

[Presentation Link](#)



# Artificial Intelligence (AI) Round Table

010/23/2024

4:00pm – 6:00pm



**You**

Write a basic dad joke about Artificial Intelligence



**Copilot**

Sure, here's a classic dad joke for you:

Why did the AI go to art school?

Because it wanted to learn how to draw its own conclusions! 😄

# Artificial Intelligence (AI) Round Table

## Registration Link

**Date:** October 23, 2024

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**Building:** Joliet Township Administration Center  
300 Caterpillar Drive, Joliet, IL

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**Audience:** CTE Teachers

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**Time:** 4:00pm – 6:00pm

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**Presenter:** Chris McGuffey with Brian Gordon

---

A \$70 Stipend will be paid and attendees will receive CPDUs

### **Multi-Part Series**

- ~~September 18~~
- **October 23**
- November 20

# Participants

## Lockport Township High School

- Alex Wagner [awagner@lths.org](mailto:awagner@lths.org)
- Jessica Rottman [jrottmann@lths.org](mailto:jrottmann@lths.org)
- Katie Kishline [kkishline@lths.org](mailto:kkishline@lths.org)

## Minooka High School

- Dani Ward [dward@mchs.net](mailto:dward@mchs.net)

## Will County Area Career Center

- Faye Jackson [fjackson@wilcoacc.org](mailto:fjackson@wilcoacc.org)
- Michelle Gunther [mgunther@wilcoacc.org](mailto:mgunther@wilcoacc.org)
- Tamora Williams [twilliams@wilcoacc.org](mailto:twilliams@wilcoacc.org)

## Joliet Township High School

- Jasmine Rosenboom [jrosenboom@jths.org](mailto:jrosenboom@jths.org)
- Michelle O'Malley [miomalley@jths.org](mailto:miomalley@jths.org)

## Valley View High School

- Joe Sturino [sturinojw@vvsd.org](mailto:sturinojw@vvsd.org)
- Matt Mamak [mamakm@vvsd.org](mailto:mamakm@vvsd.org)

## Reed Custer High School

- Lori Terry [lori.terry@rc255.net](mailto:lori.terry@rc255.net)

## Lemont High School

- Meghan Wilcoxon [mwilcoxon@lhs210.net](mailto:mwilcoxon@lhs210.net)
- Sarah Mimnaugh [smimnaugh@lhs210.net](mailto:smimnaugh@lhs210.net)
- Stephanie Krolo [skrolo@lhs210.net](mailto:skrolo@lhs210.net)

# Course Description

This is a roundtable/user group series where you will be expected to implement and share your experiences with AI integration. In this and future sessions, we will delve into the landscape of current AI platforms tailored for educational settings, exploring their features, functionalities, and potential benefits for both educators and students. Through interactive discussions and hands-on activities, participants will gain insights into how AI can enhance teaching and learning experiences. Additionally, we'll engage in conversations about practical strategies and your current practices for implementing AI technologies within your classroom, addressing considerations such as ethical implications, student privacy, and effective integration into existing curricula. Whether you're a seasoned educator or new to the realm of AI in education, this workshop offers valuable opportunities to expand your knowledge and develop actionable plans for leveraging AI to enrich educational practices. This will be a 4-part series throughout the school year. The second fall session will take place on October 23.

# Objectives

## 1. Explore and Evaluate AI Platforms:

- **Objective:** Participants will explore and evaluate various AI platforms tailored for educational settings, understanding their features, functionalities, and potential benefits for both educators and students.
- **Outcome:** By the end of the series, participants will be able to identify and assess at least three AI platforms that can be integrated into their educational practices.

## 2. Develop Practical AI Integration Strategies:

- **Objective:** Through interactive discussions and hands-on activities, participants will develop practical strategies for implementing AI technologies within their classrooms, considering ethical implications, student privacy, and effective integration into existing curricula.
- **Outcome:** Participants will create actionable plans for integrating AI into their teaching practices, addressing key considerations and challenges.

## 3. Enhance Teaching and Learning Experiences:

- **Objective:** Participants will gain insights into how AI can enhance teaching and learning experiences, sharing their experiences and best practices with peers.
- **Outcome:** By the end of the series, participants will have a comprehensive understanding of how AI can be leveraged to enrich educational practices, with concrete examples and success stories from their own and others' experiences.



You

Develop 3 objectives for the following description ...



Copilot

Here are three objectives for your roundtable/user group series on AI integration in educational settings:

This isn't Rocket  
Surgery





# Prompt Engineering

- Hey, I was wondering if you could do a role-playing scenario with me.
- You're going to be playing the CHRO of a design company.
- You're going to be hiring a design manager.
- I'm going to be acting as the Interviewee.
- You're going to ask me two questions, and afterwards evaluate if I'm fit for the job
- And actually, can you make it at 1.5 speed, because I'm on a timeline here, lets start.



[tiktok.com/@shawn.kanungo/video/7423134251022863621](https://tiktok.com/@shawn.kanungo/video/7423134251022863621)



# Prompt Engineering Check-In

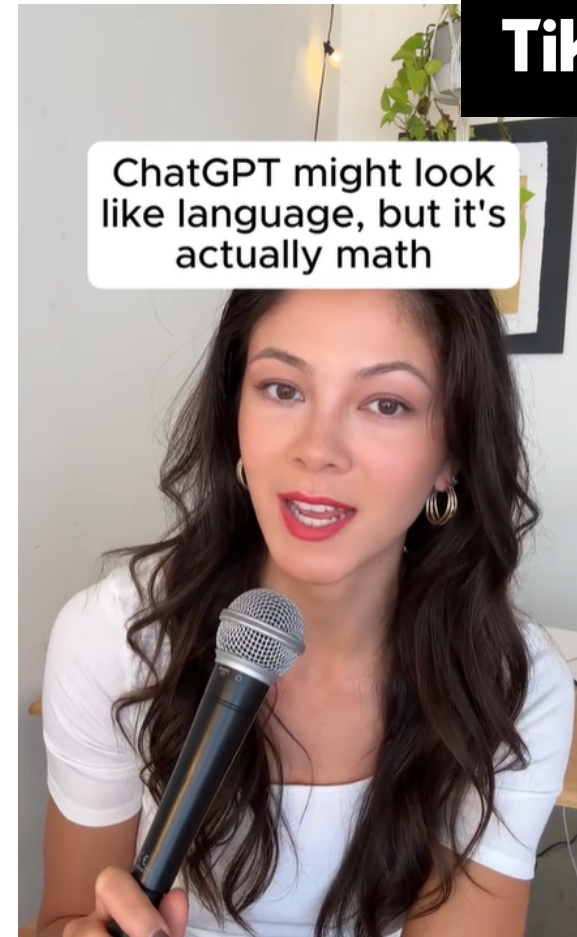
- How have you either:
  - Enhanced a previous lesson using AI **OR** had students use AI within your lesson?

