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# Generative AI Lunch & Learn Series

Session 3 – Perplexity

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# Access Check

Encourage you to check, identify, and question your learning environment for any of the following and welcome comments if there are elements that we can support to reduce barriers.
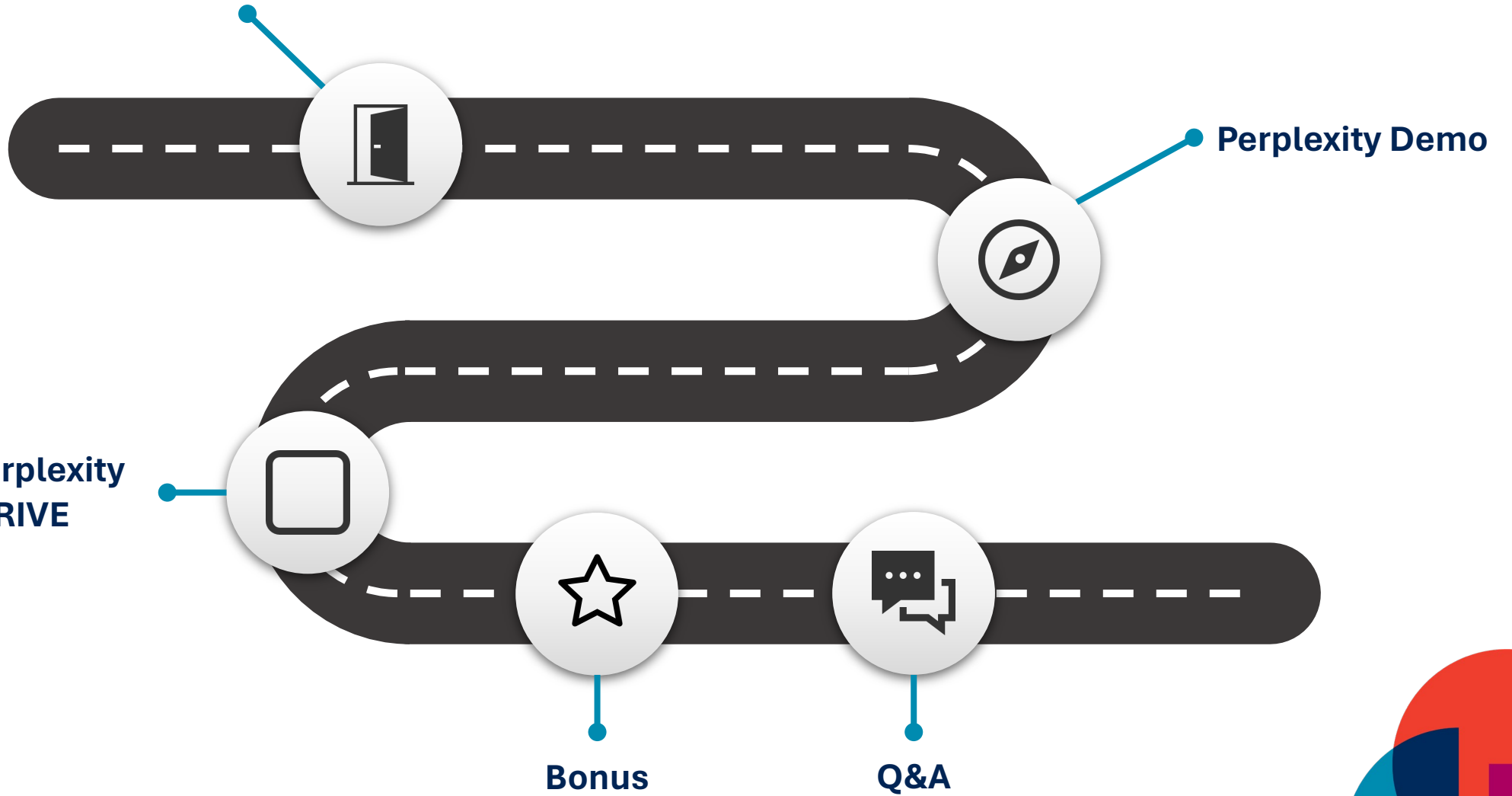
- Technology
- Virtual Space
- Resources
- Pace

# Poll

How often you use genAI tools in your day-to-day?

