



Leveraging ChatGPT for Enhanced Teaching and Academic Integrity

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Dr. Jonathan T. Wolf

- BA and MA from The City College of New York
- PhD from Fordham University
- Currently Adjunct Professor at Mercy College
- Taught Composition and Rhetoric / American Literature for 15 years

Agenda

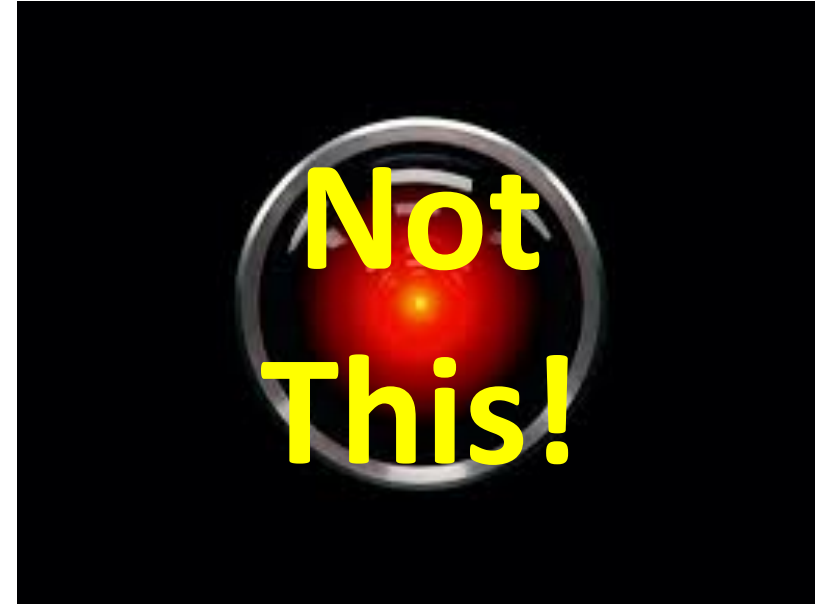
- Review objectives of webinar
- Introduction to ChatGPT & AI technology
- Exploration of ChatGPT's applications in education
- Creating lesson plans, tests, and assignments with ChatGPT
- Ethical considerations in using AI in academia
- Conclusion
- Resources for further learning

Objectives

- ✓ To understand the **fundamental principles** of ChatGPT and its role in AI technology.
- ✓ To explore **practical methods** for using ChatGPT in classroom settings, including the creation of lesson plans, tests, assignments, and other teaching materials.
- ✓ To discuss how AI, particularly ChatGPT, can aid in the **detection and prevention of plagiarism**, reinforcing academic integrity.
- ✓ To delve into the **ethical implications** of AI usage in academia, fostering a responsible and informed approach to technology integration in the classroom.

Let's Get it Out of the Way: What AI (today) is **NOT** CEE

**Not
This!**



Unfortunately, many stereotypes exist of AI & ChatGPT today that are fundamentally untrue:

- AI is going to “**take over**” or “**destroy humanity**.” This is a myth, as AI does not have any desires or wishes other than what its user wants. If anyone is to take over humanity, it will probably be a human.
- AI is **alive** or has the capability to **become alive**. AI is **not sentient**, nor does it have the capability to become sentient. Rather, AI simulates life through its primary ability, which is...

What AI IS



- Even though we call programs like ChatGPT “AI,” they are not sci-fi “[Artificial Intelligence.](#)” Rather, ChatGPT is a program, albeit advanced, that [predicts language](#). That is to say, when you type something into ChatGPT (or many of the other AI programs built on ChatGPT) what it does is take what you type (called a [prompt](#)) and gives you the result from its dataset it believes you want. These types of programs are called “[language models.](#)”
- For instance, imagine if I gave you the sequence of numbers: 2,4,6,8 and asked you what the next number in the sequence is. You would correctly say 10 as you would understand that each number in the sequence is made by adding 2 to the previous number. You predicted what comes next based on a pattern, which you could then continue for as long as you like.

What AI IS



- Likewise, imagine someone says “hello” to you. We typically will say “hello” back, even if we do not know who said hello to us. Like ChatGPT, we are trained to respond in certain, [predictable](#) ways.
- In fact, from what I understand of ChatGPTs programming, it actually turns the prompts you type into numbers and uses that to generate its responses. It turns everything into a number sequence that it completes and translates back into words. It doesn’t “know” what you are saying, only what its program predicts you want to receive. See also, [predictive text](#).
- As such, “AIs” such as ChatGPT have no “intelligence” of their own, no desires, no dreams. Like a desk calculator it has no independent thought outside of what its user prompts it to “think” about. The only reason we see ChatGPT as different to a calculator is that its programming simulates language so well. It can imitate language incredibly well—but, as we shall see, not perfectly.



Chat GPT’s Great Grandfather

The Limitations of AI



- AI is not “creative:” It does not “create” anything, but takes existing knowledge and reformulates it. For example, if you ask ChatGPT, “is the Mona Lisa beautiful?” Its answer only regurgitates what other people have said about the Mona Lisa.
- AI is limited by its “dataset:” I use the term “dataset” here to refer to ChatGPTs repositories of information. According to OpenAI, “ChatGPT is not connected to the internet, and it can occasionally produce incorrect answers. It has limited knowledge of world and events after 2021 and may also occasionally produce harmful instructions or biased content.” While ChatGPT may seem to know everything, its actually quite limited in its datasets (though its growing quite rapidly, as all information entered into it becomes part of its repository)



ChatGPTs Dad; he too only knew what he was programmed to know

The **Limitations** of AI

- Often ChatGPT doesn't know **where** it gets its information: because ChatGPT is such a **large and intricate program** it has difficulty pinpointing where it gets its information. When I asked it to source a report it wrote for me on Christopher Columbus, this was its response:
- **“As an AI language model, my responses are generated based on a mixture of **licensed data, data created by human trainers, and publicly available data.** I have not been trained directly on specific sources or have access to proprietary databases. I should note that while I strive to provide accurate and up-to-date information, my responses may not always reflect the most current research or events. **Therefore, it's always a good idea to consult multiple sources and corroborate the information.**”**



Never forget, Chat GPT can never be **trusted fully!!**

Best Practices



With this knowledge in hand, and before we go on to discuss how we can utilize this technology in building educational content, let's note some practices we should adhere to when using ChatGPT ourselves or teaching it to our students.

