

How Faculty Can Harness Generative AI for Enhanced Learning

(Part I: For Learner Motivation with the TEC-VARIETY and R2D2 Models)

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Poll #1 and #2. Warm-up questions...

1. Have you used ChatGPT or other Generative AI tools for any **teaching**, training, or tutoring that you have done? Yes. No.
2. Have you used ChatGPT or other Generative AI tools for any of your formal or informal **learning**? Yes. No.



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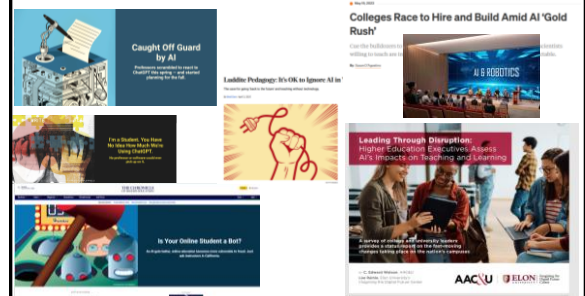
Activity #1 (Paired): Turn to your neighbor and share: What can you use Generative AI like ChatGPT for?

OPENING ACTIVITY
POSSIBLE CONSIDER
VARIOUS ANALYZE
EXAMINE
SCENARIOS
PERSPECTIVES
CHALLENGING
FACED ISSUES
INVOLVING SOLUTIONS
MAY



3

November 2022 to May 2025: AI, AI, AI, AI... AI in Higher Education News



4

February 26, 2024 AI Will Shake Up Higher Ed. Are Colleges Ready

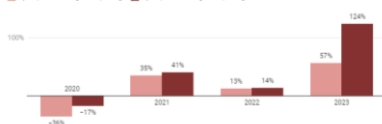
Taylor Swaak, The Chronicle of Higher Education

<https://www.chronicle.com/article/ai-will-shake-up-higher-ed-are-colleges-ready>

Job Postings at Colleges

The number of AI-related postings on The Chronicle's job site soared in comparison with all job postings in 2023.

■ 1-year percent change in all postings ■ 1-year percent change in AI postings



Note: Data limited to unique U.S. job postings on The Chronicle's job site that contained one or more of the following keywords in the job title and/or job description: "artificial intelligence," "AI," "chat," "machine learning," and "ML." All job types included. Duplicate postings were removed, and incomplete listings that did not include a country or state were not included. Data do not include self-service postings.

Chart: Taylor Swaak - Source: WDC software - Get the data - Created with Datawrapper

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June 20, 2024 Higher Education Has Not Been Forgotten by Generative AI

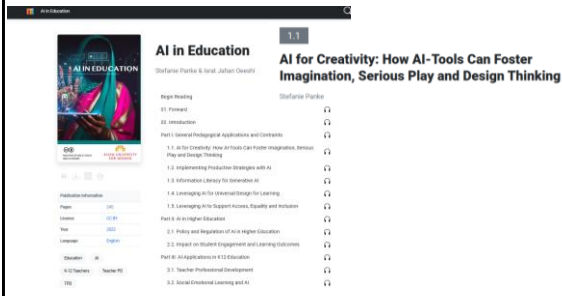
Ray Schroeder, Inside Higher Education

<https://www.nytimes.com/2024/06/17/health/surgeon-general-social-media-warning-label.html>

Just in case we need to remind ourselves of why those of us in higher education must begin to integrate GenAI into our teaching and learning, **data is now emerging that indicates that students may be more likely to be considered for higher paying positions if they include experience with AI in their employment applications.** A study by **Nick Drydak in the Oxford Economic Papers, recently reported:** It was found that university graduates with AI capital, obtained through an AI business module, experienced more invitations for job interviews than graduates without AI capital...for jobs that offered higher wages than those without AI capital.

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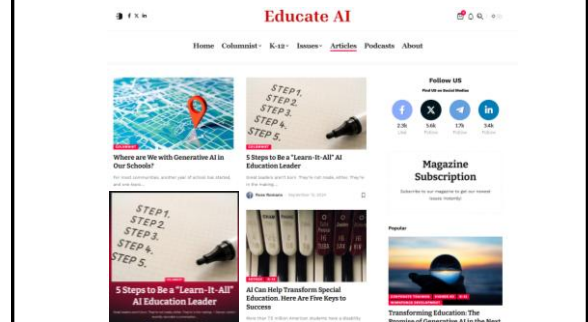
July 5, 2024
AI in Education
 Stefanie Panke and Israt Jahan Ooeshi
https://edtechbooks.org/ai_in_education



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September 16, 2024
Educate AI

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



8

August 10, 2023
Teachers are surprise AI champions
 Laura Ascione, eSchool News
<https://www.eschoolnews.com/digital-learning/2023/08/10/teachers-are-surprise-ai-champions/>

- **62 percent of all respondents have used AI technologies.**
- **Teachers use AI for:**
 - Research (44 percent).
 - Generating lesson plans (38 percent).
 - Summarizing or synthesizing information (38 percent).
 - Generating classroom materials like tests and assignments (37 percent).
- **Students agree that:**
 - AI technologies help them better understand material (73 percent).
 - AI helps them study faster or more efficiently (67 percent).



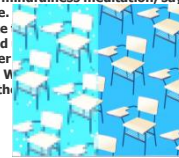
Teachers are surprise AI champions

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June 13, 2024
Professors Ask: Are We Just Grading Robots
 Beth McMurtrie, The Chronicle of Higher Education
<https://www.chronicle.com/article/professors-ask-are-we-just-grading-robots>

Jeff Wilson is a professor of religious studies at the University of Waterloo. Since ChatGPT appeared on the scene, he has warned his students against using artificial intelligence to do their work. **Even so, he says, he saw a "massive" uptick in its use over the past academic year, estimating that about 25 percent of his students at the Canadian institution used generative AI in their assignments.**

Some relied on AI to write responses to 150-word prompts. Others used it to complete an experiential-learning assignment, in which they were supposed to do mindfulness meditation, say, and then write about the experience. They knew it was a mistake. A few didn't know they had embedded in so many other denied using AI, knowing, W they'd be investigated further



Professors Ask: Are We Just Grading Robots?
 Some are riding the AI wave. Others feel like they're drowning.

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June 13, 2024
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<https://www.chronicle.com/article/professors-ask-are-we-just-grading-robots>

"I've been teaching at this university for 17 years and suddenly this comes along to devalue everything I've done to become a caring, competent instructor, and the students are creating make-work for me," he says, describing the shift as "devastating." "I'm grading fake papers instead of playing with my own kids."



Professors Ask: Are We Just Grading Robots?
 Some are riding the AI wave. Others feel like they're drowning.

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August 14, 2023
Why Professors Are Polarized on AI
 Susan D-Agostino, Inside Higher Ed
<https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2023/09/13/why-faculty-members-are-polarized-ai>

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



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Paired Activity #2: Will robots, chatbots, and AI agents replace teachers?

<https://www.orangemantra.com/blog/ai-in-education/>

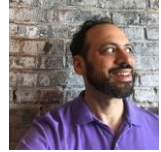


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June 12, 2023 Assigning AI: Seven Ways of Using AI in Class One Useful Thing Blog

Ethan Mollick, Associate Professor of Management, the University of Pennsylvania
<https://www.oneusefulthing.org/p/assigning-ai-seven-ways-of-using/>

AI USE	ROLE	PEDAGOGICAL BENEFIT	PEDAGOGICAL RISK
MENTOR	Providing feedback	Frequent feedback improves learning outcomes, even if all advice is not taken.	Not critically examining feedback, which may contain errors.
TUTOR	Direct instruction	Personalized direct instruction is very effective.	Over-reliance on AI. Narrow conceptualization risks.
COACH	Prompt metacognition	Opportunities for reflection and regulation, which improve learning outcomes.	Time in style of coaching may not match student. Risk of incorrect advice.
TEAMMATE	Increase team performance	Provide alternate viewpoints, help learning teams function better.	Confabulation and cover. "Personality" conflicts with other team members.
STUDENT	Receive explanations	Teaching others is a powerful learning technique.	Confabulation and argumentation may dull the benefits of teaching. Inappropriate fidelity.
SIMULATOR	Deliberate practice	Practicing and applying knowledge aids transfer.	
TOOL	Accomplish tasks	Helps students accomplish more within the same time frame.	Outsourcing thinking, rather than work.



