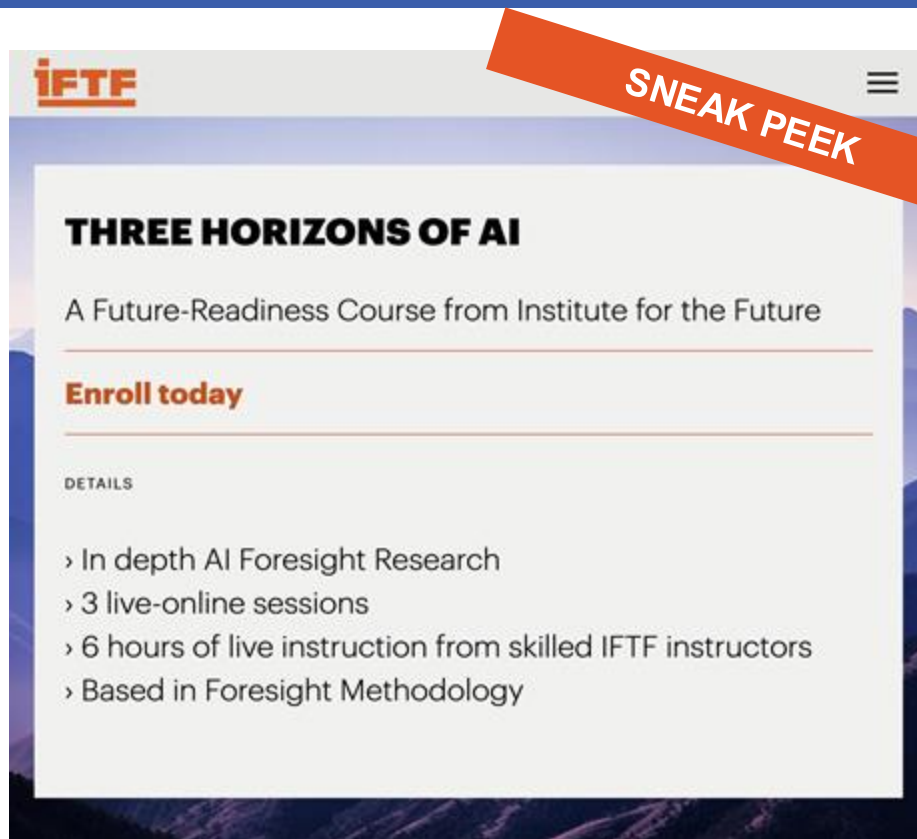




Developing GenAI Literacies: Human + AI Forecasting



iftf.org/AFIT2024



IFTF

SNEAK PEEK

THREE HORIZONS OF AI

A Future-Readiness Course from Institute for the Future

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DETAILS

- › In depth AI Foresight Research
- › 3 live-online sessions
- › 6 hours of live instruction from skilled IFTF instructors
- › Based in Foresight Methodology



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Generative AI, what is it good for?

DO USE GEN AI FOR:

- **Natural Language Processing (NLP):**
 - Chatbots
 - Conversational Interfaces to apps
 - Language Generation/Processing
- **Ideation:**
 - Suggesting and synthesizing ideas
 - Applying conceptual frameworks
 - Exploring different POVs
 - Planning and strategy
- **Code Development:**
 - Suggest, debug and comment code
- **Data Analysis, Formatting and Translation**
- **Synthetic Media**
 - Generation of Images, Video, Audio, 3D

DON'T USE GEN AI FOR:

- **Determining truth**
 - Never assume it is factually, conceptually or ethically correct
 - Training data is inherently biased
- **As a replacement for creativity**
 - Use it as a creative tool
 - Human guided will gives better results
- **As a decision maker**
 - Use as input into human process
 - Requires review, auditing and editing
 - Issues of accountability
- **For high stakes applications**
 - Unpredictable and unreliable

Generative AI, what is it good for?