- 1) When using ChatGPT, especially when using it for research, we must **CHECK AND DOUBLE CHECK** ChatGPT's claims. As we often tell students, "you can't believe everything you see on the Internet," and you certainly cannot believe everything ChatGPT tells you. If you use ChatGPT for materials, I suggest triple checking it over, and if you allow students to use ChatGPT for writing you might want to think of even increasing the amount of citations you normally assign.
- 2) Moreover, dedicate yourself to **REWRITING** all materials generated by ChatGPT you plan to use in the classroom, and demand that your students rewrite any papers they hand in by ChatGPT, *even if you or they explicitly state it was written by ChatGPT*. I would argue this is the most important rule to using ChatGPT or any AI writing tool. Rewriting aids in discovering factual mistakes, helps in making your prose sound more human, and forces you to use AI as a tool for **helping you** be creative, not **doing your work for you**.

THIS →

← NOT THIS

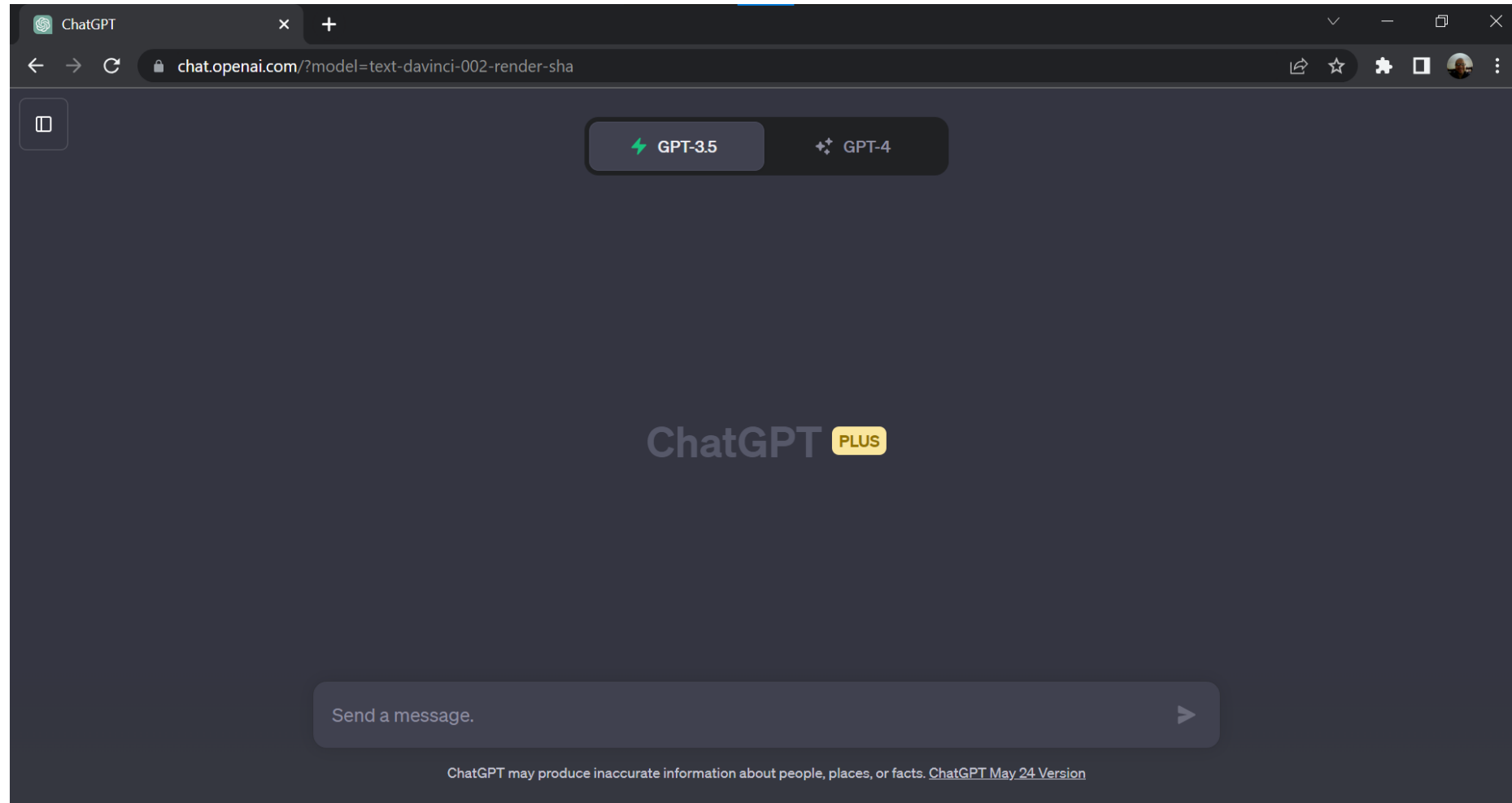
Using ChatGPT to Create Educational Content



- For this presentation, I will be using ChatGPT to create educational content.
- As of right now, there are two “kinds” of ChatGPT: ChatGPT and ChatGPT Plus. ChatGPT is a free tool and ChatGPT Plus is their paid model (20\$ a month).
- Regular ChatGPT users have access to ChatGPT 3.5; ChatGPT Plus users have access to ChatGPT 3.5 with priority access to their servers, faster result times, and can access ChatGPT 4.0, a more advanced program; however, if you use ChatGPT 4.0 you are capped to 25 messages every three hours.
- Personally, I pay for ChatGPT Plus for priority access and faster times though I find that I rarely use ChatGPT 4.0. I suggest trying out the free model before paying for access.
- There are other AI tools for educational content built on either ChatGPT or another similar language model, such as Teach:Able. These have trial subscriptions and you can try them out, but I find working with ChatCPT a far more robust experience that can aid you beyond what most paid programs can provide. They might have easier UIs, but once you become accustomed to using ChatGPT you will find yourself hampered by the limitations of other, more expensive tools.

