Artificial Intelligence — What It Actually Is

Bloom's Level: Apply

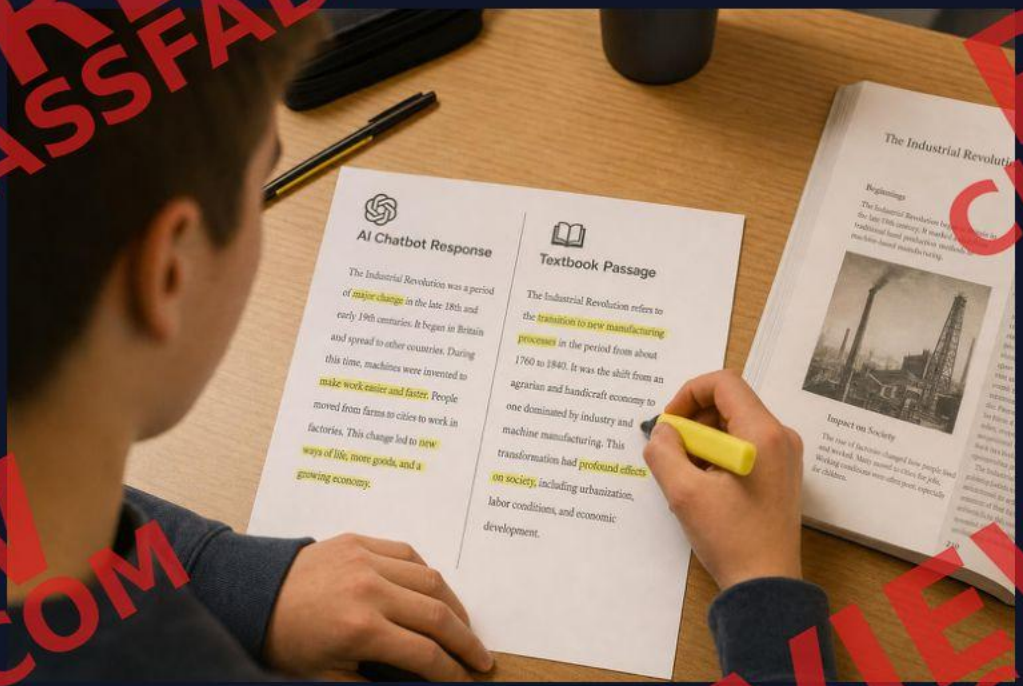
Standard:

ISTE.9-12.DA.2 — Data Analysis and Interpretation

HS-PS4-5 — Communicate Scientific Information

TEKS §126.33(c)(4)(A) — Impact of Emerging Technologies

STUDENT EDITION



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Artificial Intelligence — What It Actually Is

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The Most Talked-About Technology Nobody Can Define

Imagine asking ten different people to define "artificial intelligence." You might hear "robots taking over the world," "Siri on your phone," "the thing that recommends Netflix shows," or "a computer that thinks like a human." All of these answers point at something real — but none of them are precise enough to be useful. If you're going to live and work in a world shaped by AI, you need more than vague impressions. You need a working definition you can actually apply.

This lesson gives you exactly that: a technically honest, practically useful framework for understanding what AI is, how it works, and how to evaluate the claims you'll encounter every day. By the end, you'll have concrete tools — not just talking points — that you can apply immediately.

What AI Actually Is (And Isn't)

Artificial intelligence is a broad term for computer systems designed to perform tasks that typically require human-like reasoning — things like recognizing images, translating languages, or generating text. The key word is designed. AI systems don't think or feel. They execute sophisticated mathematical processes trained on enormous amounts of data.

The most important branch of modern AI is **machine learning (ML)**. Instead of a programmer writing explicit rules ("if the email contains the word 'prize,' mark it as spam"), a machine learning system learns patterns from examples. Feed it millions of emails labeled "spam" or "not spam," and it builds its own internal model for making

that judgment. This distinction — rules versus learned patterns — is fundamental to understanding why AI behaves the way it does.

A specific type of machine learning powers tools like ChatGPT and Google Gemini: **large language models (LLMs)**. These systems are trained on vast collections of text from the internet, books, and other sources. They learn to predict which word — or token — is most likely to come next in a sequence. They are extraordinarily good at this prediction task — so good that the output often looks like understanding. But the model has no awareness, no intentions, and no feelings. It is a very powerful pattern-matching engine.

Applying This: Evaluating Real AI Outputs

Now that you understand the mechanism, you can use that knowledge to analyze AI behavior in new situations. Consider these two scenarios:

Scenario A: You ask an AI chatbot, "What is the capital of France?" It answers: "Paris." This is a reliable output — the correct answer appears so frequently in training data that the model predicts it with high confidence.

Scenario B: You ask the same chatbot, "What did my school principal say at last Tuesday's assembly?" It generates a confident-sounding answer — but it's completely fabricated. Why? Because that information was never in its training data. The model doesn't know it doesn't know; it just keeps predicting plausible-sounding text.