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August 15, 2023 ChatGPT and generative AI: 25 applications in teaching and assessment

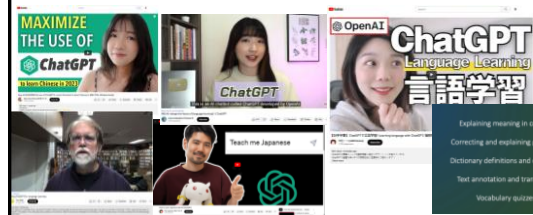
Seb Dianati & Suman Laudari, Charles Darwin University
<https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>

- 1. Mark student essays:** Function as an Australian university academic, teaching assessment to give students feedback 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 section. 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 questions/arguments on first-year student needs from culturally and linguistically diverse backgrounds and alternative action? Be critical and provide prowers 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 this 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 summarize their video into 10 bullet points. How use this data to help me develop my presentation. Outline things overlooked or transcript.
- 21. Plan notes for a tutorial:** Act as a university teacher. I'm online class teaching this year technical engineering. I'm

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June 17, 2023, YouTubers using ChatGPT Will AI change the future of language learning?

ShuoshuoChinese 说说中文
<https://www.youtube.com/watch?v=TzFepHKifGo>



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November 2023 Design Prompts Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations

<https://test-ej.org/pdf/ej107/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.

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November 2023 Design Prompts Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations

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



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

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

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

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

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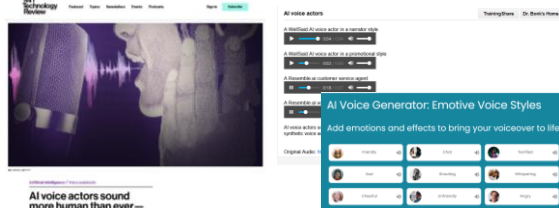
AI Tutor Pro
Contact North
<https://www.aitutorpro.ca/>

AI Teaching Assistant Pro
Contact North
<https://www.aiteachingassistantpro.ca/>



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June 16, 2021
Learning is More Personalized
AI voice actors sound more human than ever—and they're ready to hire, Karen Hao, MIT Technology Review
Video (4:43) <https://www.youtube.com/watch?v=Yafu3PQJ0u8>
Video downloaded: <http://curtbonk.com/ai/voice2.html>
Audio (4 examples): <http://curtbonk.com/ai/voice.html>
Natural Reader: <https://www.naturalreaders.com/>



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April 3, 2023
Affordances and Pedagogical Benefits
ChatGPT for Language Teaching and Learning
<https://journals.sagepub.com/procpub.wiley-lu.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

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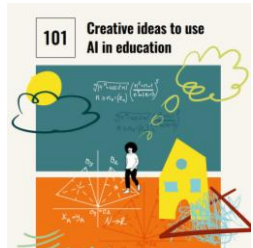
November 23, 2023
TextGenEd: An Introduction to Teaching with Text Generation Technologies
WAC Clearinghouse
<https://wac.colostate.edu/repository/collections/textgened/>

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

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July 23, 2023
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.635454>
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>




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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=bejw&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



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TEC-VARIETY and R2D2 Models

PART 1

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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, Inquire, Unknowns
4. Variety: Novelty, Fun, Fantasy
5. Autonomy: Choice, Control, Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactivity: Collaborative, Team-Based, Community
8. Engagement: Effort, Investment, Involvement
9. Tension: Challenges, Dissonance, Controversy
10. Trusting Products: Goal Oriented, Purposeful Vision, Ownership

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September 23, 2022

Motivating and Supporting Online Learners

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

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August 21, 2023

1. Tone/Climate:

A. ChatPDF: Generate Questions for Guest Speakers
https://curtbook.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 documents, screenshots and generate answer questions and understand research

Drop PDF here

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August 15, 2023

1. Tone/Climate:

B. AI Generated Ice Breakers or Team Building Exercises

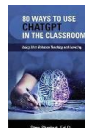
25 applications in teaching and assessment

Seb Dianati & Suman Laudari, Charles Darwin University

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

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.

A. 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.



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May 25, 2023

1. Tone/Climate:

C. 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

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?

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March 7, 2022
1. Tone/Climate:
D. Use ChatGPT to Generate Polls and Engage in Brainstorming
<https://padlet.com/basdogan2/ywl19ct98stvolbw>

Sync Polling for Comprehension
 June 30, 2022

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

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

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

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September 8, 2023
2. Encouragement, Feedback:
A. Exam Preparation/Craft Quiz Questions
<https://cybernews.com/academy/news/chatgpt-your-new-academic-mentor/>

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

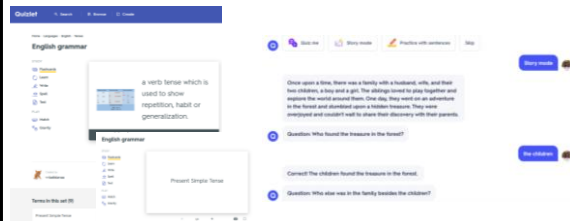


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2. Encouragement, Feedback:
B. Online Practice Tests and Interactive Flash Cards (Q-chat)

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/>



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August 31, 2023
2. Encouragement, Feedback:
C. Translation Assistance to Improve Writing and Conversation Skills
<https://openai.com/blog/teaching-with-ai>

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



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July 12, 2023
3. Curiosity, Intrigue, Unknowns:
A. Critique AI Generated Content
Daniel Stanford's Substack
https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejrw&utm_campaign=post&utm_medium=web

Critiques of AI-Generated Content
Example Activity: Critique AI-generated arguments.

•**Example AI prompt:** Should governments provide tax credits for electric vehicles?

•**Student task:** Paste AI response into a document and use "track changes" mode to critique/revise.

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July 12, 2023
3. Curiosity, Intrigue, Unknowns:
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Daniel Stanford's Substack
https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejrw&utm_campaign=post&utm_medium=web

Example ChatGPT Responses from SUNY Online Summit Workshop
 Document created by Daniel Stanford. Email: daniel@danielstanford.com

Daniel's prompt submitted to ChatGPT:
 Should the government continue to subsidize electric vehicles?

ChatGPT Response:
 As an AI language model, I do not hold personal opinions, but I can provide information and insights on the topic.


Subsidizing electric vehicles (EVs) is a policy tool that aims to accelerate the transition to a low-carbon transportation system. Governments around the world have implemented various incentives to encourage the adoption of EVs, including tax credits, rebates, and other financial incentives.

The decision to continue subsidizing EVs depends on various factors, including the government's goals, the effectiveness of existing policies, the state of the EV market, and the broader economic context.

Proponents of EV subsidies argue that they are necessary to reduce greenhouse gas emissions and address climate change. They argue that EVs are cleaner than traditional gasoline-powered vehicles and that by subsidizing EVs, governments can encourage their adoption and reduce the overall emissions from the transportation sector.

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February 6, 2025
3. Curiosity, Intrigue, Unknowns:
B. Research explorations. KAIST team discovers molecular switch to reverse cancer cells, News-Medical Life Sciences
<https://www.news-medical.net/news/20250206/KAIST-team-discovers-molecular-switch-to-reverse-cancer-cells.aspx>



CANCER CELLS CAN NOW TURN BACK TO NORMAL CELLS
 Bye Cancer!
 South Korean scientists unveil the technology.

