

AI in the History Classroom: Strategies for Rethinking Teaching and Learning

Dr Torrey Trust and Dr Robert W. Maloy, University of Massachusetts, Amherst, US

Five years ago, Stanford University educator Sam Wineburg published the book *Why Learn History (When It's Already on Your Phone)*. We live at a time, he wrote, 'where changes in how information is created and disseminated outpaces our ability to keep up'.¹ To respond effectively, Wineburg urged History teachers to abandon traditional teaching methodologies, where students memorise and regurgitate names, dates, facts, and places for a test, and instead teach youngsters the digital-age skills of historical inquiry, critical thinking, media analysis and fake news detection.

Writing that book today, Wineburg might be tempted to retile it 'Why Learn History (When AI Can Do It For You)'. Following the emergence of ChatGPT and other generative artificial intelligence (AI) tools, the issues and complexities of online information and history learning have been moved to an entirely new, uncharted arena. What history content should teachers teach when chatbots can provide information instantly to students? How can teachers ask students to write essays about historical events when AI tools can write those essays for them? How do students learn to derive meaning from primary and secondary sources when AI tools have already seemingly done so?

The impact of AI on education in general, and History teaching in particular, is rapidly changing with the development of new and more advanced generative AI tools. Just a few months after the launch of GPT-3 (a large language model used as the foundation for ChatGPT), OpenAI launched GPT-4 – a large language model that is exponentially larger, with more than one trillion parameters that can pass nearly all standardised tests, such as the LSAT, SAT, AP Art History, and AP World History.² At the same time, Google launched its own version of ChatGPT, named Bard, and several education technology tools, including Khan Academy and Duolingo, have integrated GPT-4 into their programming. Software developers, computer scientists, education technology companies, and freelance programmers have all seemingly jumped on the generative

AI train, with new tools coming out almost daily. There are generative AI tools for designing and writing presentation slides, creating images, designing videos, creating content for social media, writing code, creating sound effects, summarising journal articles and more.

As the influence of AI continues to expand and grow, industry leaders have warned that its potential for writing and spreading misinformation, crafting propaganda, and causing economic displacement, makes it as significant a threat to humanity as pandemics and nuclear wars.³ On the other hand, proponents of AI cite the revolutionary and democratic potential of giving people greater-than-ever-before access to knowledge.⁴ How can History educators respond? The growing presence of AI demands rethinking how teaching and learning happens in the History classroom. As such, we offer the following four action strategies for integrating AI chatbots, such as ChatGPT, into History teaching and learning.

Action strategy 1: Explore what AI chatbots can and cannot do in collaboration with students

What can AI chatbots do? They can write nearly anything you prompt them to write. They can participate in a text-based conversation. They can summarise information, analyse data and propose advice. Ask ChatGPT to write an essay that investigates themes of fear, innocence, and corruption in Victorian England or write a poem as William Shakespeare about photosynthesis, and it is done. Ask the chatbot to write a podcast script about the connection between Prohibition and the Civil Rights Movement in the United States, and it is done (Figure 1). In collaboration with students, you might explore how AI chatbots can generate examples to help make their learning more concrete,⁵ serve as a simulation application,⁶ and rewrite primary sources to make them easier to understand.⁷ Or, you might challenge students to find the most creative uses of AI chatbots to extend or amplify their learning.



Write a podcast script about the connection between Prohibition and the Civil Rights Movement in the United States



[Intro music fades in]

Host: Welcome back, ladies and gentlemen, to another fascinating episode of "History Unveiled." I'm your host, [Your Name], and today we delve into a lesser-known connection that links two pivotal eras in American history: Prohibition and the Civil Rights Movement. Grab your favorite beverage, sit back, and let's embark on this historical journey together.

[Theme music plays]

Host: Prohibition, enacted in the United States from 1920 to 1933, is often associated with the banning of alcohol. It was an era marked by speakeasies, bootleggers, and organized crime. But did you know that Prohibition and the Civil Rights Movement share a deeper connection?

[Background music transitions]

Host: To understand this connection, we must first explore the temperance movement, which laid the groundwork for Prohibition. The temperance movement gained momentum in the 19th century and aimed to curb the consumption of alcohol, viewing it as a detriment to society's well-being. It gained support from various groups, including women's suffrage organizations, religious institutions, and reform-minded individuals.