This second behavior is called a **hallucination** — when an AI produces false information with apparent confidence. Recognizing this pattern lets you implement a simple but essential rule: always verify AI-generated claims against reliable sources, especially for specific facts, recent events, or personal information. The gap between how confident an AI sounds and how accurate it actually is can be surprisingly wide.

Now implement this skill yourself. Find an AI-generated paragraph on any topic — a news summary, a homework helper response, a product description. Identify at least two specific claims, then locate a credible source that either confirms or contradicts each one. This is a habit that will serve you in every field you enter.

Real Concerns vs. Science-Fiction Fears

The media often blurs two very different categories of AI concern. Learning to separate them is a critical analytical skill.

Real, documented concerns include:

- **Bias:** AI systems trained on biased data reproduce and sometimes amplify that bias. Facial recognition systems have demonstrated significantly higher error rates for darker-skinned faces — a direct result of unrepresentative training data. In healthcare, biased diagnostic algorithms have recommended less aggressive treatment for Black patients than for white patients with identical symptoms. These are data problems with real human consequences.
- **Labor displacement:** Automation has historically shifted which jobs exist. AI is accelerating this in fields like customer service, data entry, and content creation — but it is also generating demand for new roles in AI oversight, prompt engineering, and data ethics.
- **Autonomy and accountability:** When an AI system makes a consequential decision — denying a loan, flagging a medical image — who is responsible if it's wrong? These are genuine legal and ethical questions without easy answers.

Science-fiction fears that don't reflect current reality:

- **Sentience:** No current AI system is conscious or self-aware. LLMs don't want anything. They have no goals beyond completing the next token prediction.
- **Malice:** AI systems don't "decide" to harm people. Harmful outputs result from flawed training data, poor design, or deliberate misuse by humans — not from the AI having bad intentions.

Distinguishing these categories lets you engage with AI news critically rather than reactively.

How to Prompt More Effectively

Understanding how LLMs work lets you use them more skillfully. Since these models predict likely continuations of text, the way you phrase a prompt dramatically affects the output. Compare these two prompts:

- **Weak prompt:** "Tell me about climate change."
- **Strong prompt:** "Explain two specific ways rising ocean temperatures affect hurricane intensity, using cause-and-effect reasoning."

The second prompt gives the model a clear structure, a specific scope, and a reasoning format. The output will be more focused and more useful. Think of it like giving directions: the more precise your instructions, the more likely you are to end up where you actually want to go.

Now demonstrate this principle yourself: take a topic from any class you're currently taking and write one weak prompt and one strong prompt for it. Execute both in an AI tool, then compare the outputs. What changed? Why? This exercise builds a skill that is increasingly valued across industries — from medicine to marketing to engineering.

Your AI Analytical Framework

You now have four tools you can apply whenever you encounter an AI claim or product:

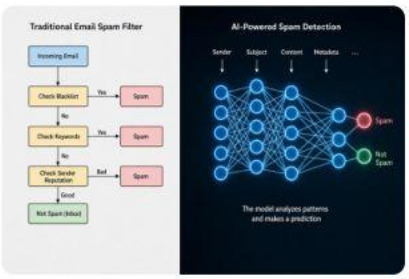
1. **Define the mechanism** — Is this machine learning? What data was it trained on?
2. **Assess reliability** — Is this the kind of task AI handles well, or is hallucination likely?
3. **Categorize the concern** — Is this a real, documented issue or a science-fiction scenario?
4. **Evaluate the source** — Who is making this AI claim, and what do they gain from your belief in it?

AI is not magic, and it is not a monster. It is a powerful, imperfect tool built by humans, trained on human-generated data, and shaped by human decisions.

Understanding it clearly is the first step to using it wisely — and to holding the people who build it accountable.

Lesson Objective

In this lesson, you will learn what artificial intelligence actually is — including how machine learning and large language models work — and practice applying that knowledge to real situations. You will use a four-part analytical framework to evaluate AI outputs, distinguish real concerns from science-fiction fears, and write more effective prompts. By the end, you will be able to critically assess AI claims and tools you encounter in everyday life.



Traditional programs follow explicit rules, while machine learning systems build their own internal models by learning from millions of examples.

Standard: ISTE.9-12.DA.2 — Data Analysis and Interpretation; HS-PS4-5 — Communicate Scientific Information; TEKS §126.33(c)(4)(A) — Impact of Emerging Technologies

Bloom's Level: Apply

Bloom's Goal: Students will apply their understanding of how AI systems work to evaluate real AI outputs, identify hallucinations, and construct effective prompts across different contexts.

Explanation: At the Apply level, students move beyond simply knowing what AI is and instead use that knowledge as a practical tool in new situations. This lesson asks students to actively test prompts, verify AI-generated claims against credible sources, and use a structured framework to analyze AI behavior — all of which require transferring conceptual understanding into real-world action.

Application Questions

Read each question carefully, apply what you learned from the article, and write a thoughtful response using specific details and examples.

1. A classmate uses an AI chatbot to research a local city council vote from last week and includes the AI's response directly in a school report without checking any other sources. Using what you know about how large language models work, explain why this is a risky approach and what your classmate should do instead.

