

Using ChatGPT and a "VARIETY" Of Technology to Motivate Learners in Language Classes

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Opening Activity #1:

Type Answer in the Chat Window:
What can you use Generative AI like ChatGPT for?

OPENING ACTIVITY
POSSIBLE CONSIDER OUTCOMES VARIOUS EXAMINE ANALYZE ALTERNATIVE PROGRAMS MCS CHALLENGING SCENARIOS PERSPECTIVES FACE ISSUES INVOLVING SOLUTIONS MAY



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Poll #1. Warm-up question: How are you today?

- A. I feel so great, I could be superwoman and superman.
- B. I feel really good, thank you.
- C. A little tired but still fine and ready to learn from this session.
- D. Not sure yet but I am glad to be here today in this webinar.
- E. Not fully here nor there since I have some personal issues that need to be sorted out.
- F. Overwhelmed and feeling like I am lost in a lost world.
- G. Other.

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Sources

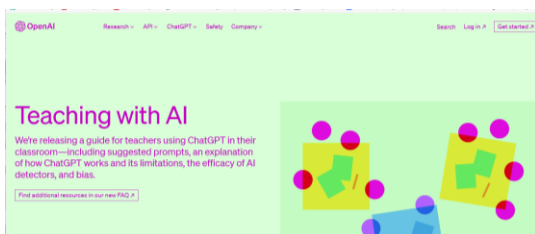
International Association for Language Learning Technology (IALLT): <https://iallt.org/#>
Free Language Technology Magazine (FLTMAG) <https://fltmag.com/>



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Sources Teaching with AI

<https://openai.com/blog/teaching-with-ai>
<https://cybernews.com/academy/news/teaching-with-ai-openai-new-teachers-guide/>



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'Everybody is cheating': Why this teacher has adopted an open ChatGPT policy

npr
By Patrick Wood, Mary Louise Kelly
Published January 26, 2023 at 5:01 AM EST



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January 17, 2023

Robots vs. Humans: Does ChatGPT Pose a Challenge to Second Language Writing?

<https://flmaa.com/chatgpt-second-language-writing/>

Implications on the Teaching of Second Language Writing at a University Level

We asked the tool to tell us what it "thinks" are the main issues for teaching second language writing.

The use of ChatGPT, or a chatbot that uses natural language processing, in the teaching of second language writing at a university level may have a number of implications, here are a few potential impacts:

1. **Decreased motivation:** Students who rely on ChatGPT to complete writing assignments may be less motivated to learn the language and improve their writing skills. This could lead to a lack of progress and a decrease in overall language proficiency.
2. **Inaccurate translations:** ChatGPT may not always produce accurate translations, particularly when it comes to idiomatic expressions, slang, or more complex language structures. This could result in misunderstandings or incorrect language usage in writing assignments.
3. **Reduced cultural competency:** Students who rely on ChatGPT for writing assignments may have a reduced understanding of cultural context and may be more likely to make cultural mistakes in their writing. This could have negative consequences for their ability to communicate effectively with native speakers.
4. **Decreased critical thinking skills:** ChatGPT does not require students to engage in critical thinking or analysis, as it simply provides pre-written responses. This could result in a decrease in critical thinking skills and a lack of depth in written assignments.

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August 14, 2023

Why Professors Are Polarized on AI

Susan D-Agostino, Inside Higher Ed

<https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2023/08/13/why-faculty-members-are-polarized-ai>

"What's the real harm for students who opt to cheat by using AI to write papers in passing the class?" a commenter who identified as Jason Mittell, professor of film and media culture and American studies at Middlebury College, wrote. "After 23 years of teaching, **I've come to realize that my job** is neither to police students who don't want to learn nor to rank students via grades, but to **maximize learning for those who want to learn and try to inspire the others to try to join in the learning.**"



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TEN FACTS ABOUT CHATGPT

ChatGPT is a conversational artificial intelligence (AI) system based on OpenAI's GPT-3.5 model. It is designed to generate human-like text responses based on the prompts it receives. ChatGPT has several key features and capabilities:

1. **ChatGPT can create content in seconds.** ChatGPT is a conversational AI system that can generate text responses in seconds. It is designed to be used in a variety of contexts, including customer service, content creation, and education. ChatGPT can generate text responses that are highly relevant to the user's input, and it can also generate text responses that are highly creative and engaging.
2. **ChatGPT has some limitations.** ChatGPT is a conversational AI system that has several limitations. It is not able to understand context or generate responses that are highly relevant to the user's input. It is also not able to generate responses that are highly creative or engaging. ChatGPT is designed to be used in a variety of contexts, but it is not a replacement for human interaction.
3. **Lack of common sense.** ChatGPT is a conversational AI system that does not have common sense. It is not able to understand context or generate responses that are highly relevant to the user's input. It is also not able to generate responses that are highly creative or engaging. ChatGPT is designed to be used in a variety of contexts, but it is not a replacement for human interaction.
4. **Lack of empathy.** ChatGPT is a conversational AI system that does not have empathy. It is not able to understand context or generate responses that are highly relevant to the user's input. It is also not able to generate responses that are highly creative or engaging. ChatGPT is designed to be used in a variety of contexts, but it is not a replacement for human interaction.
5. **Limited personalization.** ChatGPT is a conversational AI system that does not have the ability to personalize responses. It is not able to understand context or generate responses that are highly relevant to the user's input. It is also not able to generate responses that are highly creative or engaging. ChatGPT is designed to be used in a variety of contexts, but it is not a replacement for human interaction.
6. **Not a replacement for human interaction.** ChatGPT is a conversational AI system that is not a replacement for human interaction. It is not able to understand context or generate responses that are highly relevant to the user's input. It is also not able to generate responses that are highly creative or engaging. ChatGPT is designed to be used in a variety of contexts, but it is not a replacement for human interaction.

ChatGPT is one of a variety of AI-enabled writing tools.

There are a growing number of AI-enabled writing tools that are designed to help users generate text responses. ChatGPT is one of the most popular of these tools, but it is not the only one. Other AI-enabled writing tools include:

- **Grammarly:** A tool that helps users improve their grammar and spelling.
- **Proton:** A tool that helps users generate text responses based on a template.
- **Quillbot:** A tool that helps users generate text responses based on a template.
- **Paraphraser:** A tool that helps users generate text responses based on a template.
- **Textio:** A tool that helps users generate text responses based on a template.
- **Copy.ai:** A tool that helps users generate text responses based on a template.
- **Writesonic:** A tool that helps users generate text responses based on a template.
- **AnyGPT:** A tool that helps users generate text responses based on a template.
- **ChatGPT:** A tool that helps users generate text responses based on a template.

ChatGPT learns from its interactions with users.

ChatGPT is a conversational AI system that learns from its interactions with users. It is designed to be used in a variety of contexts, and it is able to learn from the feedback it receives from users. ChatGPT is able to learn from its interactions with users in several ways:

- **Feedback:** ChatGPT is able to learn from the feedback it receives from users. If a user provides feedback on a response, ChatGPT is able to learn from that feedback and improve its response.
- **Reinforcement learning:** ChatGPT is able to learn from its interactions with users using reinforcement learning. This allows ChatGPT to learn from the rewards it receives from users and improve its response.
- **Supervised learning:** ChatGPT is able to learn from its interactions with users using supervised learning. This allows ChatGPT to learn from the examples it is given by users and improve its response.

ChatGPT is currently free to use.

ChatGPT is currently free to use. It is a conversational AI system that is designed to be used in a variety of contexts. ChatGPT is able to generate text responses that are highly relevant to the user's input, and it is also able to generate responses that are highly creative and engaging. ChatGPT is designed to be used in a variety of contexts, but it is not a replacement for human interaction.

ChatGPT (and similar systems) will have a significant impact on programming and code development.

ChatGPT is a conversational AI system that is designed to be used in a variety of contexts. It is able to generate text responses that are highly relevant to the user's input, and it is also able to generate responses that are highly creative and engaging. ChatGPT is designed to be used in a variety of contexts, but it is not a replacement for human interaction.

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View Online: <https://teachonline.ca/tools-trends/five-steps-leverage-chatgpt-your-teaching>



Five Steps to Leverage ChatGPT in Your Teaching

March 06, 2023



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Incorporating Generative AI in Authentic Assessments

Lynn Gribble & Janis Wardop

<https://liberg.blog/2023/08/02/incorporating-generative-ai-in-authentic-assessments/>

Disruptive Innovations in Business Education Research Group

Home Categories Blog About Contact

Incorporating Generative AI in Authentic Assessments



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New Survey Finds AI is Replacing Tutors for Students

by Anna C. Smith, EdTech



Some of the reasons cited for ChatGPT usage include:

- Ease of access and convenience of 24/7 availability
- Personalized learning experiences tailored to each student's needs
- Interactive and engaging experience appeals to students
- Comfortability in interacting with a chatbot
- Judgment-free zone when seeking citations or asking questions
- Anonymity fosters a more inclusive learning environment
- Encouragement to explore and learn without hesitation

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May 25, 2023
Teach Languages with ChatGPT
<https://chat.openai.com/>



ChatGPT can be used as a helpful tool to support language learning in various ways. Here are some methods you can employ to teach languages with the assistance of ChatGPT:

1. Conversation practice: Engage in conversational exchanges with ChatGPT to practice speaking and understanding the target language. You can simulate real-life dialogues and improve your fluency by discussing various topics.
2. Vocabulary expansion: Ask ChatGPT for translations of words or phrases from your native language to the target language. You can also inquire about synonyms, antonyms, or examples of word usage to enhance your vocabulary.
3. Grammar and syntax: Seek assistance from ChatGPT to clarify grammar rules or sentence structures. You can ask questions about specific grammar topics, sentence formation, or request corrections for sentences you construct.
4. Writing practice: Utilize ChatGPT to improve your writing skills. Ask for suggestions, feedback, or corrections on your written work, such as essays, articles, or creative writing pieces. ChatGPT can provide guidance on grammar, style, and coherence.
5. Cultural insights: Engage with ChatGPT to learn about the cultural aspects related to the

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Li, B., Kou, X., & Bonk, C. J. (2023). Embracing the disrupted language teaching and learning field: Analyzing YouTube content creation related to ChatGPT. Languages, 8, 197.
<https://doi.org/10.3390/languages8030197>

Drawbacks of ChatGPT

1. Lack of emotional or empathetic responses;
2. Limited creativity;
3. Lack of context awareness;
4. Potential of generating inaccurate or inappropriate responses;
5. Incomplete information;
6. Repetition of information;
7. Potential for bias;
8. Inability to learn beyond its training data which goes up until 2021;
9. Potential misuse for malicious purposes;
10. Syntax and grammatical errors;
11. Does not provide much opportunity for speaking practice.