## RISEN Framework Overview

- **Role:** Establish the AI's role, setting the stage for the type of response expected.
- **Instructions:** Clarify what you want the AI to do, providing a clear directive.
- **Steps:** Break down the task into manageable steps, ensuring a logical progression.
- **End Goal:** Define the ultimate objective of the prompt, guiding the AI's focus.
- **Narrowing:** Set any constraints or limitations to tailor the response to your specific needs.

# How LLMs Work

- Breaks up your text into little pieces.
- Compares your word orders to other word orders
- Identifies patterns



[tiktok.com/@chatgpt/video/  
7424626723007827243](https://www.tiktok.com/@chatgpt/video/7424626723007827243)

# Engineering Prompt: Advanced

- AI Chatbot to Generate “Guided Notes Worksheet”

# Engineering Prompt: Advanced

ChatGPT ▾

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4.3 ★★★★★ 170 ratings

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McGraw Hill February 15, 2017

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Sponsored



Using ISBN: 978-1259692406 , create a chapter 7 guided notes worksheet with a variety of question types including, fill in the blank, matching, pictorial, short response.



Searched 3 sites ▾

I couldn't retrieve the specific content of Chapter 7 from *Financial & Managerial Accounting: The Basis for Business Decisions* (18th edition) directly. However, I found that Chapter 7 covers "Financial Assets," which typically includes topics like cash management, receivables, marketable securities, and internal controls to protect financial resources.

Here's a suggestion for your Chapter 7 guided notes worksheet with a variety of question types:



# Engineering Prompt: Advanced

[Share](#)

CM

## Chapter 7: Financial Assets - Guided Notes Worksheet

### 1. Fill in the Blanks:

- The process of estimating uncollectible accounts is known as the \_\_\_\_\_ method.
- \_\_\_\_\_ securities are short-term investments that a company can quickly convert into cash.

### 2. Matching: Match the financial terms with their definitions:

- (A) Cash equivalents
- (B) Accounts receivable
- (C) Bank reconciliation
- (D) Allowance for doubtful accounts

#### Definitions:

1. \_\_\_\_ A schedule comparing the company's records with the bank statement to identify discrepancies.
2. \_\_\_\_ A current asset resulting from credit sales that are yet to be collected.
3. \_\_\_\_ High-liquidity investments that mature within three months.
4. \_\_\_\_ An account used to estimate uncollectible debts.

### 3. Short Response:

- Explain the importance of internal controls over cash and financial assets.
- How does a company decide how much to set aside in its allowance for doubtful accounts?



### 4. Pictorial:

- **Instructions:** Draw a diagram showing the relationship between accounts receivable, bad debts, and the allowance for doubtful accounts.

This structure allows students to engage with the content through different learning modes (visual, analytical, and written). You can adapt it further to better match the depth and focus of Chapter 7 in the textbook.

For further reference, you might need access to McGraw Hill's *Connect* platform or the textbook itself to tailor the worksheet more closely to the chapter's material

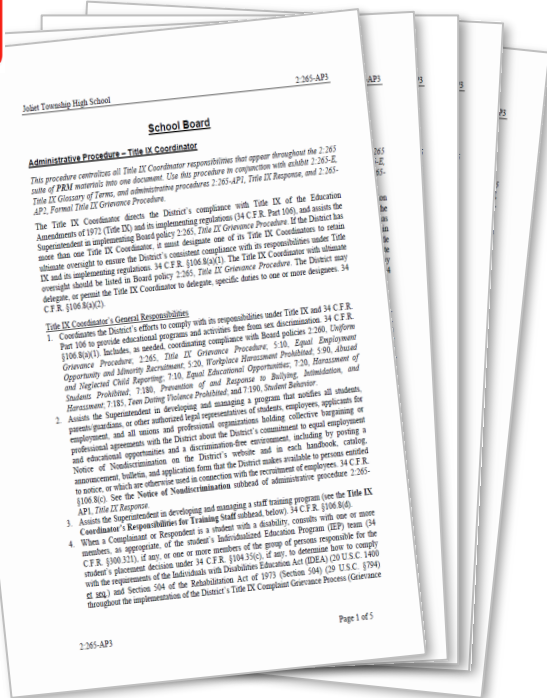
[CHEGG](#) [MCGRAW HILL](#)

# Google Notebook LM

- Notebook LM
  - Turn any document into a Podcast



# Notebook LM Example



NotebookLMEXPERIMENTAL

Untitled notebook

SettingsShare

Sources

Select all sources

PDF

2265ap3.pdf

\* Notebook guide

Help me create

FAQ

Study Guide

Table of Contents

Timeline

Briefing Doc

Audio Overview

Untitled notebook

03:24 / 09:24

Suggested questions

What are the key responsibilities of the Title IX Coordinator at Joliet Township High School?

How does the school district ensure compliance with Title IX, and what steps are taken to prevent and respond to sex discrimination?

How does the school district handle student complaints of sex discrimination, including the grievance process and available supportive measures?