Your First Prompt

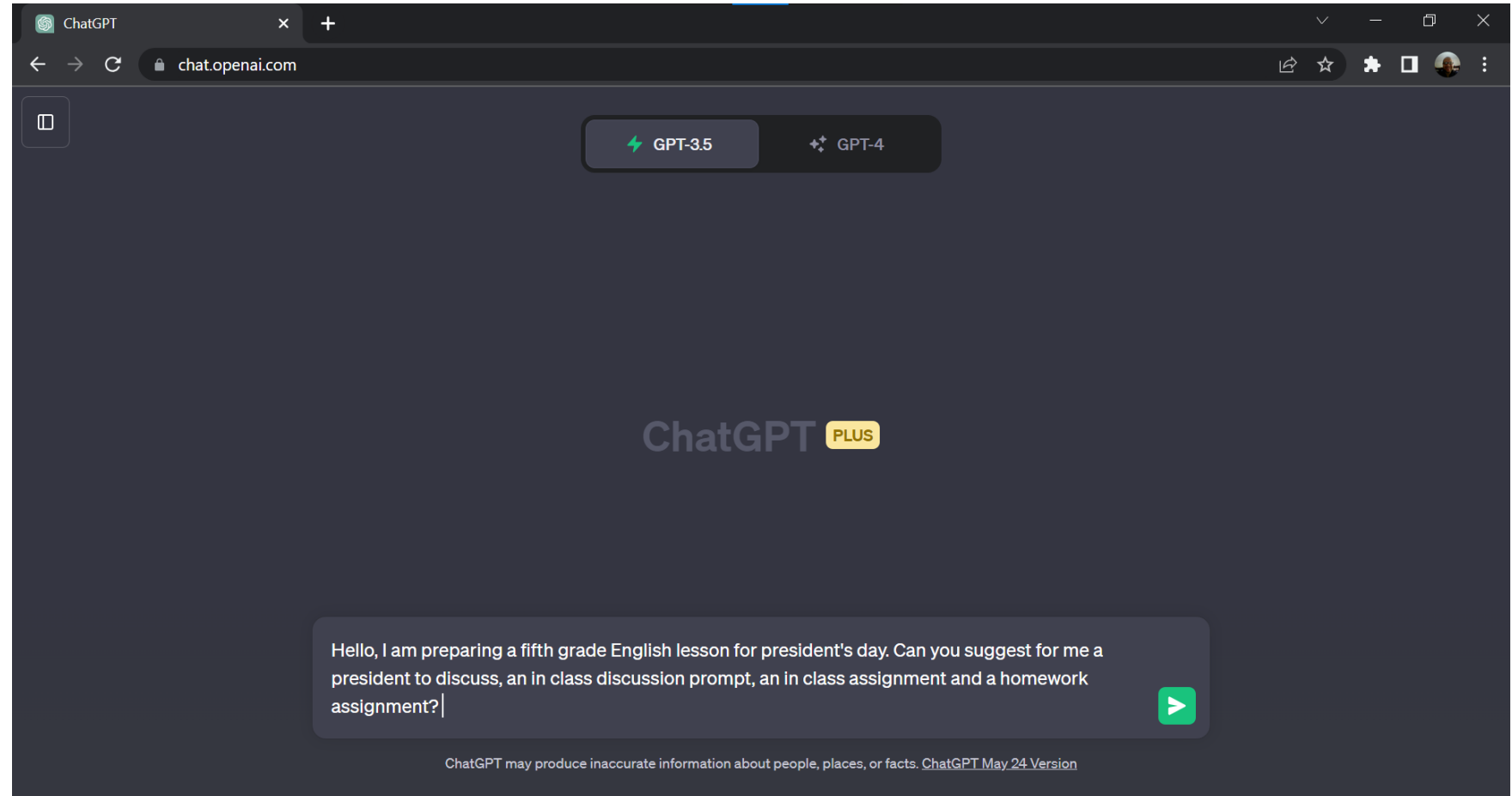
- This is the home page for ChatGPT.
- Along the bottom of the page is the message bar, where you will “prompt” ChatGPT.
- A **prompt** is the term we use for requests made to ChatGPT.
- The science / art of writing prompts is called “**prompt engineering**”



Your First Prompt



- While you don't have to have a conversational tone to your prompts, I find it helps me more easily think. Like talking to a helper.