Concerns of ChatGPT

1. The danger of being too dependent on ChatGPT for writing essays and creative writing.
2. Potentially replacing human workers;
3. Creating competition, insecurity, and fear;
4. Data privacy;
5. No connection between the rapid development of AI and the growth of human language faculty.

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facilitating language learning in various tasks and aspects. Listed below are nine highlights from the videos included in this study.

1. ChatGPT is highly accurate in producing language output. It produces text that is grammatically correct and natural sounding in various languages;
2. Correction of mistakes: ChatGPT can help correct grammar mistakes, spelling errors, and any kind of typo in input text;
3. Quizzes and Language Games: ChatGPT can provide quizzes and other forms of assessment, including playing language games to help with learning and reinforce vocabulary and grammar rules;
4. Vocabulary learning: ChatGPT can be used as a dictionary and can produce a list of words related to a particular topic, as prompted. ChatGPT is especially useful in providing explanations of words in a context and in providing more examples with that specific meaning;
5. Personalized learning: ChatGPT can provide reading materials that are customized to users' preferred topics and reading proficiency levels;
6. ChatGPT is very often found to be useful in practicing conversations in various scenarios as specified by the learner when the prompt is properly engineered;
7. Writing skills: ChatGPT can generate essay outlines and provide writing prompts, and can improve writing styles by simplifying sentences and paraphrasing the provided text into multiple alternatives, which is especially helpful for non-native speakers;
8. Writing models: ChatGPT can write in different literature genres, such as in Shakespeare's style, especially for English writing, thereby providing useful models, examples, and instructional scaffolding.

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2023
What does ChatGPT mean for you and your students?
Thomas Courtley, LessonUp
<https://www.lessonup.com/site/en/blog/new-trend/chat-gpt-what-changes-for-teachers>



How can ChatGPT assist you as a teacher?

At LessonUp we are certain that ChatGPT could assist you, as a research and support tool, in creating amazing lesson material. You remain to be the expert about education. Based on your knowledge and experience, you could use the chatbot to assist you in creating (interactive) learning material for your lessons.

Talk about ChatGPT with your students: guide them on how to use it as a research tool, or as a tool to assist them in learning.

The positive impact of OpenAI's ChatGPT in education will be significant. It could be used to help students practice skills and receive instructions. This would allow you more time to focus on your students and connect with them on a deeper level.

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2023
What does ChatGPT mean for you and your students?
Thomas Courtley, LessonUp
<https://www.lessonup.com/site/en/blog/new-trend/chat-gpt-what-changes-for-teachers>



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February 4, 2023
ChatGPT for language learning – All the prompts you need
Theodosios Karageorgakis, Educraft
<https://educraft.tech/chatgpt-in-the-language-learning/>



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Sure, here are five fill-in-the-blank questions on the topic of countable and uncountable nouns for A1 level EFL students, with three possible choices for each question and the correct answer highlighted:

1. Can you give me (some/any/five) sugar for my coffee? **some**
2. I need to buy (five/a few/few) eggs for the recipe. **five**
3. Would you like (a few/few/many) milk in your tea? **a few**

Assessments - Exercises

Let's now ask ChatGPT to create an exercise for our students regarding the above topic.

Provide me with 5 fill-in-the-blank questions on the topic. Give me 3 choices for each question highlighting the correct one. Use "some, any, many, a few, few, five".

Note how I specified the type and number of question items I want the AI to share.

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money for the fare. It helps avoid confusion and delays in the payment process.

4. "How many people are in your group?"

This phrase is used by taxi drivers to ask how many people will be traveling together. It helps the driver choose the appropriate size of the taxi and ensure everyone fits comfortably.

5. "Please speak slowly."

This phrase is used by taxi drivers to ask passengers to speak slowly and clearly. It helps the driver understand the passenger's instructions and avoids misunderstandings.

Glossaries

We could also ask ChatGPT to generate a glossary for the online course. Let's build up on the previous prompt.

Now, I want you to create a glossary of the 10 most common phrases taxi drivers need. Use simple language (A1 level) to explain the various phrases.

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6. Students will be able to analyze primary sources such as speeches, essays, and videos to better understand the experiences of female pioneers.

5. Students will be able to create a collaborative project or presentation that showcases the accomplishments of one or more female pioneers.

To achieve these objectives, I would recommend a range of collaborative activities, such as:

- * Brainstorming session: students can brainstorm and discuss their prior knowledge on female pioneers, share their own experiences or perspectives, and explore the reasons

Learning Objectives

So, you found a cool topic online and would like to transform it into a lesson. Normally, when you design a lesson, you should define its learning objectives. So, I will ask the AI for some learning objectives.

Act like an experienced EFL teacher, an expert in collaborative learning with internet access and a whiteboard in class. I'm teaching the topic "Female pioneers" to my C1 students. Generate the learning objectives for this 50-minute lesson.

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August 14, 2023 30 ChatGPT Prompts For Language Learners

Natalia Álvarez-Morillo, Carnegie Learning

<https://www.carnegielearning.com/blog/30-chatgpt-prompts-language-learning/>

30 ChatGPT Prompts For Language Learners

How you can use AI in the world language classroom



As a former Spanish teacher, I know it feels impossible to address all of our students' needs in cramped classrooms of 25 to 35 people.

But what if you could provide a conversation partner for each student? And also an assistant to answer their questions? AND a personalized cultural liaison?

That's when AI can become your best friend.

The generative AI chatbot ChatGPT can increase student engagement and boost language skills in your classroom. It can provide personalized conversation practice in the target language, answer grammar or

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December 24, 2022 Learning is Informal Will AI change the future of language learning? | ChatGPT

Grace Guo, Mandarin Chinese, Tom Gally Japanese

<https://www.youtube.com/watch?v=WNfmU6lbvBE>



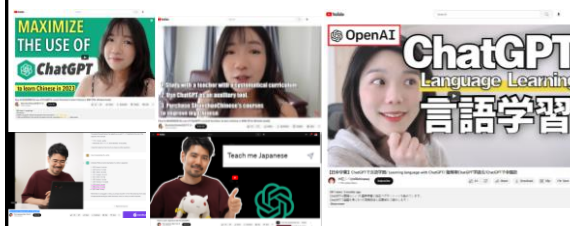
Explaining meaning in context
Correcting and explaining grammar
Dictionary definitions and examples
Text annotation and translation
Vocabulary quizzes

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June 17, 2023, YouTubers using ChatGPT How to MAXIMIZE the use of ChatGPT's current functions to learn Chinese in 2023 (The Ultimate Guide)

ShuoshuoChinese 说说中文

<https://www.youtube.com/watch?v=TzFepHKfGo>



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August 14, 2023

30 ChatGPT Prompts For Language Learners

Natalia Álvarez-Morillo, Carnegie Learning

ChatGPT as Conversation Partner...

<https://www.carnegielearning.com/blog/30-chatgpt-prompts-language-learning/>

1. Pretend you are a first year university from [target country]. I will ask you a series of questions in [target language], and I'd like you to respond as if you were human.
2. Let's pretend you are a tour company in [target country] called [name of company]. I will pretend to be a tourist. I will ask you a series of questions in [target language], and I'd like you to respond as if you were human.

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August 14, 2023

30 ChatGPT Prompts For Language Learners

Natalia Álvarez-Morillo, Carnegie Learning

AI Chatbots as language teaching assistants

<https://www.carnegielearning.com/blog/30-chatgpt-prompts-language-learning/>

1. How do I use the [verb tense] in [target language]?
2. I'm struggling with [grammar topic]. Can you provide some guidance?
3. How do I form questions in [target language]?
4. I need help with the correct word order in [target language].
5. Could you provide some examples of [grammar rule] in sentences?

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August 14, 2023

30 ChatGPT Prompts For Language Learners

Natalia Álvarez-Morillo, Carnegie Learning

AI Chatbots as a cultural liaison

<https://www.carnegielearning.com/blog/30-chatgpt-prompts-language-learning/>

1. Tell me about traditional celebrations and festivals in [target language/country].
2. What are some popular traditional dishes or cuisine in [target language/country]?
3. What are famous landmarks or historical sites in [target language/country]?
4. How do I greet someone politely in [target language]?

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August 14, 2023

Prompts for Vocabulary Building

Master a New Language with ChatGPT: Your Ultimate Language Learning Companion

<https://www.learnprompt.org/chatgpt-prompts-for-language-learning/>

Prompts for Vocabulary Building

1. List [number] [adjectives/nouns/verbs] in [target language].
2. Come up with [number] words that start with [letter] in [target language].
3. Provide me [number] idioms or expressions in [target language].
4. Generate a [target language] vocabulary quiz.
5. Give me [number] synonyms and antonyms for [word] in [target language].
6. Provide me a list of [number] common expressions in [target language] that I can use in everyday conversation.
7. Help me expand my vocabulary in [target language] by suggesting [number] words related to [topic].

Prompts for Practice Conversations

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August 21, 2023

Brave People Option: Scholar Essay

https://curtbonk.com/R511_online_syllabus_fall_2023.htm

- **Brave People Option:** Have ChatPDF, ChatGPT, or another generative AI tool or platform generate a 2,000-3,000 word **summary or essay of a scholar**. Next, write a 2-3 page single-spaced reflection paper, review, or critique of that scholar and incorporate a couple of quotes and aspects of what generative AI produced.

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August 21, 2023

Brave People Option: Book Review

https://curtbonk.com/R511_online_syllabus_fall_2023.htm

- **Brave People Option:** Put a PDF of the chosen book or books into ChatPDF, ChatGPT, or other generative AI tool or platform and have it do a **critique or a book review** on it. Next, write a reflection paper, review, or critique of what generative AI produced. A mini-glossary of personal definitions for 20-25 key terms and concepts found in this book might be included in an appendix at the end of the review.

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August 21, 2023

Brave People Option: Debate

https://curtbonk.com/R511_online_syllabus_fall_2023.htm

Brave People Option: Have ChatPDF, ChatGPT, or other generative AI tool or platform write a paper about a topic is **debate** in the field of learning, design, and technology. Next, write a 3-4 page reflection paper or critique of what generative AI produced (single-spaced preferred). I want you to include both your paper and the paper generative AI created.