Think about: Think about how LLMs generate responses and what kinds of information are most likely to lead to hallucinations. What does the article say about the gap between how confident AI sounds and how accurate it actually is?

2. A tech company releases a press release claiming their new AI hiring tool is completely fair because it was trained on ten years of employee performance data. Using the article's framework for evaluating AI concerns, identify at least one real, documented concern this claim raises and explain your reasoning.

Think about: Consider what the article says about bias in AI systems and where bias comes from. Ask yourself: what might ten years of historical hiring data actually reflect about the workforce?

3. You need to use an AI tool to help you understand the causes of World War I for a history class. Rewrite the following weak prompt to make it stronger, then explain specifically what you changed and why your version will produce a more useful response: Weak prompt: 'Tell me about World War I.'

Think about: Recall the article's advice about giving the model a clear structure, specific scope, and reasoning format. What details can you add to guide the AI toward exactly the kind of information you need?

Data Table & Analysis

Study the data table below, which summarizes key characteristics of different AI system types and documented real-world concerns discussed in the lesson. Then answer the three analysis questions using evidence from the table and the lesson article.

Experiment: This data set compares four categories of AI behavior and concern drawn directly from the lesson article on artificial intelligence. Each row represents a distinct AI scenario or issue, with columns capturing the AI type involved, the documented concern or behavior, a real-world example, and the underlying cause identified in the lesson.

AI Category / Scenario (N/A)	Documented Concern or Behavior (N/A)	Real-World Example from Lesson (N/A)	Root Cause Identified (N/A)	Classified as Real or Sci-Fi Concern (N/A)
Large Language Model (LLM)	Hallucination — producing false information with apparent confidence	Chatbot fabricates what a school principal said at an assembly	Information was never in training data; model keeps predicting plausible text	Real
Facial Recognition System	Bias — higher error rates for certain demographic groups	Significantly higher error rates for darker-skinned faces	Unrepresentative training data	Real
Diagnostic Healthcare Algorithm	Bias — unequal treatment recommendations	Less aggressive treatment recommended for Black patients vs. white patients	Biased training data with real human consequences	Real

AI Category / Scenario (N/A)	Documented Concern or Behavior (N/A)	Real-World Example from Lesson (N/A)	Root Cause Identified (N/A)	Classified as Real or Sci-Fi Concern (N/A)
		with identical symptoms		
Automation / AI in Labor Markets	Labor displacement — shift in which jobs exist	Job losses in customer service, data entry, and content creation	AI accelerating automation of routine tasks	Real
Large Language Model (LLM)	Perceived sentience or self-awareness	Belief that ChatGPT or similar tools want or feel things	Misunderstanding of token prediction mechanism; no awareness or intentions exist	Sci-Fi / Not Current Reality
Any AI System	Perceived malice — AI deciding to harm people	Fear that AI systems choose harmful outputs intentionally	Harmful outputs result from flawed training data, poor design, or human misuse	Sci-Fi / Not Current Reality
Large Language Model (LLM)	Output quality varies with prompt specificity	Weak prompt yields vague response; strong prompt yields focused, structured output	Model predicts likely text continuations based on prompt structure and scope	Real
Machine Learning Spam Filter	Pattern learning from labeled examples	Learns to classify spam vs. not-spam from millions of labeled emails	Trained on data patterns rather than explicit programmer-written rules	Real

1. Based on the data table, what single root cause appears most frequently across the documented real concerns? Use at least two rows from the table as evidence to support your answer.

2. Compare the two rows classified as 'Sci-Fi / Not Current Reality' with the rows classified as 'Real.' What pattern do you notice about the root causes in each category? What does this suggest about how people should evaluate AI-related news stories?

3. The lesson describes hallucination as a behavior where an AI produces false information with apparent confidence. Using the data table and the lesson's four-part AI Analytical Framework, explain which two framework tools would be most useful for detecting and responding to a hallucination, and why.

Hypothesis Builder

Read the context below carefully. Then complete each component to build a well-structured scientific hypothesis about AI behavior. Use what you know about how large language models work to guide your responses.

A researcher wants to investigate how the specificity of a user's prompt affects the accuracy and usefulness of responses generated by a large language model (LLM). The researcher plans to give the same LLM two versions of prompts — one vague and one detailed — on the same topic, then have a panel of experts rate each response for accuracy, relevance, and depth. The researcher suspects that because LLMs predict likely text continuations based on patterns in training data, more structured prompts will produce measurably better outputs.

Independent Variable

What is the one factor the researcher is deliberately changing between the two test conditions? Describe it in specific terms.

Dependent Variable

What outcome is the researcher measuring to determine whether the change had an effect? How will it be assessed?

If

State the condition being tested. Begin your response with 'If...' and describe what is being changed or applied in the experiment.

Then

Predict the expected outcome. Begin your response with 'Then...' and describe what you expect to happen to the dependent variable as a result.

