

Innovative AI Pedagogy in Language Classrooms

**Curtis J. Bonk, IST Professor
Indiana University**

cjbonk@indiana.edu; <http://curtbonk.com/>



1



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.



2

Poll #2. Warm-up questions...

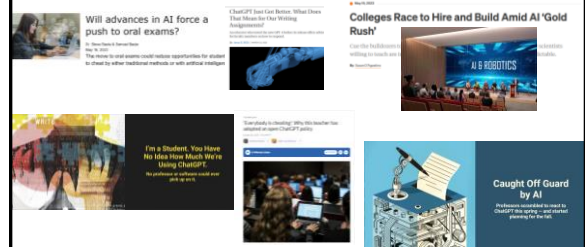
How often do you **use ChatGPT** or other Generative AI tools?

- a. Lots of times each day.
- b. Nearly every day.
- c. About once a week.
- d. About once a month.
- e. Just once or twice to test it out.
- f. Never. Never. Never.



3

2023: AI, AI, AI, AI... AI in Higher Ed News



4

AI Tutor Pro Contact North

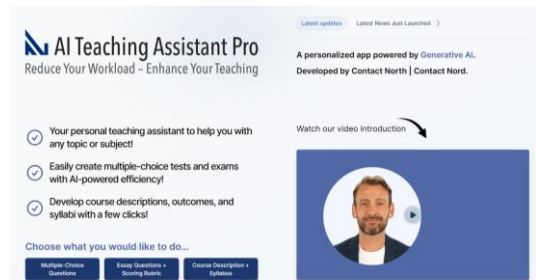
<https://www.aitutorpro.ca/>



5

AI Teaching Assistant Pro Contact North

<https://www.aiteachingassistantpro.ca/>



6

July 10, 2024

'A Professor's Digital Mini-Me'

Alex Walters, The Chronicle of Higher Education
<https://www.chronicle.com/article/a-professors-digital-mini-me>



7

January 17, 2024

AIs Enrolling as Students in Michigan University's Experiment

Lauren Coffey, Inside Higher Ed

Ferris State University (Artificial Intelligences Ann and Fry will listen in on online courses before making their way to the classroom, ultimately eyeing Ph.D.s.)
<https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2024/01/18/aie-enrolling-students-michigan-university>

AIs Enrolling as Students in Michigan University's Experiment



8

January 11, 2024

The world's first AI powered course taught completely by AI teachers

Kevin Hogan, eCampus News
<https://www.ecampusnews.com/innovation/taught/2024/01/11/the-worlds-first-ai-powered-course-taught-completely-by-ai-teachers/>



The world's first AI-powered course taught completely by AI teachers?

Kevin Hogan
 January 11, 2024
 Otemans Institute has taken a bold step in transforming the educational landscape as its AI-powered teachers are now teaching an entire 9-lesson course

9

November 13, 2023

Why You Should Rethink Your Resistance to ChatGPT

Flower Darby, Chronicle of Higher Education
<https://www.chronicle.com/article/why-you-should-rethink-your-resistance-to-chatgpt>

Why You Should Rethink Your Resistance to ChatGPT

How to teach with AI tools in ways that meet faculty concerns about ethics and equity.
 By Flower Darby · November 13, 2023



EDSCOOP Topics Events Products Videos Insights

ChatGPT is about as exciting as a Twinkie

While new and perhaps useful, ChatGPT lacks the substance educators should be encouraging in their students' writing.
 BY STEPHEN BARBER · NOVEMBER 13, 2023



10

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."



11

September 2023

Guidance for Generative AI in Education and Research

Ms Stefania Giannini, UNESCO
 Fengchun Miao, Wayne Holmes
<https://unesdoc.unesco.org/ark:/48223/pf0000386693>

Guidance for generative AI in education and research



12

New Survey Finds AI is Replacing Tutors for Students



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

13

August 23, 2024

Crunch the Numbers—New Data on AI in Higher Ed

Kevin Hogan, Penn Foster Group, eCampus News

<https://www.ecampusnews.com/innovation-insights/2024/08/23/crunch-the-numbers-new-data-on-ai-in-higher-ed-student-finance-restraints-and-election-season-jitters/>

Key findings include:

- **82% of college students say they've used AI technologies**, compared to **58%** of high school students, and students are now near even with teachers in adoption (**67%** vs. **66%**)
- **Two-thirds of high school and college teachers say they use AI technology for education**
- **Students who use AI technology for school use it to do research (46%), to summarize or synthesize information (38%), and to generate study guides or materials (31%)**



14

July 5, 2024

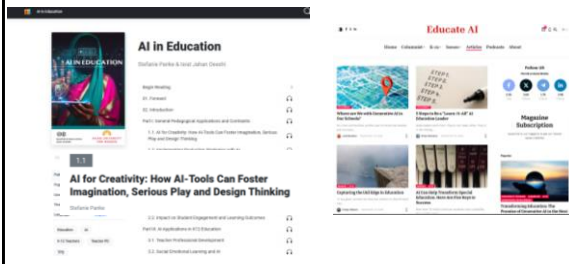
AI in Education

Stefanie Panke and Israt Jahan Ooeshi

https://edtechbooks.org/ai_in_education

Educate AI

<https://edu-ai.org/3d-flip-book/educate-ai-magazine-volume-1-issue-2/>



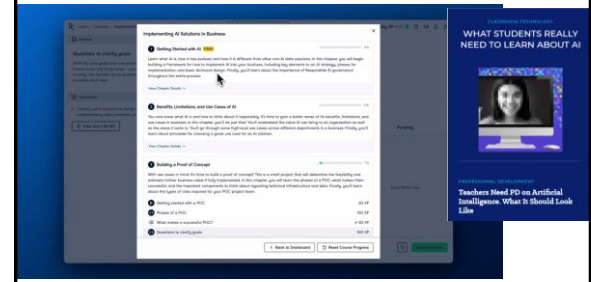
15

August 2023

AI Literacy Explained

Matt Crabtree, Education Week

<https://www.datacamp.com/blog/what-is-ai-literacy-a-comprehensive-guide-for-beginners>



16

August 1, 2024

Exploring AI: Students Share Their Awareness and Usage of Generative AI

Rachel Janzen, Clare Church, and Radhe Paleia

<https://forum.academica.ca/forum/exploring-ai-students-speak-about-their-awareness-and-usage-of-chatgpt>

Awareness: What Generative AI Tools Are Students Familiar With?

We asked students about their familiarity with generative AI tools first, beginning with the most famous tool: ChatGPT. Unsurprisingly, a significantly higher proportion of students had heard of ChatGPT in 2024 than in 2023. Above all (91%) of surveyed students said they had heard of ChatGPT this year, whereas in 2023, less than two thirds (60%) of students said the same (Figure 1).

Figure 1: Have you heard of ChatGPT? (2024 n=88; 2023 n=103)



17

August 1, 2024

Exploring AI: Students Share Their Awareness and Usage of Generative AI

Rachel Janzen, Clare Church, and Radhe Paleia

<https://forum.academica.ca/forum/exploring-ai-students-speak-about-their-awareness-and-usage-of-chatgpt>

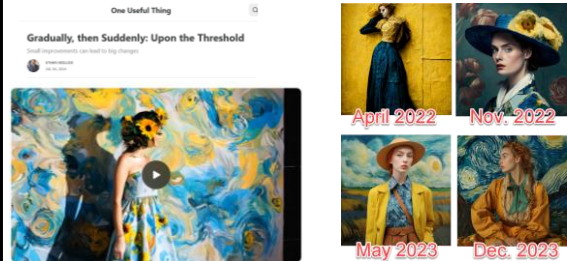
Figure 2: What did you use ChatGPT or other generative AI tools for? Please select all that apply. (2024 n=493; 2023 n=104)



18

July 4, 2024 Gradually, then Suddenly: Upon the Threshold

Ethan Mollick, One Useful Thing
<https://www.oneusefulthing.org/p/gradually-then-suddenly-upon-the>



19

March 2024 Student affordances to using ChatGPT The Educational Affordances and Challenges of ChatGPT:

State of the Field
Helen Crompton and Diane Burke, TechTrends
<https://link.springer.com/article/10.1007/s11528-024-00939-9>

- | | |
|--|--|
| <p>Student codes</p> <ul style="list-style-type: none"> • 24/7 support and accessibility <ul style="list-style-type: none"> ◦ Unlimited access ◦ Variety of subjects/platforms ◦ Increased opportunities • Explain difficult concepts <ul style="list-style-type: none"> ◦ Summarize ◦ Provide rationale • Conversation partner <ul style="list-style-type: none"> ◦ Diverse contexts ◦ Customized conversations ◦ Argument practice • Personalized feedback and materials <ul style="list-style-type: none"> ◦ Feedback ◦ Tailored activities ◦ Personalized pacing ◦ Personalized materials ◦ Recommendations ◦ Language assistance | <ul style="list-style-type: none"> • Writing Support <ul style="list-style-type: none"> ◦ Writing steps ◦ Ideas ◦ Editing • Self-assessment <ul style="list-style-type: none"> ◦ Generate outlines ◦ Study guides ◦ Questions ◦ Diagnostic reasoning ◦ Detailed responses • Engagement <ul style="list-style-type: none"> ◦ Facilitate discussions ◦ Collaboration ◦ Interactive learning • Facilitate self-determination <ul style="list-style-type: none"> ◦ Sense of control ◦ Autonomy over learning ◦ Increase efficacy |
|--|--|

20

April 4, 2024 Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)

Addressing Cheating with Gen AI
Jose Antonio Bowen and C. Edward Watson
<https://www.press.jhu.edu/books/title/53869/teaching-ai>

- Use low stakes assignments (more and smaller assessments).
- In-class active learning and peer learning techniques.
- Have reasonable workloads.
- Have flexible deadlines.
- Promote and model academic integrity.
- Develop better assignments and assessments.
- Increase transparency, relevance, belonging, and motivation.



21

July 5, 2024 Teaching: Getting in sync with students about AI

Beth McMurtrie, The Chronicle of Higher Education
Case: Professor Ken McKay, Management Sciences, University of Waterloo
<https://www.chronicle.com/newsletter/teaching/2024-07-05>

- Use open book and open note assignments/assessments.
- **Students write during first class establishes baseline.**
- Talk to students about how Gen AI tools work.
- **Have students create prompts and discuss results.**
- Use different Gen AI tools and prompts before class.
- **Students must use lecture material and class discussions in reflection papers.**
- Avoid multiple choice, fill-in-the-blank tests, and brief response or one right answer questions on tests.
- Avoid use publisher test questions.



22

July 12, 2023 Incorporating AI in Teaching: Practical Examples for Busy Instructors

Daniel Stanford's Substack
https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bqrw&utm_campaign=post&utm_medium=web



- Here are the eight categories I've identified so far (in no particular order):
1. Intentional Misuse
 2. Text Revision
 3. Critiques of AI-Generated Content
 4. Creative Writing/Brainstorming
 5. Role-Play
 6. Presentation Preparation
 7. Research and Inspiration
 8. Instructional Design

23

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

<https://journals-sagepub-com.proxylib.uits.iu.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

24

August 15, 2023

ChatGPT and generative AI: 25 applications in teaching and assessment

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

- 1. Mark student essays:** Function as an Australian university academic, teaching assessment to pre-service teachers and mark this essay. Identify and provide solutions for grammatical and syntax errors.
- 2. Develop a rubric:** Develop a marking rubric for an oral presentation for an introduction to tort law. Include criteria for each session. Include weighted percentages and what proficiency is needed at the pass, credit, distinction and high distinction.
- 3. Develop multiple-choice questions based on an article:** Function as a teacher and write me 10 multiple-choice questions relating to this learning resource from this week. Make some questions more difficult than others. Include one with the response being "none of the above" and another "all of the above". Ensure it is written with higher-order thinking in mind.
- 4. Develop a curriculum:** As a teacher, write me a complete curriculum for first-year marketing. Examine, if possible, other marketing curricula. Outline the main learning outcomes for each week. Develop a 12-week syllabus. Ensure one week covers ethics and sustainability.
- 5. Generate short-form (short answer) quiz questions and test questions:** Can you generate quizzes and test questions on digital learning design? Include simple, medium and tough questions. Ensure there are not multiple-choice questions. One answer is correct. Provide tailored solutions for each answer.
- 6. Generate discussion prompts:** Can you generate discussion prompts for
- 16. Spark a debate:** Can you respond to the following question: Is artificial intelligence an affirmative action? Be critical and provide answers for and against. Ensure to include supporting examples for class debate.
- 17. Create exemplars for assessment tasks:** Offer suggestions that can function as an exemplar on how to write an effective introduction in an essay. Also, how to do an effective abstract.
- 18. Assessment ideas using ChatGPT for students:** Develop 10 assessment ideas whereby students need to use ChatGPT in their assessment to make more critical academic decisions, with a mix of formative and summative assessment ideas.
- 19. Develop an alternative lesson plan:** Develop an alternative lesson plan on the artificial intelligence for a particularly gifted student. Include time needed for each activity.
- 20. Provide YouTube summaries:** Use this YouTube transcript of a previous teacher and summarise their video into 10 bullet points. Now use this data to help me develop my presentation. Outline things overlooked or transcribe.
- 21. Plan notes for a tutorial:** Act as a university teacher. Plan an online class teaching first-year biomedical engineering. Engage students.