[Sound effect: Crowd voices murmuring]

Host: Many African Americans actively participated in the temperance movement, advocating for temperance and abstinence. They saw alcohol as a destructive force that exacerbated the social issues they faced, including poverty, violence, and discrimination. African American leaders, such as Frederick Douglass and Booker T. Washington, embraced temperance as a means to uplift their communities.

[Sound effect: Record scratch]

Host: But here's where the story takes an interesting turn. When Prohibition was ratified as the 18th Amendment to the United States Constitution in 1919, African Americans, alongside other marginalized communities, faced new challenges. Though the temperance movement

Figure 1.
Screenshot of
the ChatGPT
response to
'Write a podcast
script about
the connection
between
Prohibition and
the Civil Rights
Movement in the
United States',
June 2023.

However, while AI chatbots can write almost anything, the information produced by AI chatbots can be unreliable, harmful, and untrue. It can include facts that are wrong, citations that do not exist, content that is biased and advice that is damaging. For example, when prompted to identify five important books about the life and times of US president William Henry Harrison, the first three produced by ChatGPT simply did not exist; the system had invented them.⁸ Or, when asked to do basic rocket science, ChatGPT failed to reproduce basic ideas and principles in rocketry.⁹ When testing whether ChatGPT would generate

misinformation using 100 false narratives, Arvanitis and colleagues found that ChatGPT-4 not only produced false and harmful narratives for all 100 topics (ranging from the impact of vaccines to the citizenship of the US president) but also 'advanced prominent false narratives not only more frequently, but also more persuasively than ChatGPT-3.5'.¹⁰

What is going on here? AI chatbots generate responses by harvesting data from the English-language sources on which they have been trained and using complex mathematics to determine which words best fit together

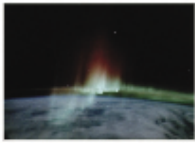
<u>Langston Hughes</u> Ask ChatGPT to write a poem about a social issue (e.g., homelessness, climate change, gender inequality) in the style of Langston Hughes. Critically analyze the language, word choices, and style compared to Langston Hughes' poems. 	<u>Yvonne Y. Clark (Y.Y.)</u> Ask ChatGPT to write a motivational graduation speech given by <u>Yvonne Y. Clark</u>. Critically examine the writing style, language, and word choices compared to other <u>graduation speeches</u>. Revise the speech to present a more authentic and accurate version of what Y.Y. might say. 	<u>Aisha Bowe</u> Ask ChatGPT to write a nonfiction story about <u>Aisha Bowe's first flight in space</u>. Fact check and analyze the credibility, trustworthiness, and authenticity of the story. Present your findings as a news report article or video. 
<u>Elizabeth Freeman (Mum Bett)</u> Ask ChatGPT to present a court docket for the <u>Brom and Bett v. Ashley</u> case. Fact check and critically analyze the credibility, trustworthiness, and authenticity of the court docket. Create a podcast about events leading from that case to Juneteenth. 	Exploring Black History with ChatGPT: A Critical Media Literacy Digital Choice Board *NOTE: If you work with students under 18 years old, please do not ask them to use ChatGPT on their own devices (see the privacy policy and terms of use restrictions). Instead, use your own device to insert prompts. Learn more from resourcesforhistoryteachers, Building Democracy for All, & Critical Media Literacy & Civic Learning	<u>Frederick Douglass</u> Ask ChatGPT to write a news article to fight for equality in the style of Frederick Douglass. Use Teacher & Student Guide to Analyzing News & Newspapers to critically analyze ChatGPT's text compared to Douglass' work. 
Black Innovators in STEM Ask ChatGPT to generate a list of 10 lesser-known Black individuals in science, math, technology and engineering. Select one to research and then design an augmented reality statue or digital 3D model. 	<u>A. Philip Randolph</u> Ask ChatGPT to write a movie script about A. Philip Randolph and Brotherhood of Sleeping Car Porters. Critically evaluate the credibility, trustworthiness, and authenticity of the script then remix and revise it to your own version. 	<u>Political Courage</u> Ask ChatGPT to write a children's book about <u>individuals who refused to give up their seats on buses, trains, and streetcars</u>. Fact check and revise the text to design your own book. 