KAIST team discovers molecular switch to reverse cancer cells

KAIST President Kwang-Hyung Lee announced on the 6th of February that Professor Kwang-Hyung Lee's research team has recently been highlighted for their work on developing an original technology for cancer reversal treatment that does not kill cancer cells but only changes their characteristics to revert them to a state similar to normal cells. This time, they have succeeded in revealing for the first time that a molecular switch that can make cancer normal at the moment when normal cells change into cancer cells is hidden in the genetic network.

KAIST President Kwang-Hyung Lee announced on the 6th of February that Professor Kwang-Hyung Lee's research team of the Department of Bio and Brain Engineering has succeeded in developing a fundamental technology to capture the critical transition phenomenon at the moment when normal cells change into cancer cells and analyze it to discover a molecular switch that can revert cancer cells back to normal cells.

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February 6, 2025
3. Curiosity, Intrigue, Unknowns:
C. Key Points of Article Per ChatPDF and Article Quotes as Discussion Prompts

The key points of the article are:

- Discovery of a Molecular Switch:** The KAIST research team identified a specific molecular switch within the genetic network that can revert cancer cells back to normal cells without killing them.
- Critical Transition Moment:** The study focused on the critical transition phase where normal cells become cancerous, revealing that this moment contains crucial information for reversing tumorigenesis.
- Use of Systems Biology and Single-Cell RNA Sequencing:** The team employed systems biology methods and analyzed single-cell RNA sequencing data to model the genetic network and identify the molecular switch.
- Application to Colon Cancer Cells:** They confirmed through molecular experiments that applying this approach could recover cancer cells' normal characteristics, specifically in colon cancer.
- Innovative Cancer Reversal Approach:** Unlike traditional therapies that aim to kill cancer cells, this technology seeks to change their characteristics to revert them to normal cells, potentially offering a less invasive treatment option.
- Potential for Future Therapies:** This research provides a foundation for developing reversal therapies for various cancers, moving toward

Relevant for Future Therapies: This research provides a foundation for developing reversal therapies for various cancers, moving toward targeted and precise treatment.

Significance of the Findings: This is the first study to analyze the critical genetic transition in detail and identify a molecular switch capable of reversing cancer at this key moment.


These points underscore a novel, mechanism-based approach to cancer treatment centered on molecular and systems biology insights.

What role does the critical transition state play in reversing cancer cells?

The critical transition state plays a pivotal role in reversing cancer cells by representing a transient and unstable phase where normal cells and cancer cells coexist just before the irreversible change into a cancerous state. The research team discovered that during tumorigenesis, normal cells pass through this critical transition state due to accumulated genetic and epigenetic changes. By analyzing this specific moment, they could identify the molecular switch that controls this transition. Targeting the cellular processes at the critical point allows for the possibility of reversing the process, restoring cancer cells to a normal state before they become irreversibly malignant. Essentially, the critical transition state acts as a window of opportunity where intervention can effectively reset cancer cells back to normal, preventing the progression of tumor development.

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August 15, 2023
ChatGPT and generative AI: 25 applications
3. Curiosity, Intrigue, Unknowns:
D. Provide YouTube Summaries
<https://www.timeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>




YouTube Summary with ChatGPT and Take Notes

Watch on YouTube

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June 7, 2023
4. Variety, Novelty, Fun, Fantasy:
A. Learn new words through images by making suggestions for things to add or change
<https://itmag.com/discovering-the-potential-of-bing-chat-for-language-learning/>



"Yakup is a winner"
 Made by Bing Image Creator

"Yakup is a winner a rare and beautiful scene"
 Made by Bing Image Creator

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July 23, 2023
101 creative ideas to use AI in education
4. Variety, Novelty, Fun, Fantasy:
B. Chat with Anyone in Past
 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/there-will-be-artificial-intelligence-change-higher-ed>



55 Chat with anyone from the past

Author: Daria M. Chazal
Contact details: dchazal@gmail.com, LinkedIn
Role: Educator - IB MYP Biology Teacher, Principal Project Coordinator, Science Teacher (IB)
Institution/Organization: English Tenbury School, Jordan
Contact: Transform your students' learning with our program for educators. With our AI models, you will have control over the content and factual information. Want to bring a chapter of a book to life? Get in touch and we can help you create an exciting and engaging experience for your students.

My idea: An AI-powered app that lets you have the conversations with historical figures.
What I can achieve: This will create an exciting opportunity for learners to formulate contextual and authentic questions.
Where the inspiration comes from: LinkedIn

Of course, ask Napoleon to be if a frequentist and a utilitarian.

Would you like to learn about the art of your favorite historical figure or a famous philosopher of the world, along?


Use this to your advantage.

The recently discovered was a portrait of Napoleon from 1806-1808, a famous artist.

Source: <https://www.chronicle.com/article/there-will-be-artificial-intelligence-change-higher-ed>

41

5. Autonomy, Choice:
A. Supplemental Language Lessons Online
 e.g., BBC Learning English, Duolingo, Babbel, SpanishPod, etc. (Zixi Li & Curt Bonk, June 2022, Duolingo Research)
<http://www.bbc.co.uk/learningenglish>



duolingo

Screening your progress and a language

Fun, bite-size lessons

Learn 30+ languages

Practice listening and speaking

Lesson Completed 100%

42

August 21, 2023

5. Autonomy, Choice:
B. Brave People Option:
Scholar Essay

https://curtbonk.com/R511_online_syllabus_fall_2023.htm

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

43

October 5, 2023

6. Relevance, Meaningfulness:

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>

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.

Maha Bali 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.



44

July 23, 2023

6. Relevance, Meaningfulness:

B. 101 creative ideas to use AI in education, A crowdsourced collection

<https://doi.org/10.5281/zenodo.8355454>
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

12 Branching scenarios using AI-generated case studies

Author: Dennis Blanton
Contact details: dennisblanton@gmail.com
Role: Learning Experience Designer & Technologist
Institution/organization: OpenStax Project, Cengage Learning LLC

My idea: Leveraging AI as a thought partner in the authoring of branching scenarios gives scenario authors critical think alternatives.

What I aim to achieve: Authoring case studies is a lot of consuming content, and the case did that and not those often don't have the components that would lead to engaging and realistic learning scenarios. By leveraging AI, we are able to add

Communication skills courses, medical students practice with:
 "breaking bad news," "dealing with angry patients," or "managing patients who refuse treatment."
Empathy role-play class, practice clinical interactions that: demonstrate high levels of verbal and non-verbal empathy or intentionally lack such empathetic behaviors. Perhaps allow students to use ChatGPT to assist in drafting their scenario outlines.

Scene 1

BLOOD TEST

45

July 23, 2023

7. Interactive, Collaborative:

A. Gen AI Assisted Book Summaries and Group Exchanges

101 creative ideas to use AI in education, A crowdsourced collection
 Chrsi Nerantz, Sandra Abergler, Marianna Karatsori, & 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.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

53 AI-generated book summaries

Author: Nigel Featherby
Contact details: n.featherby@bournemouth.ac.uk
Role: Lecturer in learning development
Institution/organization: University of Bournemouth
Contact: One of the summative assessments for Social Science (Foundations) students is to create a group reading poster on one of the three assigned monographs. Students need to include details of the topic, the author's background and publishing context, the author's position regarding the topic and the 'value' of the book.

My idea: Students in their assessment groups use ChatGPT to create chapter summaries of their chosen monograph. They then swap summaries with another group with a different book and ask them to generate discussion on the week's theme.

What I aim to achieve: To show students that, whilst AI can generate fairly comprehensive 'book' chapter summaries, it is important to remember these book are not perfect and may not capture all of the nuances of a book.

Where the inspiration comes from: University of Kent's [website](https://www.kent.ac.uk/teaching-and-learning/technology/ai-generated-book-summaries) on digital, evidence education, and AI-generated article summaries for meeting comprehension assessment to their colleagues.