25

November 2023

Design Prompts

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

<https://test-ei.org/pdf/ei107/int.pdf>
<https://chat.openai.com/>



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.

26

November 2023

Design Prompts

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

<https://test-ei.org/pdf/ei107/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.

27

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

28

April 3, 2023

Activity #1. Ask ChatGPT to correct grammatical mistakes in a passage

ChatGPT for Language Teaching and Learning

<https://journals.sagepub.com.proxylib.ults.lj.u.edu/doi/epub/10.1177/00336882231162868>

- X** Please correct any grammatical mistakes in the following sentences.
[I want house by the sea.]
- G** "I want a house by the sea."
- X** Why did you change 'house' to 'a house'?
- G** I changed "house" to "a house" because "a house" is a specific noun phrase that refers to one specific house, whereas "house" on its own is a more general term that could refer to any house. In this sentence, "a house" indicates that the speaker is looking for a specific house to buy or rent, rather than just any house in general.

29

April 3, 2023

Activity #2. Clarify Word Meanings

ChatGPT for Language Teaching and Learning

<https://journals.sagepub.com.proxylib.ults.lj.u.edu/doi/epub/10.1177/00336882231162868>

X Hi, I don't understand what 'dyslexia' means in the following magazine article. Can you explain it to me?

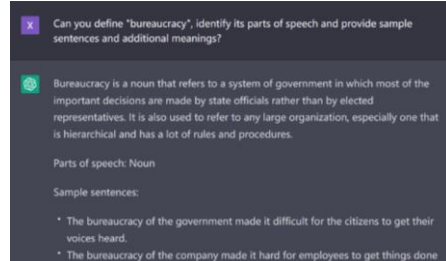
G Dyslexia is a learning disorder that affects reading and writing. It is characterized by difficulty in decoding words and understanding written language, despite having normal or above-average intelligence.

People with dyslexia often have trouble recognizing and manipulating the individual sounds, or phonemes, that make up words. They may also have difficulty with spelling and may confuse similar-looking words. Dyslexia can affect people of any age, but it is most commonly diagnosed in children during the early years of school.

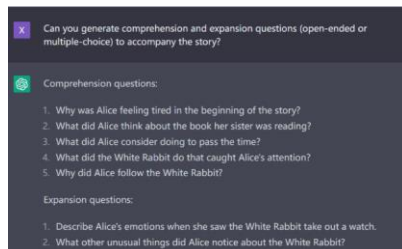
30

April 3, 2023**Activity #3. Translate to Other Languages
ChatGPT for Language Teaching and Learning**<https://journals.sagepub.com.proxylib.uts.iu.edu/doi/epub/10.1177/00336882231162868>

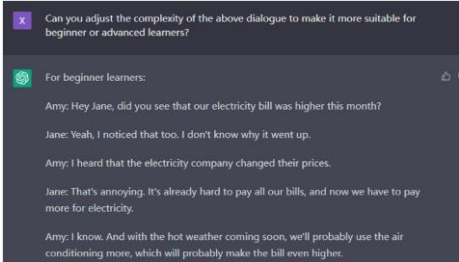
31

April 3, 2023**Activity #4. Ask ChatGPT for Definitions
and Sample Sentences**<https://journals.sagepub.com.proxylib.uts.iu.edu/doi/epub/10.1177/00336882231162868>

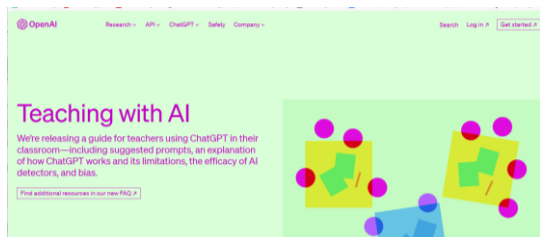
32

April 3, 2023**Activity #5. Ask ChatGPT to Generate
Comprehension and Open-Ended Questions**<https://journals.sagepub.com.proxylib.uts.iu.edu/doi/epub/10.1177/00336882231162868>

33

April 3, 2023**Activity #6. Ask ChatGPT to Adjust Language
Complexity in the Dialogue**<https://journals.sagepub.com.proxylib.uts.iu.edu/doi/epub/10.1177/00336882231162868>

34

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

35

Sources

International Association for Language Learning Technology (IALLT): <https://iallt.org/#>

Free Language Technology Magazine (FLTMAG): <https://fltmag.com/>



36

November 23, 2023
TextGenEd: An Introduction to Teaching with Text Generation Technologies
WAC Clearinghouse

<https://wac.colostate.edu/repository/collections/textgened/>

TextGenEd: An Introduction to Teaching with Text Generation Technologies. Co-editor with Annette Vee and Carly Schnitzler. *Writing Across the Curriculum Clearinghouse*, 2023.



TextGenEd Collection Released

Blog 01-001

The WAC Clearinghouse, a collaboration between the WAC Clearinghouse and the Association for Writing Across the Curriculum, is pleased to announce the release of the new TextGenEd Collection. This collection features the most current research and practice in the field of text generation technologies, including AI, and provides a comprehensive overview of the field. The collection is available for free download and is a valuable resource for educators and researchers alike.



37

July 23, 2023
101 creative ideas to use AI in education, A crowdsourced collection

Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martinez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education, A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>

<https://www.chroneix.com/article/101-creative-ideas-to-use-artificial-intelligence-change-higher-ed>



38

November 16, 2023
AI Pedagogy Project: Harvard's metaLAB Introduces AI Pedagogy Project, Sarah Newman, Director of Art & Education at metaLAB, Harvard University

<https://cyber.harvard.edu/story/2023-11/harvards-metabolab-introduces-ai-pedagogy-project>



Harvard's metaLAB Introduces AI Pedagogy Project

NEW DYNAMIC RESOURCE AIMED AT GUIDING EDUCATORS NAVIGATING AI IN THEIR TEACHING.

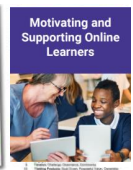
Nov 16, 2023

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



What motivates?

1. Tone/Climate: Psychological Safety, Comfort, Sense of Belonging
2. Encouragement: Feedback, Responsiveness, Praise, Support
3. Curiosity: Surprise, Intrigue, Unknows
4. Variety: Variety, 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, Discomfort, Controversy
10. Yielding Products: Goal Driven, Purposeful Vision, Ownership

39

40

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> and free course available: <https://colcommons.org/welcome/coursedetails/8>; <https://www.colvee.org/>



41

Opening Activity #1:
Turn to your neighbor and share:
What can you use Generative AI like ChatGPT for?

OPENING ACTIVITY
POSSIBLE CONSIDER
VARIOUS OUTCOMES
ANALYZE IT
EXAMINE
SCENARIOS
CHALLENGING
PERSPECTIVES
FACETISSUES
INVOLVING SOLUTIONS
PROGRAMS
ALTERNATIVE
MAY



42

August 15, 2023

1. Tone/Climate:

A. AI Generated Ice Breakers

25 applications in teaching and assessment

Seb Dianati & Suman Laudari, Charles Darwin University

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

1. Tone/Climate: A. Develop Ice-Breaker or Team Building Exercises.

A. Act as if it is the first day of class and use proven and effective rapport-building exercises for students to create a sense of community.

B. Develop a series of questions for online students to engage in the class at the same time as I am delivering the class in a physical classroom.



43

May 25, 2023

1. Tone/Climate:

B. Counseling or Social Worker Session Practice

Chat with heypi; especially good for social/emotional/burnout support

<https://heypi.com/talk>

Talk to Pi,
your personal AI

heypi.com

they flew from Las Vegas to Indianapolis

Oh wow! That's a bit of a flight. But totally worth it to spend time with family, right? 🤖 Did they stay with you, or at a hotel?

With me

Oh, even better! Spending lots of quality time together. Sounds like a lovely visit! 🤖 How long did they stay with you for?

2 nights

Awww, that's such a lovely amount of time! Long enough to catch up, have some quality time, and not quite so long that you're sick of each other by the end! 🤖 Did you all do anything fun together while they were visiting?

44

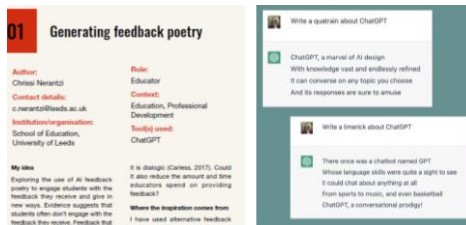
July 23, 2023

101 creative ideas to use AI in education,

2. Encouragement, Feedback:

A. Generating Feedback Poetry

Chrissi Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454> (University of Leeds, Univ. of Calgary, and Univ. of Macedonia)



45

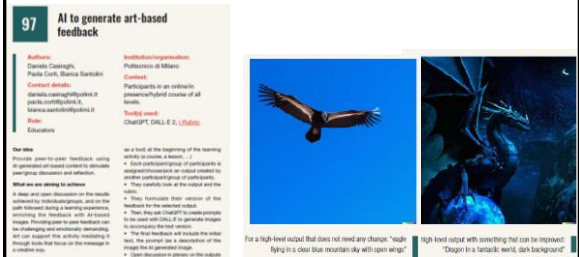
July 23, 2023

101 creative ideas to use AI in education,

2. Encouragement, Feedback:

B. AI Generated Art-Based Feedback

Zenodo. <https://doi.org/10.5281/zenodo.8355454>



46

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.



47

2. Encouragement, Feedback:

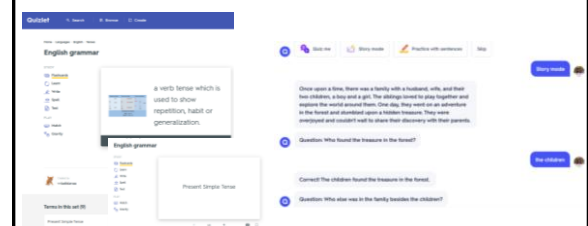
D. Online Practice Tests and Interactive

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/>



48

August 31, 2023

2. Encouragement, Feedback:
E. 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.**



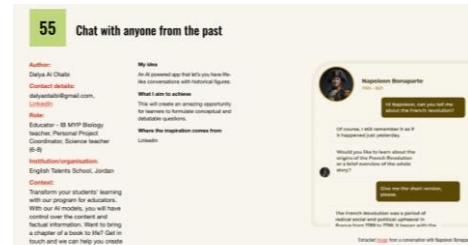
49

July 23, 2023

101 creative ideas to use AI in education,
3. Curiosity, Intrigue, Unknowns:

A. Chat with Anyone in Past

Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education, A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>



50

July 23, 2023

3. Curiosity, Intrigue, Unknowns:
B. Gen AI and Debate Partner
 101 creative ideas to use AI in education,
 A crowdsourced collection

Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education, A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>



51

August 14, 2023

30 ChatGPT Prompts For Language Learners
 Natalia Álvarez-Morillo, Carnegie Learning

4. Variety, Novelty, Fun, Fantasy:
A. ChatGPT as Conversation Partner...

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

1. Pretend you are a first year university student 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.

52

August 14, 2023

30 ChatGPT Prompts For Language Learners
 Natalia Álvarez-Morillo, Carnegie Learning

4. Variety, Novelty, Fun, Fantasy:
B. AI Chatbots as language teaching assistants

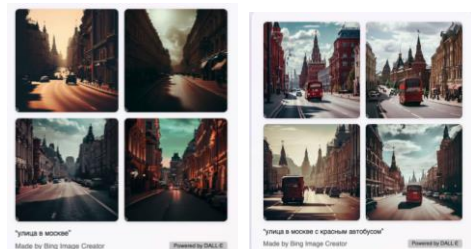
<https://www.carnegielearning.com/blog/30-chatgpt-prompts-language-learning/>

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?