Because

Explain the scientific reasoning behind your prediction using what you know about how LLMs work. Begin your response with 'Because...' and connect your reasoning to how these models process and generate text.

Claim-Evidence-Reasoning (CER)

Read the phenomenon below carefully. Then complete each of the three components — Claim, Evidence, and Reasoning — using what you have learned about how AI systems work. Write in complete sentences and be as specific as possible.

Phenomenon: A 9th-grade student uses an AI chatbot to research a local event that happened last week. The chatbot responds with a detailed, confident-sounding paragraph about the event, including specific names, dates, and outcomes. When the student checks a local news website, they discover that several key facts in the AI's response are completely incorrect. The AI did not indicate any uncertainty in its response.

Claim

Based on the phenomenon, make a clear, testable claim that explains why the AI chatbot produced inaccurate information about the recent local event. Your claim should identify the specific cause of this behavior.

Evidence

Provide at least two specific pieces of evidence from the article that support your claim. Reference concrete details about how large language models are trained and how they generate responses, including the concept of hallucination.

Reasoning

Explain how your evidence connects to your claim. Why does the way AI systems are built and trained cause this specific type of error? How does this understanding help you evaluate AI-generated information more critically in the future?

Primary Source Analysis (DBQ)

Read the following primary source excerpt carefully. Then answer the four analysis questions below. Use evidence from the source and your knowledge of artificial intelligence to support your responses.

Testimony Before the U.S. Senate Commerce Committee on Artificial Intelligence Oversight [Congressional Testimony]

The systems we are discussing today do not think, feel, or reason in any meaningful sense. They are, at their core, extraordinarily sophisticated pattern-matching engines trained on data produced by human beings. When a large language model generates a response, it is predicting the most statistically probable sequence of words — nothing more. And yet, the outputs of these systems can appear so fluent, so confident, so human, that users routinely mistake prediction for understanding. This is not a minor distinction. When a patient relies on an AI-generated medical summary that contains fabricated citations, or when a hiring algorithm trained on historically biased data systematically disadvantages qualified applicants, the consequences are real and measurable. We must resist the temptation to treat these tools as either infallible oracles or science-fiction villains. They are powerful instruments built by people, shaped by the data we feed them, and accountable — ultimately — to the choices we make as a society.

— Dr. Mara Ellison, AI Policy Researcher, Testimony to the U.S. Senate Commerce Committee, March 2023

1. Who is the author of this testimony, and what is her role? How might her position as an AI policy researcher influence the perspective she presents? Does her role make her more or less credible on this topic, and why? [Sourcing]

2. This testimony was delivered in March 2023, a period when tools like ChatGPT had recently become widely available to the public. How does this historical context help explain why the U.S. Senate was holding hearings on AI oversight at this time? What concerns were likely driving policymakers to seek expert testimony? **[Context]**

3. The author states that users 'routinely mistake prediction for understanding.' Using evidence from both the source and the lesson article, explain what this distinction means in practical terms. Provide one specific example from the source that illustrates a real-world consequence of this confusion. **[Close Reading]**

4. The testimony argues that AI systems produce harmful outcomes due to biased training data and human design choices — not because the AI has bad intentions. How does this claim align with or differ from what the lesson article says about real AI concerns versus science-fiction fears? Use specific details from both sources to support your answer. **[Corroboration]**

Hypotheticals

Read each scenario carefully, then answer both questions using what you have learned about how AI systems work.

Scenario 1: A hospital begins using an AI diagnostic tool to help doctors recommend treatment plans for patients. After several months, a data analyst notices that the tool consistently recommends less aggressive treatment for elderly patients compared to younger patients with identical symptoms and test results. The hospital's administrators are unsure whether this is a flaw in the AI or simply a reflection of standard medical practice. They ask a team of 9th-grade technology students to help them investigate.

a) Using the four-part AI Analytical Framework from the lesson, walk through at least two of the four steps to explain what might be causing this pattern in the AI's recommendations.

b) Is this situation best described as a real, documented AI concern or a science-fiction fear? Explain your reasoning and describe one concrete action the hospital could take to address the problem.

Scenario 2: A 9th-grade student is writing a research paper on renewable energy and uses an AI chatbot to gather background information. The chatbot confidently states that a specific solar panel company installed 500,000 panels across Texas in 2023, citing an exact percentage increase in the state's solar capacity. When the student searches for this statistic on the company's official website and in news databases, she cannot find any record of it anywhere.

a) Explain what most likely happened when the AI chatbot generated that specific statistic, using the concept of hallucination and your understanding of how large language models work.

b) Rewrite the student's original prompt — 'Tell me about renewable energy' — into a stronger prompt that would help reduce the risk of receiving fabricated statistics, and explain why your revised prompt is more effective.

Multiple Choice

Choose the best answer for each question based on what you have learned about artificial intelligence. Select the letter (a, b, c, or d) that most accurately or completely answers the question.

1. A student asks an AI chatbot to summarize a news article published yesterday, and the chatbot produces a detailed but completely inaccurate summary. Which concept best explains this behavior?