**1** – Don't use / rarely use it

**2** – Use it sometimes

**3** – Use it all the time

Intro to Perplexity

Perplexity Demo

Framing Perplexity with STRIVE

Bonus

Q&A

# Perplexity

- Conversational "answer" engine
- Answers are supported with citations
- Has functionality for visualization
- Depending on input, can provide multimodal results to output
- Uses a RAG approach to AI

\*   Not a U of T approved tool [within the walled garden](within the walled garden)

# RAG?

- Retrieval Augmented Generation
- Uses a combination of internal and external sources when providing outputs

- A conversation with a dataset
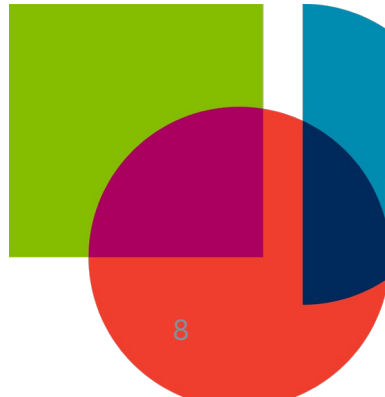
# **Implications**

- Improved accuracy and reliability
- Better contextual understanding & relevance
- Up-to-date information
- Source citations

- Issues with iterative reasoning
- Inaccuracies or biases in retrieved data can be amplified

# Demo time

# The STRIVE Model

- Developed by the Taylor Institute at the University of Calgary (published Feb. 2024)

- Provides high level considerations in relation to designing/modifying course assessment that permits and supports the student use of generative AI

\* This is one of many models that are currently out there, so please explore others and build something that fits with your own context

| Student-Centered | Transparency | Responsibility | Integrity | Validity | Equity |
|---|---|---|---|---|---|
| Support flexibility in learning, collaboration, development of self-reflection. | How students approach their work using GAI, how they used the tools and proper citing. | Holding oneself accountable for GAI use in learning and committing to critiquing AI generated content | Providing opportunities for students to experiment with GAI through activities that engage students and model ethical learning | Ensuring students are being assessed on their learning. | Equitable access to and understanding of AI tools that promotes an inclusive and accessible learning environment |
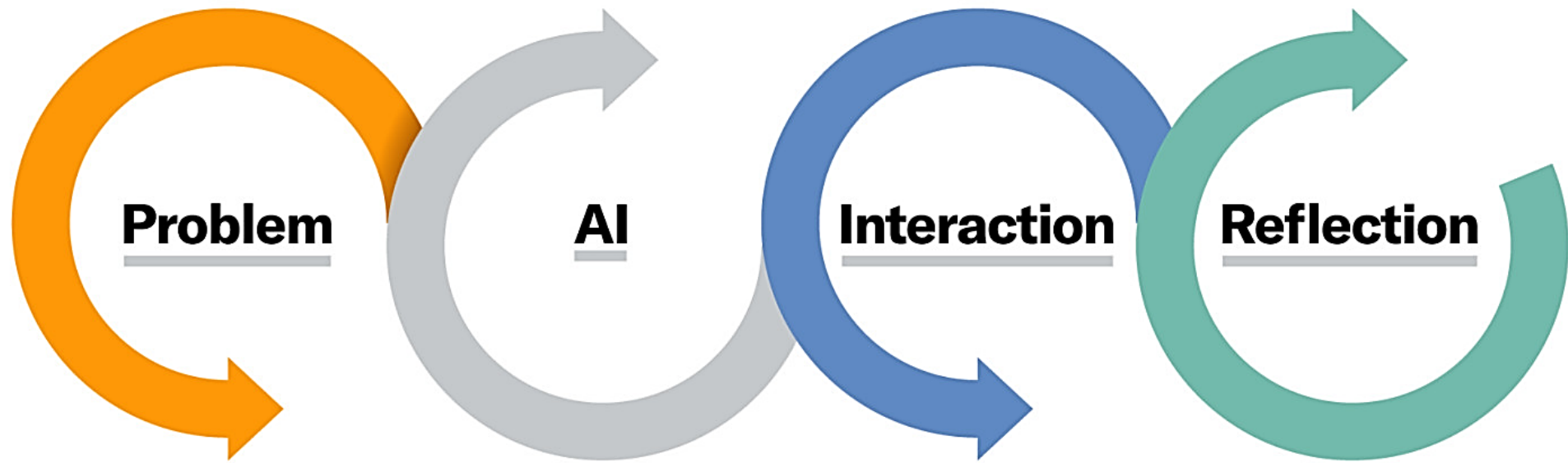
**Problem**

Formulate the problem.

Identify the core problem, its components, and constraints.

**AI**

Select suitable AI tools.

Explore and identify the most suitable generative AI tools for your problem.

**Interaction**

Interact with the AI tools.

Experiment with different ways to interact; critically evaluate outputs and integrate them to tackle the problem.

**Reflection**

Reflect on the experience.

Evaluate how the generative AI tool helped or hindered problem solving; reflect on your feelings when collaborating with generative AI.

*Oguz A. Acar, 2023*

# Activity

1. Prompt Perplexity AI with a question, scenario, or anything else as it relates to your discipline, course, or area of work.
   1. Try one of the suggested follow up questions
   2. Prompt it with one of your own follow up questions

2. Reflect on the output and your interaction with the tool.

3. Group Discussion

# Q & A

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# Resources & References

- [Building AI Literacy](#)

- [Gen AI guide for students](#)

- [Walled Garden Guidance 2024](#)

- [U of T Data Classification Standards](#)

- [STRIVE Model](#)

- [PAIR framework](#)