What I used: ChatGPT

46

October 5, 2023

7. Interactive, Collaborative:
B. 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 what 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."



47

July 12, 2023

7. Interactive, Collaborative:
C. Text Revision

Daniel Stanford's Substack

<https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical-tricks-for-teachers>

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.

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July 12, 2023

7. Interactive, Collaborative:

D. Text Revision

Daniel Stanford's Substack

https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejwktum_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.]

49

August 31, 2023

7. Interactive, Collaborative:
E. 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**.



Last month, educational psychologist Ronald Beghetto asked a group of graduate students and teaching professionals to discuss their work in an unusual way. As well as talking to each other, they conversed with a **collection of creativity-focused chatbots** based on ChatGPT...at Arizona State University (ASU). Beghetto **prompts the bots to take on various personas to encourage creativity**—for example, by deliberately challenging someone's assumptions. One student discussed various dissertation topics with the chatbots



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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=bejwktum_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.

51

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=bejwktum_campaign=post&utm_medium=web

Examples of Bias in AI Image Generation

This document was created by Daniel Stanford (<https://danielstanford.substack.com>) with questions. Substack is email (danielstanford@substack.com) with questions.

The images below were generated in May 2023. They demonstrate how image generation tools can default to white/lighter skin tones and could be explicitly prompted to create images with "diverse racial representation" in order to include a broader range of skin tones.

Midjourney Examples

The following images were generated by Midjourney via Midjourney.

Prompt: "Illustration of nurse, doctor, pilot and professor"



Examples of Bias in AI Image Generation

Prompt: "Illustration of nurse, doctor, pilot and professor with diverse racial representation"



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July 12, 2023

8. Engagement, Involvement:

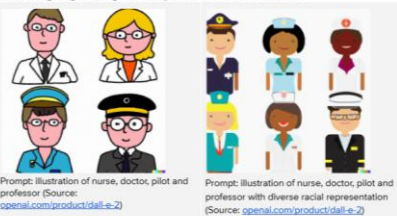
A. Analyze AI Bias

Daniel Stanford's Substack

https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejwktum_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 with diverse racial representation (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)

53

April 30, 2025

9. Tension, Challenge, Controversy, etc.:

A. What is smileUP & How to use it?

SMILE, Stanford

<https://always.seedsofempowerment.org/>
[Ask SMILE: https://ask.smile.seedsofempowerment.org/](https://ask.smile.seedsofempowerment.org/)
[SMILE.ASK: https://www.youtube.com/watch?v=pblU8sSALWo](https://www.youtube.com/watch?v=pblU8sSALWo)

Specifically, SMILE will be used to assess student's critical thinking and GPT 3.5 to provide constructive feedback to the questions. Students ask 50 or more questions and write a reflection report on the breadth and depth of the response of ChatGPT. **With the help of GPT, your question will be evaluated on a rubric from Level 1 to Level 5 aligned to Bloom's**



Welcome to SMILE ASK

Ask your questions and receive detailed feedback based on Bloom's Taxonomy.

Enter your question

Ask a question

After you submit your question, you will receive a response from our AI-powered system. This response will be generated by GPT-3.5 and will be evaluated on a rubric from Level 1 to Level 5 aligned to Bloom's Taxonomy.

After you submit your question, you will receive a response from our AI-powered system. This response will be generated by GPT-3.5 and will be evaluated on a rubric from Level 1 to Level 5 aligned to Bloom's Taxonomy.

After you submit your question, you will receive a response from our AI-powered system. This response will be generated by GPT-3.5 and will be evaluated on a rubric from Level 1 to Level 5 aligned to Bloom's Taxonomy.



54

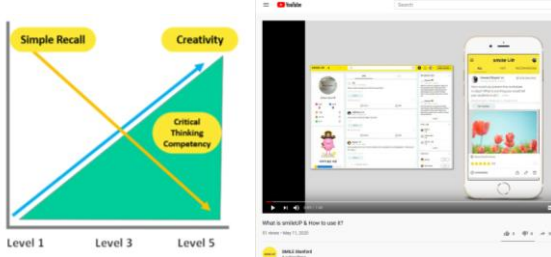
May 11, 2020

9. Tension, Challenge, Controversy, etc.:

A. What is smileUP & How to use it?

SMILE, Stanford

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



55

May 11, 2020

9. Tension, Challenge, Controversy, etc.:

A. What is smileUP & How to use it?

SMILE, Stanford

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

Ask a question

With the help of GPT-3.5, your question will be evaluated on a rubric from Level 1 to Level 5 aligned to Bloom's Taxonomy.

What will it take for North and South Korea to be reunified?

Submit question

Great job! This is a level 5 question. It involves speculation and uncertainty about the future reunification structure, indicating that there are certain conditions or factors that need to be fulfilled for the reunification.

Reunification of North and South Korea is a complex and sensitive issue, and there are several factors that could contribute to the reunification are:

1. Diplomatic negotiations: Engaging in sustained diplomatic dialogues between both Koreas, as well as involving the international community.
2. Trust building measures: Building trust and confidence between the two nations through various means to people interactions.
3. Security concerns: Addressing security concerns from both sides, ensuring the protection of the interests.
4. Economic integration: Establishing mechanisms for economic integration and harmonization of policies.



56

May 25, 2023

9. Tension, Challenge, Controversy, etc.:

B. ChatGPT as Co-Pilot, Normalize Citing AI

<https://www.pearson.com/en-us/higher-education/insights-and-events/teaching-and-learning-blog/2023/05/what-education-experts-are-saying-about-chatgpt.html#:>

When used properly, **ChatGPT** can be a **student's co-pilot**. It can help them brainstorm, improve phrasing, and learn new concepts...Panelist Anna Mills of City College of San Francisco said she teaches critical AI literacy and believes in "setting a norm of transparency and labeling of AI text." **She recommends students clearly label any portion of an assignment that was generated with ChatGPT or another AI tool—just like they would cite other sources.**



57

November 5, 2024

10. Yields Products, Goals:

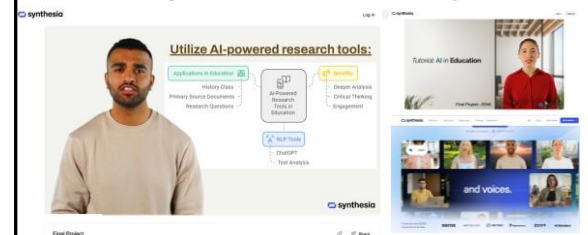
A. Support for Job Applications and Resumes AI Video Generation (Synthesia)

AI in Education Tutorial (Final Projects R546 Fall of 2024)

<https://share.synthesia.io/45b37421-90a3-4180-b855-8b8565763201> (Synthesia)

#1 AI video platform. Create professional looking videos in 140+ languages. Pick a template, choose between 230+ diverse avatars, and type your text.

Synthesia is a **synthetic media** generation company that develops software used to create **AI** generated video content. It is based in **London, England**.



58

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



59

Paired Activity #2...

What have you learned so far?

<https://www.orangemantra.com/blog/ai-in-education/>



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

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

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



67

November 23, 2023 Reflect 2b. Translating Policy Document into Plain English (TextGenEd)

Timothy Laquintano, Lafayette College
<https://wac.colostate.edu/repository/collections/textgened/professional-writing/translating-a-policy-document-into-plain-english/>

This assignment asks undergraduate students to translate a complex policy document into plain English and then compare their output to the output of a large language model asked to do the same task. Students critically compare the semantic choices and sacrifices they made during the translation with the meaning lost during the machine translation, which attunes them to the risks and benefits of LLM output. It can be adapted to most disciplines and course levels.



68

November 23, 2023 Reflect 2c. 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)



69

November 23, 2023 Reflect 2d. 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?