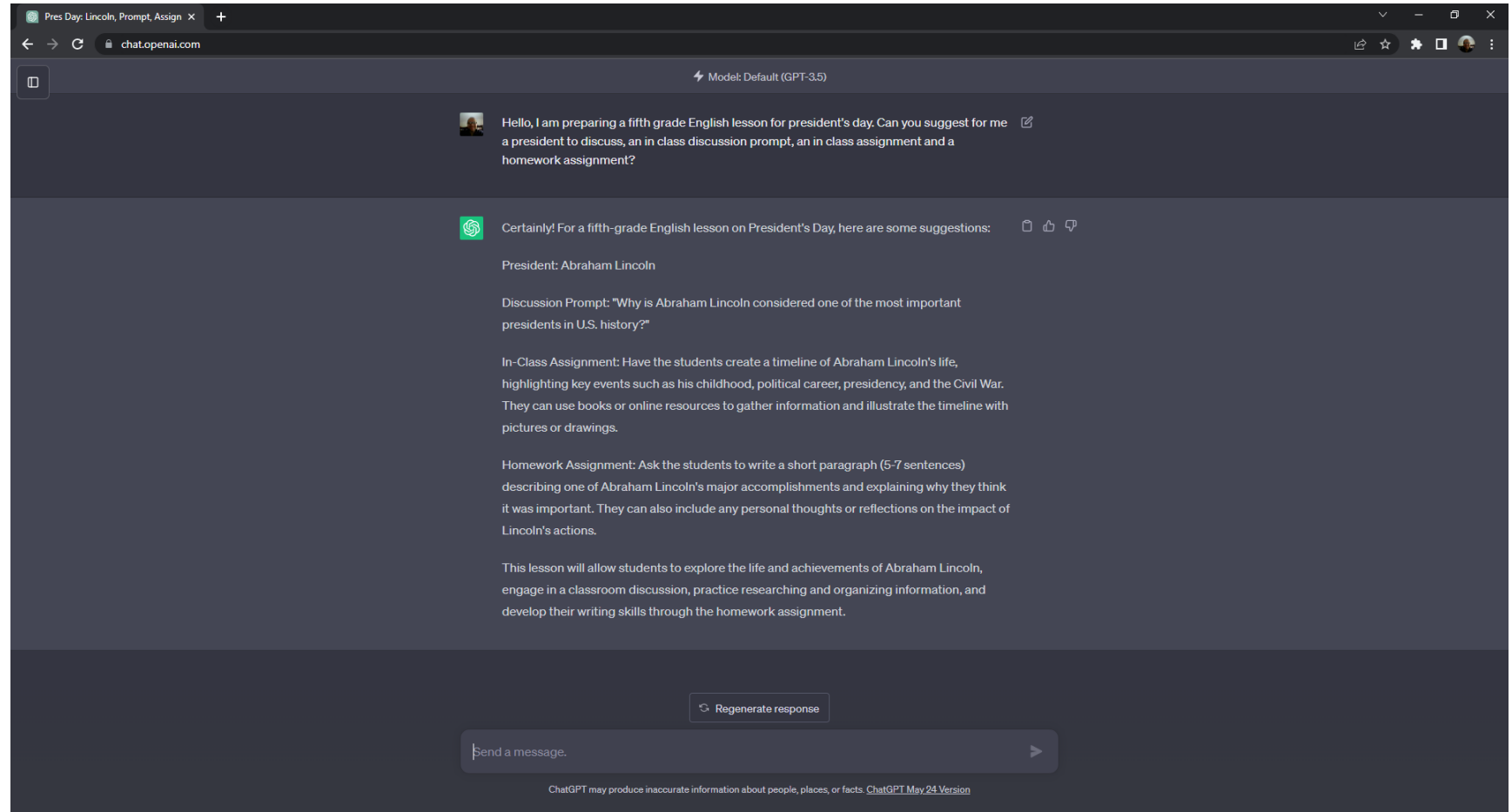


Your First Prompt



Not bad, but note how **generic** GPT's response is. We can do better.

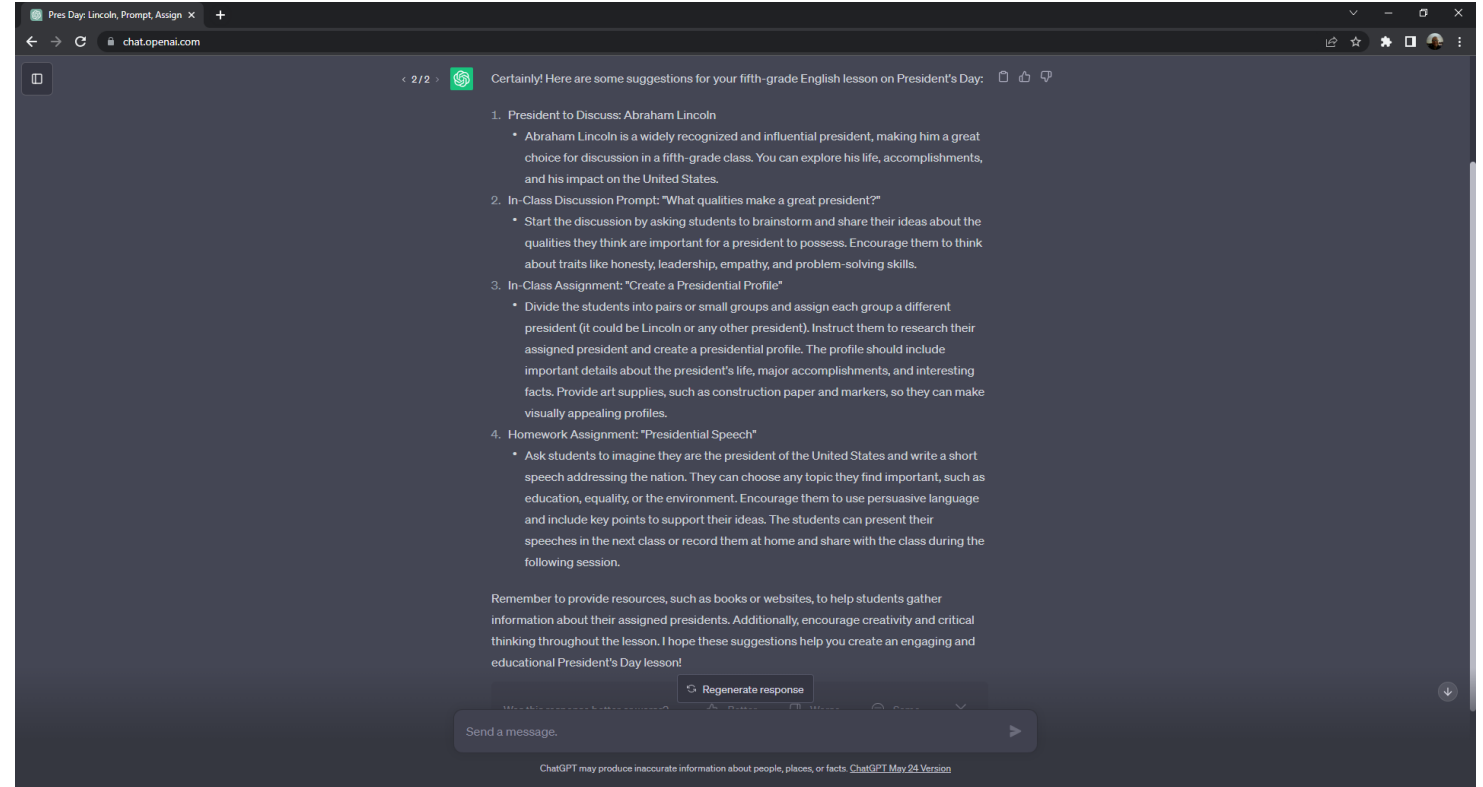
There are two ways for GPT to go further. We type in another prompt or press the “**Regenerate Response**” button over the prompt bar. This will make GPT give us another response based on our original prompt. Let's see what that does.