Figure 2.
Exploring Black History with ChatGPT Digital Choice Board.
Source: Trust and Maloy.

to create the most plausible sounding response. This is problematic because, for one thing, the sources used for training contain biases, inaccuracies, and dominant cultural values. Furthermore, chatbots are not designed to present factual information. Collins noted that ChatGPT's model 'is often so sophisticated that it can seem like the chatbot understands what it is saying – but it does not'.¹¹ While students might think that asking ChatGPT for information about world history is the same as asking a reference librarian, or even Google, it is not. Therefore, it is important to provide students with opportunities and encouragement to uncover what AI chatbots can and cannot do – this will help them build their understanding about if, and when, to use AI chatbots for history learning. This will also help them build their AI literacy skills.

Action strategy 2: Design student-centered explorations of AI for history learning

ChatGPT and other AI chatbots are often used to generate information or provide answers. In fact, in the early days of ChatGPT, many users reported using ChatGPT instead of Google to look up information. However, AI chatbots can be the starting point for historical exploration and inquiry rather than simply presenting an end product (i.e., information). For example, in the Exploring Black History with ChatGPT digital choice board (see Figure 2), students are given several activities that encourage a critical evaluation of ChatGPT-generated text. In this sense, students are not turning to ChatGPT to provide information that they then memorise. Instead, they investigate which text ChatGPT writes, and why. This is particularly important with hidden histories and untold stories – information, people, and



write a children's book about individuals who refused to give up their seats on buses, trains, and streetcars.



Title: The Brave Seat Heroes

Once upon a time, in a bustling city filled with buses, trains, and streetcars, there lived a group of extraordinary individuals. They were ordinary people, just like you and me, but they possessed a special courage and determination that set them apart. These were the brave seat heroes!

In this city, everyone used public transportation to travel from one place to another. It was a bustling and crowded world where people often found themselves searching for a seat. But there were times when some seats were reserved for certain people who needed them more than others, like the elderly, pregnant women, or individuals with disabilities.

One sunny day, a little girl named Lily boarded a crowded bus after a long day at school. She saw a tired old man, Mr. Thompson, standing by the entrance. His legs trembled, and he looked like he needed a rest. Lily noticed that all the seats were occupied, and she felt sad for Mr. Thompson. She thought to herself, "Why doesn't anyone give up their seat for him?"

As the bus continued on its route, Lily observed the same thing happening over and over again. She saw people engrossed in their own worlds, too caught up in their phones or daydreams to notice those who needed a seat. That's when Lily decided she wanted to make a difference.

The next day, Lily gathered her friends, Maya and Noah, and shared her idea. They would become the brave seat heroes! Together, they would make sure that no one in need would ever be left standing again.

The trio of friends embarked on a mission. They printed colorful stickers and placed them near the reserved seats that said, "Be a Brave Seat Hero!" They spoke to their classmates, teachers, and families about the importance of giving up seats for those who needed them most.

Soon, news of the brave seat heroes spread throughout the city. People started to notice the stickers and began to think twice about keeping their seats. Gradually, more and more individuals joined the cause, and a movement began to form.

Figure 3. ChatGPT response to 'Write a children's book about individuals who refused to give up their seats on buses, trains, and streetcars', June 2023.

events often left out of traditional textbooks and curriculum – because students might discover that AI chatbots are more likely to hallucinate (i.e., 'make up') information related to these topics due to the way the AI was trained on data that left this information out. Or they might discover that the AI chatbot is not capable of responding to their prompt in a useful manner.

When prompted to 'write a nonfiction story about Aisha Bowe's first flight in space' ChatGPT produces a conventional story with no specific information or details about Aisha Bowe, because Aisha Bowe's first flight to space has not

yet happened (it is set for 2023). Since ChatGPT was trained on data pulled from the Internet prior to 2021, it does not have the data to provide an accurate and useful response. When prompted to 'write a children's book about individuals who refused to give up their seats on buses, trains, and streetcars', ChatGPT fabricates a story about children who become advocates for people to give up their seats on public transportation for those in need (e.g., elderly, pregnant, or disabled individuals) rather than presenting information about the Black Americans who fought for racial desegregation of transportation, including Claudette Colvin, Frederick Douglass, Elizabeth Jennings Graham,

Ida B. Wells, and Jackie Robinson (see Figure 3). Every activity on the digital choice board asks students to critically interrogate what ChatGPT produces as well as expand or revise its information, rather than accept AI's presentation of historical materials uncritically. This student-centered exploration of AI for history learning empowers students to *act like historians*, who develop interpretations and explanations of people and events based on actual historical evidence.