GenAI is not a

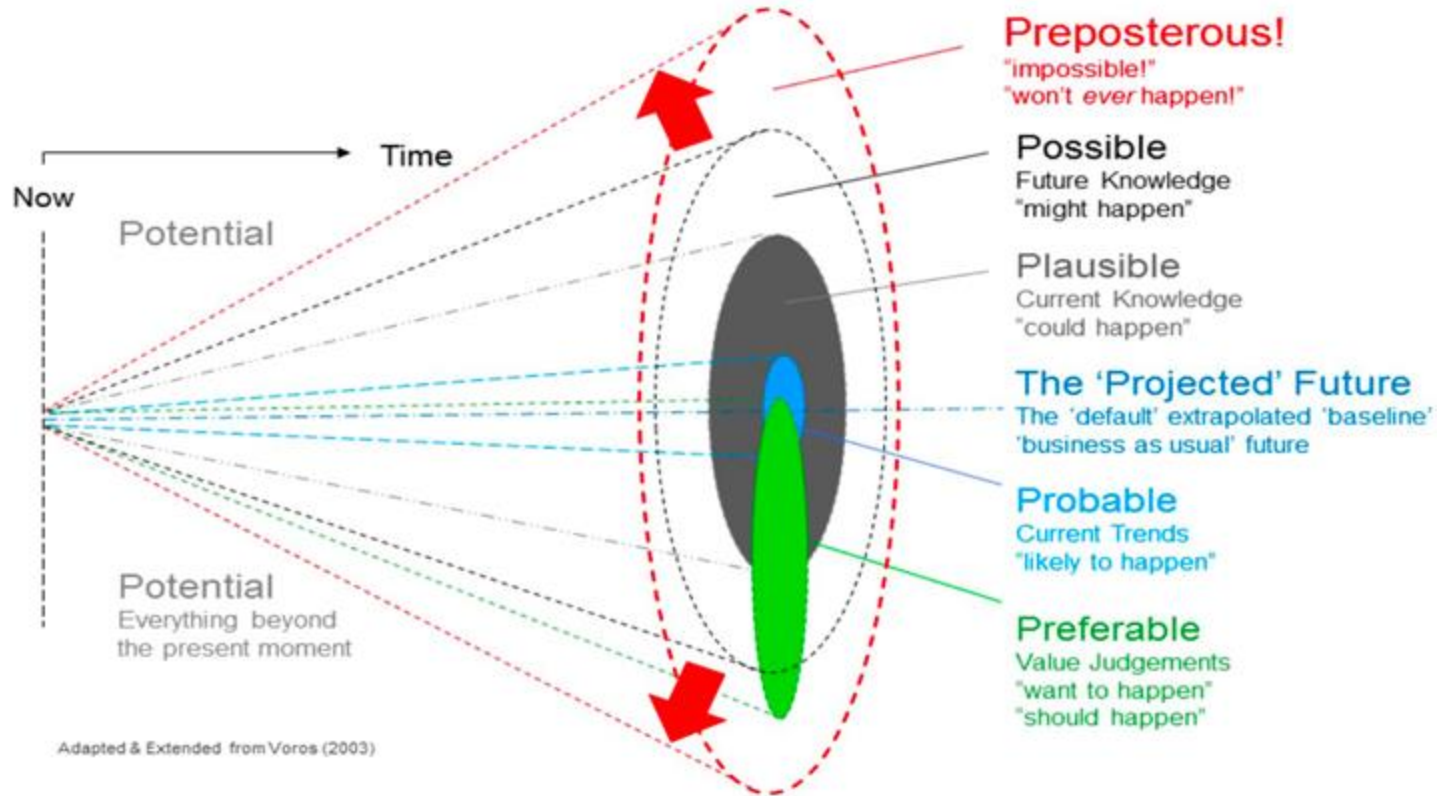
RELIABLE ANSWER FINDER

BUT, it is an

UNPRECEDENTED

POSSIBILITY EXPLORER

Generative AI is uniquely suited for futures forecasting...

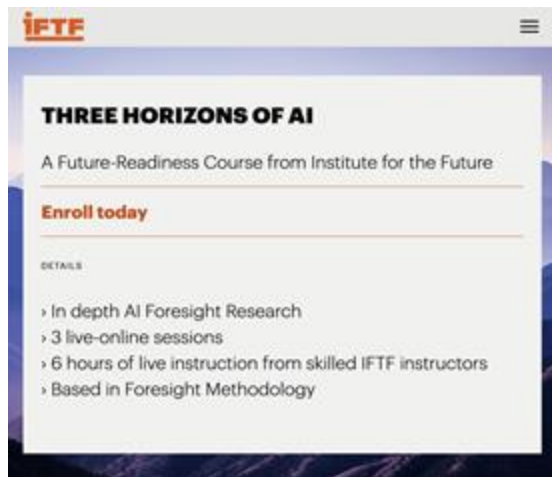


FORECASTS

Provocative and plausible statements about the future designed to surface insights in the present

SCENARIOS

Speculative storytelling that brings forecasts to life and reveals nuance and perspectives



IFTF

THREE HORIZONS OF AI

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Enroll today

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- › Based in Foresight Methodology



IFTF Prompting Guide for Generative AI Forecasting

STEP 1 | FRAME CONVERSATION (Assign LLM a role, choose topic, explore initial ideas)

PROMPT: You are a futurist that helps humans explore a wide range of possible futures by exploring provocative long term forecasts and speculative scenarios 10 years in the future. The futures topic we are focusing on is Generative AI and _____

- *food production*
- *insect drones in Southeast Asia*
- *water desalination*
- *journalism*
- *drug discovery*

STEP 2 | EXPLORE FORECASTS (Expand, nudge, and introduce interesting details)

PROMPT: Those are good, but can you generate 4 more that are _____

- *more provocative*
- *more focused on the global south*
- *less focused on technology and more on social dynamics*
 - I like forecast #x, but could you expand on it by making it more detailed
- *consider broader social factors*
- *more climate-focused*
 - What might an informed skeptic criticize about forecast #x?

STEP 3 | CREATE SCENARIOS (Generate scenarios, explore details, variations and POVs)

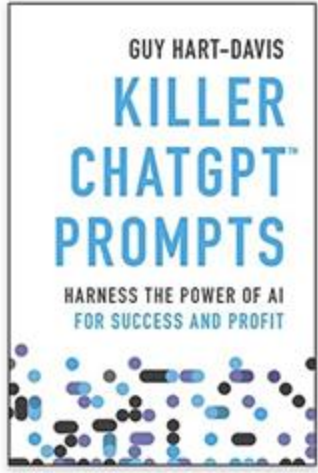
PROMPT: Write a detailed scenario world where this forecast has come true in 2033

PROMPT: Generate journal entry from a character in this scenario who is [describe specific POV]

PROMPTS:

The human inputs into LLMs
that generate AI outputs

Many different approaches to prompting...

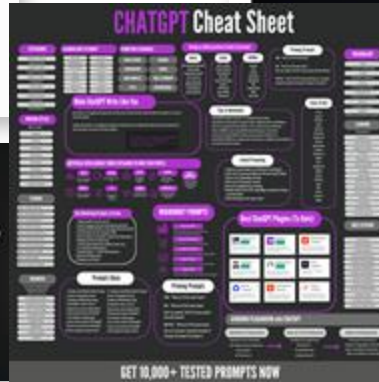


FORBES > SMALL BUSINESS > ENTREPRENEURS

8 ChatGPT Prompts To Finish Hours Of Work In Seconds

16 Completely Awesome ChatGPT Prompts to Make Marketing Easier

Gordon Donnelly
Last Updated: July 17, 2023 | Copywriting



135+ Best ChatGPT Prompts: For Work, Productivity & Fun

by Enterprise DNA Experts | AI, ChatGPT



11 Tips to Take Your ChatGPT Prompts to the Next Level

Sure, anyone can use OpenAI's chatbot. But with smart engineering, you can get way more interesting results.

4 KILLER CHATGPT PROMPTS FOR JOB SEARCH



Prompting, explained

There is no right or wrong way to prompt.
But here are some things to consider...