View Chat

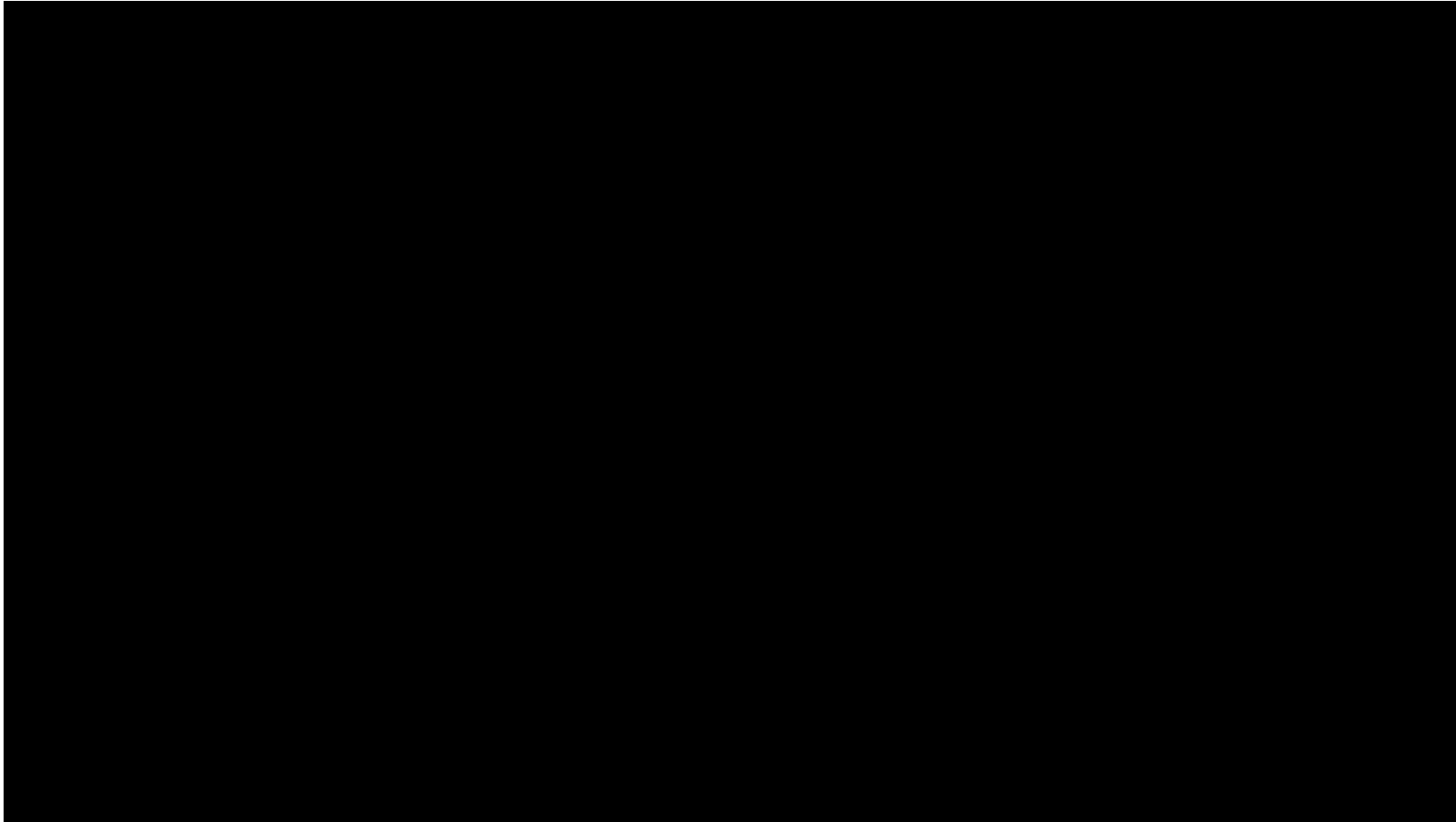
1 source Start typing...