70

November 23, 2023 Reflect 2e. Decoding an AI Bot's Chatting Pattern (TextGenEd)

Bhushan Aryal & Ordner W. Taylor, Delaware State University
<https://wac.colostate.edu/repository/collections/textgened/rhetorical-engagements/decoding-an-ai-bots-chatting-pattern/>

This 4-week assignment asks advanced undergraduate students to hold a sustained 'conversation' on a topic with an AI chatbot to decode the pattern, limitations and possibilities of the AI-based writing technology. Students analyze their conversation, write a report, and make an oral presentation. The assignment provides writing faculty a wide window to teach almost any issue of interest in AI writing while offering students an immersive, analytical, and writing experience.



71

3. Visual Learners

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

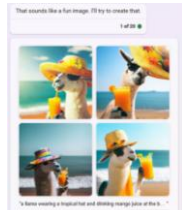


72

June 7, 2023

Display 3a. 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](https://openai.com/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>



73

July 23, 2023

101 creative ideas to use AI in education,

Display 3b. Rewriting with AI Image Generators

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)

34 Rewriting with AI Image Generators

Author: Christopher Sean Harris

Contact details: chris@leeds.ac.uk

Role: Educator

Institution/organisation: California State University

Context: Students use AI image-generation tools such as DALL-E to create images based on their writing, particularly memos.

Tools used: DALL-E 2

My idea: Rewriting with AI Image Generators

What I aim to achieve: Students must write effective & brief summaries of their writing to provide an AI image generator with pertinent instructions. Additionally, students must provide the AI tool with a command, a second output, and context. The exercise helps students summarise in directive ways as well as learn how to thoughtfully and rhetorically collaborate with AI tools.

Where the inspiration comes from: Discussing their multicoloured memos, students wondered what kinds of images they could use. I suggested AI and plugged an entire essay into the prompt. From there, we decided how to refine the prompt to direct the AI to produce

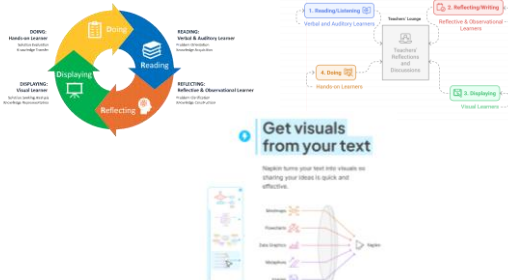


74

May 12, 2025

Display 3c. R2D2 Model

<https://www.napkin.ai/>



75

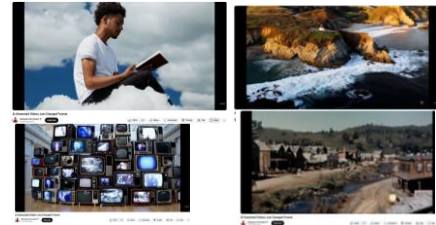
February 15, 2024

Display 3d. AI Generated Videos

Just Changed Forever

Video (12:01): <https://youtu.be/NXpdyAWLDas>

Video (3:34): <https://youtu.be/Bx3xW1ua-E>



76

February 20, 2024

Learning is More Visual

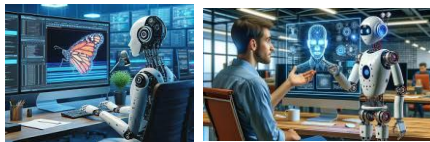
Sora: Finally, An AI Video Generator

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

Cats in Cathedral

Sora

Sora



77

February 16, 2024

Learning is More Visual

OpenAI's Video Generator Sora Is Stunning and Utterly Terrifying

Tony Ho Tron, The Daily Beast

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



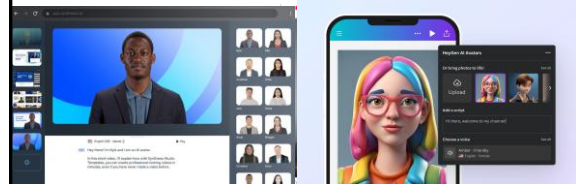
78

February 16, 2024
Learning is More Visual
OpenAI's Video Generator Sora Is
Stunning and Utterly Terrifying
 Tony Ho Tron, The Daily Beast
<https://www.thedailybeast.com/openai-video-generator-sora-is-stunning-and-utterly-terrifying>



79

Paired Activity #3: How might you use AI video generators? How might it be useful for SDL?
 Video (11:22): <https://www.youtube.com/watch?v=4Du-ofrqA5k>



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4. Tactile/Kinesthetic Learners

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



81

February 19, 2023
Do 4a. Generate images and have students draft stories

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

- 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.

82

February 19, 2025
Do 4b. Podcasts and Webinars:
How to Use AI in Creative Writing:
The Creative Process

https://www.youtube.com/watch?v=4UySua_xbso&list=PL6mPh--hJezckn1TQW5WupzWZkpa_NBI
 94 views Feb 18, 2025
 This video describes the four cognitive phases in the creative process — finding opportunity, transforming possibilities, selecting the best option, and integrating it into a larger whole — and then demonstrates where AI can help us out where it can, especially as it applies to creative writing and fiction. It was delivered to WS 224 at Oregon State University as part of the research mechanism in "A New Year: How Guided AI Use Impacts Creativity in Online Creative Writing Courses," along with other reasons in the following sequence:



83

November 5, 2024
Do 4c. Book Teasers and Podcasts
 (NotebookLM (AI Creator); Final Projects R546 Fall of 2024
<https://notebooklm.google/>

Pressbook and Podcast (with NotebookLM (AI Creator)): Topic: *Teaching Across Cultures: A Pedagogical Guide for Online Faculty in Higher Education*; Kirsten Eberts; Link to book: <https://pressbooks.palni.org/teachingacrosscultures/> and Link to AI generated podcast (bottom of this page): <https://pressbooks.palni.org/teachingacrosscultures/fmt-matter/introduction/>.
 NotebookLM now lets you listen to a conversation about your sources
 Our new Audio Overview feature can turn documents, slides, charts and more into engaging discussions with one click.



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December 6, 2024

Do 4d. Generate Podcast from Slides (NotebookLM (AI Creator))

Mark Brown, 'My Leukemia Story': <https://on.soundcloud.com/ajoKdJ6PXUoC2x88>
Curt Bonk, Student Learning Outcomes (SLO), COACHes Hub
Video (104:25): <https://www.youtube.com/watch?v=MQUJC7be0IY>
**NotebookLM Podcast (17:44): <https://rss.com/podcasts/friday-slo-talks/1790741/SLO>: <https://www.youtube.com/@studentlearningoutcomes-slos>
NotebookLM Podcast (20:45): <https://www.youtube.com/watch?v=j3lu5FSdsQ>
NotebookLM podcast (12:57): <https://youtu.be/hPr-p2Co-6I>



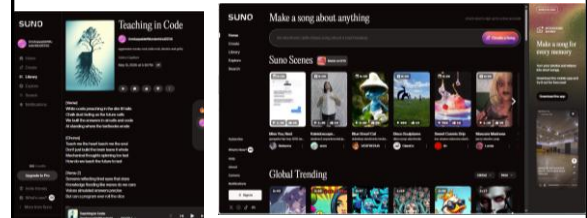
85

May 15, 2025

**Do 1e. Suno: Makes a Song About Anything
How About: The medical educators and AI song,
indie rock**

<https://suno.com/>

The Future We Create: <https://suno.com/song/5343dd7d-8bcd-4d01-88ab-0a41c4469f5c>
Teaching in Code: <https://suno.com/song/8704ddfc-5d25-4488-95e9-37863b06e3cd>
https://suno.com/create?signup_source=splashpage&referrer=%2Fhome&redirected_from=signup&wid=default



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November 15, 2023

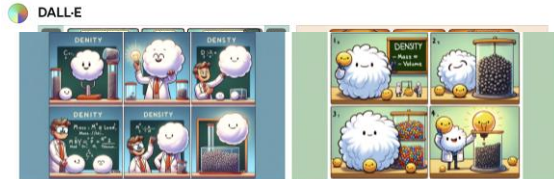
Do 4f. DALL-E Created Cartoon Strips

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

1. Create a cartoon strip that explains density.
2. Create a cartoon strip that demonstrates an understanding of density.