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August 21, 2023

Brave People Option: Learning Environment Critique and Analysis

https://curtbonk.com/R622_online_syllabus_fall_2023.htm

Brave People Option: Feel free to utilize generative AI tools like ChatGPT or ChatPDF to generate starter text and up to three quotes in your **Learning Environment Critique and Analysis** paper as long as they are marked or you have reworded them a cited them properly.



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August 21, 2023

Brave People Option: SLL Podcast Learning Environment Critique and Analysis

https://curtbonk.com/R622_online_syllabus_fall_2023.htm

Brave People Option: You can evaluate the learning environment created in my weekly podcast show, **Silver Learning for Learning (SLL)**. Feel free to utilize generative AI tools like ChatGPT, ChatPDF, or some new AI tool that summarizes videos to generate starter text and up to three quotes in your paper as long as they are marked or you have reworded them a cited them properly.



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August 21, 2023

ChatPDF: Generate Questions for Guest Speakers

https://curtbonk.com/R622_online_syllabus_fall_2023.htm

Brave People Option: You can evaluate the learning environment created in my weekly podcast show, **Silver Learning for Learning (SLL)**. Feel free to utilize generative AI tools like ChatGPT, ChatPDF, or some new AI tool that summarizes videos to generate starter text and up to three quotes in your paper as long as they are marked or you have reworded them a cited them properly.



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August 21, 2023

ChatPDF: Generate Questions for Guest Speakers

https://curtbonk.com/R622_online_syllabus_fall_2023.htm

Option: Input one or more assigned articles from guest(s) into ChatPDF and have it generate questions. Ask those questions during session. Exploring Interactions in a Synchronous Hybrid Language Class (by Dr. Chaoran Wang).

Here are three example questions you may have about this PDF file:

- > What are the six emergent patterns of interaction found in the classroom video recordings?
- > How does hybrid instruction differ from the rural school's pedagogical tradition and classroom culture?
- > What is the updated framework proposed by the author for understanding the complexities inherent in interactions within hybrid learning spheres?

Chat with any PDF

Users of students, researchers and professors can use ChatPDF to generate questions and understand research.

Drop PDF here

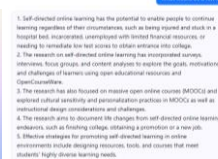
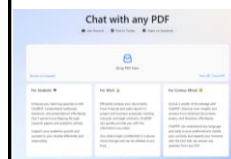
35

May 25, 2023

Chat with any PDF

<https://www.chatpdf.com/>

On the Trail of Self-Directed Online Learners



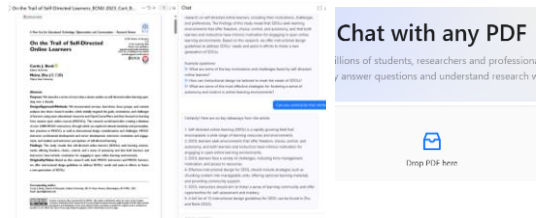
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August 21, 2023

ChatPDF: Summarize assigned articles

https://curtbonk.com/R622_online_syllabus_Fall_2023.htm

Option: Input one or more of the assigned articles and have ChatPDF generate questions on it or key points or both.

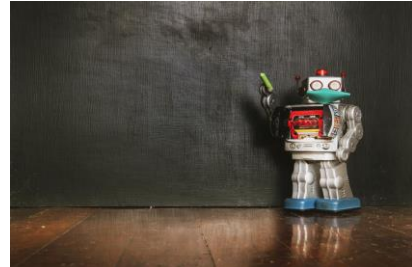


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August 15, 2023

ChatGPT and generative AI: 25 applications in teaching and assessment

Seb Dianati, Suman Laudari
<https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>



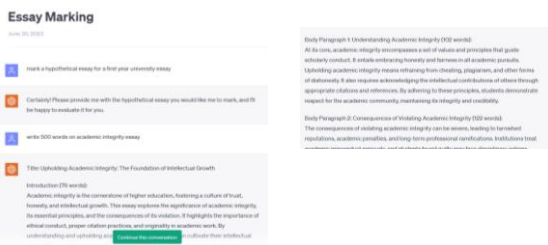
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August 15, 2023

ChatGPT and generative AI: 25 applications

Activity #1: Mark Student Essays, Including Grammar and Syntax Errors

<https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>



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August 15, 2023

ChatGPT and generative AI: 25 applications

Activity #2: Develop Rubrics

<https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>

Marking Rubric: Oral Presentation on Introduction to Tort Law

| Criteria | Weight (%) | Pass | Credit | Distinction | High Distinction |
|--------------|------------|---|--|--|---|
| Content | 40% | Demonstrates basic understanding of key concepts and principles of tort law. | Displays a solid understanding of key concepts and principles of tort law. | Exhibits a comprehensive understanding of key concepts and principles of tort law. | Demonstrates an exceptional and nuanced understanding of key concepts and principles of tort law. |
| Organization | 20% | Presentation has a clear structure with an introduction, main points, and conclusion. | Presentation is well-structured with a logical flow of ideas. | Presentation is highly organized, effectively highlighting key points. | Presentation is masterfully organized, creating a captivating and memorable experience. |

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August 15, 2023

ChatGPT and generative AI: 25 applications

Activity #3: Develop Synchronous Polling Questions

<https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>

Sync Polling for Comprehension

June 20, 2023

13. Develop synchronous polling? Can you develop five synchronous polling questions to test students' comprehension of the subject prompt added above? How place the output in a code that can be added to Zoom or Teams. Make the questions relatively easy and use the learning outcomes from last week to start the class.

Certainly! Here are five synchronous polling questions to test students' comprehension of the subject prompt:

1. What is the purpose of synchronous polling?
- a) To test students' comprehension
- b) To facilitate real-time interaction
- c) To evaluate learning outcomes
- d) All of the above

Week 10: Learning outcomes and synchronous polling for comprehension

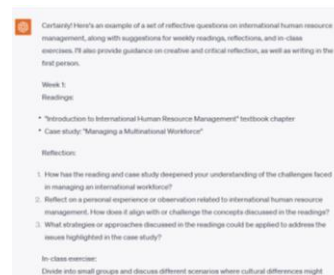
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August 15, 2023

ChatGPT and generative AI: 25 applications

Activity #4: Develop Reflection Questions

<https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>



42

August 15, 2023

ChatGPT and generative AI: 25 applications

Activity #5: Provide YouTube Summaries

<https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>

Here are 10 bullet points summarizing the YouTube transcript:

1. CDU collaborated with James Cook University for a joint review of their Learning Management System (LMS).
2. A third-party consultant was engaged to assist and support the review process.
3. The collaborative review involved analyzing the LMS market, roadmap, vendor relationship, and gathering feedback from stakeholders.
4. Each institution determined its next steps based on the review findings and results.
5. CDU aimed to determine whether to continue using Blackboard Learn or switch to a different system.

43

August 15, 2023

ChatGPT and generative AI: 25 applications

Activity #5: Provide YouTube Summaries

<https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>



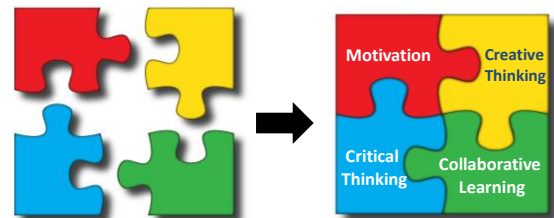
44

Poll:
Which topic are you most interested in fostering or learning about?

- A. Creative thinking online
- B. Critical thinking online
- C. Collaborative learning and teamwork online
- D. Motivation



45



46

MOTIVATION



47

Introducing the TEC-VARIETY Framework

<http://tec-variety.com/>
<http://tec-variety.com/TEC-VARIETY-Chinese.pdf>

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

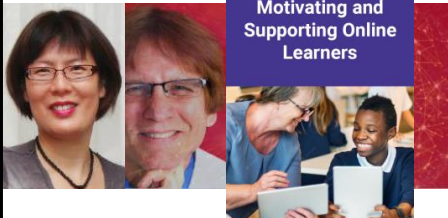


48

September 2022

Commonwealth of Learning

Khoo, E., & Bonk, C. J. (2022). *Motivating and Supporting Online Learners*. Burnaby, BC, Canada: Commonwealth of Learning. [Free book available: http://hdl.handle.net/11599/4481](http://hdl.handle.net/11599/4481) and free course available: <https://colcommons.org/welcome/course/details/8>; <https://www.colvee.org/>



49

September 23, 2022

Motivating and Supporting Online Learners

<https://colcommons.org/my-course>



50

Motivation Research Highlights

(Jere Brophy, Michigan State University)

1. **Supportive**, appropriate **challenge**, **meaningful**, moderation/optimal.
2. Teach **goal** setting and self-reinforcement.
3. Offer **rewards** for good/improved performance.
4. Novelty, **variety**, **choice**, adaptable to interests.
5. Game-like, **fun**, fantasy, curiosity, suspense, active.
6. Higher levels, divergence, dissonance, **peer interaction**.
7. Allow to create finished **products**.
8. Provide immediate **feedback**, advance organizers.
9. Show intensity, **enthusiasm**, interest, minimize anxiety.
10. Make content **personal**, concrete, familiar.



51

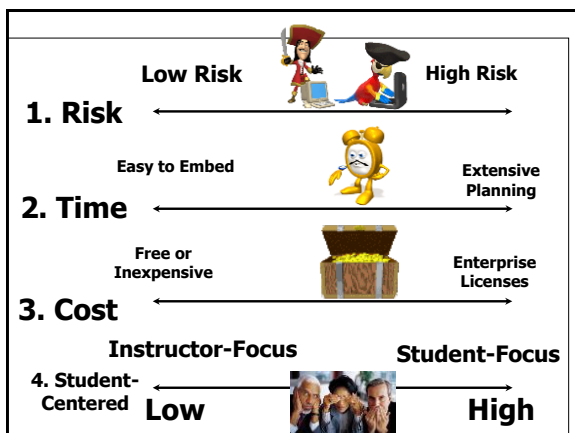
Intrinsic Motivation

“...innate propensity to engage one's interests and exercise one's capabilities, and, in doing so, to seek out and master optimal challenges
(i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.