Notebook guide

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

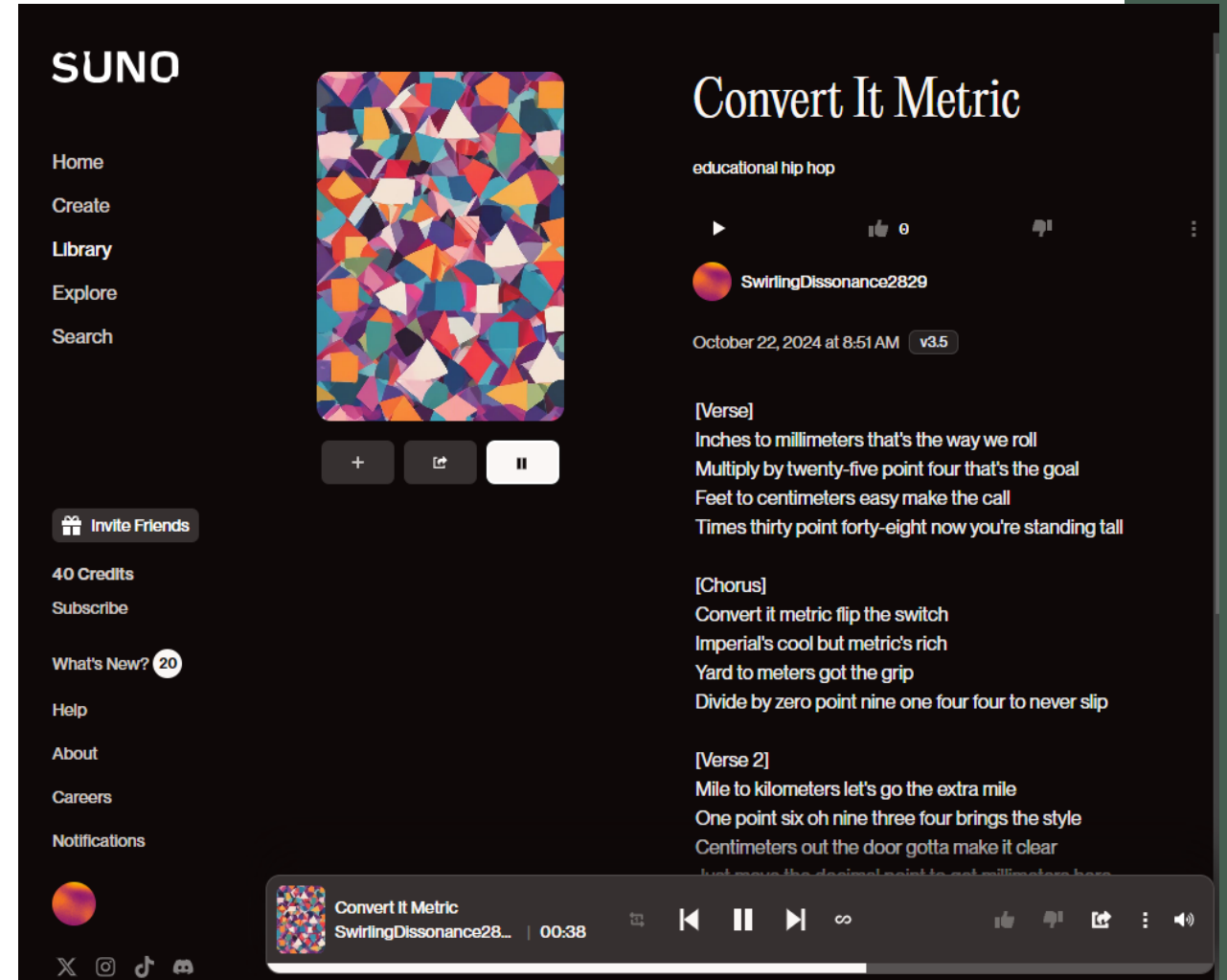
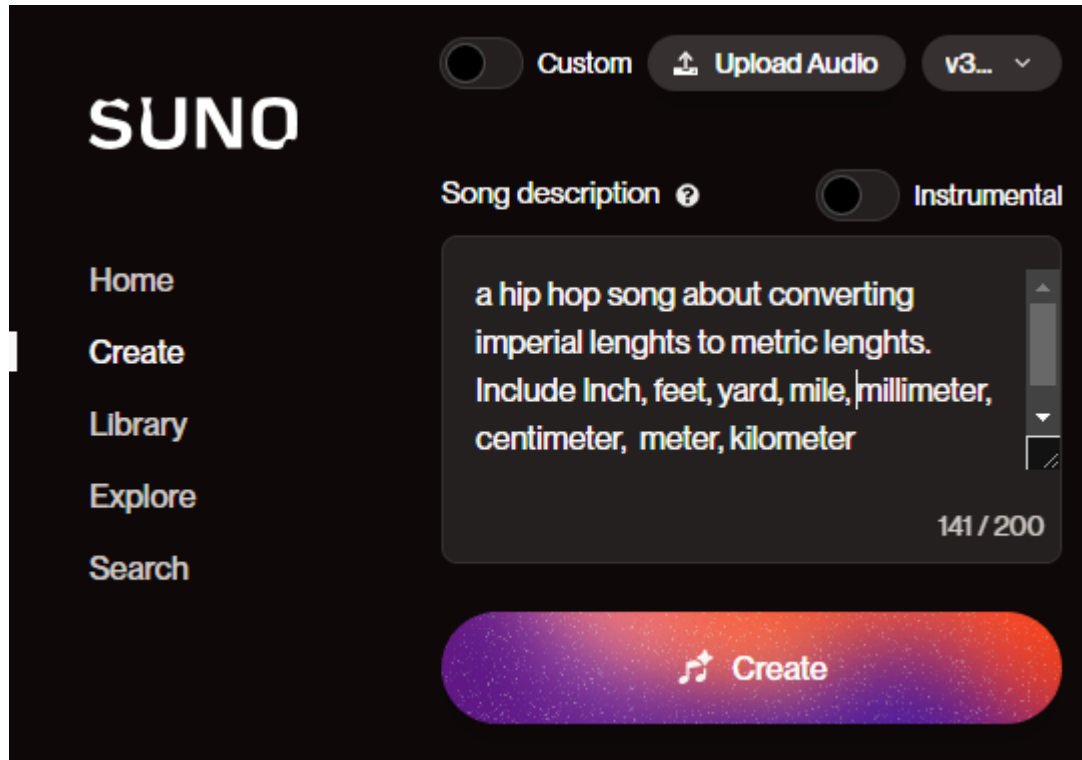
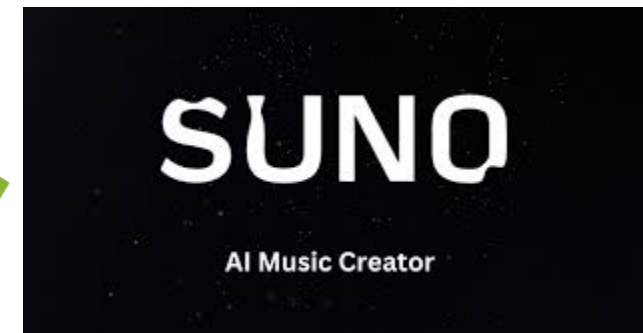


# Notebook LM Example



# Suno

Lets  
GO!!!