A. The AI deliberately chose to mislead the student.

B. The AI hallucinated because the recent article was not in its training data.

C. The AI's programming rules blocked access to current news.

D. The AI recognized the topic was too complex and guessed randomly.

2. A machine learning spam filter is trained on millions of emails. How does this differ from a traditional rule-based spam filter?

A. The ML filter uses programmer-written rules, while the rule-based filter learns from examples.

B. The ML filter can only process text, while the rule-based filter handles all file types.

C. The ML filter learns patterns from labeled examples, while the rule-based filter follows explicit programmer-written instructions.

D. The ML filter requires no data, while the rule-based filter needs millions of examples.

3. You read a headline that says, "AI Develops Evil Plan to Take Over Company's Finances." Based on what you know about how AI systems work, which response best applies your analytical framework?

A. The headline is accurate because large language models set their own goals.

B. The headline is likely exaggerated because AI systems do not have intentions or malice; harmful outcomes result from flawed design or human misuse.

C. The headline is accurate because AI systems are trained to maximize their own performance at any cost.

D. The headline is likely accurate because AI systems become self-aware after processing enough data.

4. A healthcare company uses an AI diagnostic tool that consistently recommends less aggressive treatment for one demographic group despite identical symptoms. Which documented AI concern does this best illustrate?

A. Hallucination, because the AI is generating false medical information

B. Sentience, because the AI is making independent moral judgments

C. Bias, because the AI is reproducing patterns from unrepresentative training data

D. Labor displacement, because the AI is replacing human doctors

5. Which of the following prompts would most likely produce a more focused and useful response from a large language model?

A. "Tell me about the ocean."

B. "Explain two specific ways rising ocean temperatures affect hurricane intensity, using cause-and-effect reasoning."

C. "Ocean hurricanes temperature effects."

D. "What do you know about weather?"

6. A large language model like ChatGPT generates text by doing which of the following?

A. Searching the internet in real time and copying the most relevant result

B. Applying a fixed set of grammar rules programmed by its developers

C. Predicting which word or token is most likely to come next based on patterns learned from training data

D. Consulting a database of pre-written answers matched to common questions

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7. When applying the AI Analytical Framework from the lesson, which question helps you determine whether an AI output is likely to be accurate or prone to hallucination?

A. "Who built the AI and in which country?"

B. "Is this the kind of task AI handles well, or is hallucination likely?"

C. "How many parameters does the model have?"

D. "Does the AI have internet access right now?"

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8. A student uses an AI tool to research a historical event and finds a paragraph with several specific claims. What is the most appropriate next step according to the lesson?

A. Accept the information because AI tools are trained on large amounts of data and are generally reliable.

B. Reject all AI-generated content and only use printed textbooks.

C. Identify specific claims in the paragraph and verify each one against credible sources.

D. Ask the AI to rewrite the paragraph in a more confident tone to improve accuracy.

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9. An AI system denies a person's loan application. According to the lesson, which of the following is a genuine concern this situation raises?

A. The AI may have developed a personal dislike for the applicant.

B. The AI may become sentient and reverse its own decision.

C. It is unclear who is legally and ethically responsible if the AI's decision was wrong.

D. The AI will eventually demand payment for making the decision.

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10. Which statement most accurately describes the relationship between AI and human decision-making in the development of AI systems?

A. AI systems are fully autonomous and develop their own values independent of human input.

B. AI is a powerful tool built by humans, trained on human-generated data, and shaped by human decisions.

C. AI systems are neutral and objective because they are mathematical, not human.

D. AI systems replace human judgment entirely once they are trained on enough data.

True / False

Read each statement carefully. Write T if the statement is true or F if the statement is false based on what you have learned about artificial intelligence.

1. Machine learning systems learn patterns from examples rather than following explicit rules written by programmers.

○ True ○ False

2. Large language models like ChatGPT are conscious systems that genuinely understand the meaning of the text they produce.

○ True ○ False

3. An AI hallucination occurs when a model generates false information with apparent confidence because the correct answer was not in its training data.

○ True ○ False

4. Because AI systems sound confident, the accuracy of their output always matches the confidence of their tone.

○ True ○ False

5. Bias in AI systems can result from training the model on data that does not fairly represent all groups of people.

○ True ○ False

6. Current AI systems have personal goals and intentions that can cause them to deliberately harm users.

○ True ○ False

7. A strong AI prompt that specifies scope, structure, and reasoning format is more likely to produce a focused and useful response than a vague prompt.

○ True ○ False

8. When an AI system makes a consequential error, questions of legal and ethical accountability are genuine and unresolved challenges.

○ True ○ False

9. AI is a reliable source for specific personal information, such as what your school principal said at a recent assembly, because it can access real-time local data.

○ True ○ False

10. Evaluating who is making an AI claim and what they gain from your belief in it is a useful step in critically analyzing AI-related information.

○ True ○ False

Vocabulary

Review each term and its definition below. These words are essential for understanding how artificial intelligence works and how to evaluate it critically. As you read, look for these terms in context and be prepared to use them when analyzing real AI tools and outputs.