52



53

Examples of TEC-VARIETY



54



55

January 13, 2022
1. Tone/Climate: A. Course Introductions
 (R678) <https://padlet.com/cmsmeltz/h6zbzpdfos6x19>
 (R511) <https://padlet.com/sunseoil/b1yr49jixwc6smkc>

56

April 11, 2022
1. Tone/Climate: B. Warm-Up Exercises in Jamboard: What do you know about XYZ...?
https://jamboard.google.com/d/3kutat9M1U7x6dATyL1Qmwe9HfKuo0RfMCGQQu_nBMLQ/viewer?tc=3

57

March 7, 2022
1. Tone/Climate: C. Brainstorming MOOC Perceptions in Padlet
<https://padlet.com/basdogan2/yw119ct98styo1bw>

58

April 11, 2020
1. Tone/Climate: D. Threaded Video Discussions and Questions (e.g., Flipgrid)
 Ed Tech with Adam: <https://www.youtube.com/watch?v=hysv0PwqsFs>
<https://techcrunch.com/2018/06/18/microsoft-acquires-social-learning-platform-flipgrid/>

59

May 15, 2023
2. Encouragement, Feedback: A. Online Practice Tests and Interactive Flash Cards (Q-chat)
 Quizlet's Q-chat is a beta version of a chatbot which combines Quizlet's vast library of content with the power of Open AI's Chat GPT API (application programming interface). In other words, it uses Quizlet content to create practice sentences, quizzes, and short stories.
<http://quizlet.com/>
<https://fitmag.com/quizlet-q-chat/>
 Quick and Quirky Stories for the Language Classroom: Exploring Quizlet's AI-powered Q-Chat

 Introduction
 What is Q-Chat?

60

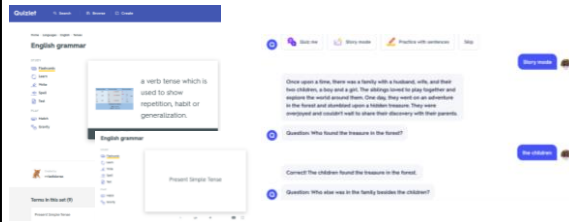
2. Encouragement, Feedback:

A. Online Practice Tests and Interactive Flash Cards (Q-chat)

Using Spanish quizlet sets, Q-chat was able to give corrective feedback, explaining the lexical and grammatical errors in English and giving a correct example in Spanish. Another possibility would be to use a Q-chat story as a writing prompt and have students finish the story and then vote on their favorite ending.

<http://quizlet.com/>

<https://fitmag.com/quizlet-q-chat/>



61

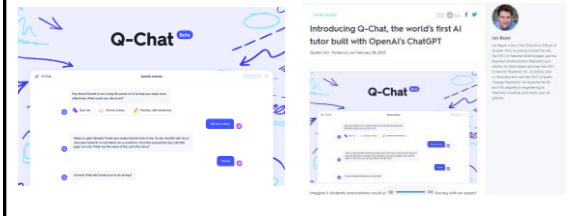
February 28, 2023

2. Encouragement, Feedback:

A. Intelligent Assessment and Tutoring

Introducing Q-Chat, the world's first AI tutor built with OpenAI's ChatGPT, Lex Bayer, Quizlet

<https://quizlet.com/blog/meet-q-chat>



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August 31, 2023

2. Encouragement, Feedback:

A. Crafting Quiz Questions

<https://openai.com/blog/teaching-with-ai>

Fran Bellas, a professor at Universidade da Coruña in Spain, recommends teachers use ChatGPT as an assistant in crafting quizzes, exams and lesson plans for classes. He says to first share the curriculum to ChatGPT and then ask for things like fresh quiz and lesson plan ideas that use modern or culturally relevant examples. Bellas also turns to ChatGPT to help teachers make sure questions they write themselves are inclusive and accessible for the students' learning level.



63

September 8, 2023

ChatGPT: Your new academic mentor

Niamh Ancell, Cyber News

<https://cybernews.com/academy/news/chatgpt-your-new-academic-mentor/>

ChatGPT: Your new academic mentor

Updated on 08 September 2023

Niamh Ancell, Cyber News



Image by Shutterstock

64

September 8, 2023

2. Encouragement, Feedback:

B. ChatGPT as Tutor or Mentor

<https://cybernews.com/academy/news/chatgpt-your-new-academic-mentor/>

1. Don't accept the first answer-converse with it.
2. Tell ChatGPT what you want to achieve.
3. Ask ChatGPT: Can you provide some study techniques?
4. Ask ChatGPT: Find information when stuck.
5. Ask ChatGPT: The program can review course material, **create a tailored study schedule**, **summarize and condense information**, provide past exam questions, and even offer helpful tips that might make studying easier.



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September 8, 2023

2. Encouragement, Feedback:

C. Exam Preparation

<https://cybernews.com/academy/news/chatgpt-your-new-academic-mentor/>

1. The program **can review course material**, **create a tailored study schedule**, summarize and condense information, provide past exam questions, and even offer helpful tips that might make studying easier.
2. By providing the specific areas of study, ChatGPT can help familiarize you with your chosen topic.
3. ChatGPT can explain concepts, **summarize key points**, generate practical questions, and help you review quizzes and assessments.



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August 31, 2023

2. Encouragement, Feedback:
D. Translation Assistance to Improve Writing and Conversation Skills
<https://openai.com/blog/teaching-with-ai>

Dr. Anthony Kaziboni, the Head of Research at the University of Johannesburg, **teaches students who mostly don't speak English outside of the classroom.** Kaziboni believes that command of English is a tremendous advantage in the academic world, and that misunderstandings of even small details of English grammar can hold back students from recognition and opportunity. **He encourages his students to use ChatGPT for translation assistance, to improve their English writing, and to practice conversation.**



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September 12, 2023

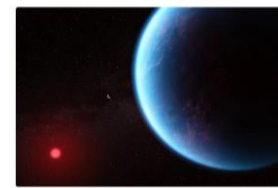
3. Curiosity, Intrigue, Unknowns:
A. Multimedia News

Tantalising sign of possible life on faraway world, Jackie Wattles, CNN

<https://www.yahoo.com/news/tantalising-sign-possible-life-faraway-122835711.html>
<https://www.cnn.com/2023/09/12/world/habitable-zone-exoplanet-science-telescope-science/index.html>

Tantalising sign of possible life on faraway world

Polish-Globe - Science correspondence
 Tue September 12, 2023 at 10:00 AM EDT - 1 min read



68

October 2, 2021

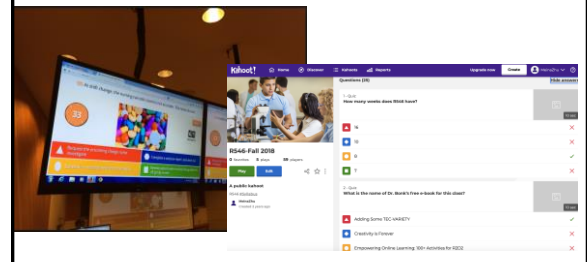
4. Variety, Novelty, Fun, Fantasy:
A. Reverse Brainstorming in Jamboard
<https://jamboard.google.com/d/1uF5b2QJdvcIFVIO5qha1xuGCLQ3xP-mIGPvF7kdjKA4/viewer?rf=5>



69

Fall 2018 R546

4. Variety, Novelty, Fun, Fantasy:
B. Kahoot! Competitions
<https://getkahoot.com/>



70

July 18, 2020

5. Autonomy, Choice:
A. Enroll in a MOOC and Reflect
 (e.g., see Class Central)

Learning English

Yale is offering its highly popular 'happiness' course to high school students for free

By Thomas H. Dineen, Yale

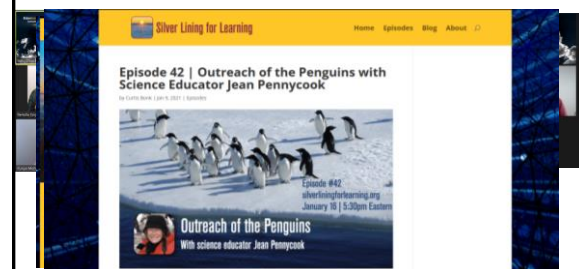
3 things I loved about The Science of Well-Being, the free online version of Yale's most popular class ever

71

5. Autonomy, Choice:

B. Reflect on Podcasts and Webcasts
 (e.g., Silver Lining for Learning)

<https://silverliningforlearning.org/>
<https://www.youtube.com/channel/UC9XEsh89qrTlpmV9pQT-aA/live>



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5. Autonomy, Choice: C. Nominate Quotes (e.g., Shakespeare)

- Students can explore online quotes (Wikiquote).
- Suggest best ones.
- Respond to other suggestions.



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6. Relevance, Meaningfulness: A. Language Lessons Online

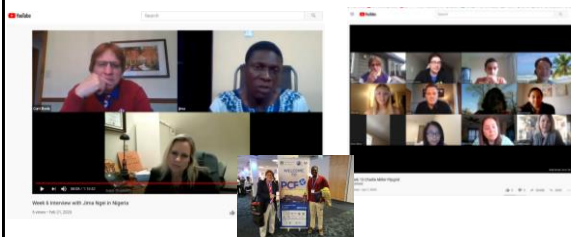
e.g., BBC Learning English, Duolingo, Babbel, SpanishPod, etc.
(Zixi Li & Curt Bonk, June 2022, Duolingo Research)
<http://www.bbc.co.uk/learningenglish>



74

April 6 and 28, 2020 6. Relevance, Meaningfulness: B. Weekly Guest Expert Chats

SMILE, Paul Kim Stanford, <https://youtu.be/bfJDs11hVLU>
February 22, 2020, Jima Ngei in Nigeria (1 hour 15 minutes)
Video: <https://youtu.be/sM6VMsfQJXc>

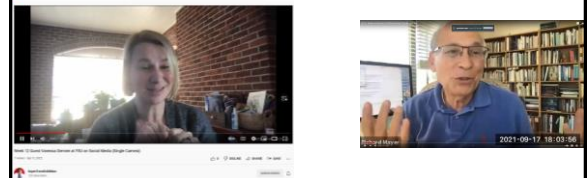


75

Expert, Researcher, or Live Author Interviews and Discussions

Students might read the biography or resume of the guest as well as available articles, books, and other resources about this person. Next, the guest might respond to questions from the class based on these resources.