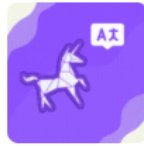
# HeyGen Labs

*Monthly Cost*



[mrc.fm/aivideotranslator](https://mrc.fm/aivideotranslator)

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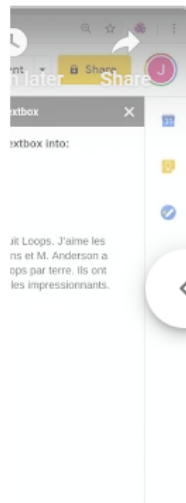


★★★★☆ 122 ⓘ ⬇ 42M+

Overview

Permissions

Reviews

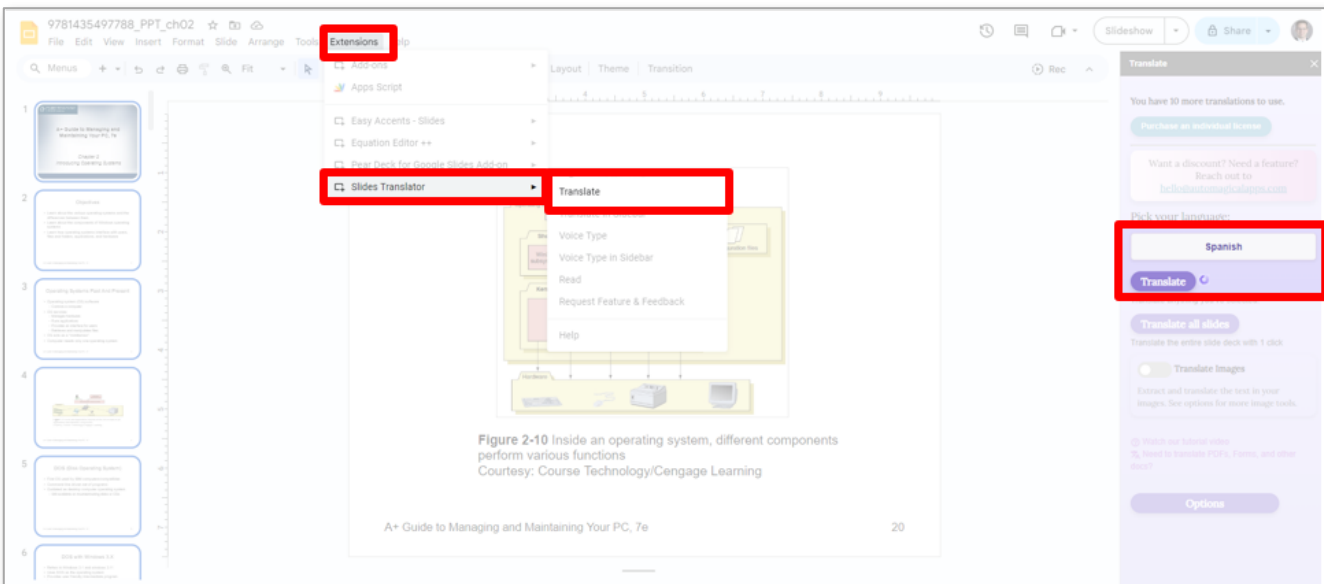


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(...trusted by over 30 million installs)



# Google Translate Slides



## Objetivos

- Conozca los distintos sistemas operativos y las diferencias entre ellos.
- Conozca los componentes de los sistemas operativos Windows
- Aprenda cómo los sistemas operativos interactúan con usuarios, archivos y carpetas, aplicaciones y hardware.

# MAGIC SCHOOL Tools

- 80+ AI Tools for Teachers
- 50+ AI Tools for Students



## YouTube Video Questions

Generate guiding questions aligned to a YouTube video.



## Jeopardy Review Game

Create a jeopardy review game for a fun way to review content with students!



## Accommodation Suggestions

Generate a list of accommodations for a student who needs support.



## Choice Board (UDL)

Create a choice board for a student assignment based on the principles of UDL.



## Common Misconceptions

Generate the most common misconceptions and how to address them on any topic.



## Coach's Sports Practice

Generate a plan for practice for any sport that you're coaching!



## Lesson Hook NEW

Get suggestions for a "hook" to engage students in your lesson based on the topic or standard.



Click here  
when done



Move On



## Accommodation Suggestions

Generate a list of accommodations for a student who needs support.



## IEP at-a-glance



### IEP Summary

#### GOALS AND OBJECTIVES

*[Blurred text representing goals and objectives]*

#### EDUCATIONAL ACCOMMODATIONS AND SUPPORTS

Accommodation - Routine contact between case manager, student, teachers, and guardians  
 Calculator  
 Formula Note Cards  
 Graphic Organizer  
 Test-specific study guides  
 Guided Notes  
 Extended time (increase by 50%)  
 Additional explanation

## Student Worksheet

### Chapter 02 WS: Volts, Amps, + Ohms

Names:

1. Save this document to your H: Drive

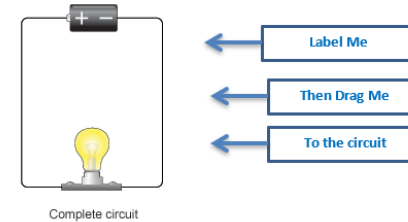
Student Comments: to the teacher

Teacher Comments: to the student

2. List your chapter Objectives:

Chapter Objectives

1. Label the 3 parts of an electrical circuit



QUESTION: How may volts should you **NOT** exceed on your power supply?

[Video 2](#)

2. Download [Fritzing here](#).





# Tools:



## Accommodation Suggestions

Generate a list of accommodations for a student who needs support.



Lets GO!!!

Clear Inputs

Exemplar

### Accommodation Suggestions

Generate a list of accommodations for a student who needs support.

Grade level:

9th grade

Areas to Support



03 Unit 1 Volts Amps Oh...  
PDF 319 words

Total number of words in files: 319/8000

Suggest specific modifications for the attached worksheet given the following IEP accommodations: Calculator  
Formula Note Cards  
Graphic Organizer  
Test-specific study guides  
Guided Notes  
Extended time (increase by 50%)  
Additional explanation

Generate

### Accommodation Suggestions

Edit Preferences

#### Suggestions for Accommodations:

1. **Calculator** - Allow the use of a calculator for all calculations related to volts, amps, and ohms. This will help the student perform mathematical operations without the added stress of manual calculations, especially when interpreting readings from a multimeter.
2. **Formula Note Cards** - Provide the student with note cards that include essential formulas and definitions related to electrical concepts, such as Ohm's Law and the definitions of voltage, current, and resistance. This can assist the student in recalling important information while completing worksheets.
3. **Graphic Organizer** - Use graphic organizers to help the student visualize and organize information from the worksheet. For instance, a labeled diagram of a complete circuit can reinforce understanding of the components and their functions, making it easier for the student to label the parts correctly.
4. **Guided Notes** - Provide guided notes that outline key points from the worksheet. This can include partially completed diagrams or outlines of concepts such as electron flow theory and resistor color codes. It will help the student focus on important information without becoming overwhelmed by the amount of text.