Your First Prompt



- This is a bit better! By pressing the “Regenerate Response” button we told ChatGPT that we needed it to do better, and it added in more details to the plan.
- Personally, I like this in-class discussion more than the first, but the In-class Assignment feels more like a homework or research assignment.



Lets try again, this time putting in a new prompt, and giving it some more relevant information about my class.

Revising Prompts



Not bad! I particularly like #2; however, my class is sick of talking about Lincoln. Can you recommend a president who is not so popular? Also, I would like my in-class assignment to have less of a research component. Based on this, please generate a new lesson.

I revised my prompt in three key ways:

- The first was to let ChatGPT know what I was **satisfied** with. This is not flattery; it is part of how the program learns. It is important to tell it what it is doing both right and wrong. Here, I wanted it to understand that I was satisfied with its work overall and, in particular, what it did in the previous #2, In-class discussion prompt.
- The second revision was to suggest a **key change** I wanted it to make, which was to choose a president who was less popular. A key change is one that should effect the entire response. Next to that was a **secondary change**, to have the in-class assignment have “less of a research component.”
- Finally, I used the “**based on**” prompt, to contextualize how I wanted ChatGPT to generate my response. “Based on” acts as a kind of reminder to ChatGPT to keep in mind the original prompt and not become lost with the new prompts.

Revising Prompts



- Well the “unpopular president” ChatGPT selected was FDR. Perhaps not Grover Cleveland to 5th Graders, but I might see him as a less popular choice. Thus, it addressed my **key change**.
- It changed the second prompt to something more specific to FDR rather than “what qualities make a great president?” I would probably use that over what ChatGPT gave me here, though you can see it did explicitly address my **secondary change**, and I like the way it introduced an artistic side to this assignment.
- This looks like a good place to begin filling in the gaps of the assignment. You can ask it to give you supplementary materials. It might suggest short readings about FDR or WWII to discuss with your class, or you can ask it to produce something itself (which you will, of course, certainly **rewrite** before you hand it in to students!!)

A screenshot of a ChatGPT chat window. The user's prompt is partially visible at the top. The AI's response is a lesson plan for President's Day, consisting of four numbered items, each with a sub-bullet. At the bottom of the chat window, there is a 'Send a message.' input field and a 'Regenerate response' button. A small disclaimer at the very bottom of the screenshot reads: 'ChatGPT may produce inaccurate information about people, places, or facts. ChatGPT May 24 Version'.

Of course! I understand your preference for a less popular president and a different type of in-class assignment. Here's an updated lesson plan for your fifth-grade English class on President's Day:

1. President to Discuss: Franklin D. Roosevelt
 - Franklin D. Roosevelt is an intriguing president to explore. He served as the 32nd president of the United States and played a crucial role during the Great Depression and World War II. Students can learn about his leadership during challenging times and his significant impact on the nation.
2. In-Class Discussion Prompt: "What challenges did Franklin D. Roosevelt face as president, and how did he address them?"
 - Begin the discussion by asking students to identify and discuss the various challenges that President Roosevelt encountered during his time in office. Prompt them to consider the Great Depression, the New Deal, and World War II. Encourage students to think critically about the actions Roosevelt took to address these challenges and the impact of his policies.
3. In-Class Assignment: "Create a Presidential Timeline"
 - Instead of a research-focused assignment, have students create a visual timeline showcasing the significant events and accomplishments of Franklin D. Roosevelt's presidency. Provide them with a large sheet of paper or poster board, along with markers, colored pencils, or crayons. Students can illustrate and write short descriptions of each event to explain its importance.
4. Homework Assignment: "Presidential Interview"
 - For the homework assignment, ask students to imagine they are journalists interviewing Franklin D. Roosevelt. They should prepare a list of at least five questions they would ask the president if they had the opportunity. Encourage them to think about both personal and presidential topics, such as his childhood, his experiences during the Great Depression, his leadership style, or his thoughts on democracy. Students can write out their questions and answers, or they can record a video or audio interview.