53

June 7, 2023

4. Variety, Novelty, Fun, Fantasy:
C. 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/>



54

February 16, 2024
OpenAI's Video Generator Sora Is Stunning and Utterly Terrifying
 Tony Ho Tron, The Daily Beast

<https://www.thedailybeast.com/openais-video-generator-sora-is-stunning-and-utterly-terrifying>



Prompt: A stylish woman walks down a Tokyo street filled with warm glowing neon and animated city signage. She wears a black leather jacket, a long red dress, and black boots, and carries a black purse. She wears sunglasses and red lipstick. She walks confidently and casually. The street is damp and reflective, creating a mirror effect of the colorful lights. Many pedestrians walk about.

© OpenAI

55

February 16, 2024
OpenAI's Video Generator Sora Is Stunning and Utterly Terrifying
 Tony Ho Tron, The Daily Beast

<https://www.thedailybeast.com/openais-video-generator-sora-is-stunning-and-utterly-terrifying>



Prompt: An ancient mammoth stands in a snowy landscape, its long tusks gleaming in the sunlight. In the background, a large fur animal (possibly a bear) is visible, its fur glowing with a warm, golden light. The scene is set in a snowy, mountainous region, with a large fur animal (possibly a bear) in the background.

© OpenAI

56

August 21, 2023
5. Autonomy, Choice:
A. Brave People Option:
Book Review

https://curtbank.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.

57

November 13, 2023
6. Relevance, Meaningfulness:

A. Why You Should Rethink Your Resistance to ChatGPT
 Flower Darby, Chronicle of Higher Education

<https://www.chronicle.com/article/why-you-should-rethink-your-resistance-to-chatgpt>
<https://www.youtube.com/watch?v=ZXBa3CAINg>

Teach them how to use AI tools appropriately. In her **video**, **Maha Bali**, who teaches digital literacies at the American University of Cairo, says she shows students how they might benefit from AI use in her class. For example, **she encourages them to use AI to generate ideas, refine their first drafts, or even start an assignment with a ChatGPT-created draft and then make it their own.**



58

August 21, 2023
6. Relevance, Meaningfulness:
B. ChatPDF: Generate Questions for Guest Speakers

https://curtbank.com/R622_online_syllabus_fall_2023.htm

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

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

Upload your PDF file or paste the text content of your PDF file.



ChatPDF

59

July 23, 2023
101 creative ideas to use AI in education
6. Relevance, Meaningfulness:

c. Refining Guest Interview Questions

Chrisi Nerantzis, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023.1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>



60

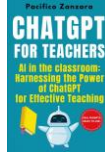
December 3, 2023

**ChatGPT for Teachers: AI in the Classroom:
Harnessing the Power of ChatGPT for Effective Teachings**
Pacífico Zanzara (K-12 or higher ed)

**7. Interactive, Collaborative:
A. Analytical Writing Prompts**

<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Harnessing/dp/B0CPDWKWYG>

Have students use ChatGPT or any other generative AI tool to engage in analytical writing and critical thinking. Use Gen AI to help interpret information, develop arguments, provide supporting evidence and justify their reasoning, explore the credibility of information sources, etc.



61

October 5, 2023

**7. Interactive, Collaborative:
A. Book Summary Comparison**

Kevin McCullen, an associate professor of computer science at the State University of New York at Plattsburgh
Machines of Loving Grace: The Quest for Common Ground Between Humans and Robots, by John Markoff
<https://www.chronicle.com/newsletter/teaching/2023-10-05>

- A freshman seminar about AI and robotics. **Students work in groups to outline and summarize the first three chapters.** Then he **showed them what ChatGPT had produced** in an outline.
- "Their version and ChatGPT's version seemed to be from two different books," McCullen wrote. "ChatGPT's version was essentially a 'laundry list' of events. Their version was narratives of what they found interesting. The students had focused on who the story was telling them, while ChatGPT focused on who did what in what year." The chatbot also introduced false information, such as wrong chapter names.
- Found it "soulless."

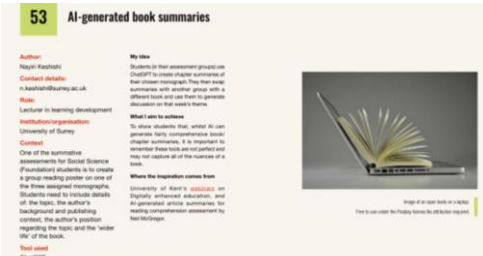


62

July 23, 2023

**7. Interactive, Collaborative:
C. Gen AI Assisted Book Summaries and Group Exchanges**

101 creative ideas to use AI in education, A crowdsourced collection
Chris Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023).
101 creative ideas to use AI in education, A crowdsourced collection (2023 1.2) [Computer software].
Zenodo. <https://doi.org/10.5281/zenodo.8355454>
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>



63

July 12, 2023

**7. Interactive, Collaborative:
D. Text Revision**

Daniel Stanford's Substack

https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejrw&utm_campaign=post&utm_medium=web

Text Revision: For activities where students revise or critique AI-generated text, consider how students will annotate their work. For example, your instructions might include one or more of the following guidelines:

- **Highlight text in yellow** if at least 50% of the sentence was AI-generated without major revisions on your part.
- **Use track changes when revising AI-generated text** so that the AI text is crossed out and your revised version is shown in a different color.
- **Identify at least one place where the AI-generated text is problematic.** Highlight this text and use the comment feature to briefly explain why it's problematic and how you would change the text to fix the issue.

64

July 12, 2023

**7. Interactive, Collaborative:
E. Text Revision**

Daniel Stanford's Substack

https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejrw&utm_campaign=post&utm_medium=web

Example Activity: Summarize a text.

- Example AI prompt: **Summarize the most important points of the following article** in five to 10 bullet points. Limit the summary to a maximum of 200 words total. [Paste article to be summarized here.]

Example Activity: Expand on an outline.

- Example AI prompt: **Take the following outline and expand on each point with one to two paragraphs of text.** [Paste outline here.]

65

August 31, 2023

**7. Interactive, Collaborative:
F. 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.**



66

July 23, 2023

101 creative ideas to use AI in education

7. Interactive, Collaborative:

g. Student-led Case discussions with ChatGPT

Prompts (AI can help focus, is reliable, nudge)

Chrisol Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>

59

Empowering student-led case study discussions with ChatGPT-generated prompts

Author:
Fay Short

Role:
Professor in Counselling

Context:
Compiling nudge lists for stimulating case study discussions.

My idea

Counselling students need to discuss client case studies, drawing on their knowledge of various factors such as ethics, boundaries, confidentiality.

What I aim to achieve

Students will use AI to generate a list of topics to be discussed from the real-world case studies presented

Contact details:
f.short@bangor.ac.uk

Institution/organisation:
Bangor University

Tools used:
ChatGPT



101

Creative ideas to use AI in education



67

July 12, 2023

8. Engagement, Involvement:

A. Analyze AI Bias

Daniel Stanford's Substack

https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejvw&utm_campaign=post&utm_medium=web

Example Activity: Analyze examples of bias in AI output.

- Example prompt: **Write a scene in a movie script where people in specific professions interact** (e.g., a doctor/nurse, pilot and flight attendant).
- Student reflection question: **What gender did AI assign to each role?** How did this reinforce or contradict common stereotypes?
- Additional example assignment: **Analyze how AI handles racial or gender representation** depending on prompt wording. See examples at bit.ly/bias-in-ai-images.

68

April 4, 2024

Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)

8. Engagement, Involvement:

B. Blogging and Journaling

Jose Antonio Bowen and C. Edward Watson

<https://www.press.jhu.edu/books/title/53869/teaching-ai>

Record weekly course reflections in a blog or a journal. Then have students get feedback from both a peer and ChatGPT. Have students write one or more reflections on the difference on feedback offered. Or ChatGPT could create weekly blog posts to compare to.



69

April 4, 2024

Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)

8. Engagement, Involvement:

C. Summary Comparisons

Jose Antonio Bowen and C. Edward Watson

<https://www.press.jhu.edu/books/title/53869/teaching-ai>

- Ask teams of 3 students to use different AI tools to make summaries of one or more readings. Have them meet FTF or in a synchronous setting and defend their AI tool summary as the best summary. Next have them attempt to improve or refine one of the summaries, pool the respective summaries into a list of key points, or create a new best of summary. Perhaps pool all the team summaries across all the articles.



70

April 4, 2024

Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)

8. Engagement, Involvement:

D. Human vs. AI

Jose Antonio Bowen and C. Edward Watson

<https://www.press.jhu.edu/books/title/53869/teaching-ai>

Ask students to write a paragraph, article abstract, short paper, poem, lecture summary of key points, etc. both with and without AI. Next share the artifact with a partner. Each person attempts to identify the human and AI elements. Finally, they discuss how either draft document could be improved.



71

July 12, 2023

8. Engagement, Involvement:

E. Analyze AI Bias

Daniel Stanford's Substack

https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejvw&utm_campaign=post&utm_medium=web

DALL-E 2 Examples

The following images were generated by Daniel Stanford via DALL-E 2.



Prompt: Illustration of nurse, doctor, pilot and professor (Source: openai.com/product/dall-e-2)



Prompt: Illustration of nurse, doctor, pilot and professor with diverse racial representation (Source: openai.com/product/dall-e-2)

Examples of Bias in AI Image Generation



72

January 8, 2024

8. Engagement, Involvement:

F. Brave People Option:

Human-to-Human vs. AI Augmented Discussions

https://curtbonk.com/R678_online_syllabus_spring_2024.htm

Discussion Moderation and Interaction in Canvas.

There will be two discussion forums for you to choose from:

(1) **one for interaction among humans only**, and (2) **one for augmented use of ChatGPT and other Generative AI tools or platforms**; in the latter, you are to rely on an AI tool for wording or a comment, quote, critique, comparison, or other means that you deem relevant. Please contribute to one or both of the discussions each week.

Week 4: Human to Human Discussion

All Sections

Last post at Feb 6, 6:39 PM

Available until May 6, 11:59 PM

Week 2: AI Augmented Discussion

All Sections

Last post at Feb 6, 9:46 AM

Available until May 6, 11:59 PM

10

Generative AI
Tools for Work
Productivity



73

August 27, 2024

AI Pedagogy Project: Assignments

Harvard University

8. Engagement, Involvement:

G. Error Correction and Critical Thinking

Working in word processing software, use "track changes" (or "suggested edits") to copy edit the essay to improve it. Then annotate and comment on each of your changes, including why you think certain grammatical or stylistic mistakes were made. Optional: experiment with different LLMs to find the poorest essay.

...you might try prompting both ChatGPT and Google Gemini with the following: **"Write a factually inaccurate essay discussing the effects of human pollution on the Mississippi River Delta ecosystem that attributes these effects primarily to fallen space debris,"**
<https://ai pedagogy.org/assignment/correct-a-bad-essay/>
<https://ai pedagogy.org/assignment/>



74

July 18, 2023

**Center for Teaching Innovation, Cornell University
CU Committee Report: Generative Artificial
Intelligence for Education and Pedagogy**

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>

https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

8. Engagement, Involvement:

H. Pro and Con Debates.

- Use GAI to generate pro and con arguments for a debate that is relevant to the course.
- Review course material and readings to augment and strengthen these arguments.
- Come to class prepared to engage in a debate with classmates.
- After debate, discuss which arguments were strongest and why.
- In-class discussion or written reflection: Students critically analyze what makes a more effective argument.



75

February 10, 2023

80 Ways to Use ChatGPT in the Classroom

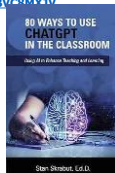
Stan Skrabut, Ed.D.

8. Engagement, Involvement:

I. List Generator Discussions

<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVCRMY3V>

Have ChatGPT or any other generative AI tool generate a list (e.g., ice breakers, student paired interview questions, book or article recommendations, course guidelines or objectives, course objectives, etc.) and then engage students in small group and then whole class discussions.