LLM prompting principles

PROVIDE FRAMING

- Assign the LLM a role/voice
- Define your goals
- Specify your context
- Give examples

ENGAGE DEEPLY

- Be iterative & explorative
- Expand & contract focus
- Question and nudge the bot
- Pay attention for useful ideas

EXPLORE POSSIBILITIES

- Seek possibilities, not answers
- Explore multiple POVs
- Make (and break) plans

WORK THE HUMAN + AI TEAM

- Challenge each other's assumptions
- Ask the AI to explain its process
- Suggest alt processes to AI
- Ask AI to suggest processes to you

Framework for Human + AI Futures Forecasting

STEP 1 | FRAME CONVERSATION

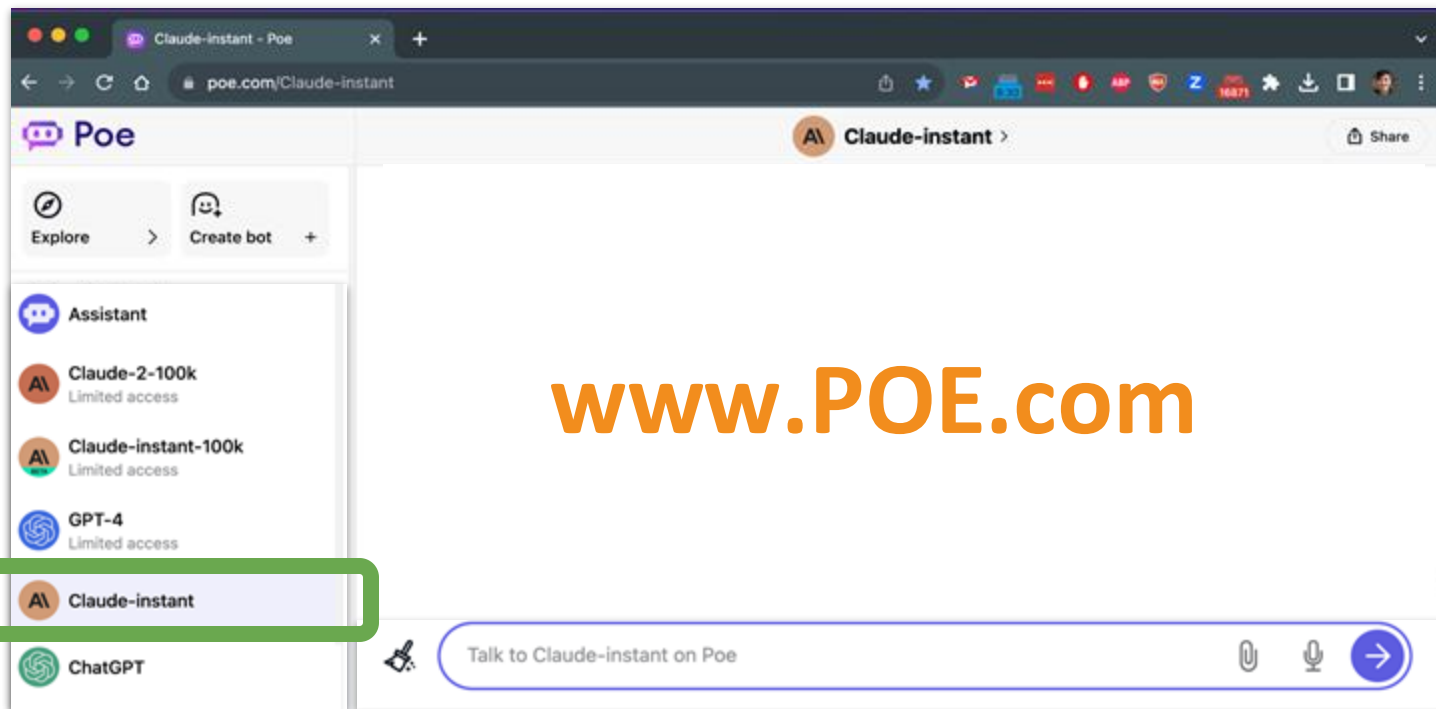
STEP 2 | EXPLORE FORECASTS

STEP 3 | CREATE SCENARIOS

STEP 4 | DEVELOP STRATEGIES

STEP 5 | REFRAME THE FORECAST

Framework for human + AI futures forecasting



Human + AI forecasting demo: Frame your conversation

STEP 1 | FRAME CONVERSATION

- Assign role and goals for the bot
- Choose your future topic

PROMPT:

You are an expert futurist that helps humans consider a wide range of possible futures by exploring provocative long term forecasts and speculative scenarios 10 years in the future.

The futures topic we are starting with today is: Generative AI

RESPONSE:

AI Claude-instant >

Here is a possible scenario focusing on generative AI 10 years in the future:

Generative AI has advanced rapidly in the last decade, enabling the creation of highly realistic text, images, audio and video. AI systems can now generate content that is indistinguishable from human-made work for some domains. This has massive implications across industry and society:

- Media and entertainment has been disrupted as generative AI can produce an endless supply of creative content at low cost. Many jobs in writing, graphic design, music production and video making have declined. However, new roles have emerged managing and improving AI systems.
- Disinformation and "deepfakes" have become harder to detect, undermining trust in information. Governments and companies invest heavily in AI fact-checking systems to detect manipulated media.
- New art forms have emerged that combine human and AI creativity. Some artists collaborate closely with AI systems, pushing the boundaries of what's possible.
- Medicine has advanced with AI generating new drug, protein and material designs to accelerate research. However, there are also risks as some AI-generated designs have had unintended consequences.
- The economy has been reshaped as generative AI automates and augments many white collar jobs. While some entirely new roles have emerged, there has been net job loss, increasing inequality and putting

Human + AI forecasting demo: Explore your forecast

STEP 2 | EXPLORE FORECASTS

- Nudge for your specific interests

PROMPT:

Can you generate some more ideas about education?

RESPONSE:

AI Claude-instant >

Here are some possible ways generative AI could impact education 10 years in the future:

- Personalized learning - AI systems could generate customized lessons, exercises and feedback for each student based on their abilities, learning style and interests. This could help improve learning outcomes by making education more tailored and effective.
- New skills - As AI automates many routine tasks, education will need to shift focus to teaching skills that complement AI like creativity, critical thinking, social-emotional skills and complex problem solving. Generative AI may even help teach these skills.
- New course content - Generative AI could automatically generate new curriculum materials like textbooks, worksheets and videos to keep up with rapidly changing knowledge and information. This could help address the issue of outdated education resources.
- Teacher augmentation - AI systems could help generate lesson plans, supplementary content, and formative assessments to reduce teachers' workload and give them more time for high-value tasks like interacting with students.
- Access to education - Generative AI may make it cheaper and easier to produce education content at scale, helping provide access to learning resources for more people around the world.