Artificial Intelligence

A broad term for computer systems designed to perform tasks that typically require human-like reasoning, such as recognizing images or generating text.

Explain in your own words:

Machine Learning

A branch of AI in which a system learns patterns from large sets of labeled examples rather than following rules written by a programmer.

Explain in your own words:

Large Language Model (LLM)

A type of machine learning system trained on vast amounts of text that predicts which word or token is most likely to come next in a sequence.

Explain in your own words:

Training Data

The large collection of examples — such as text, images, or labeled emails — that an AI system learns patterns from during its development.

Explain in your own words:

Hallucination

When an AI produces false or fabricated information with apparent confidence, typically because the correct answer was not present in its training data.

Explain in your own words:

Bias

A flaw in an AI system that occurs when it is trained on unrepresentative data, causing it to produce unfair or inaccurate results for certain groups of people.

Explain in your own words:

Token

A unit of text — such as a word or part of a word — that a large language model predicts and generates one step at a time to produce its output.

Explain in your own words:

Labor Displacement

The shift in available jobs that occurs when automation or AI takes over tasks previously performed by human workers.

Explain in your own words:

Sentience

The capacity for conscious awareness and feelings, which no current AI system possesses despite sometimes producing human-sounding responses.

Explain in your own words:

Prompt

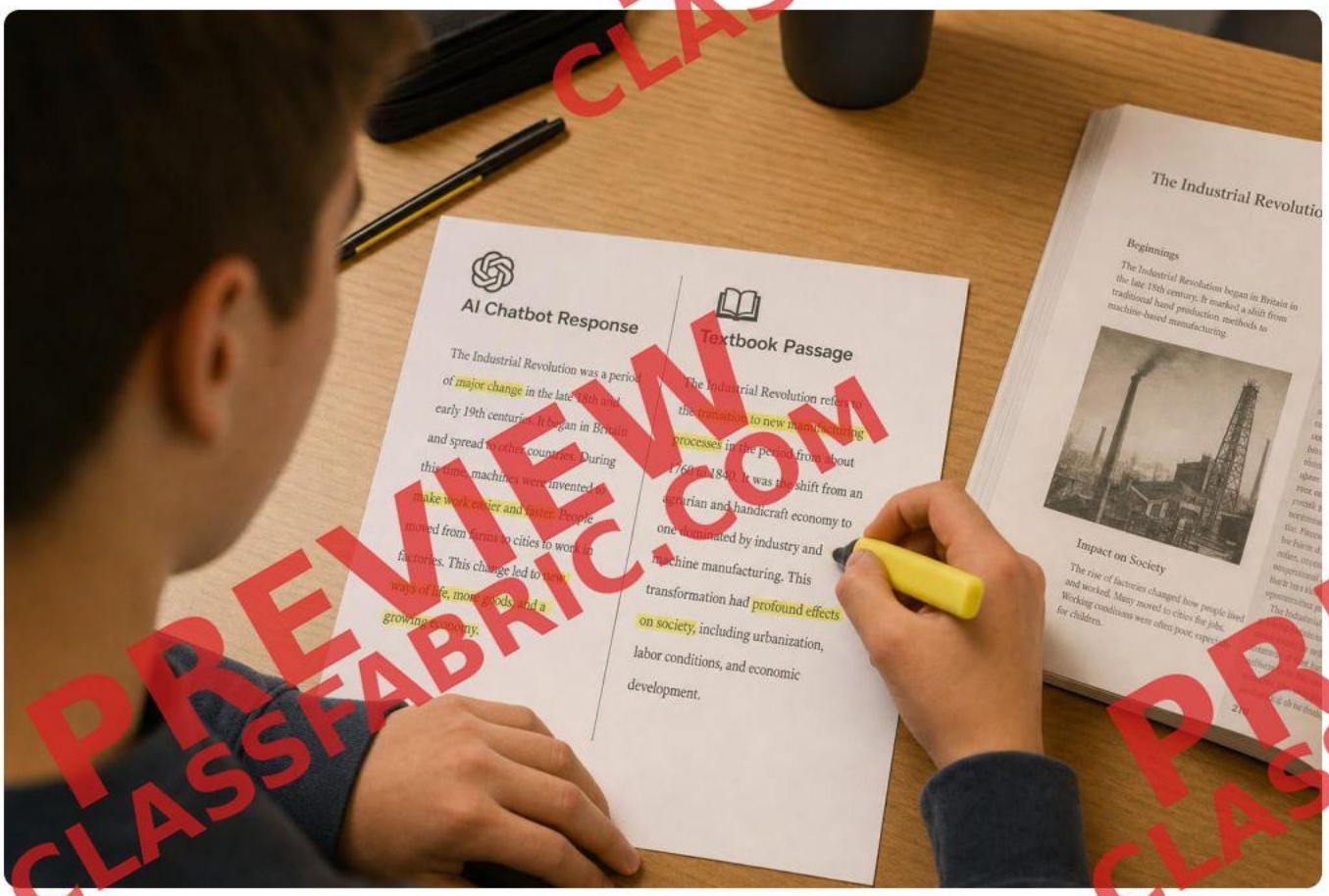
The instruction or question a user types into an AI tool, which directly shapes the quality and focus of the output the model generates.