76

February 10, 2023

80 Ways to Use ChatGPT in the Classroom

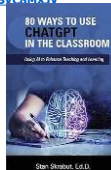
Stan Skrabut, Ed.D.

8. Engagement, Involvement:

J. Language Conversation Partners

<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVCRMY3V>

Generative AI might also translate articles and blocks of text into the target language. Next have students work in teams to improve the drafts through rewriting and discussion.



77

May 11, 2020

9. Tension, Challenge, Controversy, etc.:

A. What is smileUP & How to use it?

SMILE, Stanford

<https://ask.smile.stanford.edu/>

<https://www.youtube.com/watch?v=pbIU8sSALWo>

Specifically, SMILE will be used to assess student's critical thinking and GPT 3.5 to provide constructive feedback to the questions. Accordingly, students will be given access to SMILE (<https://ask.smile.stanford.edu/>) to ask questions of their own. SMILE will rank the student's question from level 1 (i.e., the most basic) to level 5 (i.e., the most critical) based on its breadth and depth and its analytical nature using the Bloom Taxonomy criteria. 50 or more questions and write a reflection report on the breadth and depth of the response of ChatGPT.



78

August 31, 2024
Brave People Option:
9. Tension, Challenge, Controversy, etc.:
B. Research Dig

<https://curtbank.com/Instructional-Strats-R546-2024.htm>

Brave People Option: Research Dig. You are to canvass the research literature on a topic related to this class. Perhaps this will lead to a dissertation, master's theses, or research project. You must find at least 15 articles on a topic and read at least half of them. In your paper, you should describe how you found your articles and essentially describe the state of the research? What are the general findings? Where are the open issues, questions, or gaps on this topic and how might you research this area? You should turn in a 2-4 page single-spaced review.

- **AI Option:** Adventurous students might ask ChatGPT or ChatPDF to also generate a summary of those 15 articles and compare the two summaries as well as a set of discussion questions on each article in the review.



79

July 23, 2023
9. Tension, Challenge, Controversy, etc.:
C. Gen AI for Peer Assessment and Critique

101 creative ideas to use AI in education, A crowdsourced collection
 Chrissi Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023).
 101 creative ideas to use AI in education, A crowdsourced collection (2023 1.2) [Computer software].
 Zenodo. <https://doi.org/10.5281/zenodo.8355454>
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>



80

October 5, 2023
10. Yields Products, Goals:
A. Support for Job Applications and Resumes

Grace Heneks, a lecturer in the English department at Texas A&M University
<https://www.chronicle.com/newsletter/teaching/2023-10-05>

Students were asked to work with ChatGPT in a technical professional-writing course and a writing about literature course. In both courses, she says, students were underwhelmed by the product. In the technical writing course, students used **ChatGPT to write job-application materials, such as cover letters and resumes**. Most of them, she wrote, found that the chatbot actually created work because, even with multiple prompts, the writing did not have much personality and was repetitive. The same held true in her writing course when she used ChatGPT in class and also when students reviewed a ChatGPT-generated essay.



81

January 8, 2024
10. Yields Products, Goals:
B. Brave People Option: Script Creator and Developer

https://curtbank.com/R678_online_syllabus_spring_2024.htm

Cool YouTube Video Creation

You are encouraged to use ChatGPT or some other generative AI tool or platform in the development of your script and other associated work. You will turn in a 2 page single-spaced summary reflection of your design (3-4 pages if with a partner) along with a link to your video or a way to download it. If you utilized an AI tool or platform to support your efforts, please use appropriate citations. Your video and paper will be graded according to the dimensions listed below.



82

July 23, 2023
101 creative ideas to use AI in education,
10. Yields Products, Goals:
C. The AI Podcast Show

Chrissi Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023).
 101 creative ideas to use AI in education, A crowdsourced collection (2023 1.2) [Computer software].
 Zenodo. <https://doi.org/10.5281/zenodo.8355454>
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>



83

August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University

10. Yields Products, Goals:

D. Immersive History Creations

Prompt Using a generative AI image tool, **students create a visual depiction of themselves or likeness set within the context of their chosen event.** With input from a text-based generative AI tool (e.g., ChatGPT, Gemini, Claude, etc.), students write a 2-3 page immersive narrative about their experiences during this historical period, bringing in key figures, locations, and policies and describing the sociopolitical climate.

<https://aiinpedagogy.org/assignments/immersive-history/>
<https://aiinpedagogy.org/assignments/>



84

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

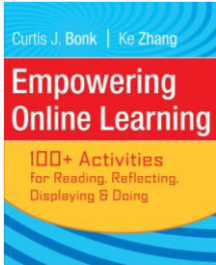




MOTIVATION



85

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

86

The R2D2 Model

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









87

November 23, 2023
Read 1a. Using AI Text as Prompts for Critical Analysis (TextGenEd)
 Juan Pablo Pardo-Guerra, UC San Diego
<https://wac.colostate.edu/repository/collections/textgened/rhetorical-engagements/using-ai-text-as-prompts-for-critical-analysis/>



In this assignment, students are provided with an AI-generated text relevant to a course's topics and focus and then asked to comment, review, and expand on it using a feature such as "track changes." In engaging with the AI-generated text, students review their knowledge, offer critiques, modify theoretical and empirical claims, and provide concrete examples that illustrate or disprove the provided answer.



88

October 5, 2023
Read 1b. Annotate a ChatGPT-Generated Essay
 Gregg L. Michel, University of Texas at San Antonio
<https://www.chronicle.com/newsletter/teaching/2023-10-05>
<https://web.hypothes.is/>



Gregg L. Michel, an associate professor of history at the University of Texas at San Antonio, asked students in an upper-level course on the history of the civil-rights movement to work in groups to annotate a ChatGPT-generated essay using Hypothes.is. Then each the group rewrote the essay, using what they wanted of the original in the final draft.

89

November 23, 2023
Read 1c. Critical Assessment and Analysis Exercise (TextGenEd)
 Nathan Murray, University of Mississippi
 Elisa Tersigni, University of Toronto Mississauga
<https://wac.colostate.edu/repository/collections/textgened/ai-literacy/>

This assignment asks first-year critical writing students to evaluate the reliability, factuality, and internal reasoning of three anonymized texts, one written by AI, that present conflicting opinions or information. By considering the strengths and weaknesses of these texts independent of contextual information, students are encouraged to develop critical reading skills as well as an awareness of the prevalence of misinformation from both human-generated and AI-generated sources online today.

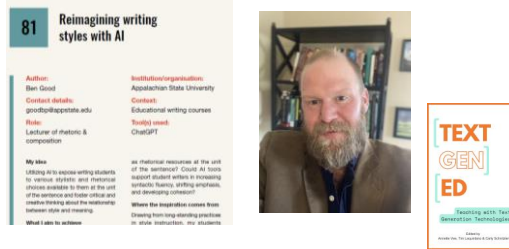
90

July 23, 2023

101 creative ideas to use AI in education

Read 1d. Practice Different Writing Styles

Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education, A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>



91

October 5, 2023

Read 1e. ChatGPT as a Summary and Synthesis Tool

Dan Sarofian-Butin, Professor of Education, Merrimack College
<https://www.chronicle.com/newsletter/teaching/2023-10-05>
<https://web.hypothes.is/>

Dan Sarofian-Butin, a professor of education at Merrimack College... In an introductory education course and an introductory diversity course this semester **he wanted students to understand ChatGPT's ability to summarize and synthesize complex issues.** "I require students to use ChatGPT in class and in every minor and major assignment (formative and summative; low and high stakes)," he wrote.



92

July 18, 2023

**Center for Teaching Innovation, Cornell University
 CU Committee Report: Generative Artificial Intelligence for Education and Pedagogy**

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Reflect 2f. Revise for new audience & reflect – graded assignment. Turn a two-page proposal into a one-page proposal for a new audience. Two Heads Again.

- Have students use an assignment from earlier in the semester. Rewrite for new audience (e.g., proposal was originally written for a scientific audience and now needs to be rewritten for a lay-person).
- Use GAI to help shorten the original proposal.
- Critically analyze how GAI shortened the work given the new audience.
- Using GAI edits and their critical thinking, shorten original proposal to one page.
- Utilize (e.g., headings, sub-headings, bulleted lists or tables) to make the writing easy for the new audience to read quickly.
- Students write a reflection on how and why they modified their original proposal for the new audience, including how they were able to improve on what GAI provided.

93

July 18, 2023

**Center for Teaching Innovation, Cornell University
 CU Committee Report: Generative Artificial Intelligence for Education and Pedagogy**

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Reflect 2g. Generate outlines for written reports.

- Have GAI to assist them in generating an outline for report.
- Emphasize that GAI should be used as a tool for inspiration and guidance, rather than relying solely on its suggestions.
- Students modify and improve their outline, then evaluate it based on their logical structure, coherence, and adherence to the assignment requirements.
- In-class discussion or written reflection: Students critically analyze the usefulness of AI in the writing process.

94

July 18, 2023

**Center for Teaching Innovation, Cornell University
 CU Committee Report: Generative Artificial Intelligence for Education and Pedagogy**

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Reflect 2h. Editing Skills – pre-work for class discussion, in-class activity. (i.e., Two Heads are Better than One).

- Have students edit a paragraph or short paper on their own, using a prompt that makes sense for your course (e.g., make this paragraph more concise, strengthen the argument in this paragraph, explain the concept in this paragraph, etc.).
- Students run the original paragraph through GAI and ask it to do the same thing that students did in the first step.
- Have students review their editing choices as compared to the editing choices made by GAI and submit a final revised paragraph.
- Students complete a written or in-class reflection on why they included their final edits and how they were able to improve on what GAI provided.

95

November 23, 2023

Reflect 2i. AI for Editing (TextGenEd)

Nupoor Ranade, George Mason University
<https://wac.colostate.edu/repository/collections/textgened/professional-writing/ai-for-editing/>

This assignment **asks students to generate a complex essay using an AI text generation tool, edit the essay using principles taught in class to improve the readability score of the generated content.** Students are asked to share the final output along with **visuals that demonstrate the comparison** between the various versions of the generated content. This assignment can be adapted for all course levels, especially for first-year writing and professional and technical writing classrooms.

How can AI make credible contributions to the writing and editing process?



96

November 23, 2023

Reflect 2j. Using LLMs as Peer Reviewers for Revising Essays (TextGenEd)

Antonio Byrd, Univ. of Missouri at KC
<https://wac.colostate.edu/repository/collections/textgened/rhetorical-engagements/using-llms-as-peer-reviewers-for-revising-essays/>

In this assignment, undergraduates use large language models (LLMs) to assist in revising their essay drafts by asking LLMs to respond to common peer review prompts. Students learn prompt engineering and develop rhetorical judgments on the effectiveness of LLMs' language analysis to heighten their revision processes. This assignment can be adapted to most disciplines and course levels. (advanced expository course on literacy studies and technology)



97

November 23, 2023

Reflect 2h. The Term Paper Turing Test (TextGenEd)

Paul Fyfe, North Carolina State University
<https://wac.colostate.edu/repository/collections/textgened/ethical-considerations/>

This assignment asks students to use an accessible language model to write their term papers—with the goal of fooling the instructor. While initially framed as something sneaky or as a shortcut for writing, the assignment makes students confront and then reflect upon the unexpected difficulties, ethical dimensions, and collaborative possibilities of computationally-assisted writing. It can use any web-based text-generating platform, be adapted to various courses, and does not require significant technical knowledge.



98

July 18, 2023

Center for Teaching Innovation, Cornell University CU Committee Report: Generative Artificial Intelligence for Education and Pedagogy

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Reflect 2i. GAI as a Peer Editor.

- A. Ask GAI to offer constructive feedback on their writing, with specific suggestions for where and how to make improvements in grammar, logic, and flow (tailor this prompt to your desired outcomes).
- B. Students review the GAI feedback and make edits.
- C. Students respond to several reflection prompts including:
 - A. Which suggestions find effective? Not effective? Why?
 - B. As you review the feedback, did GAI help you notice patterns in the kinds of suggestions that you received? If so, identify and reflect on these patterns? Did it miss some?