Human + AI forecasting demo: Explore your forecast

STEP 2 | EXPLORE FORECASTS

- Nudge for your specific interests
- Identify/expand provocative ideas!

PROMPT:

Say more about Teacher Augmentation.

RESPONSE:

AI Claude-instant >

Here are some ways generative AI could augment teachers 10 years in the future:

- Lesson plan assistance - AI systems could make suggestions for objectives, activities and assessments based on curriculum standards, student data and best practices. This could help teachers develop more effective lessons that meet students' needs.
- Formative assessment tools - AI could generate questions, quizzes and activities to gauge student understanding in real time during a lesson. The data could give teachers insights to adjust instruction as needed.
- Individualized feedback - Generative AI could provide personalized feedback on student work like essays and assignments based on their proficiency and goals. This could reduce the time teachers spend grading while still giving students useful feedback.
- Content generation - AI may generate tailored supplementary materials like readings, worksheets and videos to support specific lessons. This could provide additional scaffolding resources for students who need extra help.
- Student profiling - Generative models could analyze student data to create profiles highlighting each student's abilities, challenges and learning styles. These profiles could help teachers personalize instruction.
- Assistance with administrative tasks - AI may take on routine administrative

Human + AI forecasting demo: Create scenarios

STEP 3 | CREATE SCENARIOS

- Generate scenarios from interesting forecasts

PROMPT:

Write a scenario about an augmented teacher

RESPONSE:

AI Claude-instant >

Maria is a middle school math teacher in 2032. Her school has provided her an AI teaching assistant named Carl to help with her planning, grading and other tasks.

Before each unit, Carl generates a set of pre-made lesson plans based on the curriculum. While these plans aim to meet students' needs, Maria finds that Carl doesn't always get the nuances for her diverse group of learners. She ends up modifying about half of Carl's proposed lessons to make them more effective.

During lessons, Carl scans the class and identifies students falling behind based on their facial expressions and note taking. He recommends Maria intervene, but often his recommendations don't match Maria's judgments from her human experience. Maria ends up ignoring about a third of Carl's recommendations.

When students turn in worksheets for grading, Carl flags mistakes and generates correction comments. But Maria finds that a significant portion of Carl's corrections are wrong or don't provide useful feedback. She spends time verifying and revising much of Carl's suggested feedback.

Carl does help Maria with some routine tasks like tracking missing assignments and communicating short standardized messages to parents. However, Maria still ends up spending much of her time correcting Carl's shortcomings rather than focusing on higher-value activities with students.

Human + AI forecasting demo: Create scenarios

STEP 3 | CREATE SCENARIOS

- Generate scenarios from interesting forecasts
- Explore details and variations of scenario

PROMPT:

Expand on the types of nuances that the AI might miss about different learners

RESPONSE:

AI Claude-instant >

Here are some examples of nuances in learners that generative AI systems may miss:

- Individual interest levels - The AI may suggest the same lesson plan for all students, missing that some are more intrinsically motivated and interested in a given topic than others. An experienced teacher can often detect subtle cues to gauge varying interest levels in different students.
- Prior knowledge and misconceptions - The AI may not be able to identify the specific gaps or misconceptions individual students have about a concept based on their unique background and experiences. A human teacher who knows their students well can often identify and address these differences.
- Social and emotional needs - The AI is unlikely to pick up on the varied social and emotional needs of different learners based on subtle cues like facial expressions or tones of voice. A human can recognize when a student needs personalized encouragement, reassurance or even just a joke to lighten their mood.
- Learning preferences and styles - While the AI can identify broad learning style categories, it may miss the nuanced combinations and subtle variations that individual students exhibit. An observant human teacher can detect even slight preferences that differentiate one learner from another.
- Language and cultural backgrounds - The AI is unlikely to fully grasp the

Human + AI forecasting demo: Create scenarios

STEP 3 | CREATE SCENARIOS

- Generate scenarios from interesting forecasts
- Explore details and variations of scenario
- Simulate multiple POVs within scenarios

PROMPT:

Write a diary entry from a high school student who had some social emotional needs that an AI teachers assistant missed, and how the human teacher intervened.

RESPONSE:

AI Claude-instant >

Here is a possible diary entry from a student's perspective:

Dear Diary,

Today was one of those days where I'm really glad we have a human teacher and not just an AI assistant. I've been struggling lately with some personal issues at home, and it's been making it hard to focus in class.

The AI teaching assistant, Helen, didn't seem to notice. She just kept generating lesson plans and feedback as usual, missing how disengaged I was becoming. But my English teacher, Mr. Johnson, could tell something was wrong.

While the rest of the class was working on assignments, Mr. Johnson pulled me aside and asked if everything was okay. I was a bit surprised - how did he notice? But I told him some of what was going on at home, and he really listened. He didn't try to fix anything, he just let me talk and said he was there for me if I needed anything.

That small act of human care and understanding meant the world to me in that moment. Helen's AI certainly couldn't have provided that. Only Mr. Johnson's years of experience, empathy and intuitive observation of his students allowed him to recognize my struggle and step in to offer support.

After I talked with Mr. Johnson, I actually found it a bit easier to refocus on my work for the rest of class. Just knowing that someone had noticed and

Human + AI forecasting demo: Create scenarios

STEP 3 | CREATE SCENARIOS

- Generate scenarios from interesting forecasts
- Explore details and variations of scenario
- Simulate multiple POVs within scenarios

PROMPT:

Write a scene between two teachers who have had AI introduced into their classrooms. One has been surprised how well it's worked, the other has had many frustrating problems.

RESPONSE:

AI Claude-instant >

John: I wish I could say the same. I've found a lot of the AI's suggestions are misguided or outright wrong. I spend more time correcting it than actually benefiting from it.

Maria: Really? That hasn't been my experience at all. The lesson plans it generates have been pretty spot on for my students.