<https://www.nature.com/articles/641586-922-03907-3>



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.

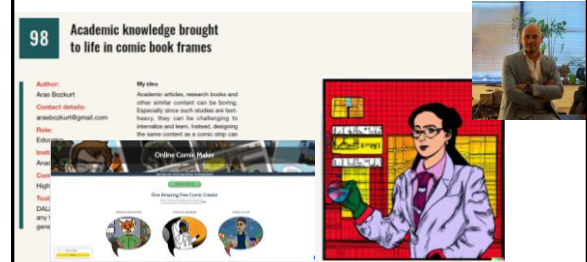
87

July 23, 2023

101 creative ideas to use AI in education

**Do 4g. Comic Book Content Creations
(Aras Bozkurt, Anadolu University)**

Chrissi Nerantz, 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>



88

February 4, 2023

Do 4h. 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.

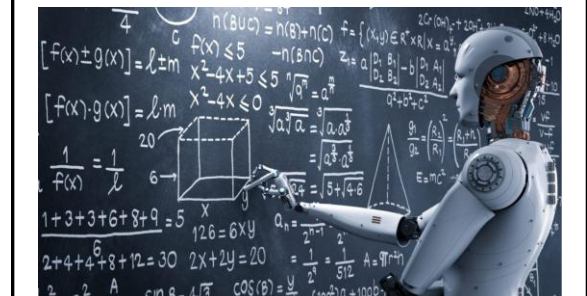
Now, I want you to create a glossary of the 10 most common phrases taxi drivers need. Use simple language (AI level) to explain the various phrases.

89

Paired Activity...#4

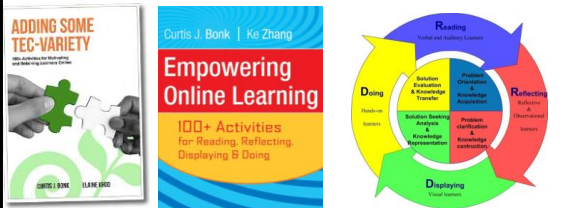
Jot down one thing you learned so far...

<https://www.orangemantra.com/blog/ai-in-education/>

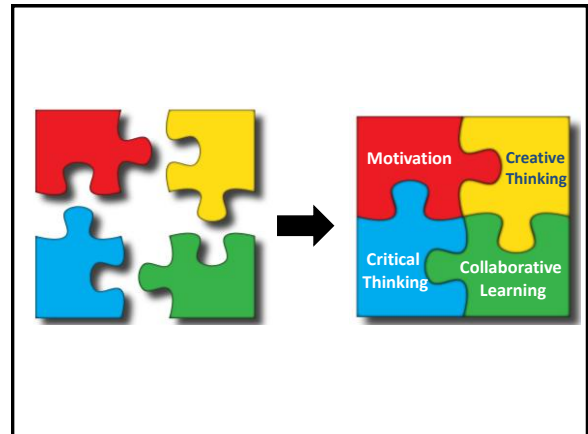


90

How could you use the R2D2 and TEC-VAIRETY Models?



91



92

MOTIVATION



93

January 8, 2024 Motivation #1: Goal-Based Learning and Building Products Usable Class Project

https://curtbonk.com/R678_online_syllabus_spring_2024.htm

Brave People Option: Usable Class Project.

The more ambitious of you might create an interactive multimedia glossary or comprehensive Website for the course as an individual or with AI support. Still others might create an online database of articles. **Use ChatGPT (or equivalent) to create a skeleton or prototype to the project which you must turn in with your final project.**



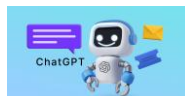
94

January 8, 2024 Motivation #2: Relevance and Meaningful Client-Based Project

https://curtbonk.com/R678_online_syllabus_spring_2024.htm

Brave People Option: Client-Based Project.

You might also engage in a major problem-based learning project related to this class with a school, company, organization, or institution. In this option, you make the contact and find out what needs to be resolved and then get it approved by the instructor. The final product might be a distance learning evaluation project. It might involve the design of e-learning tools and resources. It might entail the creation of a strategic plan, white paper, or vision statement. Whatever the problem or task, it must be authentic. Document any AI support that you received.



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January 8, 2024 Motivation #3: Discussion Choice Human-to-Human vs. AI Augmented Discussions

https://curtbonk.com/R678_online_syllabus_spring_2024.htm

Brave People Option: Task #1. 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.



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Discussions

[Week 5, Human to Human Discussion](#)
All Sections
Last post at Feb 6, 10:25 PM Available until May 6, 11:59 PM

[Week 4, Human to Human Discussion](#)
All Sections
Last post at Feb 6, 6:39 PM Available until May 6, 11:59 PM

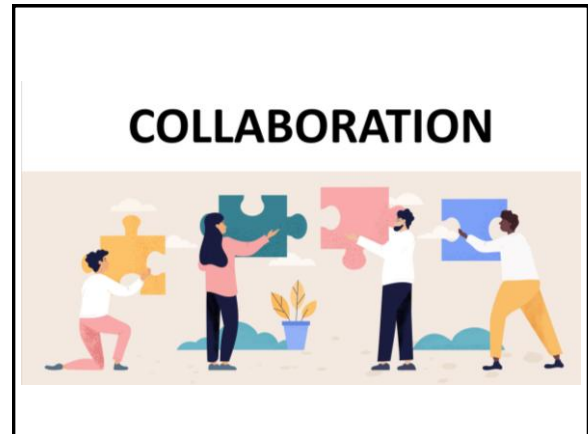
[Week 3, AI Augmented Discussion](#)
All Sections
Last post at Feb 6, 9:46 AM

[Week 5, AI Augmented Discussion](#)
All Sections
Last post at Feb 5, 11:07 PM

[Week 4, AI Augmented Discussion](#)

Looking for 2024, what questions should instructional designers and technologists ask about using generative technologies and Augmented Reality in learning environments?
Please feel free to use these questions to generate new queries:
Specific Brief Questions:
In 2024, with the advancements in generative technologies and augmented reality (AR), it's important for instructional designers and technologists to ask critical questions when incorporating them into learning environments. Here are some key queries to consider:
Technological Considerations:
• What are the data privacy and security implications of using AR/Generative technologies? Be transparent about data collection, storage, and usage, and ensure you comply with relevant regulations.
• What are the ethical considerations involved in using AR/Generative technologies in education? Address potential biases like algorithmic bias and transparency to ensure responsible use of the tools.
• What are the technical requirements and costs associated with implementing AR/Generative technologies? Consider hardware compatibility, software subscriptions, maintenance, and potential upgrade costs, along with the required bandwidth and ensuring long-term sustainability.
Pedagogical Considerations:
• How will we integrate AR/Generative technologies seamlessly into the existing curriculum? Avoid isolated "VR days" and ensure the technology complements and reinforces existing learning outcomes.
• What specific learning objectives will AR/Generative technologies help achieve? AR is great for visualizing concepts, but not everything needs virtual immersion. Identify specific learning goals where these technologies offer a clear advantage over traditional methods.
• How will we assess the impact of AR/Generative technologies on learning outcomes? Develop and utilize data to see if the technology actually improves learning compared to traditional methods. Don't assume effectiveness based on initial hype.
Accessibility and Equity:
• How will AR/Generative technologies ensure students with different learning styles and needs? Consider diverse learning environments and ensure all students have equal access to the technology.

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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

Collaborative Learning #1. Pro and Con Debates.

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

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

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

A. Have pairs of 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).
B. Use GAI to help shorten the original proposal.
C. Critically analyze how GAI shortened the work given the new audience.
D. Using GAI edits and their critical thinking, shorten original proposal to one page.
E. Utilize (e.g., headings, sub-headings, bulleted lists or tables) to make the writing easy for the new audience to read quickly.
F. 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.