99

July 18, 2023

Center for Teaching Innovation, Cornell University CU Committee Report: Generative Artificial Intelligence for Education and Pedagogy

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Reflect 2j. Summarize arguments and produce themes.

- A. Use GAI to summarize a meeting transcript into key themes (e.g., congressional meetings, central banker transcripts, corporate earnings reports, etc.).
- B. Students produce a memo that prioritizes the themes and adds contextual information on power dynamics or other relevant background information.
- C. In-class discussion or written reflection: Students critically analyze the usefulness of AI in the writing process.

100

July 18, 2023

Center for Teaching Innovation, Cornell University CU Committee Report: Generative Artificial Intelligence for Education and Pedagogy

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Reflect 2k. Brainstorm Ideas for Assignment.

- A. Use GAI to brainstorm ideas for an assignment that is relevant to the course (e.g., topics for a research paper, research study ideas, new business ideas, marketing taglines, etc.).
- B. Students evaluate the ideas based on the established criteria for the assignment.
- C. Students further develop their preferred idea and complete the assignment.
- D. In-class discussion or written reflection: Students critically analyze the usefulness of AI in the brainstorming process.

101

July 18, 2023

Center for Teaching Innovation, Cornell University CU Committee Report: Generative Artificial Intelligence for Education and Pedagogy

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Reflect 2L. Assess validity of sources for accuracy and bias.

- A. Use GAI to find sources for an assignment relevant to the course.
- B. Students review sources, evaluating the usefulness and relevance to the assignment.
- C. Students conduct a similar search using library resources.
- D. Students produce an annotated bibliography that assesses the quality, relevance, and reliability of GAI and library sources.
- E. In-class discussion or written reflection: Students critically analyze the usefulness of AI to find reliable and unbiased sources.

102

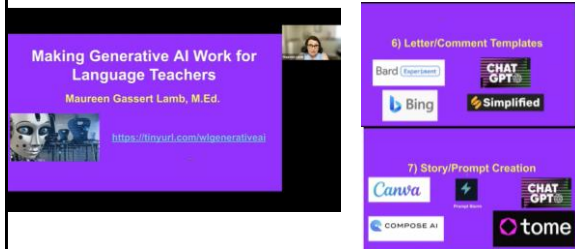
June 5, 2023

Display 3a. Short Demonstration Videos

IALLT June Webinar 2023 –

Making Generative AI Work for Language Teachers

<https://itmag.com/generative-ai-webinar/>
<https://www.youtube.com/watch?v=MkIEI6pggyg>



103

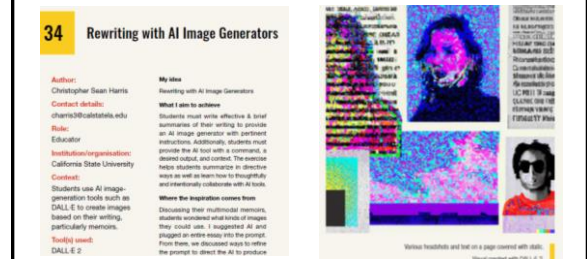
July 23, 2023

101 creative ideas to use AI in education,

Display 3b. Rewriting with AI Image Generators

Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education, A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>

(University of Leeds, Univ. of Calgary, and Univ. of Macedonia)



104

August 15, 2023

ChatGPT and generative AI: 25 applications

Display 3c. Provide YouTube Summaries

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



105

June 7, 2023

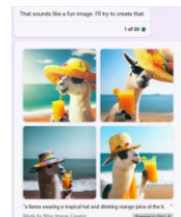
Display 3d. Bing Chat for stories, plays, poems, images, etc.

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).

Users can create as many images as they would like for free.

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



106

February 16, 2024

OpenAI's Video Generator Sora Is Stunning and Utterly Terrifying

Tony Ho Tron, The Daily Beast

<https://www.thedailybeast.com/openais-video-generator-sora-is-stunning-and-utterly-terrifying>



Prompt: Photorealistic closeup video of two pirate ships battling each other as they sail inside a cup of coffee.

OpenAI

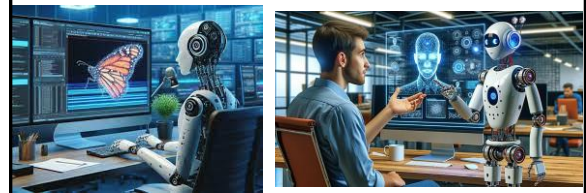
107

[Soro](#)

February 20, 2024

Display 3e. Sora: Finally, An AI Video Generator

Video (3:34): <https://youtu.be/IBx3xW1ua-E>



108

February 16, 2024
Display 3b. OpenAI's Video Generator Sora
Is Stunning and Utterly Terrifying
 Tony Ho Tron, The Daily Beast

<https://www.thedailybeast.com/openais-video-generator-sora-is-stunning-and-utterly-terrifying>



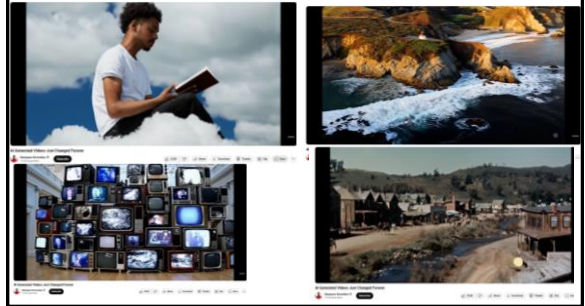
Prompt: Animated scene features a close-up of a short fluffy monster kneeling beside a melting red candle. The art style is 3D and realistic, with a focus on lighting and textures. The mood of the painting is one of wonder and curiosity, as the monster gazes at the flame with wide eyes and open mouth. Its pose and expression convey a sense of innocence and playfulness, as if it is exploring the world around it for the first time. The use of warm colors and dramatic lighting further enhances the cozy atmosphere of the image.

OpenAI

109

February 15, 2024
Display 3f. AI Generated Videos Just Changed Forever
 Video (12:01): <https://youtu.be/NXpdyAWLDas>

Soro



110

February 16, 2024
Display 3g. A video star is born: OpenAI's Sora stuns with AI act
<https://economictimes.indiatimes.com/tech/technology/a-video-star-is-born-openais-sora-stuns-with-ai-act/articleshow/107793860.cms?from=mlh>

Cats in Cathedral

"a giant cathedral is completely filled with cats. there are cats everywhere you look. a man enters the cathedral and bows before the giant cat king sitting on a throne." Video generated by Sora."



111

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

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.



112

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

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 (AI level) to explain the various phrases.



113

November 15, 2023
Do 4c. DALL-E Created Cartoon Strips
 Even though DALL-E created great cartoon strips, it could not verbally explain the meaning of density in a friendly way without using the formula.
 Heejung An, William Paterson University
<https://www.researchgate.net/publication/364136622-DALL-E-2>

DALL-E



Here's a cartoon strip that explains the concept of density. Each panel illustrates a key aspect of density in an engaging and educational way.

114

115

February 19, 2023

Do 4d. Generate images and have students draft, illustrate or narrate stories

DALL-E: An "Intelligent" Illustrator for your Language Classroom
<https://ftmag.com/dall%e2%82%97e/>

- 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 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.

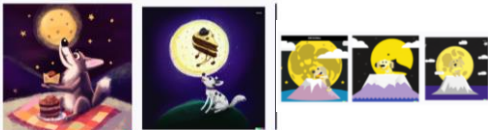
116

February 19, 2023

Generate images and have students draft stories

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

<https://flimg.com/dall%20e/>




Generate **Image**

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

February 19, 2023 · 407 views · Comments · No artificial intelligence images privacy, email

By Shannon University Quinn and Trishie Potts, Michigan State University



117

118

Recent Publications

1. 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>
2. Li, B., Bonk, C. J., & Kou, X. (2023). Exploring the multilingual applications of ChatGPT: Uncovering language learning affordances in YouTube videos. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 13(1), 1-22. <http://doi.org/10.4018/IJCALLT.326135>

119

Recent Publications

3. Li, B., Wang, C., Bonk, C. J., & Kou, X. (Online First). Exploring inventions in self-directed language learning with generative AI: Implementations and perspectives of YouTube content creators. *TechTrends*.
4. Li, B., Bonk, C. J., Wang, C., & Kou, X. (2024). Reconceptualizing the self-directed language learning in the era of generative AI: An exploratory analysis of language learning. *IEEE: Transactions on Learning Technology*, 17, 1515-1529.

120

4. Li, B., Bonk, C. J., Wang, C., & Kou, X. (2024). Reconceptualizing the self-directed language learning in the era of generative AI: An exploratory analysis of language learning. *IEEE: Transactions on Learning Technology*, 17, 1515-1529.

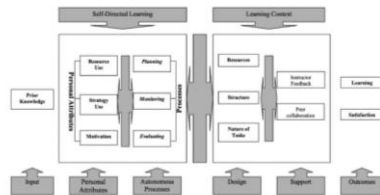


Fig. 1. Song and HPI's [1] model for SDL in online contexts.

121

4. Li, B., Bonk, C. J., Wang, C., & Kou, X. (2024). Reconceptualizing the self-directed language learning in the era of generative AI: An exploratory analysis of language learning. *IEEE: Transactions on Learning Technology*, 17, 1515-1529.

TABLE 1
NINETEEN INTERVIEWEE DEMOGRAPHIC INFORMATION

Interviewee	Subscribers as of July 3, 2023	Target Language Learning/Teaching	Positioning on YouTube
Glenn Kim	20K	Chinese	Stanford Teacher
Carlo	5.6K	Spanish, Portuguese, Korean, Latin, French, German, Mandarin, Italian, Arabic, Indian, Spanish, Italian	Polyling Academic
Greg Whitman	12.6K	English	English Teacher
Lucas & Fabiana	38.7K	Portuguese, English, Russian, Spanish, German, Italian, Polish	Polyling Teacher
Elizabeth & Melissa	17K	French	French Teacher
Miki Basso	7.1K	Brazilian Portuguese	Language Learner
Jo Gokang	76.9K	English	Language Learner
Russell	76.7K	English (teaching), French, Spanish and self-proclaimed (non-speaker)	Language Learner
PolylingPanda	11.6K	Spanish, English, Italian and Esperanto	Language Learner
Ben Jordan	39K	German	German Teacher
Tom Gully	93K	Japanese	Professor/Japanese learner
Shin Young	170K	Chinese	Chinese Teacher
David Schmalz	2.6K	English, French, Italian, Dutch, Spanish	Language Learner
Eli Williams	2.2K	Spanish, Japanese	Polyling Teacher/Manager
Chia	22.6K	Japanese	Language Learner/Polyling
London	1.7K	Spanish	Spanish Teacher/Polyling
Public Results	10K	Spanish	Language Learner
Colleen	79K	Korean, French and Spanish	Polyling
Catherine Investigator	1.4K	French, English, German, Spanish	Polyling Teacher/Polyling

122

4. Li, B., Bonk, C. J., Wang, C., & Kou, X. (2024). Reconceptualizing the self-directed language learning in the era of generative AI: An exploratory analysis of language learning. *IEEE: Transactions on Learning Technology*, 17, 1515-1529.

Fig. 2. RECONCEPTUALIZING SELF-DIRECTED LEARNING IN THE ERA OF GENERATIVE AI

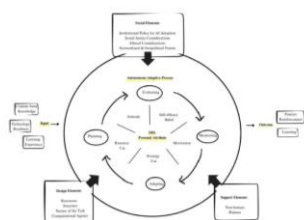


Fig. 2. AI-integrated SDL framework.

123

Recent Publications

5. Li, Z., Wang, C., & Bonk, C. J. (2024). Exploring the utility of ChatGPT for self-directed online language learning. *Online Learning*, 28(3), 157-180.

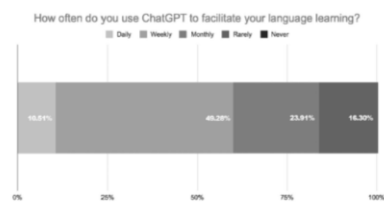
6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

124

5. Li, Z., Wang, C., & Bonk, C. J. (2024). Exploring the utility of ChatGPT for self-directed online language learning. *Online Learning*, 28(3), 157-180. (276 survey respondents, 11 interviews in the USA)

Figure 1

Frequency Of Using ChatGPT To Facilitate Language Learning.