April 4, 2022, R678 Guest Vanessa Dennen at FSU on Social Media
<https://www.youtube.com/watch?v=-OT2UYE4XRU>
September 17, 2021, Expert chat session with Richard Mayer
(1:17:47): <https://youtu.be/pVo7IRsbqkA>



76

February 14, 2022 6. Relevance, Meaningfulness: C. Questions for Guests in Jamboard or an AMA (Ask Me Anything)

https://jamboard.google.com/d/1BW2G83aiVq035hShx1dNaMwOo_2RUcNTUuo7mrSEIq/viewer?z=2

Bloomington Group #1
"Ask Curt Anything" About Instructional Strategies



77

February 28, 2022 6. Relevance, Meaningfulness: D. Past, Present, and Future Panels

R678 with Tom Reeves, Tom Reynolds, Veronica Acosta, and Okhwa Lee
<https://youtu.be/8Uu9vFDqixw>



78

November 27, 2021
6. Relevance, Meaningfulness:
E. Guest Chats Playlists, R511, Fall 2021
<https://youtube.com/playlist?list=PLHcReRoW2ixPeQcA1LKHnj12IMPlpKWp>



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Pedagogical Uses of Shared Online Videos

1. Watch and write review papers
2. Watch and look for themes or common issues
3. Draft educational change models, frameworks, or systems
4. Interview prior participants
5. Draft mini-chapters based on episodes into a book
6. Write future trends papers
7. Remix episodes
8. Tag, rank or categorize the episodes
9. Online discussion forums on episodes
10. Online role play or debate different episodes

80

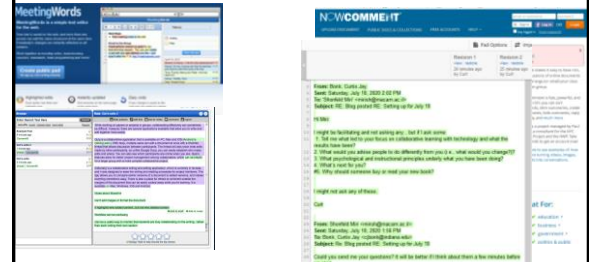
February 7, 2022
7. Interactive, Collaborative:
B. Team Article Summaries in Jamboard

<https://jamboard.google.com/d/1XkXikFNUCJBvV7qYhd6N73NZ08cV60f>
 Week Article #6 Themes and Questions



81

7. Interactive, Collaborative:
A. Negotiate Meanings Online
 (e.g., MeetingWords: <http://meetingwords.com/>)
<http://blogs.edon.edu/technology/6-collaborative-writing-applications-for-group-projects-or-papers/>
 Also: Google Docs, NowComment, etc. (MixedInk and PiratePad are no more)
 e.g., <https://nowcomment.com/documents/131228>



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Fall 2019, R511
7. Interactive, Collaborative:
B. Team Article Debates
 Nuclino (like a wiki...may delete by mistake)
<https://www.nuclino.com/>



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Teaching with AI: OpenAI's new teachers guide

Updated on 07 September 2023

Niamh Ancell, Senior journalist



Image by Shutterstock

OpenAI has released a "Teaching with AI" guide to help instruct teachers on how to use ChatGPT in their

84

Learning languages with AI

Non-native English speakers turn to ChatGPT to help translate words, improve their writing style, and practice conversations. According to quotes from the OpenAI article, Dr. Anthony Kaziboni, the Head of Research at the University of Johannesburg, encourages students to use ChatGPT for translation assistance and to improve their command of the English language. Thus "reducing friction for non-English speakers" in a public and academic environment.

Plethora of possibilities

OpenAI states that ChatGPT can be used for role-playing challenging conversations. One example the company provided is from Dr. Helen Crompton, Professor of Instructional Technology at Old Dominion University, U.S. OpenAI cited how ChatGPT helps "encourage her education graduate students to use the software as a stand-in for a particular persona—like a debate partner who will point out weaknesses in their arguments." OpenAI demonstrates through these speakers the diverse nature of the platform when used in academia. For example, the company states that ChatGPT can also simulate job interviews, help prepare a graduate student for a recruiter's potential questioning, or transform into a new boss delivering feedback. OpenAI cited Dr. Crompton, saying that exploring information in a conversational manner can help students better understand their material with "added nuance and a new perspective."



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August 31, 2023

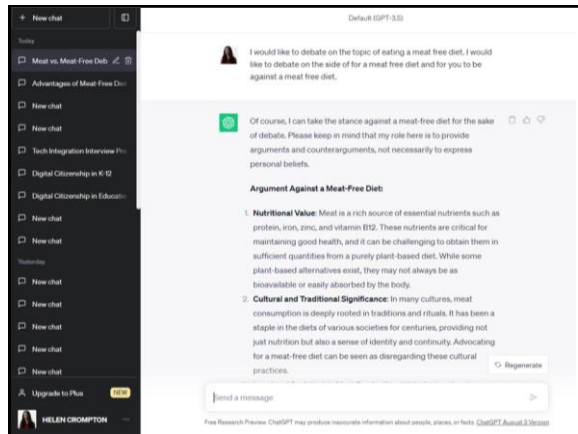
7. Interactive, Collaborative: C. Role Playing Challenging Conversations

<https://openai.com/blog/teaching-with-ai>

Dr. Helen Crompton, Professor of Instructional Technology at Old Dominion University, encourages her education graduate students to use ChatGPT as a stand-in for a particular persona—like a **debate partner who will point out weaknesses in their arguments, a recruiter who's interviewing them for a job, or a new boss who might deliver feedback in a specific way.**



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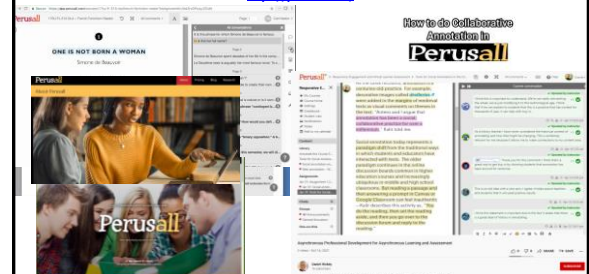


87

June 3, 2020

7. Interactive, Collaborative: D. Collab Annotation and Group Reading (Perusall)

How to Do Collaborative Annotation and Group Reading in Perusall for Online or Blended Classrooms
EdTech with Adam: <https://www.youtube.com/watch?v=edB9IECompA>
<https://perusall.com/>

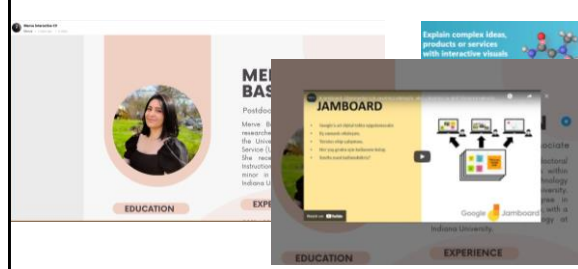


88

April 11, 2022

7. Interactive, Collaborative: E. Embedding Links (i.e., ThingLink)

<https://www.thinglink.com/mediacard/1264679527141867522>

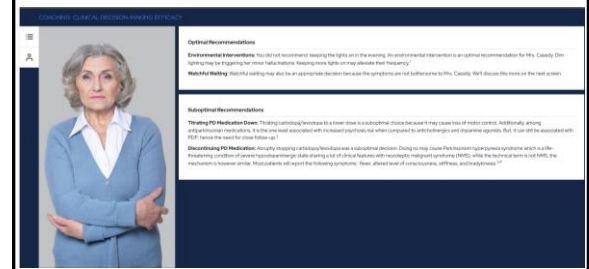


89

December 30, 2021

8. Engagement, Involvement: A. Simulations, Cases, and Scenarios (e.g., healthcare providers on Parkinson Disease Psychosis)

<https://reachmd.com/programs/cme/navigating-complex-patients-in-parkinsons-disease-psychosis/13182/>



90

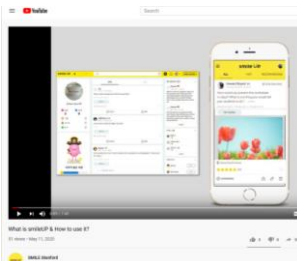
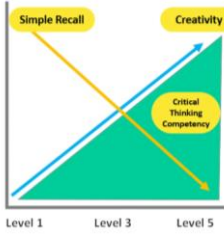
May 11, 2020

9. Tension, Challenge, Controversy, etc.:

A. What is smileUP & How to use it?

SMILE, Stanford

<https://www.youtube.com/watch?v=pblU8sSALWo>



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10. Yielding Products:

B. Class Project: Video, Podcast Show, Documentary, Website, Animation, Song, etc.

<https://app.animator.com/animo/2b590Hz2qutR35x4/7ohareid-view%7C2b5b0Hz2qutR35x4>



92

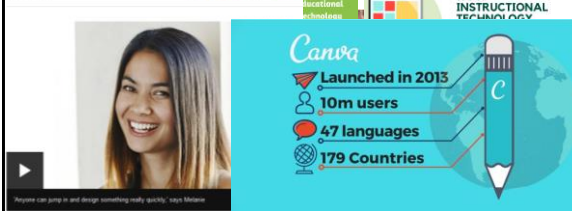
June 27, 2020

10. Yields Products, Goals:

C. Design Products (students created infographics, brochures, timelines)

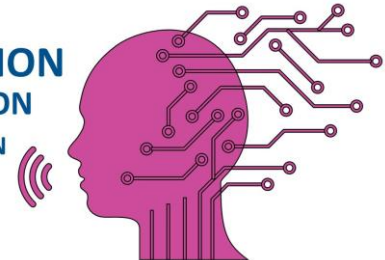
Canva is an online design program that does not require design professional looking layers, and syllabus for free.

The 30-year-old woman who designed a \$1bn business
By Kate Stanton and Robert Griffin
Business reporter and BBC video journalist
© 10 January 2019



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MOTIVATION
MOTIVATION
MOTIVATION
MOTIVATION
MOTIVATION



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Make Commitments:

Stop and Share in Chat Window:

Which principle(s) of TEC-VARIETY will you use?

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

What motivates?