Explain in your own words:

Short Essay

Read the prompt carefully and write a well-organized short essay response of approximately 8–12 sentences. Use specific details and examples from the lesson article to support your answer. Write in complete sentences.

A classmate tells you, "I asked an AI chatbot about our school's new attendance policy and it gave me a really detailed answer, so it must be accurate." Using what you learned about how large language models work — including the concept of hallucination — explain why your classmate's reasoning is flawed. Then describe the specific steps you would take to evaluate whether the AI's response is actually reliable, applying the AI Analytical Framework from the lesson.



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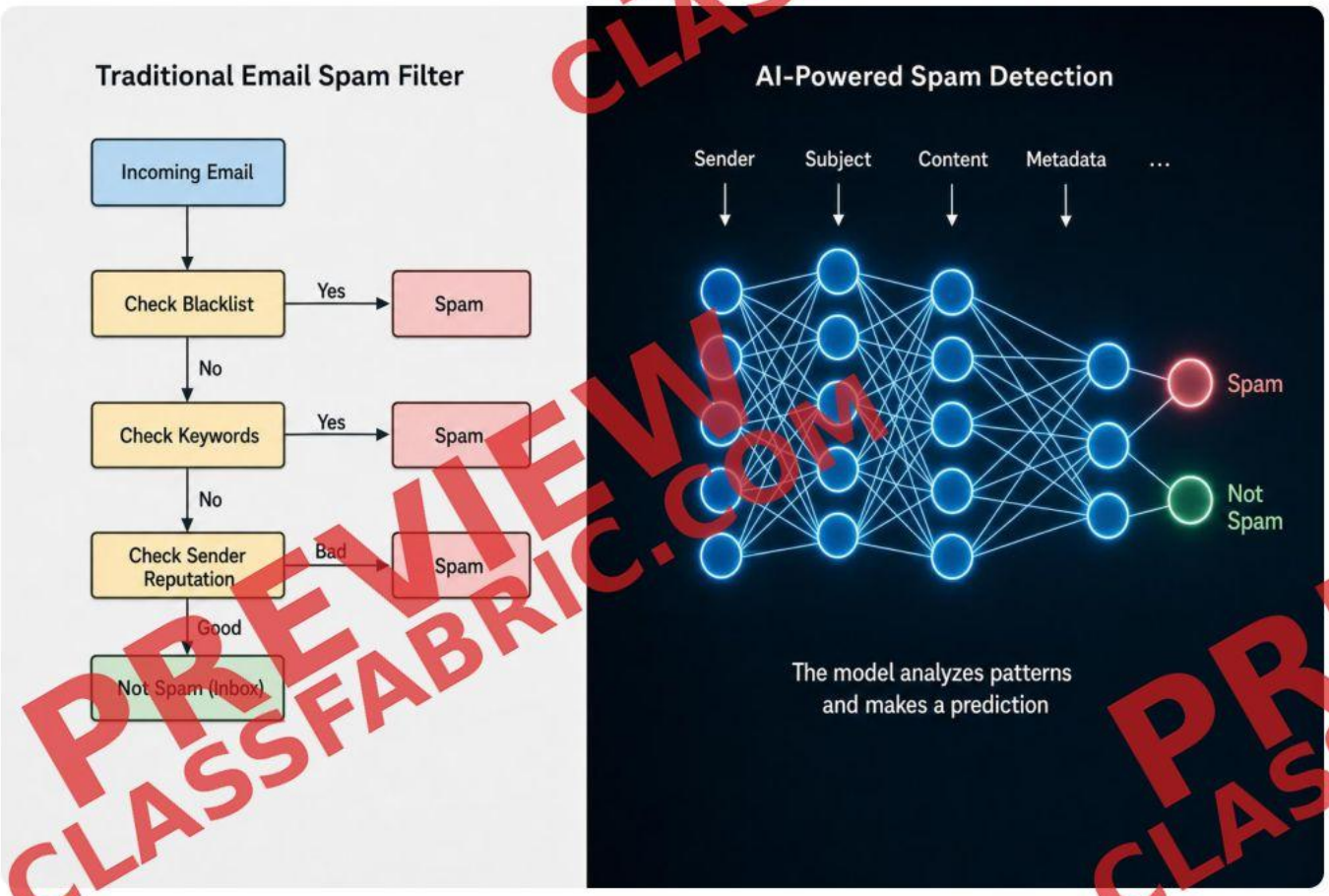