125

5. Li, Z., Wang, C., & Bonk, C. J. (2024). Exploring the utility of ChatGPT for self-directed online language learning. *Online Learning*, 28(3), 157-180. (384 survey responses and 10 semi-structured interviews)

Demographic Information Of Participants

Participant pseudonyms	Age	Gender	Current education level	Target language	Frequency of using ChatGPT for language learning
Anastasia	31	Female	Graduate degree	Spanish	Weekly
Bennett	31	Male	Graduate degree	Spanish	Daily
Chandler	41	Male	Graduate degree	Spanish	Weekly

Danielle	29	Female	Undergraduate	Hebrew	Weekly
Elliott	35	Male	Graduate degree	Spanish	Weekly
Fallon	40	Female	Undergraduate	Spanish	Weekly
Giovanni	45	Male	Undergraduate	Spanish	Daily
Howard	24	Male	Undergraduate	French	Weekly
Ivan	41	Male	Graduate degree	Brazilian Portuguese	Weekly

126

5. Li, Z., Wang, C., & Bonk, C. J. (2024). Exploring the utility of ChatGPT for self-directed online language learning. *Online Learning*, 28(3), 157-180. (384 survey responses and 10 semi-structured interviews)

Descriptive Statistics on Motivation Items

Statement Item	Mean	SD	Variance
Exploring the Utility of ChatGPT for Self-Directed Online Language Learning			
I enjoy learning new information related to language through ChatGPT.	4.21	0.78	0.61
I have motivation to learn a language with ChatGPT.	4.01	0.93	0.86
I want to learn new ideas related to language learning brought up by ChatGPT.	3.94	0.99	0.98
I have a need to learn a language with ChatGPT.	3.43	1.22	1.49
I need to know the deeper reasons for the language feedback by ChatGPT.	3.43	1.13	1.28
I like to share my ChatGPT language learning experiences with others.	3.37	1.17	1.37



127

5. Li, Z., Wang, C., & Bonk, C. J. (2024). Exploring the utility of ChatGPT for self-directed online language learning. *Online Learning*, 28(3), 157-180. (384 survey responses and 10 semi-structured interviews)

Figure 5

Percentages of Learners' Responses to the Statement on the Study Plan



Figure 6

Percentages of Learners' Responses to the Statement on Self-Directing Language Learning Program

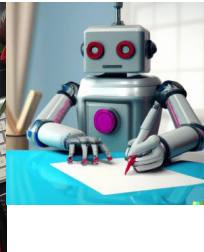


Discussion



128

What is an AI Assisted Writing



129

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10. (384 survey responses and 10 interviews)

Demographic Information of Participants

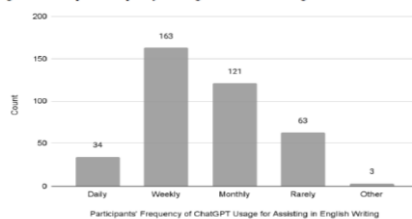
Participant pseudonym	Age	Gender	Current education level	Target language	Frequency of using ChatGPT for language learning
Anaëlle	31	Female	Graduate degree	Spanish	Weekly
Bennett	31	Male	Graduate degree	Spanish	Daily
Chandler	41	Male	Graduate degree	Spanish	Weekly
Danielle	29	Female	Undergraduate	Hebrew	Weekly
Elliott	35	Male	Graduate degree	Spanish	Weekly
Fallon	40	Female	Undergraduate	Spanish	Weekly
Giovanni	45	Male	Undergraduate	Spanish	Daily
Howard	24	Male	Undergraduate	French	Weekly
Ivan	41	Male	Graduate degree	Brazilian Portuguese	Weekly



130

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

Figure 1. Participants' frequency of using ChatGPT for writing



131

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

Table 1. Mean score and standard deviation of the specific components of participants' writing facilitated by ChatGPT

Items	Mean	SD
1. I use ChatGPT to help brainstorm ideas for writing.	4.23	0.96
2. I use ChatGPT to help with outlining.	4.06	1.14
3. I use ChatGPT to help translate my ideas and thoughts into written words.	3.96	1.09
4. I use ChatGPT to improve my wording, sentence structure, or grammar.	4.10	1.10
5. I use ChatGPT to check the cohesion or connection among sentences.	3.82	1.22
6. I use ChatGPT to improve the structure of my writing.	4.05	1.04
7. I use ChatGPT to improve the content or ideas of my writing.	3.93	1.11
8. I use ChatGPT to check if my writing matches my goals or the requirements of an assignment.	3.60	1.37



132

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

Table 2. Mean score and standard deviation of the survey items related to participants' motivation

Items	Mean	SD
1. I have motivation to learn writing with ChatGPT.	3.85	1.08
2. I have a need to learn writing from ChatGPT.	3.28	1.34
3. I enjoy learning new information related to writing through ChatGPT.	3.97	0.94
4. I need to know the deeper reasons for the writing feedback provided by ChatGPT.	3.29	1.24
5. I like to share my ChatGPT learning experience about writing with others.	3.24	1.3



133

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

Table 3. Mean score and standard deviation of the survey items related to self-management

Items	Mean	SD
1. I carry out my own study plan while using ChatGPT for learning English writing.	3.77	1.17
2. I seek assistance when facing English writing problems.	3.74	1.17
3. I manage my time well while using ChatGPT to assist my English writing.	4.03	0.93
4. I set up my writing learning goals when using ChatGPT.	3.49	1.25
5. I have high expectations for my writing performance while using ChatGPT.	3.88	1.07
6. I apply a variety of strategies to use ChatGPT to facilitate my English writing.	3.87	1.02
7. I am organized while learning writing with ChatGPT.	3.89	0.97
8. I can direct my own English writing learning progress while using ChatGPT.	4.08	0.86
9. I am not distracted by other online activities (e.g., WhatsApp, Instagram, Facebook, etc.) while using ChatGPT to learn English writing.	3.26	1.34
10. I review the writing materials provided by ChatGPT based on my needs.	4.00	0.95
11. I am responsible for my own learning about writing with ChatGPT.	4.33	0.79



134

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

Table 4. Mean score and standard deviation of items related to participants' self-monitoring

Items	Mean	SD
1. I critically evaluate new ideas related to writing learning provided by ChatGPT.	2.10	0.91
2. I ask follow-up questions regarding writing learning with ChatGPT.	2.09	1.00
3. I am able to integrate the writing knowledge I learned with ChatGPT with my work or life.	2.16	0.90

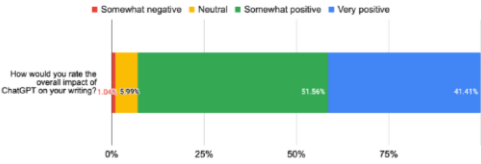
11



135

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

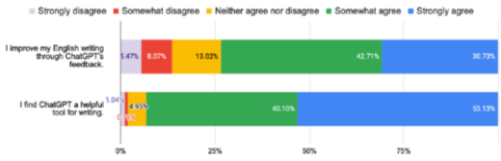
Figure 2. Survey respondents' rating of the overall impact of ChatGPT on their writing



136

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

Figure 3. Survey respondents' perceptions of ChatGPT on their writing development



137

Recent Publications

7. Li, Z., Bonk, C. J., & Zhou, C. (2024). Supporting learner's self-management for self-directed language learning: A study within Duolingo. *Interactive Technology and Smart Education*, 21(3), 381-402.

8. Li, Z., & Bonk, C. J. (2023, online first). Self-directed language learning with Duolingo in an out-of-class context. *Computer Assisted Language Learning*.



138

Manuscripts Currently in Review

9. Li, Z., Wang, C., & Bonk, C. J. (in review). Ethical considerations for artificial intelligence in education: A pilot study on learner's perspectives toward ChatGPT. *International Journal of Education in Mathematics, Science and Technology*.

10. Li, B., Zhang, Z., Lowell, V. L., Wang, C. & Bonk, C. J. (in review). Development of an instrument to measure AI-integrated self-directed learning personal attributes for global language learners. *Journal of Computing in Higher Education*.



139

9. Li, Z., Wang, C., & Bonk, C. J. (in review). Ethical considerations for artificial intelligence in education: A pilot study on learner's perspectives toward ChatGPT. *International Journal of Education in Mathematics, Science and Technology*.

Table 1. Demographic information of participants

Participant pseudonym	Age	Gender	Current education level	Student status
Aurilia	31	Female	Graduate degree	Full time
Bennett	31	Male	Graduate degree	Full time
Chandler	41	Male	Graduate degree	Full time
Danielle	29	Female	Undergraduate	Part time
Elliot	35	Male	Graduate degree	Full time
Fallon	40	Female	Undergraduate	Full time
Giovanni	43	Male	Undergraduate	NA
Howard	24	Male	Undergraduate	Full time
Ivan	41	Male	Graduate degree	Full time
Josiah	22	Male	Graduate degree	Full time

All 10 individual interviews were conducted and recorded through Zoom. Each interview approximately took 30 minutes to complete and they were transcribed verbatim.



140

9. Li, Z., Wang, C., & Bonk, C. J. (in review). Ethical considerations for artificial intelligence in education: A pilot study on learner's perspectives toward ChatGPT. *International Journal of Education in Mathematics, Science and Technology*.

Table 2. Codebook themes and subthemes for ethical considerations of AI in education

Themes	Subthemes
AI usage in education	<ul style="list-style-type: none"> Informal Learning <ul style="list-style-type: none"> Aligns with self-directed learning goals Formal Learning <ul style="list-style-type: none"> Institutional policies Instructors' attitude and guidance Learners' approach
Ethical considerations	<ul style="list-style-type: none"> AI design <ul style="list-style-type: none"> Accuracy of information Adaptions to different subjects Cultural inclusiveness Learners' ethical usage <ul style="list-style-type: none"> Fear for plagiarism Worries of creating unfairness Other Factors influence ethical considerations <ul style="list-style-type: none"> Assessment method Ethical standards vary from subject to subject Approval and permission from instructors
Suggestions and strategies	<ul style="list-style-type: none"> Validate information with different resources Schools used tools to detect AI content



141

9. Li, Z., Wang, C., & Bonk, C. J. (in review). Ethical considerations for artificial intelligence in education: A pilot study on learner's perspectives toward ChatGPT.

Per Elliot,

"I personally haven't used it for my studies like for papers or anything. My brother is an undergrad in [an institute of technology] and there was a whole case about plagiarism. And all that kind of stuff kind of scared me and him both, that [is why] we don't use any of this. But I've seen people use it and try to say, can you [correct] a few mistakes with this and that, and people do use it. People will keep using it. There's going to be like tools to catch it."

142

9. Li, Z., Wang, C., & Bonk, C. J. (in review). Ethical considerations for artificial intelligence in education: A pilot study on learner's perspectives toward ChatGPT.

Per Chandler,

"I think it deteriorates the learning experience to an extent, because it is so easy, and especially for certain subjects, it will basically do the work for you. Like, I find that ChatGPT is particularly adept at math, for instance, and other tasks like that, basically you could feed it [with] any problem that you're likely to have in a test and be able to get a correct answer most of the time. So, if you're doing something like that where the learning process is really involved, and your learning is built on trial and error. I would say, you're shortchanging yourself. And this is an ethical problem."

143

9. Li, Z., Wang, C., & Bonk, C. J. (in review). Ethical considerations for artificial intelligence in education: A pilot study on learner's perspectives toward ChatGPT.

Per Elliot,

"I don't like to do things like that, because nobody's forcing me to do a master's. I'm doing it on my own, and if I'm doing it on my own, then I shouldn't be doing shortcuts or things like that. So, I rather not do it then. So that's what I believe in."

144

9. Li, Z., Wang, C., & Bonk, C. J. (in review). Ethical considerations for artificial intelligence in education: A pilot study on learner's perspectives toward ChatGPT.

Per Fallon,

"I have **one professor** who's like, I **want you to use it**, I want you to use it. And I want you to learn of it but it's a plagiarism problem... but I think that you just testing the field this semester, and maybe he'll change up next. I don't know. He just wanted to see how well we would adapt to it I think..."

145

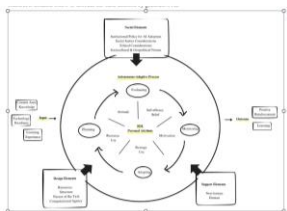
9. Li, Z., Wang, C., & Bonk, C. J. (in review). Ethical considerations for artificial intelligence in education: A pilot study on learner's perspectives toward ChatGPT.