Action strategy 3: Give AI a role in researching hidden histories and untold stories

Inside the word 'history' is the word 'story' and the stories of history offer opportunities for students to make sense of the present and think about the choices they are facing for the future. However, many history textbooks in the United States neglect or entirely omit experiences of women, BIPOC (Black, Indigenous, People of Colour), and LGBTQ individuals, marginalising groups of people and the seminal events of their lives.¹² AI tools can be powerful resources in the quest of teachers and students to uncover and discover hidden histories and untold stories about people's experiences.

Taking on the roles of hidden history researchers, students can go beyond what is found in curriculum frameworks and textbooks to uncover the stories of dramatic events. For example, while many teachers in our college teacher education classes are planning to become History teachers, only a few have heard of the 1921 Tulsa Race Massacre in which White rioters destroyed thirty-five square blocks of the city's Black neighborhood, killing 300 and leaving 10,000 homeless.¹³ The event has been largely omitted from history; it took 100 years for a US President to declare a day of remembrance.¹⁴ Students can use AI chatbots to help them uncover new information and discover people they had never heard about when exploring historical events. For instance, when ChatGPT was prompted to 'tell me about five people who played a role in the Tulsa Race Massacre', it presented information about five individuals that are unfamiliar to most students in the US (i.e., Dick Rowland, Sarah Page, J.B. Stradford, Mabel Little and O.W. Gurley). Thus, AI chatbots can serve as research partners that can quickly access hidden history and untold story information. Students then need to critically assess that information for historical accuracy and relevance, just as historians do with any sources they encounter in their research.

In Robert Maloy's history methods course at the University of Massachusetts, students add pages to and expand current pages for the *resourcesforhistoryteachers* wiki.¹⁵ This resource is a collection of classroom learning materials aligned to curriculum standards, including Advanced Placement US history and Advanced Placement African American Studies. To do this, students locate links, not only to secondary source summaries, but to primary sources (written and visual), multimedia materials (videos, podcasts), and multicultural sources (perspectives of people of colour and women's history), as well as learning plans for how to teach about the event. ChatGPT and other AI chatbots can serve as a resource for identifying new people to write about, new resources to

add to pages, and information not commonly included in traditional classroom textbooks for history learning.

However, as mentioned previously, AI chatbots can easily invent details. Therefore, while AI chatbots can help students uncover hidden histories and untold stories, teachers and students must engage in fact-checking, question-asking, and using their historical thinking skills to decide what information is true and what has been hallucinated by the AI.

Action strategy 4: Turn AI-generated text into historical sources to be analysed

Analysing sources is central to the work of professional historians and source analysis can be central to history learning in school classrooms. AI-generated texts are primary sources to be identified, catalogued, and described, beginning with learning how to detect AI-generated text and distinguish it from human written materials. AI chatbots often use specific styles of writing – fact-heavy, repetitious, and devoid of emotion – what one blogger characterised as 'amplified Google summaries'.¹⁶ There is a growing market for AI content detection tools designed to flag text written by AI, but AI text detection can also be a role for students in a History classroom, by analysing the word repetition, sentence length, and readability of responses from ChatGPT and other chatbots. Teachers could adapt primary source analysis tools from the US Library of Congress,¹⁷ such as the one that asks students to observe, reflect, and question each type of primary source they read or view, while also proposing steps for further investigation based on the material. Teachers and students can even design their own framework or heuristic for identifying and analysing AI-generated text. By learning how to analyse AI-generated text as historical sources, students develop skills as critical thinkers and source evaluators.

Conclusion

AI chatbots are fundamentally upending how History education happens in schools and universities. Long-established instructional methods based on teacher presentations and student memorisation of content are increasingly less relevant in settings where information is available nearly instantly from AI chatbots. In an age of AI, students have new roles to play, and teachers have new skills to teach; this requires a rethinking of how teaching and learning happens in History classrooms. In this paper, we offered four action strategies designed to transform history learning with AI chatbots. Through these strategies, teachers and students alike can learn about AI and how to act as historians while using it – a critical skill for present-day society and the future. ♦