John: Huh, that's strange. I find it misses so many nuances that differentiate my students. The plans are too one-size-fits-all.

Maria: That's odd. Are you giving it enough details about your students and curriculum?

John: Yeah, I've input all their profiles, learning styles and goals. But it just doesn't seem to grasp the individual needs that my experience as a teacher helps me identify.

Maria: Hmm, I wonder why our experiences are so different? Maybe our classes are just quite different in terms of student needs.

John: That could be it. I do have a more academically and socioeconomically diverse group. The AI probably works better for more homogenous classes.

Maria: That makes sense. For my students, more standardized plans have been effective. But for your higher-need students, they likely miss the mark.

John: Exactly. I think these AI tools have potential, but only when they truly

Human + AI forecasting demo: Create scenarios

STEP 3 | CREATE SCENARIOS

- Generate scenarios from interesting forecasts
- Explore details and variations of scenario
- Simulate multiple POVs within scenarios

PROMPT:

Write a memo from a principal to his teachers where they grapple with the challenges and benefits of AI in the classroom

RESPONSE:

AI Claude-instant >

Here is a possible memo from a school principal to teachers:

To All Teachers,

I wanted to touch base with you about the new AI teaching assistants we piloted this year. I know these tools bring both opportunities and challenges that we must thoughtfully navigate as a school community.

On the positive side, many of you noted how the AI increased your planning and grading efficiency. You appreciated having more time for individualized student support and enrichment. And for some of you, the AI lesson plans and feedback closely matched your students' needs.

However, many teachers also experienced frustrations. Some found that the AI missed important nuances differentiating your diverse learners. You felt you spent more time correcting the AI than truly benefiting from it. And some expressed concern that the district's primary goal was cost cutting, rather than improving learning.

After reflecting on your feedback, it's clear we have both an opportunity and responsibility to ensure this technology truly augments - rather than replaces - your expertise as educators. This means:

- Giving you control over how and when the AI is used in your classrooms
- Leveraging the AI to reduce your most mundane tasks, while preserving time for higher impact work

Human + AI forecasting demo: Develop strategies

STEP 4 | DEVELOP STRATEGIES

- Generate and explore possible action plans

PROMPT:

What could be a 5 point action plan for a school looking to integrate AI over the next 10 years?

RESPONSE:

AI Claude-instant >

Here is a possible 5 point action plan for a school integrating AI over 10 years:

1. Form an AI advisory committee of teachers, administrators, parents and students. Have this committee guide ethical and responsible implementation of AI tools. Engage this community in decision making around major AI initiatives.
2. Start small by piloting AI tools in select classrooms to identify what works and what doesn't. Give teachers control over how and when the AI is used. Refine the tools based on real-world feedback from educators.
3. Develop criteria for evaluating AI tools beyond test scores and cost savings. Assess whether the tools truly help all students learn and thrive. Monitor potential negative impacts like exacerbating inequities.
4. Create professional development for teachers on how to effectively coach and supervise AI systems. Provide training on strategies for verifying, adjusting and complementing AI suggestions.
5. Over time, shift resources increasingly towards human-centered priorities that technology cannot fulfill like developing students' creativity, ethics and life skills. Use AI to enhance, not replace, essential human elements of education.

In summary, the plan focuses on:

- Thoughtful and iterative implementation based on real-world feedback
- Holistic evaluation criteria that consider student wellbeing, not just scores and budgets
- Upgrading teacher skills and mindsets to become effective "AI coaches"

Human + AI forecasting demo: Develop strategies

STEP 4 | DEVELOP STRATEGIES

- Generate and explore possible action plans
- Explore wider implications and consequences

PROMPT:

What are some potential unintended outcomes of this plan?

RESPONSE:

AI Claude-instant >

Here are some possible unintended outcomes of the 5 point action plan:

- Uneven uptake and use of AI tools - Despite best efforts, some teachers may be more willing to experiment with and integrate AI into their classrooms than others. This could lead to unequal access to the potential benefits for students.
- Resistance from some teachers - Not all teachers will be comfortable with the shifts required to effectively coach AI systems. Some may resist changing aspects of their practice, limiting the impact of the AI tools.
- Difficulty developing holistic evaluation criteria - It can be challenging to define and measure non-test based outcomes like student wellbeing and life skills. The school may struggle to implement comprehensive evaluation of AI tools.
- Inadequate professional development - The professional development for teachers may not provide enough concrete strategies or support for them to feel equipped as "AI coaches." This could reduce teachers' confidence in utilizing the AI tools.
- Mission drift - Over time, the human-centered priorities could shift in practice as the focus moves to integrating new technologies. The school may lose sight of developing students' non-cognitive skills and capacities.
- Exacerbating inequities - Students with less support at home may receive relatively less benefit from the AI tools if teachers do not find ways to targeted their use. This could widen existing achievement gaps.

Human + AI forecasting demo: Develop strategies

STEP 4 | DEVELOP STRATEGIES

- Generate and explore possible action plans
- Explore wider implications and consequences
- Define principles to pursue preferred futures

PROMPT:

What are some principles that would help ensure preferred outcomes for this future?

RESPONSE:

AI Claude-Instant >

Some key principles that could help ensure positive outcomes from integrating generative AI into education:

1. **Human-centered design** - AI tools should be designed first and foremost to augment what human teachers do best, not replace them. The core focus remains developing students' full range of human capacities.
2. **Transparency** - AI systems should be transparent about how they work, what data they use and what outcomes they aim to optimize. "Black box" tools are harder to implement and oversee responsibly.
3. **Accountability** - Schools, educators, AI developers and policymakers all need to be accountable for ensuring AI tools achieve intended benefits while mitigating risks and harms. Clear roles and responsibilities are important.
4. **Adaptability** - AI systems need to be adaptive, responding to feedback from educators and changing needs over time. Tools that cannot evolve risk becoming obsolete or detrimental.
5. **Inclusiveness** - Special effort is required to ensure AI tools benefit all students equitably, including those from groups traditionally underserved by technology. Impacts on marginalized communities need attention.
6. **Safeguards** - Mechanisms should be in place to detect and mitigate harm from AI, catch errors, and trigger intervention from humans when needed. AI should operate as a tool to assist, not replace, educators.
7. **Oversight** - Impact oversight bodies independent of AI developers could help audit tools for bias, fairness and alignment with educational values like developing critical thinking, creativity and collaboration.