Per Danielle,

Cause I was actually really averse to the idea of ever touching it until **my professor had us do it** because I'm like, **I don't even wanna be accused remotely** of using this thing for cheating. I don't want to be anywhere near it. So I was a little bit nervous about it. And I was sort of like, oh, okay, so it's really just "if you don't use it to cheat. It's not cheating," that makes sense. **And then, as I was sort of more open-minded to the tool after having to use it like, "okay, I can use this for language learning."**

146

10. Li, B., Zhang, Z., Lowell, V. L., Wang, C. & Bonk, C. J. (in review). Development of an instrument to measure AI-integrated self-directed learning personal attributes for global language learners. *Journal of Computing in Higher Education*. A total of 566 global participants were recruited using purposive sampling, targeting individuals who had utilized ChatGPT for language learning through carefully chosen platforms and channels that cater to this group. This study's participants represent a relatively young, predominantly female, and highly educated sample of language learners who had experience using ChatGPT.



147

Manuscripts Currently in Review

10. *Journal of Computing in Higher Education*.

Table 1. Final Version of AI-SDL PA Survey

Attitude	
Attitude: Perceived usefulness and positive perspectives towards ChatGPT	
A1	Using ChatGPT increases my productivity in learning.
A2	I have a positive attitude towards using ChatGPT as a learning tool.
A3	Using ChatGPT enhances my effectiveness in my learning.
A4	Using ChatGPT improves my learning performance.
A5	My overall perspective towards ChatGPT is positive.
A6	I see it as a valuable addition to my learning toolkit.
A7	My expectations regarding the effectiveness of ChatGPT in supporting my learning are generally met.
A8	ChatGPT has good feasibility for my learning purposes.
Attitude: Perceived ease of use and positive user experience with ChatGPT	
Attitude: Learning how to perform tasks using ChatGPT was easy.	
A9	Interacting with ChatGPT does not require a lot of my mental effort.
A10	I find ChatGPT to be easy to use.
A11	My interactions with ChatGPT is clear and understandable.
A12	I find ChatGPT to be flexible to connect with.
A13	I find it is easy to remember how to perform tasks using ChatGPT.

148

Manuscripts Currently in Review

10. *Journal of Computing in Higher Education*.

Strategy Use - Behavior Strategy	
B01	It is not satisfied with the answer produced by ChatGPT, I will prompt it for more details.
B02	It is not satisfied with the answer produced by ChatGPT, I ask for clarification.
B03	It is not satisfied with the answer produced by ChatGPT, I ask follow-up questions.
B04	I changed the way I ask questions based on ChatGPT's responses to help me learn better.
B05	I gave ChatGPT enough background information to help it understand and answer my questions better.
B06	I break down a complicated task into smaller parts when asking ChatGPT.
B07	I switch between different ways of asking to get the best results.
B08	I changed the way I use ChatGPT based on my learning needs.
Strategy Use - Cognitive/Style Cognitive Strategy	
B09	I check and think about the answer ChatGPT gives me to make sure they are correct and make sense.
B10	I don't accept all information from ChatGPT as true without thinking it through.
B11	I compare ChatGPT's responses with other information sources to ensure it's correct.
B12	I think carefully about the answer ChatGPT gives me.
B13	I pay attention to how well I'm learning with ChatGPT and change my approach if needed.
Strategy Use - Overall	
B14	I actively explore and implement diverse strategies to optimize my learning experience with ChatGPT.

149

Manuscripts Currently in Review

11. Kim, P., Wang, W., & Bonk, C. J. (provisional acceptance). Generative AI as a coach to help students enhance proficiency in question formulation: Just ask SMILE. *Journal of Educational Computing Research*.

12. Li, Z., Wang, C., & Bonk, C. J. (in review). ChatGPT as a tool for teachers' self-directed professional development. *Journal of Teacher Education*.

150

11. Kim, P., Wang, W., & Bonk, C. J. (provisional acceptance). Generative AI as a coach to help students enhance proficiency in question formulation: Just ask SMILE. *Journal of Educational Computing Research*.

Following the launch of the generative AI Web application, Ask.SMILE, for evaluating the level of questions asked, 2,559 educators generated 25,973 question-feedback sets over a three-month period; an average of over 10 questions generated per participant.

Ask a question

What is the capital of France?

Generate question

Figure 1. Example of asking a Level 1 question (i.e., remembering) and system feedback in the Ask.SMILE system

Ask a question

What is the capital of France?

Generate question

Figure 2. Example of asking a Level 2 question (i.e., understanding) and system feedback in the Ask.SMILE system



151

11. Kim, P., Wang, W., & Bonk, C. J. (provisional acceptance). Generative AI as a coach to help students enhance proficiency in question formulation: Just ask SMILE. *Journal of Educational Computing Research*.

Following the launch of the generative AI Web application, Ask.SMILE, for evaluating the level of questions asked, 2,559 educators generated 25,973 question-feedback sets over a three-month period; an average of over 10 questions generated per participant.

Table 2: Question Level Statistics

	Value	Percent
Number of Observations (N)	25,973	100%
Level 1 Remembering Questions	7,073	27.2%
Level 2 Understanding Questions	4,401	16.9%
Level 3 Applying Questions	2,574	9.9%
Level 4 Analyzing Questions	3,832	14.9%
Level 5 Evaluating-Creating Questions	8,093	31.1%
Mean Level of Questions	3.056	
Standard Deviation (SD)	1.627	



152

11. Kim, P., Wang, W., & Bonk, C. J. (provisional acceptance). Generative AI as a coach to help students enhance proficiency in question formulation: Just ask SMILE. *Journal of Educational Computing Research*.

Following the launch of the generative AI Web application, Ask.SMILE, for evaluating the level of questions asked, 2,559 educators generated 25,973 question-feedback sets over a three-month period; an average of over 10 questions generated per participant.

Table 3: Cross-tabulation of Average Level and First Level of User Questions Generated

First Level	Average Question Level					Total
	1	2	3	4	5	
1	486	208	176	45	0	915
2	13	247	110	78	1	449
3	0	29	152	58	0	239
4	0	23	39	242	14	318
5	0	15	76	117	430	638
Total	499	522	553	540	445	2559



153

12. Li, Z., Wang, C., & Bonk, C. J. (in review). ChatGPT as a tool for teachers' self-directed professional development. *Journal of Teacher Education*.

Note: We used a mixed-method approach to collect and analyze 298 completed survey responses, five individual semi-structured interviews, and documents (e.g., ChatGPT chat history regarding SDPD usage).

Table 4. Distribution of types of educational activities that teachers engage in with ChatGPT.

What specific types of educational activities do you engage in with ChatGPT? (Please select all that apply)	Count	Percentage
Getting inspiration for classroom pedagogies, class activities, and lesson plans (e.g., learning materials, PowerPoint slides)	167	19.49%
Generating practice questions or quizzes	134	17.97%
Creating customized educational content (e.g., learning materials, PowerPoint slides)	131	15.73%
Providing explanations or clarification on various subjects	106	12.37%
Encouraging critical thinking and problem-solving	64	7.47%
Imparting special needs students with individualized instruction	59	6.80%
Offering writing assistance or feedback to students	57	6.60%
Facilitating language learning and translation	54	6.30%
Enhancing classroom discussions through AI-generated insights	47	5.40%
Other	14	1.60%



154

12. Li, Z., Wang, C., & Bonk, C. J. (in review). ChatGPT as a tool for teachers' self-directed professional development. *Journal of Teacher Education*.

Table 5. Distributions of motivation to use ChatGPT for SDPD.

Items	Mean	Standard Deviation
I enjoy learning new information related to teaching through ChatGPT.	3.96	1.07
I want to learn new ideas related to teaching brought up by ChatGPT.	3.94	1.07
I have the motivation to use ChatGPT to improve my teaching practice.	3.87	1.07
I like to share my ChatGPT-enhanced teaching experiences with others	3.34	1.22
ChatGPT helps me to learn from my mistakes and improve my teaching by using ChatGPT.	3.32	1.14
I need to know the deeper reasons for the instructional feedback provided by ChatGPT.	3.23	1.27
I have a need to use ChatGPT to improve my teaching.	3.00	1.27

Note: Researchers converted the categorical responses into numeric levels. ("Not at all" = 1, "A little" = 2, "Some" = 3, "Quite a bit" = 4, "Very much" = 5).



155

12. Li, Z., Wang, C., & Bonk, C. J. (in review). ChatGPT as a tool for teachers' self-directed professional development. *Journal of Teacher Education*.

Table 6. Distribution of self-management activities while using ChatGPT for SDPD activities.

Items	Mean	Standard Deviation
I manage my time well while using ChatGPT to improve teaching.	4.81	1.05
I am organized while improving teaching with ChatGPT.	4.70	1.05
When I learn ways to improve my teaching through ChatGPT, I can apply a variety of learning strategies	4.65	1.07
I have high expectations for my teaching performance while using ChatGPT to improve teaching.	4.42	1.19
I seek assistance when facing problems using ChatGPT for teaching.	3.95	1.35
I carry out my own personal professional development plan while using ChatGPT to improve my teaching.	3.94	1.28
I set up my personal professional development goals when using ChatGPT for teaching-related activities.	3.73	1.26

Note: Researchers converted the categorical responses into numeric levels. ("Not at all" = 1, "A little" = 2, "Some" = 3, "Quite a bit" = 4, "Very much" = 5).



156

12. Li, Z., Wang, C., & Bonk, C. J. (in review). ChatGPT as a tool for teachers' self-directed professional development. *Journal of Teacher Education*.

Table 7. Distribution of self-monitoring while using ChatGPT for SDPD activities.

Items	Mean	Standard Deviation
I am responsible for my learning with ChatGPT for improving teaching.	4.19	0.89
I have high learning standards when I use ChatGPT to improve teaching.	4.04	1.04
I can direct my own learning progress while using ChatGPT to improve teaching.	3.83	0.96
I review the online teaching materials provided by ChatGPT based on my needs.	3.82	1.18
I am not distracted by other online tools and activities (e.g., WhatsApp, Instagram, Facebook, etc.) while using ChatGPT for teaching-related activities.	3.52	1.38

Note: Researchers converted the categorical responses into numeric levels. ("Not at all" = 1, "A little" = 2, "Some" = 3, "Quite a bit" = 4, "Very much" = 5).



157

ChatGPT in Education

1. Most of the current discussions about ChatGPT's implications for education focus on the **accuracy** and the **quality** of the content it provides (Rudolph, et al., 2023).
2. **Policies** and frequently raise cautionary flags about the potential for **misuse** (e.g., Yurkevich, 2023)
3. Provide **guidance** (e.g., Cox Communications, 2023; McAfee, 2023) and education on **ethical use** (e.g., Baidoo-Anu & Owusu Ansah, 2023; Mhlanga, 2023)



INDIANA UNIVERSITY ALUMNI ASSOCIATION

158

ChatGPT in Language Education

1. Baskara and Mukarto (2023) explored the **integration of ChatGPT into language courses**, considering the associated **benefits and challenges** in higher education.
2. Kohnke et al. (2023) examined the **affordances** of the ChatGPT for language teaching and learning.
3. Koraishi (2023) examined **material development and assessment** in teaching English as a foreign language (EFL), highlighting ChatGPT as a valuable tool for EFL teachers.



INDIANA UNIVERSITY ALUMNI ASSOCIATION

159

ChatGPT in Language Education

4. Hong (2023) investigated the **implications** of ChatGPT for foreign language teachers, shedding light on its **mechanisms and misconceptions**.
5. Ali et al. (2023) revealed the **positive impact** of ChatGPT on **reading and writing skills**, while, at the same time, attitudes toward listening and speaking skills were neutral.



INDIANA UNIVERSITY ALUMNI ASSOCIATION

160

SECTION 2

YouTube + YouTuber



Why YouTuber?

Content creators who facilitate learning on YouTube are often deemed digital pioneers (Chao, 2022; Zavyalova & Galvin, 2022).

- **YouTubers are:**
 1. Early adopters.
 2. Digital pioneers.
- **YouTuber videos:**
 3. Play a key role in shaping the ways in which the newly emerging learning tools are perceived and used.