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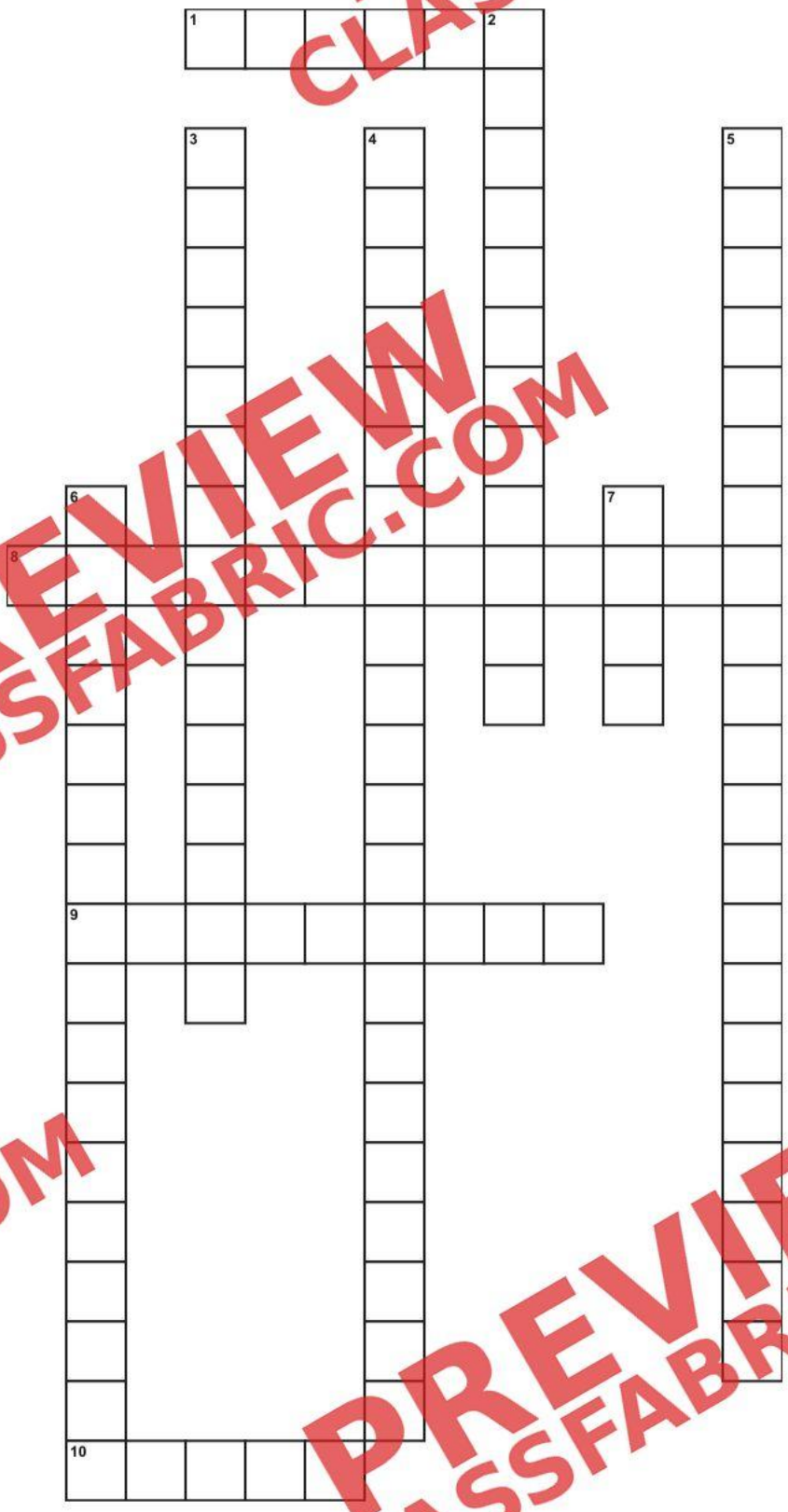
CROSSWORD PUZZLE



Artificial Intelligence — What It Actually Is

CROSSWORD PUZZLE

ACROSS

1. The instruction or question a user types into an AI tool, which directly shapes the quality and focus of the output the model generates.
8. When an AI produces false or fabricated information with apparent confidence, typically because the correct answer was not present in its training data.
9. The capacity for conscious awareness and feelings, which no current AI system possesses despite sometimes producing human-sounding responses.
10. A unit of text — such as a word or part of a word — that a large language model predicts and generates one step at a time to produce its output.

DOWN

2. The large collection of examples — such as text, images, or labeled emails — that an AI system learns patterns from during its development.
3. A branch of AI in which a system learns patterns from large sets of labeled examples rather than following rules written by a programmer.
4. A broad term for computer systems designed to perform tasks that typically require human-like reasoning, such as recognizing images or generating text.
5. A type of machine learning system trained on vast amounts of text that predicts which word or token is most likely to come next in a sequence.
6. The shift in available jobs that occurs when automation or AI takes over tasks previously performed by human workers.
7. A flaw in an AI system that occurs when it is trained on unrepresentative data, causing it to produce unfair or inaccurate results for certain groups of people.

Artificial Intelligence — What It Actually Is

WORD SEARCH

FIND THESE WORDS

- Artificial Intelligence
- Bias
- Hallucination
- Labor Displacement
- Large Language Model (LLM)
- Machine Learning
- Prompt
- Sentience
- Token
- Training Data