Send a message. Regenerate response

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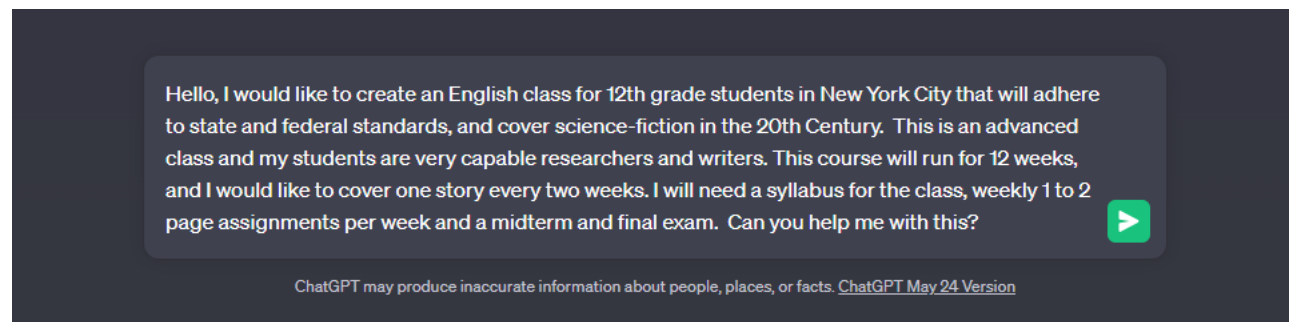
Creating an Entire Class



ChatGPT can even help you create content for an entire class; [a syllabus, weekly assignments and exams](#). Let's try with a hypothetical 12th grade English class.

(Note: I'm using English classes as my example because English classes typically leave educators with more options as to what texts to use, opposed to assigned textbooks and readings in other disciplines like Math or History. Much of what I am about to explain can still be used by those disciplines though you would prompt ChatGPT around those texts, ie: "My text covers x,y,z content, can you help me create a class around this")

Here is how I would initially prompt ChatGPT:



Creating an Entire Class



Of course! I'd be happy to help you create a syllabus for your English class on science fiction in the 20th century. Here's a sample syllabus that adheres to state and federal standards and covers one story every two weeks. I'll also provide a breakdown of the weekly assignments, as well as suggestions for a midterm and final exam. Feel free to customize the syllabus and assignments based on your specific requirements and the needs of your students.

English Class Syllabus: Science Fiction in the 20th Century

Course Description:
This advanced English class will explore the genre of science fiction in the 20th century. Through the study of influential science fiction stories, students will analyze themes, literary techniques, and the cultural impact of these works. Students will develop their critical thinking, reading, writing, and research skills through a variety of assignments and activities.

Course Duration: 12 weeks

Week 1-2: Introduction to Science Fiction

- Overview of the science fiction genre
- Historical context and major themes
- Introduction to research methods for studying science fiction

Week 3-4: "The Time Machine" by H.G. Wells

- Reading and analysis of "The Time Machine"
- Exploration of themes such as time travel and social commentary
- Writing assignment: Compare and contrast the future depicted in "The Time Machine" with contemporary society

Week 5-6: "Brave New World" by Aldous Huxley

- Reading and analysis of "Brave New World"
- Examination of dystopian societies and scientific advancements

Send a message. >

ChatGPT may produce inaccurate information about people, places, or facts. ChatGPT May 24 Version

Week 7-8: "Fahrenheit 451" by Ray Bradbury

- Reading and analysis of "Fahrenheit 451"
- Discussion on censorship, intellectual freedom, and the power of books
- Writing assignment: Write a persuasive essay defending the importance of literature in society

Week 9-10: "Neuromancer" by William Gibson

- Reading and analysis of "Neuromancer"
- Exploration of cyberspace, artificial intelligence, and the impact of technology on identity
- Writing assignment: Write a research paper on the ethical implications of artificial intelligence

Week 11-12: "The Left Hand of Darkness" by Ursula K. Le Guin

- Reading and analysis of "The Left Hand of Darkness"
- Examination of gender, sexuality, and cultural diversity in science fiction
- Writing assignment: Write a reflective essay on the portrayal of gender in "The Left Hand of Darkness"

Midterm Exam:

- Multiple-choice questions on key concepts, themes, and authors covered in the first six weeks
- Short essay question on one of the assigned readings

Final Exam:

- Short answer questions on the remaining readings
- Essay question that requires students to compare and contrast two of the stories covered in the course
- In-class discussion on the significance of science fiction in the 20th century

Send a message. >

ChatGPT may produce inaccurate information about people, places, or facts. ChatGPT May 24 Version

Please note that the syllabus can be modified to include additional stories or adjust the pacing based on your preferences and the needs of your students. The weekly assignments can include reading reflections, analysis essays, creative writing exercises, and research papers, allowing students to explore the themes and concepts in-depth.

I hope this provides a helpful starting point for your English class!

Between the two examples, you should be gaining a sense of the incredible positives and negatives of ChatGPT.

+ It is **ASTONISHINGLY fast**. Even as a professor of English Literature, I simply cannot compete with its speed. This entire process took approximately 1 minute.

- It is **VERY uncreative**. While this most certainly satisfies the requirements for its prompt; its choices of texts, its discussion themes and assignments are bland and uninspired. Again, we have to remember it regurgitates not creates.

Creating an Entire Class

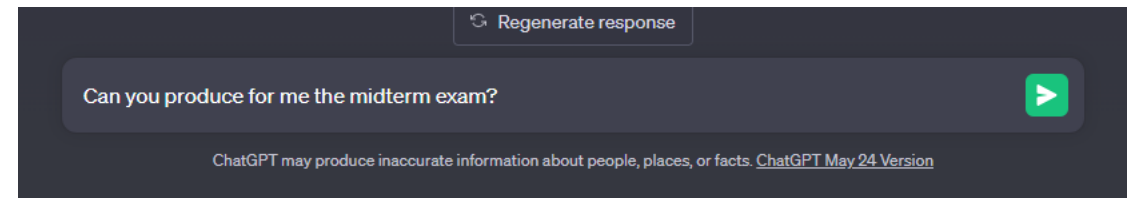


How you revise this prompt depends on how well you see it satisfying your needs as an educator and your students' academic level.