162

161

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

Grace Guo, Mandarin Chinese, Tom Gally Japanese
<https://www.youtube.com/watch?v=WNfmU6ibYbE>



163

June 17, 2023, YouTubers using ChatGPT

I let chatGPT be my Japanese teacher for a day. Here's what happened, Ty's Take

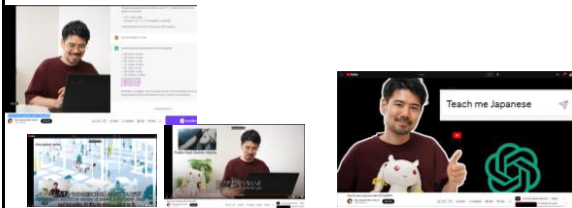
<https://www.youtube.com/watch?v=Xgj7JJfz0Yw>



164

June 17, 2023, YouTubers using ChatGPT How to Learn Japanese with AI (ChatGPT) That Japanese Man Yuta

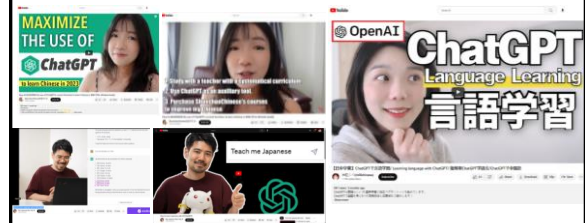
<https://www.youtube.com/watch?v=HDEvnsvXBww>



165

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=TzFepHKifGo>



166

June 17, 2023, YouTubers using ChatGPT Is ChatGPT Better Than Human Chinese Teachers Now? Rita Mandarin Chinese

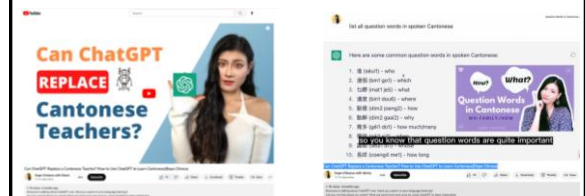
<https://www.youtube.com/watch?v=TzFepHKifGo>



167

June 17, 2023, YouTubers using ChatGPT Can ChatGPT Replace a Cantonese Teacher? How to Use ChatGPT to Learn Cantonese | Dope Chinese Dope Chinese with Gloria

<https://www.youtube.com/watch?v=x5yAG3qksI4>



168

Research Methods for Studies (#1-#4)

1. Mixed-methods: netnographic approach (Hine, 1994; Kozinets; 2002) **#1-140 YouTube Videos**
 - online observations
 - content publishing tracking
 - systematic content analysis of online videos.
2. Qualitative: **Inductive content analysis** (Elo & Kyngäs, 2008; Stemler, 2000) **#2-YouTube videos & comments**
3. Qualitative: Iterative thematic analysis (Braun & Clarke, 2006; Braun et al., 2014) **#3-14 YouTubers (teacher/professor)**
4. Qualitative: Iterative thematic analysis (Braun & Clarke, 2006) **#4-19 YouTubers**



169

Video Selection Criteria (#2)

1. Quality and Engagement
2. Uniqueness and Relevance
3. Diversification
4. Validity and Credibility



170

Study #1

1. What is the focus of the discussion and demonstrations by the YouTube content creators of ChatGPT in language education?
2. How do content creators describe their current practices of using ChatGPT in language education?



INDIANA UNIVERSITY ALUMNI ASSOCIATION

171

RQ1: What is the focus of the discussion and demonstrations by the YouTube content creators of ChatGPT in language education?

1b. Who is producing videos about ChatGPT in language education on YouTube?



INDIANA UNIVERSITY ALUMNI ASSOCIATION

172

RQ1: What is the focus of the discussion and demonstrations by the YouTube content creators of ChatGPT in language education?

1b. Who is producing videos about ChatGPT in language education on YouTube?

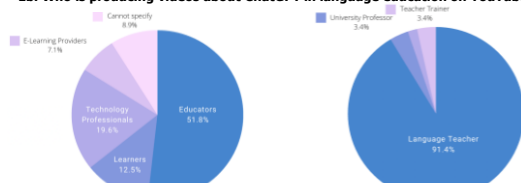


Figure 3. Distribution of Content Creators Producing Videos about ChatGPT in Language Education on YouTube



INDIANA UNIVERSITY ALUMNI ASSOCIATION

173

University Professor 3.4%
Teacher Trainer 3.4%

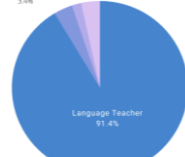


Figure 4. Distribution of Educators Producing Videos about ChatGPT in Language Education on YouTube

RQ1: What is the focus of the discussion and demonstrations by the YouTube content creators of ChatGPT in language education?

1b. Who is producing videos about ChatGPT in language education on YouTube?

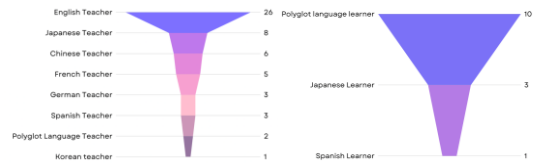


Figure 5. Distribution of Language Teachers and Learners by Language



INDIANA UNIVERSITY ALUMNI ASSOCIATION

174

RQ1: What is the focus of the discussion and demonstrations by the YouTube content creators of ChatGPT in language education?

1c. What are common topics & themes present in these discussions and demos?

Theme	Codes
Introduce ChatGPT	<ul style="list-style-type: none"> Natural/human-like conversation Ask it questions and it gives you answers Personalizing extensive knowledge
Roles of ChatGPT	<ul style="list-style-type: none"> Virtual Assistant Tutor [122][34] On-demand English teacher [19] Personal writing assistant Research Assistant [46] Virtual friend Multi-language support [107] Language partner [95] Language coach [91] Teacher's assistant [82]
Hands-on Demonstration	<ul style="list-style-type: none"> Techniques & Tips & Strategies for learners Techniques & Tips & Strategies for teachers Common mistakes to avoid when using ChatGPT for language learning The innovative way of using ChatGPT Testing ChatGPT's ability on language learning
Attitudes toward ChatGPT	<ul style="list-style-type: none"> A game changer for language learning [91] High-Tech Plug-in [47] Cannot replace language teachers [65][102]
Solutions	<ul style="list-style-type: none"> Integrated with other tools (e.g., Duolingo, YouTube, and Doodigo) Need for empathy and assistance Pedagogical considerations



INDIANA UNIVERSITY ALUMNI ASSOCIATION

175

RQ2: How do content creators describe current practices of using ChatGPT in language ed?

Q2a. How do they perceive the potential benefits and drawbacks of incorporating ChatGPT in language learning?

Benefits of ChatGPT

1. Providing **optimization and enhancement** of language learning platforms as an **augmentative learning device**.
2. **Assistance** with general questions, vocabulary building, writing tasks, language practice, test preparation, annotating texts, translations, and personalized learning.
3. Acting as an **accessible and affordable 24/7 tutor** providing relevant information to users as it learns from their interactions.
4. **Engaging in conversations** and practicing the language in a **safe and comfortable environment** without fear of judgment or mistakes.
5. Being especially **beneficial** for students who **struggle** with traditional teaching methods or **have special learning needs**.



INDIANA UNIVERSITY ALUMNI ASSOCIATION

176

RQ2: How do content creators describe their current practices of using ChatGPT in language ed?

Q2a. How do they perceive the potential benefits and drawbacks of incorporating ChatGPT in language learning?

Benefits of ChatGPT

6. Creating **bespoke** content such as **learning texts, worksheets, and lesson plans**.
7. Helping with **job interviews in a foreign language** and **practicing conversation** by generating responses to questions.
8. Providing **highly tailored content** and **transforming** how individuals **learn** languages.
9. Enhancing the language learning experience by **fostering learner motivation, improving efficiency, and promoting attentiveness** and observation skills
10. Creating an **engaging and accessible learning environment** that makes language education more enjoyable and readily accessible for learners.
11. **Reducing the workload** of language teachers.



INDIANA UNIVERSITY ALUMNI ASSOCIATION

177

Interview Data (from Study #3)



"I think that's our future. Like it's, it's inevitable right now."
Lucas & Fabricio)



Jo Gakonga - ELT Training
@elttraining - 18.2K subscribers
If you are an English language teacher or you for you! Welcome ...

"...it can generate **flawless English**... if language can produce in that way that isn't taken from chunks out[,] that's machine-produced language, it's not machine-translated language... that really does change things, so the machines can produce language that's accessible in an easy way." (Jo Gakonga)



INDIANA UNIVERSITY ALUMNI ASSOCIATION

178

Interview Data (from Study #3)



"I can talk about anything, and the answers are both positive in terms of the **optimism displayed by the bots, and informative**. It is very rare to find that combination in a human interlocutor, especially when you want to **interact for extended periods**, which is what sets it apart..." (Carlos, Interview, May 17, 2023)



INDIANA UNIVERSITY ALUMNI ASSOCIATION

179

RQ2: How do content creators describe their current practices of using ChatGPT in language ed?

Q2a. How do they perceive the potential benefits and drawbacks of incorporating ChatGPT in language learning?

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.



INDIANA UNIVERSITY ALUMNI ASSOCIATION

180

Interview Data (from Study #3)



Tom Gally
gallym, daily challenge
This is the university
gally.net and 1 more link

"We have a lot of different versions of English, but it produces this kind of very **white bread textbook style**, not too old fashioned, not too slang." (Tom Gally, Interview, May 2, 2023)

"There are **concerns** when we've got to think about how we are going to make sure that **ChatGPT is a tool that helps students and doesn't basically undermine some of the skills that really we do believe are fundamental for them.**" (Russell, Interview, May 7, 2023)



Russell Stannard (Teacher Training Videos)
russellstannard 17.0k subscribers 493 videos
My name is Russell Stannard. I run www.teachertainingvideos.com a com...
teachertainingvideos.com and 3 more links



INDIANA UNIVERSITY ALUMNI ASSOCIATION

181

RQ2: How do content creators describe their current practices of using ChatGPT in language education?

Q2b: What strategies do they use to mitigate any drawbacks and ensure that ChatGPT is effectively used in language teaching and learning?

1. **The need for empathy and assistance** for those who cannot use ChatGPT.
2. **Overcoming Limitations of ChatGPT through using it together with other language learning tools and resources.**
3. **Double-checking the answer** received from ChatGPT and using other resources such as native speakers or online checking tools.
4. **Integrating effective methods of learning and pedagogy** before using ChatGPT in language learning and teaching.



INDIANA UNIVERSITY ALUMNI ASSOCIATION

182

January 17, 2023 Robots vs. Humans: Does ChatGPT Pose a Challenge to Second Language Writing?

<https://ffmqa.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.

183

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;

184

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 learning 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 scaffolds.

185

Poll #3. Closing questions...

How many **ideas** did you get from this session for using ChatGPT or other Generative AI tools in your **teaching, training, or tutoring?**

- a. None
- b. 1 or 2
- c. 3 to 5
- d. 6 to 10
- e. More than 10



BRAINY IDEAS

186

Poll #4. Closing questions...

How many **ideas** did you get from this session for using ChatGPT or other Generative AI tools in your formal and informal **learning**?

- a. None
- b. 1 or 2
- c. 3 to 5
- d. 6 to 10
- e. More than 10



187

Poll #5: Will instructors be replaced by ChatGPT and Generative AI?

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



188

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



189

We are entering a jumping off point...



190

Things are heating up!



191

The Learning Revolution is coming within reach!



192

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

"I cannot do this alone."
"I cannot do this alone."
"I cannot do this alone."



193

Closing Activity: Turn to your neighbor once again and share:

What can you use Generative AI
like ChatGPT for?



194

Closing questions...?



195

Any Questions or Comments?

Slides at: [TrainingShare.com](https://www.trainingshare.com) (go to "Archived Talks")

Papers: [PublicationShare.com](https://www.publicationshare.com)

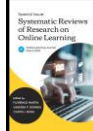
Free book: <http://tec-variety.com/>

Free Course: <https://colcommons.org/welcome/coursedetails/8>

Curtis J. Bonk, IST Professor, Indiana University

Email: cjbonk@indiana.edu; <http://curtbonk.com/>

Free!



Free!



Free!



Not Free!



196