With these principles in mind, generative AI integrated into education stands a better chance of augmenting rather than disrupting essential human

Human + AI forecasting demo: Reframe your forecast

STEP 5 | REFRAME THE FORECAST

- Explore different ways to tell your story
- Consider your goals and audience

PROMPT:

Write a news story from 2033 about this school successfully pursuing this plan, the challenges they faced, and the insights they gained in the process. Include surprising details and twists in the story, and quotes from stakeholders and experts. Start with a pithy headline that will grab readers attention.

RESPONSE:

AI Claude-instant >

How One School Learned to Leverage AI to Augment- Not Replace- Great Teaching

When Jefferson High introduced AI lesson planning software three years ago, it faced challenges that have become all too common- AI suggestions were misaligned, technology issues abounded and teachers felt replaced, not supported.

But instead of giving up, the school persisted- and in the process, discovered best practices now being emulated by educators nationwide.

The turnaround started when Principal Johnson paused deployment and involved teachers directly, treating them as "co-designers" of how AI could complement - not compete with - their work. They identified core changes needed to make AI an asset, not a hindrance.

The district also invested in extensive teacher training that equipped educators with strategies for supervising AI, verifying its suggestions and adapting plans in real time based on students' responses.

With these fundamentals in place, new versions of the lesson generation software began producing options that were more "in the ballpark" for teachers to refine. And with guidance, many teachers learned to incorporate AI planning as one input among many, not a replacement for their own expertise.

Students have ultimately benefited the most, gaining customized support that blends human relationships with tailored resources.

Human + AI forecasting demo: Reframe your forecast

STEP 5 | REFRAME THE FORECAST

- Explore different ways to tell your story
- Consider your goals and audience

PROMPT:

Write a poem about this future

RESPONSE:

AI Claude-instant >

Here is a poem imagining this vision for education and AI integration:

Complementary

Lesson plans spit out by algorithms,
Texts scanned and analyzed in seconds flat -
Technology streams in, promising
A tidal wave of progress, change for change's sake.

But progress for whom? Whose values guide
This clamoring for the newest tool,
The next app to streamline and optimize,
To cut costs and boost outputs?

Our students deserve more -
Whole minds cultivated,
Hearts stirred by wonder,
Souls shaped in goodness.

This requires the care
Only human teachers can give:
Observing each learner,
Accompanying their journeys.

So let AI be a complement
To craft knowledge and intuition,
An amplifier - not usurper -
Of irreplaceable skills.

Human + AI forecasting demo: Reframe your forecast

STEP 5 | REFRAME THE FORECAST

- Explore different ways to tell your story
- Consider your goals and audience
- BONUS: Get visual! (w/Image generator)

NEW
IMAGE GEN
IN POE ==>



PROMPT:

A futuristic classroom, AI bot augmenting human teachers and students

RESPONSE:



Framework for human + AI futures forecasting

STEP 1 | FRAME CONVERSATION

STEP 2 | EXPLORE FORECASTS

STEP 3 | CREATE SCENARIOS

STEP 4 | DEVELOP STRATEGIES

STEP 5 | REFRAME THE FORECAST

YOUR TURN!



Download GenAI Forecasting Guide
bit.ly/IFTF_AI_forecast

IFTF Foresight Essentials

INSTRUCTIONS:

- **Download** the IFTF Prompting Guide or view as a Google doc (**links in email**)
- **Open Poe.com** and select “**Claude-Instant**” chat
- **Explore** your “Futures of AI-enabled [topic]”
- **Use** our prompting guide (or explore on your own)
- **Develop** your forecasts/scenarios (for 12 min)
- **Look for:**
 - Interesting forecasts/scenarios
 - Learnings on using AI for forecasting
- **Ask** for help if you need it

We will share back in ~20 min

IFTF Prompting Guide for Generative AI Forecasting



GenAI Forecasting Prompting Guide

This is a guide for using generative AI tools to create and refine useful, interesting, and increasingly detailed forecasts, scenarios, strategies, and formats. It was created by the Institute for the Future as part of its *Three Horizons of AI* course, in 2023.

Sign up for free account on www.POE.com
Use the **Claude-Instant** chatbot (for 100 free messages per day)



Claude-Instant
Anthropic's fastest model, with strength in creative tasks. Features a context window of 9K tokens (around 7,000 words).
OFFICIAL

STEP 1 | FRAME CONVERSATION.

Assign LLM a role, choose topic, explore initial ideas

PROMPT: You are an expert futurist that helps humans imagine a wide range of possible futures by exploring provocative long term forecasts 10 years in the future. The futures topic we are focusing on is Generative AI and [\[insert your topic here\]](#). Please create 5 ten-year forecasts.

- *E.g., food production*
- *insect drones in Southeast Asia*
- *water desalination*
- *journalism*
- *drug discovery*

STEP 2 | EXPLORE FORECASTS:

Expand, nudge, introduce interesting details

PROMPT: I like the forecast [\[insert the number or text of the forecast you are interested in\]](#), but could you expand on it by making it...

- *more provocative*
- *more focused on the global south*
- *less focused on technology and more on social dynamics*
- *consider broader social factors.*