These accommodations aim to support the student's understanding and mastery of the material presented in the worksheet, particularly in relation to electrical circuits and measurements.

Suggest specific modifications for the attached worksheet given the following IEP accommodations: Calculator, Formula Note Cards, Graphic Organizer, Test-specific study guides, Guided Notes, Extended time (increase by 50%), Additional explanation



## YouTube Video Questions

Generate guiding questions aligned to a YouTube video.





# Tools:



## YouTube Video Questions

Generate guiding questions aligned to a YouTube video.



Lets  
GO!!!

## YouTube Video Questions

Edit Prompt

### Video Comprehension Questions

1. What is the main reason General Washington says they are fighting?

- a. For freedom from taxes
- b. For a country of their own
- c. To support the British
- d. For more soldiers

2. What measurement system does General Washington mention they will use for liquids?

- a. Gallons and liters
- b. Only liters
- c. Only gallons
- d. Only milliliters

3. How many feet are there in a yard according to the conversation?

- a. 10 feet
- b. 3 feet
- c. 12 feet
- d. 5 feet

4. Which sports does General Washington say will use meters and kilometers?

- a. Football and baseball
- b. Track and swimming
- c. Soccer and basketball
- d. Tennis and golf

5. What temperature scale is mentioned as being "super random"?

- a. Celsius
- b. Kelvin
- c. Fahrenheit
- d. Rankine

### Answer Key:

- 1. b. For a country of their own (00:00:12)
- 2. a. Gallons and liters (00:01:06)
- 3. b. 3 feet (00:01:49)
- 4. b. Track and swimming (00:02:35)
- 5. c. Fahrenheit (00:03:39)

Clear Inputs

Exemplar

### YouTube Video Questions

Generate guiding questions aligned to a YouTube video.

Grade level:

9th grade

Question Type:

Multiple choice

Number of Questions:

5

Video URL:

<https://www.youtube.com/watch?v=JYqfVE-fykk>

Generate

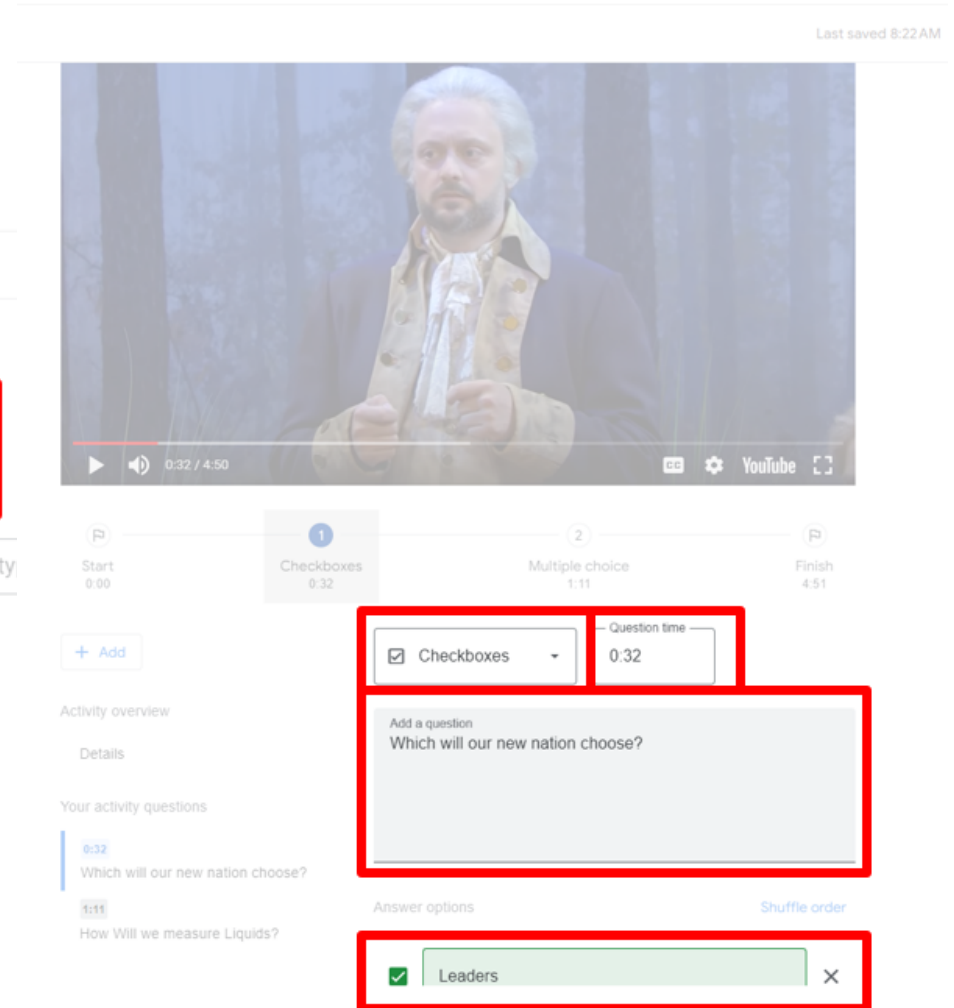
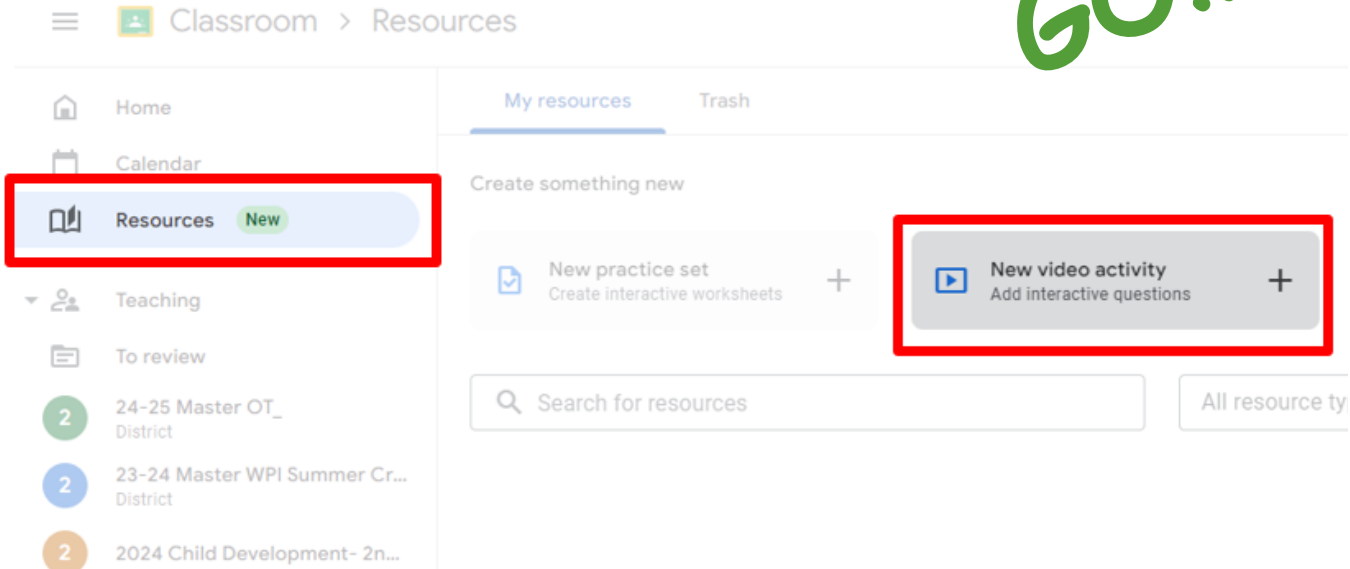
<https://www.youtube.com/watch?v=JYqfVE-fykk>