New text selections can be chosen and given to ChatGPT to revise the entire course.

Each weekly section can be revised similarly to how we revised our previous lesson plan.

You can ask ChatGPT to generate further content:



Creating an Entire Class



And it will produce for you something that is almost **entirely wrong**.

In this case, it included work on its “midterm” that would have been reviewed **after the midterm**.

English Class Midterm Exam: Science Fiction in the 20th Century

Part 1: Multiple Choice (40 points)
Choose the best answer for each question. Write the letter of your chosen answer in the space provided.

1. Who is the author of "The Time Machine"?
 - a) Ray Bradbury
 - b) H.G. Wells
 - c) Aldous Huxley
 - d) William Gibson
2. Which of the following themes is explored in "Brave New World"?
 - a) Time travel
 - b) Dystopian societies
 - c) Censorship
 - d) Gender identity
3. In "Fahrenheit 451," books are banned because they are seen as:
 - a) Dangerous to society
 - b) Obsolete in the digital age
 - c) Sources of illegal information
 - d) Harmful to the environment
4. "Neuromancer" is known for its exploration of:
 - a) Genetic engineering
 - b) Virtual reality and cyberspace
 - c) Time travel paradoxes
 - d) Human-alien interactions
5. Which author wrote "The Left Hand of Darkness"?
 - a) Ray Bradbury
 - b) William Gibson

[Regenerate response](#)

Send a message.

ChatGPT may produce inaccurate information about people, places, or facts. [ChatGPT May 24 Version](#)

You can **correct** it...

This is incorrect. A midterm is given in the middle of the term; so in this case, only works that have been covered in the first six weeks of class should have been included in the midterm. Do you understand?

And it may still **mess up**...

Apologies for the confusion. I understand your point about the midterm exam covering only the material taught in the first six weeks. Here's an updated version of the midterm exam that aligns with the stories covered in the first half of the course.

English Class Midterm Exam: Science Fiction in the 20th Century

Part 1: Multiple Choice (40 points)
Choose the best answer for each question. Write the letter of your chosen answer in the space provided.

1. Who is the author of "The Time Machine"?
 - a) Ray Bradbury
 - b) H.G. Wells
 - c) Aldous Huxley
 - d) William Gibson
2. Which of the following themes is explored in "Brave New World"?
 - a) Time travel
 - b) Dystopian societies
 - c) Censorship
 - d) Gender identity
3. In "Fahrenheit 451," books are banned because they are seen as:
 - a) Dangerous to society
 - b) Obsolete in the digital age
 - c) Sources of illegal information
 - d) Harmful to the environment
4. What is the central concept of the cyberpunk genre, as depicted in "Neuromancer"?
 - a) Genetic engineering
 - b) Virtual reality and cyberspace
 - c) Time travel paradoxes
 - d) Human-alien interactions

[Regenerate response](#)


When in doubt, be **more direct....**

Generate another midterm exam, but only use the texts "The Time Machine," and "Brave New World"

Creating an Entire Class




And you will often find
Success!!

 Certainly! Here's an updated version of the midterm exam that focuses specifically on the texts "The Time Machine" by H.G. Wells and "Brave New World" by Aldous Huxley.

English Class Midterm Exam: Science Fiction in the 20th Century

Part 1: Multiple Choice (40 points)
Choose the best answer for each question. Write the letter of your chosen answer in the space provided.

1. Who is the author of "The Time Machine"?
 - a) Ray Bradbury
 - b) H.G. Wells
 - c) Aldous Huxley
 - d) William Gibson
2. What is the primary theme explored in "The Time Machine"?
 - a) Dystopian societies
 - b) Genetic engineering
 - c) Time travel and its consequences
 - d) Human-alien interactions
3. Which of the following best describes the society depicted in "Brave New World"?
 - a) A utopian society with advanced technology
 - b) A post-apocalyptic wasteland
 - c) A society ruled by a totalitarian government
 - d) A society with advanced space exploration capabilities
4. In "The Time Machine," what does the Time Traveler encounter in the distant future?
 - a) Highly advanced and intellectually superior beings
 - b) Savage and primitive humanoid creatures
 - c) Cyberspace and virtual reality simulations
 - d) A society controlled by machines

 Regenerate response

ChatGPT, Plagiarism & Academic Integrity



???

- The rise of AI language models such as ChatGPT has given rise to numerous ethical issues in academia, leaving most educators asking “Is the use of ChatGPT plagiarism? And, if so, should students be banned from using ChatGPT?”
- “Emily Hipchen, a board member of Brown University’s Academic Code Committee, puts it, the use of generative AI by students leads to a critical point of contention. “If [plagiarism] is stealing from a person,” she says, “then I don’t know that we have a person who is being stolen from.”” (Wired, 2023)
- “Alice Dailey, chair of the Academic Integrity Program at Villanova University, is also grappling with the idea of classifying an algorithm as a person...Dailey believes that eventually professors and students are going to need to understand that digital tools that generate text, rather than just collect facts, are going to need to fall under the umbrella of things that can be plagiarized from.” (Miami, 2023)

ChatGPT, Plagiarism & Academic Integrity



- Even if schools decide to ban the use of ChatGPT, detection of AI writing can be both **simple** & **difficult**.
- There are many for sale and free AI programs used to detect ChatGPT writing, including a free browser based program made by openai, the same company that makes ChatGPT.
- However, these programs, much like the veracity of ChatGPT, often give very **dubious** results.