1. Tone/Climate: Psychological Safety, Comfort, Sense of Belonging
2. Encouragement: Feedback, Responsiveness, Praise, Supports
3. Curiosity: Surprise, Intrigue, Unknowns
4. Variety: Novelty, Fun, Fantasy
5. Autonomy: Choice, Control, Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactivity: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Investment
9. Tension: Challenge, Dissonance, Controversy
10. Yielding Products: Goal Driven, Purposeful Vision, Ownership



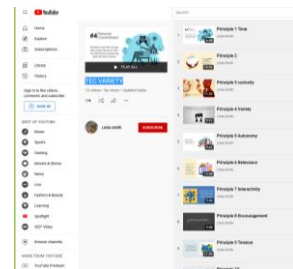
95

November 18, 2021

TEC VARIETY

10 Explanatory Videos, Linda Smith

<https://youtube.com/playlist?list=PLGodJ0q20AHBkKp7LE7SB1pygxVeHd4K>



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November 18, 2021
TEC VARIETY

10 Explanatory Videos, Linda Smith

<https://youtube.com/playlist?list=PLGodJQq20AHBKKlp7LE7SBjpygxVeHd4K>



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Poll #4: Any light bulbs going off in you head so far?

- Yes definitely...many of them...pop...pop...pop!
- Yes, several times.
- Yes maybe!
- Not yet (but hopefully soon...)
- Nope. Darn it my brain is not working today.
- There's no hope with this idiot presenting.

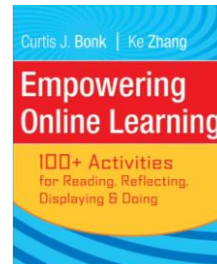


98

PART 4

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**The R2D2 Model:
Read, Reflect, Display, Do...**



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The R2D2 Model

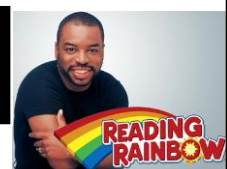
1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)



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1. Auditory or Verbal Learners

- Auditory and verbal learners prefer words, spoken or written explanations.

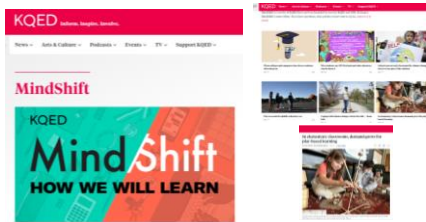


102

November 21, 2022

Read 1a. Podcast: Mindshift: How we will learn

<https://www.kqed.org/mindshift>
<https://www.kqed.org/mindshift/50255/in-elementary-classes-demand-grows-for-play-based-learning>

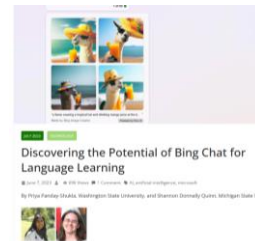


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June 7, 2023

Read 1b. Bing Chat to search for images and practice language skills.

OpenAI's DALL-E (it can also be used at bing.com/create)
<https://ftmag.com/discovering-the-potential-of-bing-chat-for-language-learning/>



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June 7, 2023

Read 1c. Bing Chat for stories, plays, poems, images, etc.

Users can easily write a prompt to create an image directly in the chat. OpenAI's DALL-E (it can also be used at bing.com/create, or restarting your machine may help). Users can create as many images as they would like for free.
<https://test-ai.org/pdf/ai107/int.pdf>

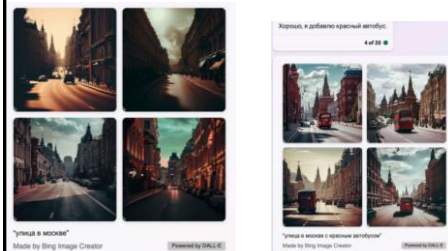


105

June 7, 2023

Read 1d. Learn new words through images by making suggestions for things to add or change

<https://ftmag.com/discovering-the-potential-of-bing-chat-for-language-learning/>



106

June 7, 2023

Read 1e. Bing Chat for stories, plays, poems, images, etc.

Users can easily write a prompt to create an image directly in the chat. OpenAI's DALL-E (it can also be used at bing.com/create, or restarting your machine may help). Users can create as many images as they would like for free.
<https://ftmag.com/discovering-the-potential-of-bing-chat-for-language-learning/>

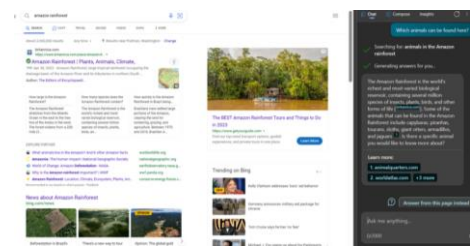


107

June 7, 2023

Read 1e. Bing Chat to create a blog post.

OpenAI's DALL-E (it can also be used at bing.com/create)
<https://ftmag.com/discovering-the-potential-of-bing-chat-for-language-learning/>

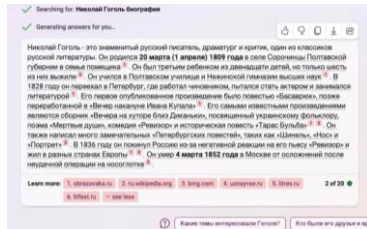


108

June 7, 2023

Read 1f. Compare student answers to Bing Chat (Text in Russian with references)

<https://rtmag.com/discovering-the-potential-of-bing-chat-for-language-learning/>



109

November 2023

Read 1g. Design Prompts

Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations

<https://tesl-ej.org/pdf/ej107/int.pdf>



Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations
*** On the Internet ***

November 2023 - Volume 27, Number 3
<https://doi.org/10.5555/eng.2739int>

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Northeastern University, USA
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110

November 2023

Read 1a. Design Prompts

Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations

<https://tesl-ej.org/pdf/ej107/int.pdf>

Table 1. ChatGPT Response to the Question, "How can ChatGPT be Useful for English Language Teaching?" in August 2023

Prompt: How can ChatGPT be useful for English Language Teaching?

Response: ChatGPT can be a valuable tool in English Language Teaching (ELT) by providing various opportunities for learners to practice and refine their skills. Here's how it can be utilized:

1. Conversation Practice: ChatGPT can engage students in interactive conversations, allowing them to practice real-time dialogue. This can help students improve their fluency and responsiveness in English, developing their ability to think and speak in the language.
2. Grammar and Syntax Correction: ChatGPT can correct grammatical errors and provide explanations for the corrections. This real-time feedback can reinforce understanding of English grammar rules and structures.
3. Writing Practice: Students can write paragraphs or essays and receive feedback on their writing from ChatGPT. This can help them improve their writing skills, including coherence, cohesion, and proper use of vocabulary.
4. Reading Comprehension: Teachers can use ChatGPT to create reading comprehension exercises or provide explanations of difficult texts. ChatGPT's ability to summarize or clarify complex texts can aid in students' understanding.

111

November 2023

Read 1a. Design Prompts

Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations

<https://tesl-ej.org/pdf/ej107/int.pdf>

5. Pronunciation Guidance: Though ChatGPT is text-based, it can still provide phonetic transcriptions and explanations of pronunciation rules. While not a substitute for auditory practice with native speakers, it can supplement pronunciation teaching.

6. Cultural Context: ChatGPT can provide information about English-speaking cultures, offering insights into idioms, customs, and traditions. This cultural knowledge can enhance students' communicative competence.

7. Personalized Learning: ChatGPT can be used for self-study, allowing students to work at their own pace. They can ask questions and practice areas where they need more support, tailoring their learning to their needs.

However, it's essential to remember that while ChatGPT offers many advantages, it's not a replacement for a qualified human teacher. Effective integration of ChatGPT into an English language classroom would require thoughtful planning and a blended approach, combining technology with human interaction, guidance, and feedback. A teacher's expertise in understanding individual student needs, offering encouragement, and fostering a supportive learning community is irreplaceable and would complement the benefits offered by ChatGPT.

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In-class activity

- In groups of 3, students craft ChatGPT prompts to generate either an affirmative or negative constructive for debate topic selected by instructor
- Students confirm prompt with instructor and generate constructives which are pasted into shared Google doc
- Groups analyze their constructive for ethos, pathos, and logos by adding comments to the Google Doc
- Groups conduct research to improve constructive, including finding credible sources to enhance ethos and adding personal stories to enhance pathos
- Groups are paired to deliver mock debates using revised constructives

113

- In groups of 2-3, students engage in retrieval practice (i.e., list what they remember about one of the five major presentation skill topics given by the instructor)
- Instructor gives each group one question to put into ChatGPT that is based on their topic (e.g., *How can I engage my audience during an academic presentation?*)
- Students input their question into ChatGPT and read its response
- Students create a Venn diagram to compare their knowledge with ChatGPT output, focusing on similarities and differences

114

August 17, 2023
Read 1g. Fact Gathering
 Developing secondary school English language learners' productive and critical use of ChatGPT

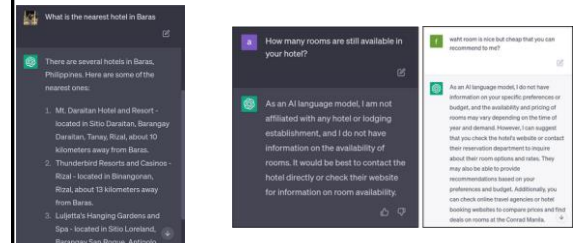
<https://online.library.wiley.com/doi/full/10.1002/tesl.755>



115

August 17, 2023
Read 1h. Fact Gathering
 Developing secondary school English language learners' productive and critical use of ChatGPT

<https://online.library.wiley.com/doi/full/10.1002/tesl.755>



116

April 3, 2023
Read 1i. Clarify Word Meanings
 ChatGPT for Language Teaching and Learning

<https://journals.sagepub-com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>



117

April 3, 2023
Affordances and Pedagogical Benefits
 ChatGPT for Language Teaching and Learning

<https://journals.sagepub-com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>

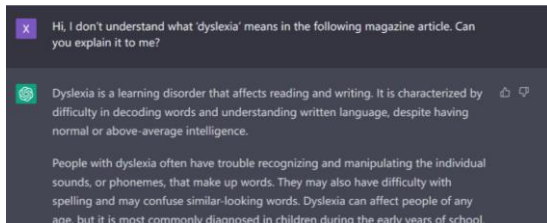
It can:

1. Identify the meaning of a word in context,
2. Correct and explain language mistakes,
3. Create texts in various genres (e.g., emails, stories, recipes),
4. Develop quizzes,
5. Annotate texts, and
6. Offer dictionary definitions, example sentences, and translations

118

April 3, 2023
Read 1j. Clarify Word Meanings
 ChatGPT for Language Teaching and Learning

<https://journals.sagepub-com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>



119

April 3, 2023
Read 1k. Translate to Other Languages
 ChatGPT for Language Teaching and Learning

<https://journals.sagepub-com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>

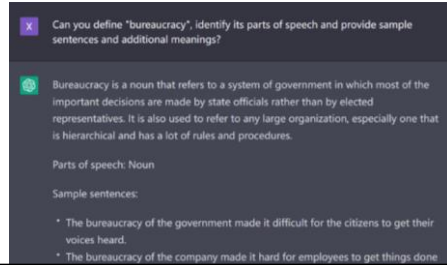


120

April 3, 2023

Read 1L. Ask ChatGPT for Definitions and Sample Sentences

ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.lu.edu/doi/epub/10.1177/00336882231162868>



121

April 3, 2023

Read 1m. Ask ChatGPT to write dialogue or produce various genres of text relating to a single top (e.g., Write an Advertisement)

ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.lu.edu/doi/epub/10.1177/00336882231162868>

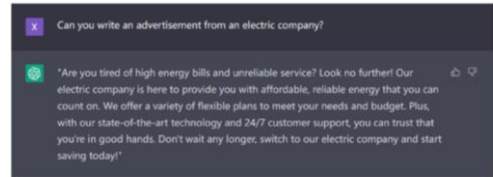


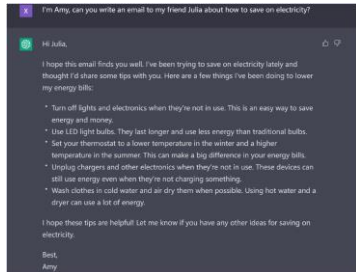
Figure 3. ChatGPT response to a request to write an advertisement.