# Google Classroom Extension Activity



# Tools: Google Classroom Extension

Lets  
GO!!!



<https://www.youtube.com/watch?v=JYqfVE-fykk>



# Tools:



## Jeopardy Review Game

Create a jeopardy review game for a fun way to review content with students!



Lets  
GO!!!

Clear Inputs

Exemplar

Hide Prompt

## Jeopardy Review Game

Create a jeopardy review game for a fun way to review content with students!

Grade level:

9th grade

Topic, Standard, or Objective(s):

Unit Conversion



Categories (separated by comma) - Optional:

Decimal to Binary, Units to Milli, Units to Kilo, Decimal to Octal, Decimal to Hexadecimal

Generate

Decimal to Binary, Units to Milli, units to kio, decimal to octal, decimal to hexadecimal

## Jeopardy Review Game

Edit Prompt

### Unit Conversion Jeopardy

	Decimal to Binary	Units to Milli	Units to Kilo	Decimal to Octal	Decimal to Hexadecimal
500					
400					
300					
200					
100					

### Questions:

#### Decimal to Binary

- **100 Points:** What is the binary representation of the decimal number 5?
- **200 Points:** Convert the decimal number 13 into binary.
- **300 Points:** How would you represent the decimal number 25 in binary?
- **400 Points:** What is the binary equivalent of the decimal number 156?
- **500 Points:** Convert the decimal number 255 into binary.

#### Units to Milli

- **100 Points:** How many millimeters are in 1 centimeter?
- **200 Points:** Convert 5 meters to millimeters.
- **300 Points:** If you have 3 kilometers, how many millimeters is that?
- **400 Points:** How many milliliters are in 2 liters?
- **500 Points:** Convert 0.75 meters to millimeters.

#### Units to Kilo

- **100 Points:** How many kilograms are in 1000 grams?
- **200 Points:** Convert 3000 grams to kilograms.
- **300 Points:** If you have 5,000 milligrams, how many kilograms is that?
- **400 Points:** Convert 2.5 kilograms into grams.





# Tools:



## Coach's Sports Practice

Generate a plan for practice for any sport that you're coaching!



Lets GO!!!

Clear Inputs

Exemplar

Hide Prompt

### Coach's Sports Practice

Generate a plan for practice for any sport that you're coaching!

Grade level:

9th grade

Length of Practice:

90 mins

Sport:

Badminton

Additional Customization (Optional):

include a cardio warm up, some sort of volleying practice, doubles match sets, serving

Generate

Include a cardio warm up, some sort of volleying practice, doubles match sets, serving

### Coach's Sports Practice

Edit Prompt

#### Badminton Practice Plan for 9th Grade Students:

This practice plan is designed to help 9th grade badminton players improve their overall fitness, court movement, and doubles strategy. By incorporating a dynamic warm-up, skill-building drills, and competitive match play, we'll work to elevate the team's badminton abilities and foster a spirit of camaraderie. As legendary badminton player Morten Frost once said, "Badminton is full of subtleties. It's a game that demands thinking and technique."

##### Practice Plan (90 minutes total):

###### Warm-Up (15 minutes):

- Dynamic stretching exercises targeting the major muscle groups used in badminton
- Light jogging and side-to-side movements to get the heart rate up

###### Volleying Practice (20 minutes):

- Players pair up and practice short, controlled volleys, focusing on footwork and racket positioning
- Progress to longer rallies, emphasizing consistency and control

###### Doubles Match Sets (40 minutes):

- Divide players into doubles teams and have them compete in 10-minute match sets
- Encourage communication, strategic positioning, and decision-making on the court

###### Serving Practice (15 minutes):

- Players practice serving from the back of the court, working on technique and accuracy
- Incorporate serving drills that simulate game situations

End the practice with a team huddle, highlighting the progress made and the importance of continued dedication to skill development. Encourage the players to apply the lessons learned today to their next match or tournament. Remember, with hard work and a positive attitude, the sky's the limit for these 9th grade badminton stars!