- In fact, there is a story from the *Independent*, about a Texas A&M instructor who got into some hot water after failing most of his class for using ChatGPT, even though no one in his class had used it. His AI, ironically, was wrong about everyone else using AI.



ChatGPT, Plagiarism & Academic Integrity



- I cannot tell you one way or another what your stance on AI should be. Clearly, I have a bias towards having students and educators learning and using AI tools in academics.
- That said, there need to be some clear limitations in how ChatGPT should be integrated into educators and students work and these I believe limitations can best aid educators in discovering plagiarism in students work.
- Above all, I stated before that AI tools, such as ChatGPT, should be used as a tool to help you be creative and not do your work for you. Likewise, AI anti-plagiarism tools should not take the place of actually reading students papers. In that story about the Texas A&M instructor who most likely mistook his entire class for plagiarism, he is quoted as telling his class “I don’t grade AI bulls***,” and yet also told his class “I copy and paste your responses in [ChatGPT] and [it] will tell me if the program generated the content.” In this case, it appears the instructor did the exact thing he didn’t want his students to do: **outsource work to ChatGPT.**

Conclusion



- This presentation has only touched on a few of the ways AI language models and particularly ChatGPT can help you create educational content for your classes. Other AI tools such as Midjourney and Dall-E can help you generate art work to illustrate concepts, and even others can generate music based on language models.
- This presentation has also only touched on the problematic aspects of AI tools, from the inherently dubious veracity of ChatGPT's claims, the glitches in its "thinking," and the issues of plagiarism and lack of proper citations for the datasets it draws its information from. AI is in its infancy and it will certainly take time before it can completely erase the need for human interlocutors in education.
- However, the growth of AI tools and the fact that even in just the last year it has made stunning strides in addressing its limitations, in addition to its inherent ability to refine its programming to its users' desires displays to me that, in time, under many of our skills-based, educated-to-pass-exams models of teaching, AI tools like ChatGPT may become for many school districts and states a cost-effective substitute for actual teachers and classrooms both in elementary, high school and even college. Programming a teaching chatbot with ChatGPT language models can be done currently, and unlike humans it can be accessed 24/7, does not get tired and does not need to eat, or be paid. Already these kinds of bots are being used by companies like Uber for customer service.

Conclusion



- So why, if these tools could someday “take my job” do I advocate its use? Why, if it might supplant me someday, do AI tools get me excited and inspired? Simply put, it is because its use has helped me evolve as an educator, a writer, and an academic. It allows me to revise writing, copyedit, research, and craft content in a fraction of a fraction of the time I used too and that, in turn, allows me to more time to critically think; think not just about the topic I am writing about, but **the relationship between that topic and myself**. That is to say, these tools help my students and I **self-actualize** in a manner never before seen in human history.
- AI will some day be better at sorting, organizing, dispersing and analyzing information than any human, in the same way a computer is better at completing advanced calculations than any person. But like a calculator, an AI will **NOT** be able to tell you what it all **means**. AI can suggest to you what other people think, but it cannot tell you what you think. It can help you pass a test but it cannot tell you what you should do with that A. If I get excited for this technology, it is because I believe the true job of educators is to facilitate and inspire students to discover who they are in this world and that requires everything AI do not have, from ears to empathy, from hands to a heart. It may seem ironic, but AI might make us better humans by allowing us the space and time to realize the importance of humanity in our day to day lives.

Conclusion



- I would like to thank everyone for coming to my webinar. I would especially like to thank the entire staff at Council for Economic Education, and Dr. Ruben Rivera, Senior Director of Professional Development for his leadership and foresight in tackling this revolutionary technology.

President of the United States,
Optimus Prime, 2042. (R-Cyberton)

Supporting Materials

- <https://openai-openai-detector--8j7k8.hf.space/> (OpenAI's free plagiarism detector)
- 125+ Best ChatGPT Prompts (<https://beebom.com/best-chatgpt-prompts/>)
- 50 Time-Saving ChatGPT Prompts for Teachers (<https://www.helloteacherlady.com/blog/2023/3/50-time-saving-chatgpt-prompts-for-teachers>)
- <https://www.perplexity.ai/> (Generative AI chatbot that answers students questions conversationally. Gives lists of sources for its answers for citations and further reading)

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- <https://www.independent.co.uk/news/world/americas/chatgpt-ai-plagiarism-texas-a-and-m-b2341238.html>
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Questions? Email Cristina Medina at cmedina@investgirls.org



FinEd50 is a coalition of non-profit organizations, researchers, corporate partners, and professional organizations that believes that personal finance education is a crucial tool to helping people better navigate their financial lives, make informed decisions regarding their life choices, and take more control over their own futures.

FinEd50: Financial Education for American

Currently, only 24 states require personal finance education courses in the United States. Research indicates that a quality financial education leads to improved future credit scores, declines in payday lending, student loan payment increases, student borrowing shifting to lower cost options, and overall financial well-being!

Recognizing that education is the realm of state and local leadership, FinEd50 is dedicated to achieving:

State Level Action: State-level action that guarantees equitable access for every student to a robust, high-quality personal finance course;

National Standards: Courses and educational materials that address the content outlined in National Standards for Personal Financial Education and are culturally relevant and responsive to students' lived experiences;

Innovative Funding: Innovative funding mechanisms and professional development in place to support and develop a corps of high-quality teachers with access to new professional development opportunities to teach personal finance; and

Measurement: A mechanism for measuring access to courses on personal financial literacy and equitable reach of state requirements.

Learn more about FinEd50:

Advocacy

CEE Affiliates



A network of 200 nationwide affiliates

Provide professional development for K-12 teachers, advocate for including economics and personal finance in K-12 schools, conduct research, and forge partnerships.

<https://www.councilforeconed.org/resources/local-affiliates/>

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