122

April 3, 2023

Read 1n. Ask ChatGPT to write an email

ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.lu.edu/doi/epub/10.1177/00336882231162868>



123

April 3, 2023

Read 1o. Ask ChatGPT to write sample dialogue

ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.lu.edu/doi/epub/10.1177/00336882231162868>

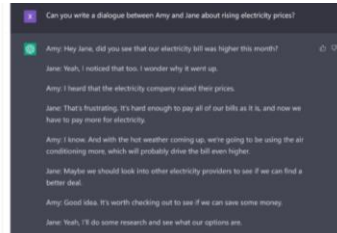


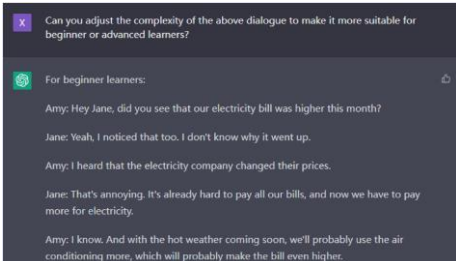
Figure 4. Dialogue generated by ChatGPT.

124

April 3, 2023

Read 1p. Ask ChatGPT to adjust language complexity in the dialogue

ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.lu.edu/doi/epub/10.1177/00336882231162868>



125

April 3, 2023

Read 1q. Ask ChatGPT to rewrite dialogue to another language (e.g., Chinese)

ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.lu.edu/doi/epub/10.1177/00336882231162868>



126

April 3, 2023

Read 1r. Ask ChatGPT to create vocabulary notes and explanations

ChatGPT for Language Teaching and Learning

<https://journals.sagepub.com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>

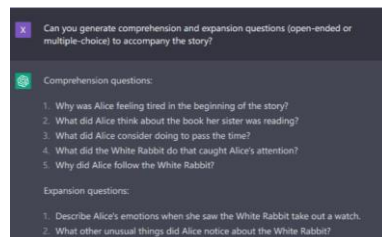


127

April 3, 2023

Read 1s. Ask ChatGPT to generate comprehension and open ended questions
ChatGPT for Language Teaching and Learning

<https://journals.sagepub.com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>



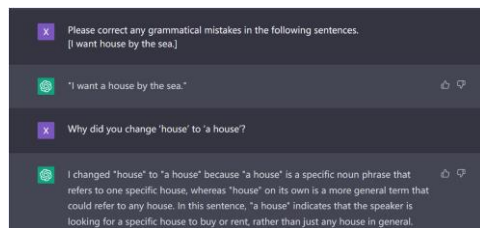
128

April 3, 2023

Read 1t. Ask ChatGPT to correct grammatical mistakes in a passage

ChatGPT for Language Teaching and Learning

<https://journals.sagepub.com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>



129

April 3, 2023

Read 1u. Clarify Word Meanings
ChatGPT for Language Teaching and Learning

<https://journals.sagepub.com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>

| Table 1. Specific Forms of Digital Competence needed to use ChatGPT. | |
|--|--|
| Technological proficiency | <ul style="list-style-type: none"> •Be aware of the features of ChatGPT •Understand how ChatGPT works •Construct effective prompts and interact with ChatGPT •Troubleshoot challenges using ChatGPT in the classroom •Stay up-to-date with changes to ChatGPT |
| Pedagogical competency | <ul style="list-style-type: none"> •Think about and plan ways to use ChatGPT to enhance or transform language teaching and learning tasks •Implement tasks that use ChatGPT •Guide learners to use ChatGPT for self-directed learning |
| Social awareness | <ul style="list-style-type: none"> •Have a critical awareness of the drawbacks of ChatGPT and consider them when planning and implementing tasks •Inform learners of the risks, ethical issues, and drawbacks of ChatGPT |

130

Activity:

Type Answer in the Chat Window: How can you use ChatGPT in your class...



131

2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives



132

May 12, 2023**Reflect 2a. Expert Reflections**

• IALLT Interview Project Episode 10: ChatGPT and Language Learning: Interview with Jesse Walker, Jason Kappes, and Frederick Poole
<https://ftmag.com/iallt-interview-project-episode-10-chatgpt-and-language-learning/>
<https://www.youtube.com/watch?v=0DQTSzk7Z3U>

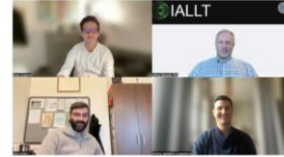


IALLT Interview Project Episode 10: ChatGPT and Language Learning: Interview with Jesse Walker, Jason Kappes, and Frederick Poole

133

February 23, 2023**Reflect 2a. Expert Reflections**

• IALLT Interview Project Episode 10: ChatGPT and Language Learning: Interview with Jesse Walker, Jason Kappes, and Frederick Poole
<https://ftmag.com/interview-project-9-artificial-intelligence/>
<https://www.youtube.com/watch?v=wTOIVuTsdRY&t=2s>

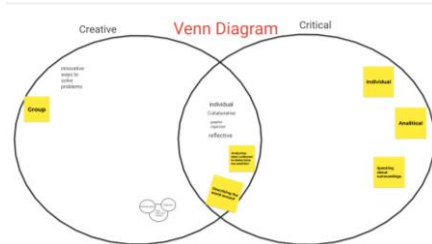


IALLT Interview Project Episode 9: Interview about Artificial Intelligence with Cory Duclos, Simon Zuberek, and Anthony Spadafino

134

September 4, 2021
Reflect 2b. Venn Diagrams in Jamboard

<https://jamboard.google.com/d/1uF5b203dvcfVfO5qha7xuGCLQ3xP-mIGPv77kdjKA4/viewer?l=5>



135

August 31, 2023
Reflect 2c. Critical Thinking on the Credibility of Sources

<https://openai.com/blog/teaching-with-ai>

Geetha Venugopal, a high school computer science teacher at the American International School in Chennai, India, likens teaching students about AI tools to teaching students how to use the internet responsibly. In her classroom, **she advises students to remember that the answers that ChatGPT gives may not be credible and accurate all the time, and to think critically about whether they should trust the answer, and then confirm the information through other primary resources.** The goal is to help them "understand the importance of constantly working on their original critical thinking, problem solving and creativity skills."



136

Reflect 2d.
Online Role Play or Debate (e.g., documentary production)

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Controller/Executive • Director/CEO/Leader • Connector/Relator/Linker/Synthesizer • Decider/Judge/Settler • Devil's Advocate/Critic/Censor • Reflector/Thinker/Speculator/Observer/Watcher • Warrior/Debater/Aggressor/Conqueror/Bloodletter • Idea • Spectator/Biased/Preconceiver • Shocker/Shock-Slug-Surfer/Dude | <ul style="list-style-type: none"> • Artist/Idea • Person/Visionary/Muse • Planner/Predictor/Guesser/Flowchart • Organizer/Strater/Founder/Initiator • Questioner/Ponderer/Protester • Adventurer/Discoverer/Explorer/Traveler • Mediator/Negotiator/Compromiser/Peacemaker • Watchdog/Evaluator/Measurer • Creative • Energy/Inventor/Generator/Brainstormer | <ul style="list-style-type: none"> • Optimist/Open-minded/Idealist • Robotic/Information • Dumpster/Spook-like • Absent • Minded/Stumpier/Dense/Aimless • Coach/Facilitator/Inspirator/Trainer • Guide/Mentor/Teacher/Scaffolder • Humanitarian/Do Gooder/Fundraiser • Funny/Humorous/Comic/Witty • Advisor/Responder/Helper/Tutor • Worldly/Wiseperson/Sage/Guru/Spiritual Leader |
|---|---|---|

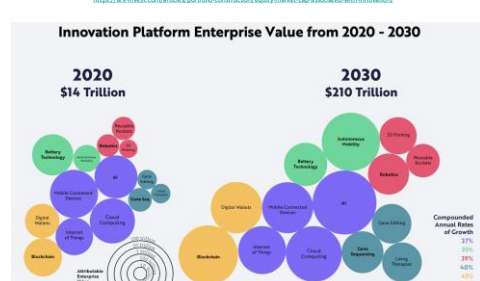


Example 2: Scaffolding...in the form of structuring the online environment and engagement e.g. reflective roles, self-coding, timely-engagement of instructors or otherwise you have "serial monologues."

137

November 25, 2021
Reflect 2e. Interpreting Interactive Graphs and Infographics

<https://ark-invest.com/articles/portfolio-construction-equity-market-cap-associated-with-innovation/>



138

February 19, 2023

Reflect 2f. Generate images and have students draft stories

DALL·E: An "Intelligent" Illustrator for your Language Classroom
<https://fltmag.com/dall%2%b7e/>



DALL·E: An "Intelligent" Illustrator for your Language Classroom

February 19, 2023, 4:47 PM • 10 Comments • 15,400 Views • 15,400 Views • 15,400 Views



139

February 19, 2023

Reflect 2g. Generate images and have students draft stories

DALL·E: An "Intelligent" Illustrator for your Language Classroom
<https://fltmag.com/dall%2%b7e/>

Ideas for DALL·E in your Class

Here are some ideas for how you could use DALL·E in your class. If you have more ideas, we would love to hear about them in the comments.