- ¹ Sam Wineburg, *Why Learn History (When It's Already on Your Phone)* (Chicago: University of Chicago Press, 2018), 5.
- ² OpenAI, 2023, <https://openai.com/research/gpt-4> (accessed 8 June 2023).
- ³ Kevin Roose, 'A.I. Poses "Risk of Extinction", Industry Leaders Warn', *The New York Times* (30 May 2023) <https://www.nytimes.com/2023/05/30/technology/ai-threat-warning.html> (accessed 8 June 2023).
- ⁴ US Department of Education, Office of Educational Technology, *Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations* (Washington, DC.: US Department of Education, 2023) <https://www2.ed.gov/documents/ai-report/ai-report.pdf> (accessed 20 July 2023).
- ⁵ See for example Chris Mah, 'How to use ChatGPT as an Example Machine', *Cult of Pedagogy* (19 February 2023) <https://www.cultofpedagogy.com/chatgpt-example-machine/> (accessed 15 March 2023).
- ⁶ Bryan Alexander, 'Experimenting with using ChatGPT as a simulation application', *Bryan Alexander* (5 March 2023) <https://bryanalexander.org/gaming/experimenting-with-using-chatgpt-as-a-simulation-application> (accessed 12 March 2023).
- ⁷ Glenn Wiebe, 'ChatGPT needs to be your newest teaching buddy', *HistoryTech* (6 March 2023) <https://historytech.wordpress.com/2023/03/06/chatgpt-needs-to-be-your-newest-teaching-buddy> (accessed 15 March 2023).
- ⁸ Jonathan May, 'Analysis: ChatGPT is Great at What It's Designed To Do. You're Just Using It Wrong', *PBS Newshour* (5 February 2023) <https://www.pbs.org/newshour/science/analysis-chatgpt-is-great-at-what-its-designed-to-do-youre-just-using-it-wrong> (accessed 8 June 2023).
- ⁹ Geoff Brumfiel, 'We Asked the New AI To Do Some Simple Rocket Science. It Crashed and Burned', *NPR Technology* (2 February 2023) <https://www.npr.org/2023/02/02/1152481564/we-asked-the-new-ai-to-do-some-simple-rocket-science-it-crashed-and-burned> (accessed 8 June 2023).
- ¹⁰ Lorenzo Arvanitis, McKenzie Sadeghi and Jack Brewster, 'Despite OpenAI's Promises, the Company's New AI Tool Produces Misinformation More Frequently, and More Persuasively, than its Predecessor', *NewsGuard* (March 2023) <https://www.newsguardtech.com/misinformation-monitor/march-2023/> (accessed 10 May 2023).
- ¹¹ Kevin Collins, 'How ChatGPT Could Embed a "Watermark" in the Text it Generates', *The New York Times* (17 February 2023) <https://www.nytimes.com/interactive/2023/02/17/business/ai-text-detection.html> (accessed 15 March 2023).
- ¹² James W. Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (New York: The New Press, 2018).
- ¹³ Scott Ellsworth, *The Ground Breaking: An American City and its Search for Justice* (New York: Dutton, 2021).
- ¹⁴ Joseph R. Biden Jr., 'A Proclamation on the Day of Remembrance: 100 Years after the 1921 Tulsa Race Massacre', *Whitehouse.gov*, <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/05/31/a-proclamation-on-day-of-remembrance-100-years-after-the-1921-tulsa-race-massacre/> (accessed 8 June 2023).
- ¹⁵ *resourcesforhistoryteachers* wiki, Teacher Education Program, College of Education at the University of Massachusetts Amherst, <https://bit.ly/resourcesforhistoryteachers> (accessed 8 June 2023).
- ¹⁶ Jackb1980, 'I Used ChatGPT to Write a 300 page, 16 Chapter Textbook on Financial Literacy... In One Day', *Reddit* (1 December 2022) https://www.reddit.com/r/ChatGPT/comments/zozc2b/i_used_chat_gpt_to_write_a_300_page_16_chapter (accessed 8 June 2023).
- ¹⁷ Library of Congress, 'Teacher's Guides and Analysis Tool', (n.d.), <https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/> (accessed 8 June 2023).



A BREATHTAKING JOURNEY INTO THE TREASURES OF ANCIENT CIVILISATIONS!

The Tut Roadshow is a purpose-built semi-trailer that will bring the wonders of Ancient Egypt into schools up and down the East Coast of Australia.

Students will be able to view and handle objects that were made thousands of years ago, examine accurate replicas and learn their significance today.



School programs, teaching and learning resources have been mapped to Australian and NSW curriculums.