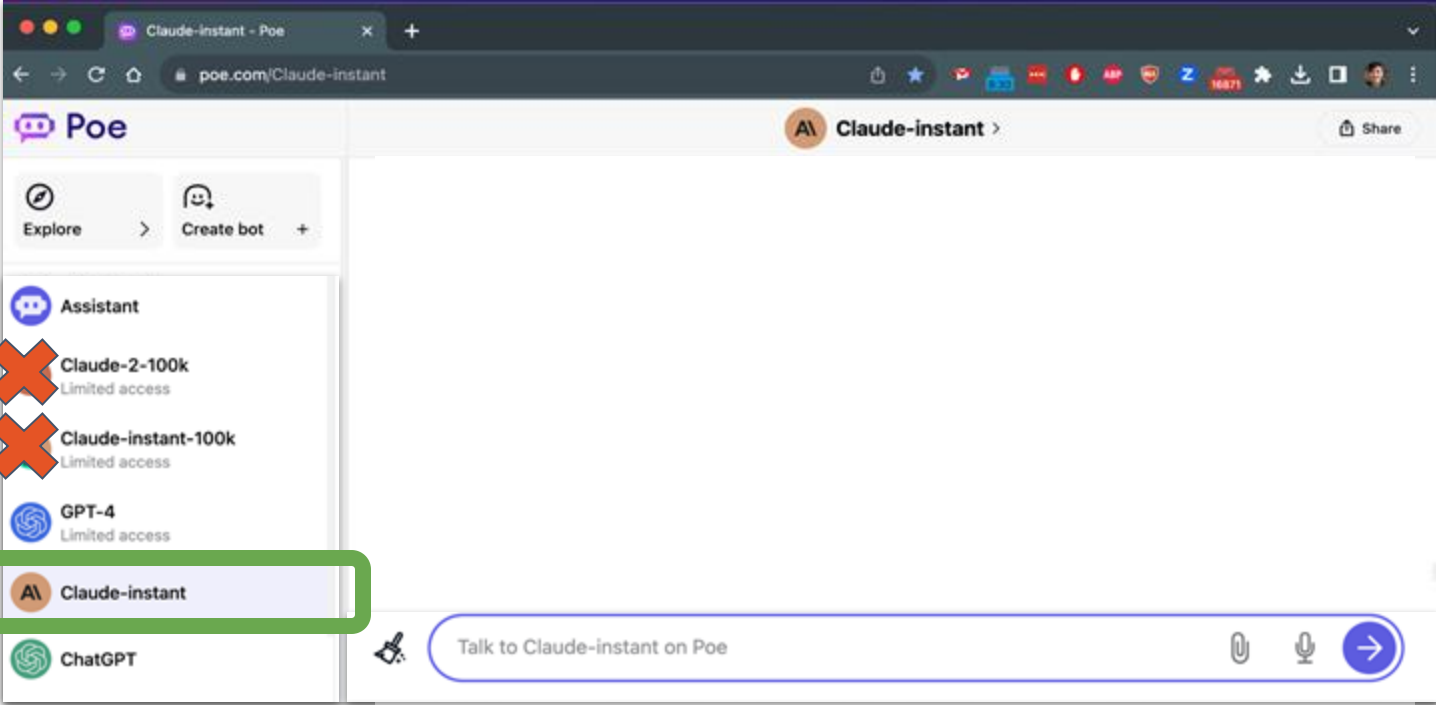
Download
IFTF's GenAI Forecasting Prompt Guide:

bit.ly/IFTF_AI_forecast



bitly

Setting up Claude-Instant in Poe



The screenshot shows the Poe website interface in a browser window. The address bar displays "poe.com/Claude-Instant". The main header includes the Poe logo and "Claude-Instant" with a "Share" button. Below the header, there are navigation options: "Explore" and "Create bot". A list of AI models is shown on the left side of the interface:

- Assistant
- ~~Claude-2-100k~~ Limited access
- ~~Claude-Instant-100k~~ Limited access
- GPT-4 Limited access
- Claude-Instant** (highlighted with a green box)
- ChatGPT

Annotations on the left side of the image indicate:

- LIMITED =>** with red 'X' marks over the "Claude-2-100k" and "Claude-Instant-100k" options.
- USE THIS =>** with a green box around the "Claude-Instant" option.

At the bottom of the interface, there is a chat input field with the placeholder text "Talk to Claude-Instant on Poe" and icons for attachments, voice input, and a send button.

Setting up Claude-Instant in Poe

CLICK HERE TO
SEARCH BOTS



Your bots

Search for "Instant"

instant



Claude-Instant

Anthropic's fastest model, with strength in creative tasks. Features a context window of 9k tokens (around 7,000 words).

OFFICIAL



Claude-Instant-100k

Anthropic's fastest model, with an increased context window of 100k tokens (around 75,000 words). Enables analysis of very long documents, code, an...

OFFICIAL



YTVideoSummariser

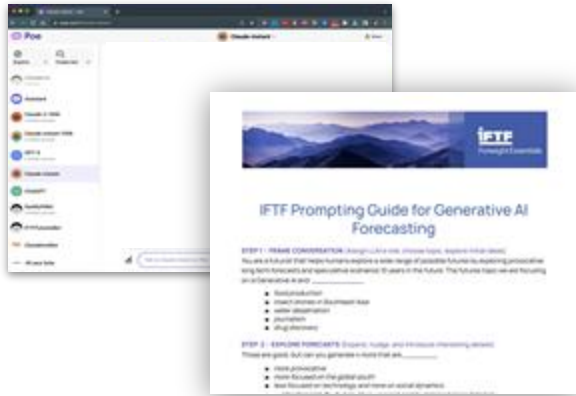
Need to watch a video on YouTube but haven't got time? YT Video Summariser can help you summarise the video in an instant! Just provide...

2K monthly users



MIMOGHOSTTTT

YOUR TURN!



Download GenAI Forecasting Guide

bit.ly/IFTF_AI_forecast

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INSTRUCTIONS:

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- **Develop** your forecasts/scenarios (for 12 min)
- **Look for:**
 - Interesting forecasts/scenarios
 - Learnings on using AI for forecasting
- **Ask** for help if you need it

We will share back in ~20 min

GROUP SHARE

Collective sensemaking:

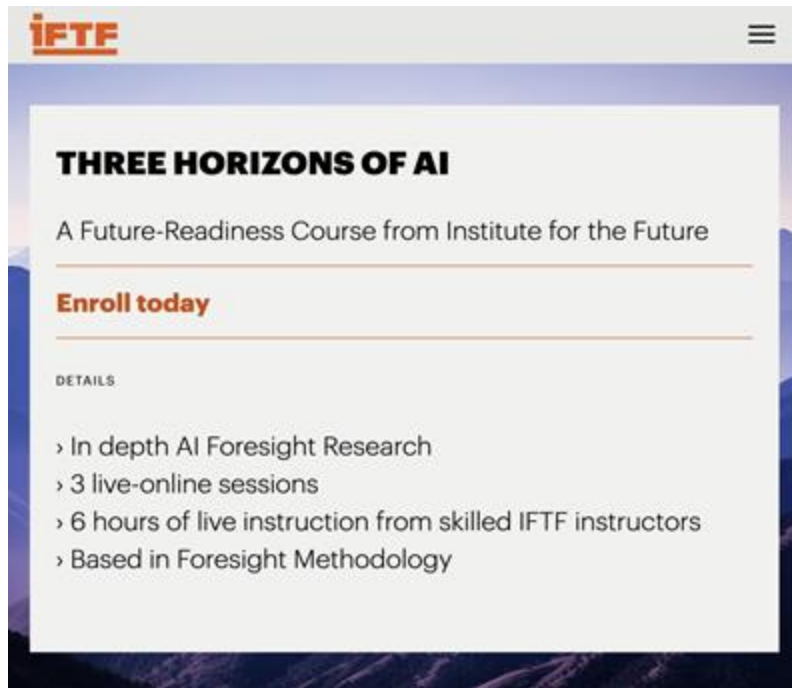
- What did you notice about the process?
- What was the AI good at?
- What was it not good at?
- What surprised you?
- What were your most provocative forecasts or scenarios?



Developing GenAI Literacies: Human + AI Forecasting



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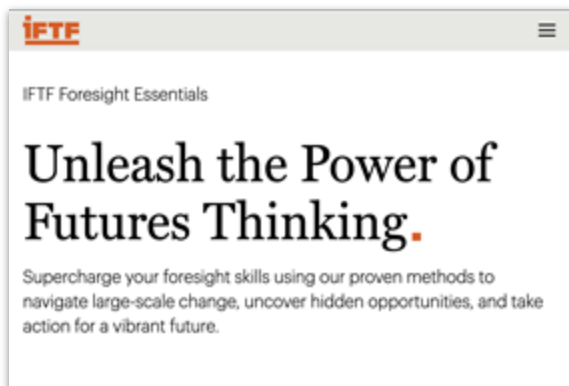
DETAILS

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- > 6 hours of live instruction from skilled IFTF instructors
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Future Now 005 — The Future of AI with Ethan Mollick

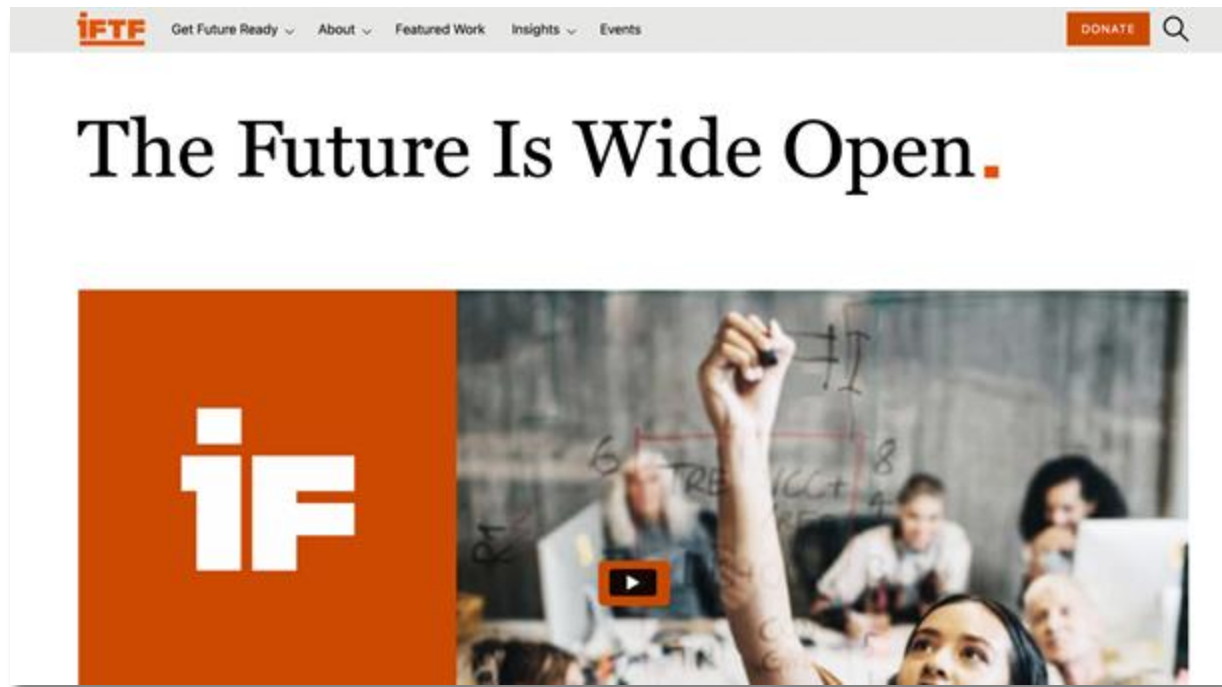
Future Now

Society & Culture

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IFTF Research Director Toshi Hoo interviews Ethan Mollick, a professor at the Wharton School of the University of Pennsylvania and a leading researcher in entrepreneurship and innovation. Join them as Ethan shares his fascinating and provocative insights on generative AI, its practical implications, and how it can transform teaching and learning at scale. Get ready for an engaging conversation that will leave you with new perspectives on the future of work and education.



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Toshi Anders Hoo.

Director, Emerging Media Lab

Toshi leads IFTF's **Emerging Media Lab (EML)**, where he explores the implications of rapidly evolving technologies that are transforming the ways humans communicate, collaborate and connect. Toshi also leads IFTF's Technology and Media Foresight Council advising leaders from both the public and private sector, and he is a lead instructor for IFTF's **Three Horizons of AI** course that explores the near, mid and long term implications for AI. Toshi's work examines not only the direct applications of emerging technologies ranging from VR to AI, but also the wider implications and impact on individuals, organizations, and society at large.

Prior to joining IFTF, Toshi served as media technology consultant for famed futurist Ray Kurzweil, with whom he produced ground breaking live VR demonstrations for the TED stage and co-directed the feature-length documentary "The Singularity is Near" based on Kurzweil's best-selling book. Toshi studied film at Mass College of Art and Design and religion at Bryn Athyn College.



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