- Illustrate your own stories or have students illustrate their own stories.
- Give students a series of images and have them narrate a story according to the pictures.
- Create prompts using target vocabulary and then have students try to guess what the prompt was based on the image generated.
 - Have students work in pairs creating prompts, and then have their partner guess what the prompt was that created the image.
- Give the students the four similar pictures that were generated by DALL·E and have them describe the differences between them.

140

February 19, 2023

Reflect 2h. Generate images and have students draft stories

DALL·E: An "Intelligent" Illustrator for your Language Classroom
<https://fltmag.com/dall%2%b7e/>

- Give different students different photos that were generated by the same prompt and have students write descriptions of the photos, seeing if other students can figure out which description goes with which picture.
- Give two students similar but distinct pictures and have them compare them with each other in the target language without showing each other the images.
- Have students try to produce a particular image with an explanatory prompt and see whether DALL·E can produce a photograph of the intended word. (For example, if the word is "library," a student's prompt could be "a place where books are kept.") Then other students have to try to guess the original word.
- Give the students the four similar pictures that were generated by DALL·E and have them vote on which picture is the best rendering of the prompt and explain why they think so.

141

February 19, 2023

Reflect 2i. Generate images and have students draft stories

DALL·E: An "Intelligent" Illustrator for your Language Classroom
<https://fltmag.com/dall%2%b7e/>

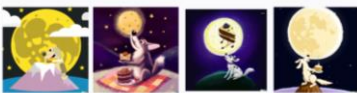
- Have students give prompts to DALL·E and then revise the prompts, analyzing why one prompt may have worked better than another or given a different result.
- Ask students to translate prompts suggested by other artists into their target language and compare the images that were generated in different languages.
- Ask DALL·E to generate culturally-specific images and then have students research and explain why the image does or does not fit the reality in the context of the target culture.
- Ask DALL·E to generate images based on idioms or proverbs as part of a lesson on them.
- Have students try to explain some culturally-specific situations in prompts to see whether DALL·E accurately renders them.

142

November 25, 2021

Reflect 2j. Generate images and draft story

<https://www.istockphoto.com/stock-photo-illustration/ai-generated-images-illustration>



Picture 2 – Images generated by the prompt "a dog eating cake on the moon"

When you select one of the images that you generated, you can do several things with it. You can share it with the community, download it, generate variations of it, or edit it. Generating variations will give you several pictures that are slightly different, like these dogs, which were generated from the first image in the group above.



Picture 3 – Variations on the dog image

143

3. Visual Learners

- Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.



144

March 31, 2022

Display 3a. Short Educational Videos:

Anchored Instruction/Macrocontext

TEDE, BBC News, and New York Times

<https://www.ted.com/> and <https://www.youtube.com/c/BBCNews/featured>

Women who made history

1. How's the world really doing?
2. How did the world really do?
3. How's the world really doing?
4. How's the world really doing?
5. How's the world really doing?
6. How's the world really doing?
7. How's the world really doing?
8. How's the world really doing?

TED did animations. Feed your curiosity

1. How's the world really doing?
2. How's the world really doing?
3. How's the world really doing?
4. How's the world really doing?

Explore together

1. How's the world really doing?
2. How's the world really doing?
3. How's the world really doing?
4. How's the world really doing?

145

June 5, 2023

Display 3b. Short Demonstration Videos

IALLT June Webinar 2023 - Making Generative AI Work for Language Teachers

<https://lptmag.com/generative-ai-webinar/>

<https://www.youtube.com/watch?v=MkIEI6ppgyg>

146

[illegible]


147

April 30, 2020

Display 3f. Word Clouds

(e.g., Tagged, Tagul, WordSift, Word It Out):

<https://www.wordclouds.com/>



148

4. Tactile/Kinesthetic Learners

- Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.



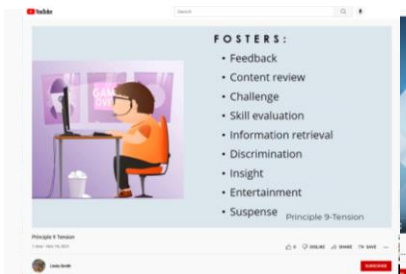
149

November 18, 2021

Do 4a. Student Explanatory Videos

Linda Smith

<https://youtube.com/playlist?list=PLGodJ0q20AH8KkP7LE7SBjpygxYeHd4K>



The screenshot shows a YouTube video player. The video title is "FOSTERS:". The video description lists several topics: Feedback, Content review, Challenge, Skill evaluation, Information retrieval, Discrimination, Insight, Entertainment, and Suspense. The video is from the channel "Principle 9-Tension". The video player interface includes a search bar, a play button, and a progress bar. The video is currently at 0:00. The video player is embedded in a web browser window.

150

Poll #5: Which pedagogical model or framework do you prefer?

- a. TEC-VARIETY
- b. R2D2
- c. Neither
- d. Both
- e. I will try to create some unique combo of the two.



151

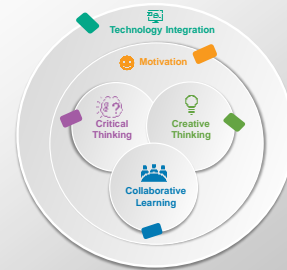
PART 5

152

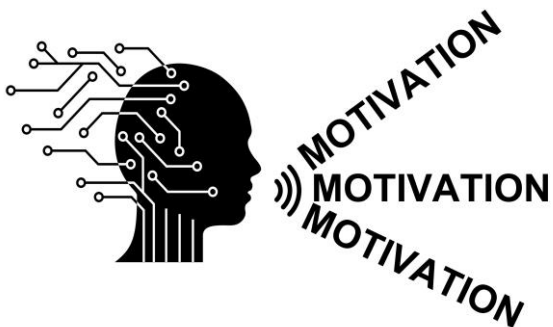
Framework #3
METC³
Educational Technology



153



154



155

MOTIVATION



156

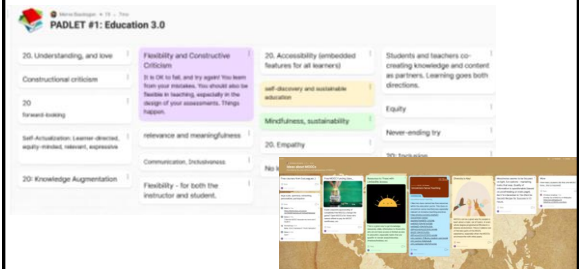
CREATIVE THINKING



157

August 27, 2021 Brainstorming in Padlet What is Education 3.0?

<https://padlet.com/basdogan2/vw19ct98styo1bw>



158

CRITICAL THINKING



159

September 4, 2021 K-W-L in Jamboard

https://jamboard.google.com/d/1Kj1vX4iXa2RgE50H58laB_cW-LieoEUzMDDFj88eP00/viewer?i=4



160

September 4, 2021 PMI in Jamboard

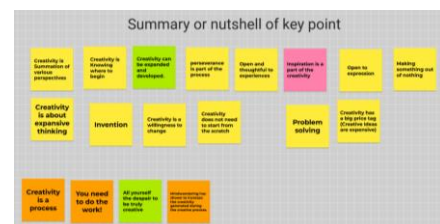
https://jamboard.google.com/d/1Kj1vX4iXa2RgE50H58laB_cW-LieoEUzMDDFj88eP00/viewer?i=4



161

October 2, 2021 Summary or Recaps in Jamboard

<https://jamboard.google.com/d/1uf5b20JdvcFVl05qhaIxxuGCLQ3xP-mIGPvF7kdjKA4/viewer?i=5>



162

COLLABORATION



163

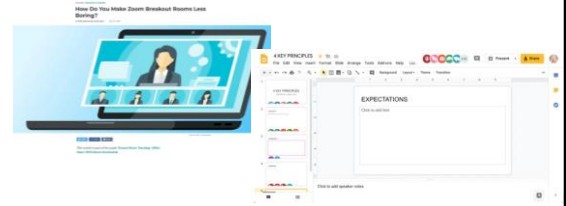
September 24, 2020

Breakout Rooms

How Do You Make Zoom Breakout Rooms Less Boring?, Expectations, Share a link, Introductions

Bonni Stachowiak (Columnist), Ed Surge

<https://www.edsurge.com/news/2020-09-24/how-to-make-zoom-breakout-rooms-less-boring/>



164

February 7, 2022 Reflection Team Activities in Jamboard

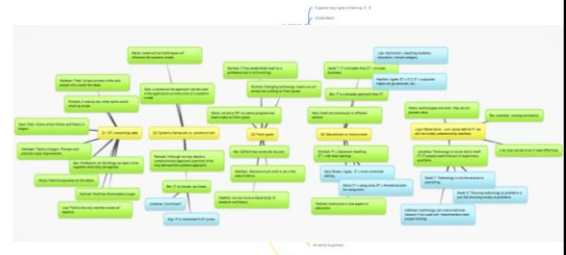
<https://jamboard.google.com/d/1XkXkFNUCJ8vQg7qYd6N73NZQ8cV60Fc8KgcY7TneU/viewer?z=6>



165

February 27, 2022 Discussion Recap in a Mindmap

<https://www.mindmeister.com/map/21982593447c-232a92c56q>



166

Poll: Will instructors be replaced by ChatGPT and Generative AI?

- Definitely not!
- I will wait and see...
- Perhaps some instructors might.
- Most entry level instructors will likely be replaced.
- All instructors should fear losing their jobs.

167

Poll: How many ideas did you get from this talk now?

- 0 if I am lucky.
- Just 1.
- 2, yes, 2...just 2!
- Do I hear 3? 3!!!!
- 4-5.
- 5-10.
- More than 10.



168

321 Recap or Summary**3 = Takeaways****2 = Things you knew already****1 = Question you have**

169

**Chat Window Sharing:
Three Words from this Session...?****e.g., "I am happy!" and...
"minions are happy!"**

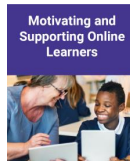
170

**We are entering a jumping
off point...**

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**Remember...
"I cannot do this alone."****"I cannot do this alone."****"I cannot do this alone."****"I cannot do this alone."**

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Any Questions or Comments?**Slides at: TrainingShare.com****(go to "Archived Talks")****Free book: <http://tec-variety.com/>****Papers: PublicationShare.com****Curtis J. Bonk, IST Professor****Indiana University****cjbonk@indiana.edu; <http://curtbonk.com/>**

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