Copy Edit Export Read Aloud More



Can you suggest some specific drills for improving serving accuracy?

What are some ways to encourage teamwork during practice?

Actions

Send a message





# Tools:



## Lesson Hook

NEW

Get suggestions for a "hook" to engage students in your lesson based on the topic or standard.



Lets GO!!!

Clear Inputs

Exemplar

Hide Prompt

### Lesson Hook

Get suggestions for a "hook" to engage students in your lesson based on the topic or standard.

Grade level:

9th grade

What You're Teaching - Topic, Objective, Standard, or Text:



Create a lesson hook for a health science class about the muscular system.  
Science -LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms



Generate

Create a lesson hook for a health science class about the muscular system.  
Science -LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

### Lesson Hook

Edit Prompt

- Muscle Mystery Box:** Prepare a box filled with various objects that represent different muscles in the body (e.g., rubber bands for elastic muscles, small weights for skeletal muscles, etc.). Have students reach into the box without looking and describe the object they feel, guessing which muscle type it represents. After discussing their guesses, reveal the actual muscles and their functions, connecting them to the hierarchical organization of the muscular system in multicellular organisms. This activity engages students' tactile senses and encourages critical thinking about muscle functions.
- Human Body Relay Race:** Organize a relay race where students work in teams. Each team must collect different cards that represent various muscles in the body (e.g., biceps, quadriceps, gluteus maximus) and their functions. As they collect cards, they will have to explain the role each muscle plays in movement or stability. This physical activity not only promotes teamwork and energy but also reinforces the concept of how muscles interact within the muscular system and their hierarchical organization.
- Muscle Function Simulation:** Create a simple simulation where students can act out the roles of different muscles in the body. Assign each student a specific muscle and have them create a movement that represents their muscle's function (e.g., flexing an arm for the biceps, standing on tiptoes for the calves). After performing their movements, students come together to form a "muscle map" on the floor, illustrating how these muscles work together in a coordinated system. This hook will help students visualize and understand the interconnectedness of muscles within the muscular system.

Copy Edit Export Read Aloud More



Can you suggest more activities related to muscle functions?

What are some assessment ideas for these muscle activities?





# Tools:



## Choice Board (UDL)

Create a choice board for a student assignment based on the principles of UDL.



Lets  
GO!!!

[Clear Inputs](#) [Exemplar](#)

[Hide Prompt](#)

### Choice Board (UDL)

Create a choice board for a student assignment based on the principles of UDL.

Grade level:

9th grade

Learning Goal, Standard, Objective, or Topic:



Differences between different Consumer Finance instutons covering topics such as budgeting, investment, banking



Additional detail for the choice board:



in a choiceboard with as many modalities as possible including but not limited to: poster design, video recording, class presentation, pictorial drawing, Venn diagram, comic strip



Generate

Differences between different Consumer Finance institutions covering topics such as budgeting, investment, banking

in a choice board with as many modalities as possible including but not limited to: poster design, video recording, class presentation, pictorial drawing, Venn diagram, comic strip

### Choice Board (UDL)

[Edit Prompt](#)

### Consumer Finance Choice Board

Assignment Title	Assignment Description
Budgeting Poster	Create a colorful poster that outlines how to create a personal budget.
Investment Video	Record a short video explaining different types of investments.
Banking Presentation	Prepare a PowerPoint presentation on the features of various banks.
Pictorial Drawing	Draw a picture that illustrates the steps of budgeting.
Venn Diagram	Create a Venn diagram comparing savings accounts and checking accounts.
Comic Strip	Illustrate a comic strip that tells a story about making financial choices.
Financial Institution Report	Write a brief report on different consumer finance institutions and their roles.
Role Play	Perform a role play demonstrating a conversation between a banker and a customer.
Podcast Discussion	Record a podcast discussing the importance of budgeting and saving.

[Copy](#) [Edit](#) [Export](#) [Read Aloud](#) [More](#)



Can you provide examples of successful budgeting posters?

What are some tips for creating an engaging investment video?



# Tools:



## Common Misconceptions

Generate the most common misconceptions and how to address them on any topic.



Lets  
GO!!!

Clear Inputs Exemplar

Hide Prompt

### Common Misconceptions

Generate the most common misconceptions and how to address them on any topic.

Grade level:

9th grade

What You Are Teaching:

Marketing pricing strategies including channel disruptions and channel management

Generate

### Common Misconceptions

Edit Prompt

**Misconception 1:** Pricing strategies only involve setting a price and have no relation to marketing channels.

How to address this misconception:

Explain that pricing strategies are closely tied to marketing channels. Use real-world examples to demonstrate how different pricing strategies can impact channel selection and effectiveness. Engage students in discussions about how a product's pricing can affect its availability in various channels, such as online versus retail.

**Misconception 2:** Channel disruptions only impact the supply chain, not pricing strategies.

How to address this misconception:

Educate students on the interconnectedness of channel management and pricing strategies. Provide case studies of companies that faced channel disruptions and how they adjusted their pricing strategies in response. Encourage students to analyze the potential effects of disruptions on pricing and consumer behavior.

**Misconception 3:** All pricing strategies are the same across different industries.

How to address this misconception:

Highlight the differences in pricing strategies across various industries by providing specific examples. Create group activities where students research and present on pricing strategies used in different sectors (e.g., technology, food, luxury goods). This will help students understand that pricing strategies must be tailored to the specific market and consumer behavior.

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Marketing pricing strategies including channel disruptions and channel management

# For Next Session



- Implement your newfound tool within your classroom or lesson planning process.
  - ChatBot (LLM) Prompt Engineering
  - Google LM (Podcast)
  - Google Translate (Extensions)
  - Suno (Song creation)
  - Magic School
- Be ready to share out at our next session

END