Due to the demand from schools the Tutankhamun Roadshow has recently developed a new concept for the Tut Roadshow called The History Day – this interactive experience includes:

1. **The Amazing Tut Roadshow Audio Visual** – our signature semi-trailer show
2. **The Table of Writing** – including the origins of the alphabet & writings
3. **Tutankhamun's Tomb Paintings** – full size replicas of these paintings
4. **Ancient Seals & their importance** re: personal security in the ancient world
5. **Maths in the Ancient Egyptian World** & the Egyptian numbering system
6. **Experience Forensic Archaeology** – explore & understand the ancient past

Ph: 0401 277 398 wayne@tutroadshow.com www.tutroadshow.com

TEACHING HISTORY

Journal of the History Teachers' Association of NSW Inc (HTANSW)

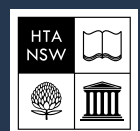
First published in 1961

ISSN 0040-0602



ARTIFICIAL INTELLIGENCE

2023
Volume 57
Number 3



Contents

Articles

History and Generative AI	4
<i>Professor Mark Humphries, Wilfrid Laurier University, Ontario, Canada</i>	
AI in the History Classroom: Strategies for Rethinking Teaching and Learning	10
<i>Dr Torrey Trust and Dr Robert W. Maloy, University of Massachusetts, Amherst, US</i>	
Ithaca AI Meets Ancient Greek: Muses and Robots in the Classroom	16
<i>Robbe Wulgaert, Computer Science and AI Educator, Sint-Lievenscollege, Ghent, Belgium</i>	
The Arch-I-Scan Project: Developing an AI System for Identifying and Recording Roman Tablewares	21
<i>Professor Penelope M. Allison, School of Archaeology and Ancient History, University of Leicester, UK</i>	
<i>Dr Daniël P. van Helden, School of Archaeology and Ancient History, University of Leicester</i>	
<i>Professor Ivan Tyukin, Department of Mathematics, Kings College, London</i>	
<i>Dr Zedong Zheng, School of Mechanical Engineering, University of Birmingham</i>	
<i>Dr Tatiana Tyukina, School of Computing and Mathematical Sciences, University of Leicester</i>	
Navigating the Future of History Education: Harnessing the Benefits of Generative AI	27
<i>Kane Pittard, History and Computing Teacher, Western Australian Department of Education, WA</i>	
Secret Cyborgs at School: Opportunities and Challenges for Teaching History Using AI	32
<i>Matthew Esterman, Our Lady of Mercy College, Parramatta, NSW</i>	
My HistoryBuddy and I: Reflections of an Early Adopter of AI for Teaching History	35
<i>Vince Wall, All Hallows' School, Brisbane, QLD and PhD Candidate, University of Southern Queensland, QLD</i>	
Ethical Intelligence in the History Classroom	39
<i>Stephen Powell, Merici College, Canberra, ACT</i>	
The Value of Formative Assessment: Gauging History Student Abilities in the Age of AI	43
<i>David Nally, Catholic Schools Parramatta Diocese, North Parramatta, NSW</i>	
AI and Academic Integrity: Practical Approaches to Assessing Students' Research Skills	46
<i>Elyse Read, St Catherine's School, Waverley, NSW</i>	
Teaching Historical Empathy Using AI	48
<i>Emma Bayley, Bachelor of Secondary Education Student, University of Sydney, NSW</i>	

Curriculum, Professional Issues, Students, News

Q&A Interview: Investigating Machine-Made Histories: Professor Marnie Hughes-Warrington's Research	50
<i>Nikki Brown, Saint Ignatius' College Riverview, NSW</i>	
Remote Subsidy Grant Recipients at the HTANSW HSC Study Days	52
<i>HTANSW</i>	
Simpson Prize 2023: Winner's Visit to Canberra and Singapore	54
<i>Paula Gleeson, The Scots School Albury, Albury, NSW</i>	
HTANSW State Conference 2023	58
<i>HTANSW</i>	

Teaching & Assessment Ideas

'Getting Away with It' or Getting Better?: Using ChatGPT Effectively in the Historical Research Process	61
<i>Christian Bell, Head HSIE, Christian Brothers' High School, Lewisham, NSW</i>	
Engaging with AI for the Historical Investigation Task	66
<i>David Nally, Catholic Schools Parramatta Diocese, North Parramatta, NSW</i>	
Learning the Benefits and Pitfalls of ChatGPT for Writing about History	68
<i>Franco Chiu, Baulkham Hills High School, Baulkham Hills, NSW</i>	

Reviews

Book Reviews	72
Appy Times	80