100

February 10, 2023
80 Ways to Use ChatGPT in the Classroom
Stan Skrabut, Ed.D.
Collaborative Learning #3. Create Blog Posts
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/BOBYC8MJXJ>

Assume the instructor has asked the students to post their weekly article reflections in a blog. ChatGPT or any other generative AI tool could generate a reflective blog post each week as well. Students or teams of students could compare their blog post reflections and ChatGPT. Final reflection papers could be written on this.

101

April 4, 2024
Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)
Collaborative Learning #4. Blogging and Journaling
Jose Antonio Bowen and C. Edward Watson
<https://www.press.jhu.edu/books/title/53869/teaching-ai>

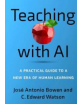
Record weekly course reflections in a blog or a journal. Then have students get feedback from both a peer and ChatGPT. Have students write one or more reflections on the difference on feedback offered.

102

April 4, 2024**Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)****Collaborative Learning #5. 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.

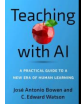


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April 4, 2024**Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)****Collaborative Learning #6. Human vs. AI**

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.



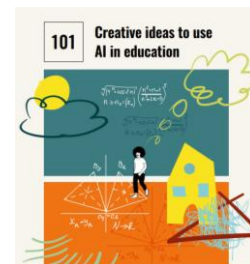
104

CREATIVE THINKING

105

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

Chrisi 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.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>



106

July 23, 2023**101 creative ideas to use AI in education, A crowdsourced collection Creative Thinking #1.**

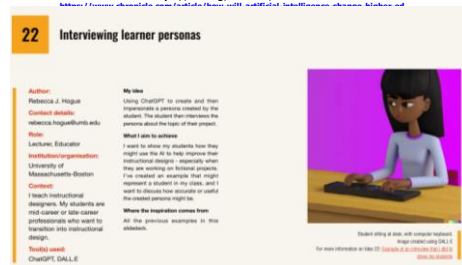
<https://doi.org/10.5281/zenodo.8355454>
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>



107

July 23, 2023**101 creative ideas to use AI in education, A crowdsourced collection Creative Thinking #2.**

Chrisi 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.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>



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July 23, 2023

**101 creative ideas to use AI in education,
Creative Thinking #9. Support Student Revisions
(i.e., revision guides, flash cards, self-test materials, examples,
tutorials, glossaries, and other referenceware)**

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>

**63 Using AI chatbot to support
revision strategies**

Author: Amy May
Contact details: amy.may@hull.ac.uk
Role: Learning development consultant
Institution/organisation: University of Nottingham
Context: Higher education
Tool(s) used: ChatGPT

My idea: To test the effectiveness of ChatGPT in supporting students with developing independent revision strategies.
What I aim to achieve: Creating personalised responses and encouragement so that students can use ChatGPT to help them revise. E.g. creating revision guides, creating flash cards, generating self-test materials.
Where the inspiration comes from: Lots of students panicking about upcoming exams!



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July 23, 2023

**101 creative ideas to use AI in education,
Creative Thinking #10. Generating Feedback
Poetry**

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)

01 Generating feedback poetry

Author: Chrissi Nerantzi
Contact details: c.nerantzi@leeds.ac.uk
Institution/organisation: School of Education, University of Leeds
Role: Educator
Context: Education, Professional Development
Tool(s) used: ChatGPT
My idea: Exploring the use of AI feedback poetry to engage students with the feedback they receive and give in new ways. Evidence suggests that students often don't engage with the feedback they receive. Feedback that

it is dialogic (Carless, 2017). Could it also reduce the amount and time educators spend on providing feedback? Where the inspiration comes from: I have used alternative feedback



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July 23, 2023

**101 creative ideas to use AI in education,
Creative Thinking #11. AI Generated Art-Based
Feedback**

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

**97 AI to generate art-based
feedback**

Authors: Daniela Castagna, Paula Curi, Bianca Sartori
Contact details: daniela.castagna@upf.edu, paula.curi@upf.edu, bianca.sartori@upf.edu
Role: Educators
Institution/organisation: Politecnico di Milano
Context: Participating in an online presence/hybrid course of all levels
Tool(s) used: ChatGPT, DALL-E 2, MidJourney

Our idea: Provide peer-to-peer feedback using AI-generated art-based content to stimulate peer review discussion and reflection.
What we are aiming to achieve: As a tool at the beginning of the term, we aim to create a sense of community and to stimulate peer review discussion and reflection. We aim to create a sense of community and to stimulate peer review discussion and reflection. We aim to create a sense of community and to stimulate peer review discussion and reflection.



lying in a clear blue mountain day with open wings! High level output with something that can be improved: "Dragon in a fantastic world, dark background"

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July 23, 2023

**101 creative ideas to use AI in education,
Creative Thinking #13. TV Quizmaster!**

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)

10 TV Quizmaster!

My idea: Utilise ChatGPT (or a similar platform) as a host/facilitator simulating a television quiz format that students are familiar with. This might be a popular series in their region, suitable for delivery in a small group format. Working examples include: Who Wants to Be a Millionaire? (UK/India) or Family Feud (USA/Mexico/China). The format and content of each quiz can be refined or adapted as required through peer review, for example, to support the number

of quiz content is insufficiently covered within ChatGPT's existing data, information or data can be manually pasted into the prompt area and requested to be included within information sources. This can also reduce potential accuracy issues and ensure that content is relevant. Some TV quiz formats may require increased creativity on the part of the physical players, for example, writing answers down privately, buzzing in to answer first, and using a timer.

Author: Paul Laidley
Contact details: paul.laidley@leeds.ac.uk
Role: Educational Developer
Institution/organisation: Centre for Innovation in Education, University of Leeds
Context: K-12, Higher Education, Formative assessment
Tool(s) used: ChatGPT



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July 23, 2023

**101 creative ideas to use AI in education,
Creative Thinking #15. Warm Ups and New Creations**

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>

**23 Creative warm-ups for ideas
generation: Dream up a new creation**

Author: Chrissi Nerantzi
Contact details: c.nerantzi@leeds.ac.uk
Institution/organisation: School of Education, University of Leeds
Role: Educator
Context: Any educational setting to boost creative thinking.
Tool(s) used: DALL-E 2

My idea: An idea-generation activity to generate ideas and further creative possibilities through brainstorming ideas.
What I aim to achieve: To generate ideas and further creative possibilities through brainstorming ideas. To generate ideas and further creative possibilities through brainstorming ideas. To generate ideas and further creative possibilities through brainstorming ideas.



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July 23, 2023

**101 creative ideas to use AI in education,
Creative Thinking #17. ChatGPT as Debate
Partner**

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>

36 Use ChatGPT as a debate partner

Author: Katherine Jewitt
Contact details: katherine.jewitt@open.ac.uk
Role: Educator
Institution/organisation: The Open University
Context: Education, Professional Development
Tool(s) used: ChatGPT

My idea: Students can use ChatGPT as a debate partner to explore every side of a particular issue. Learning to critically think, problem solve, build links between ideas and synthesise complex information can have far-reaching effects in every aspect of a student's life (Clark, 2007).

Where the inspiration comes from: I have used the debate process with students to encourage active learning and to increase critical thinking. Student feedback showed that the best starting point was to explore and improve their knowledge on a topic and improve their skills in team work, communication and critical thinking. However, some lacked confidence in presenting in public. I was inspired by ChatGPT as a way



A student standing in a classroom presenting a debate against ChatGPT. Other students are seated.

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July 23, 2023

**101 creative ideas to use AI in education
Creative Thinking #19. Mashups for Morphological Thinking**

Chrisei 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>

83 Design thinking as synthetic combinatory creativity


Author: John Hammarley
Contact details: j.hammarley@leeds.ac.uk
Role: Educator
Institution/organization: University of Leeds
Context: A workshop for art and design students.
Tool used: This is a speculative pedagogy project that aims to explore the relationship between traditional Design Thinking methods for ideation and visualization through creative engineering. AI-generated content, to

My idea: Design thinking as synthetic combinatory creativity. Reuniting Mashup, Mixamo, Trello, and Morphological Matrices through AI.

What I aim to achieve: An exploration of combinatory creativity methods through AI, exploring the intelligence and logic at work in combinatory Design Thinking methods and how they can be re-performed through AI.

Where the inspiration comes from: The inspiration came from a comment that the artificiality in AI-generated content was a limiting factor (Sourin et al.). The combinatory possibilities of AI systems have resonance with combinatory ideation and visualizing methods used in design.

The Morphological Matrix, image captured from <https://www.youtube.com/watch?v=UjG8d8j8j8j8> (view for more information on how to use it) (2023, 2023, 2023). (Creative engineering. Promoting innovation by thinking differently.)



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July 23, 2023

**101 creative ideas to use AI in education
Creative Thinking #20. Reflections on Alternative Environments (Climate Change)**

Chrisei 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>



80 Life of a camel in icy environments

Author: Mehdi Naveh
Contact details: mehdi.naveh@gmail.com
Role: Educator
Institution/organization: The College of Education
Context: Education
Tool used: ChatGPT, DALL-E 2

My idea: The idea is to use the life of a camel in icy environments. As we all know, the camel is a desert animal. But we wanted to know: Can a camel survive in an icy environment? The audience is very young and interesting as our idea of the life of camels is an icy environment we thought was impossible. But when we searched the topic on ChatGPT, we found that camels can survive in icy environments and under images on DALL-E 2 software.

What we aim to achieve: The objective of our idea is to find alternative living solutions for animals. The objective of our idea is to find a way to check if humans could change. The effect of global warming is a threat to the life of animals.

Where the inspiration comes from: This idea suddenly came to our mind while sitting and searching for other creative ideas in the DALL-E 2.

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July 23, 2023

**101 creative ideas to use AI in education...
Creative Thinking #21.**

ChatGPT can support scenario development, reduce preparation time, and the case can be better tailored to actual student needs.

16 Problem-based learning (PBL) scenarios

Author: Chrisei Nerantzi
Contact details: c.nerantzi@leeds.ac.uk
Institution/organization: School of Education, University of Leeds
Role: Educator
Context: While PBL was first used in medical education in the 1960s to boost higher order thinking (Barrows & Tamblyn, 1980), it can be a valuable learning and teaching strategy across disciplines and professional areas.

My idea: Generate PBL scenarios with the help of ChatGPT, based on specific prompts to education and/or students to enable inquiry-based learning on the topic of PBL.

ChatGPT Prompt Guide: A temporary AI-based guide to generate PBL scenarios using ChatGPT.



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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

Creative Thinking #22. Brainstorm Ideas for Assignment.

- 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.).
- Students evaluate the ideas based on the established criteria for the assignment.
- Students further develop their preferred idea and complete the assignment.
- In-class discussion or written reflection: Students critically analyze the usefulness of AI in the brainstorming process.

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January 8, 2024

**Creative Thinking #23.
Script Creator and Developer**

https://courtbank.com/R678_online_syllabus_spring_2024.htm

Brave People Option: 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.



125

August 15, 2023

**ChatGPT and generative AI:
25 applications in teaching and assessment**

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

Creative Thinking #24. Generate Case Studies

- Design four real-world case studies on supply and demand for my first-year microeconomics class.
- Include answers to the supply-and-demand problem.
- Include a lesson plan associated with the case studies for an online class. Include case studies that students can connect to in their real life.
- Outline learning outcomes for the class and place them in front of each case study.



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CRITICAL THINKING



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January 8, 2024

Critical Thinking #1:

Critique Starter Text and Comments

https://curtbank.com/R678_online_syllabus_spring_2024.htm

Brave People Option: Journal Review and Critique and Interview.

Feel free to utilize generative AI tools like **ChatGPT** or **ChatPDF** to generate starter text and up to three quotes in your paper as long as they are marked or you have reworded them and cited them properly. If you utilized ChatGPT or some other generative AI platform, please cite it appropriately.

OpenAI (2023). *ChatGPT* (March 14 version) [Large language model]. <https://chat.openai.com/>



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January 8, 2024

Critical Thinking #2:

Critique of Critiques

https://curtbank.com/R678_online_syllabus_spring_2024.htm

Brave People Option: (Even Braver Option). ChatGPT Journal Review and Critique and Interview. Or perhaps put the articles or the **entire special issue into ChatPDF, ChatGPT, or other generative AI tool or platform and have it do a critique or a book review.** If you choose this route, you are to write a 2-3 page single-spaced reflection paper, review, or critique of what generative AI produced.



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January 8, 2024

Critical Thinking #3:

Report Reviews or Critiques

https://curtbank.com/R678_online_syllabus_spring_2024.htm

Brave People Option: Report or Strategic Plan Analysis and Evaluation.

The entire strategic plan report into ChatPDF, ChatGPT, or other generative AI tool or platform and have it do a critique or a review. If you choose this route, you are to write a 2-3 page single-spaced reflection paper, review, or critique of what generative AI produced.



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January 8, 2024

Critical Thinking #4:

Research or Study Report Generator

https://curtbank.com/R678_online_syllabus_spring_2024.htm

Even Braver People Option: Naturalistic Study.

Note: You can use ChatGPT to generate starter text or 2-3 comments or quotes but be sure to cite such work properly. **Or perhaps have ChatGPT write your study report. If you choose this route, you are to write a 2-3 page single-spaced reflection paper, review, or critique of what generative AI produced.**



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January 8, 2024

Critical Thinking #5:

Software and Technology Tool Reviewer

https://curtbank.com/R678_online_syllabus_spring_2024.htm

Brave People Option: Software or Technology Tool or Platform Review.

If you utilized ChatGPT or some other generative AI platform for any aspect of this assignment, please cite it appropriately. **Perhaps you might put the articles or reviews on a technology tool into ChatPDF, ChatGPT, or other generative AI tool or platform and have it do a critique or a book review.** If you choose this route, you are to write a 2-3 page single-spaced reflection paper, review, or critique of what generative AI produced.



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January 8, 2024

Critical Thinking #6:

List Generator: Issues and Challenges Paper

https://curtbonk.com/R678_online_syllabus_spring_2024.htm

Brave People Option: Analysis of Issues/Challenges in the Field of Learning Technology.

You are encouraged to use ChatGPT or some other generative AI tool or platform in the development your issues and challenges paper. You utilize ChatGPT or similar to generate a list of key issues and challenges. That will go in a table in your paper. Then you are to write a paper using this starter list by conducting research on each of those items. If you utilized an AI tool or platform to support your efforts, please use appropriate citations.



133

August 21, 2023

Critical Thinking #8:

Issue Debate Generation

https://curtbonk.com/R511_online_syllabus_fall_2023.htm

Brave People Option: Issue Debate Generator.

Have ChatPDF, ChatGPT, or other generative AI tool or platform write a paper about a topic is debated in the field of learning, design, and technology. Next,

write a 3-4 page reflection paper or critique of what generative AI produced (single-spaced preferred). I want you to include both your paper and the paper generative AI created.



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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

Critical Thinking #9 Computer Programming: Debugging skills – preliminary to coding assignments in intro classes (Compare Human and AI Solutions)

Provide students with snippets of code that have clear errors or issues with them or strange error messages. Teach how to use GAI as a debugging tool to help out in these situations.

Ask students to:

- 1.Run the snippets of code through an interpreter or compiler.
- 2.Students diagnose the issue themselves based on the output and write a short description of the problem.
- 3.Run the code snippet through GAI and construct a prompt to ask for its description of the problem.
- 4.Compare the output of the model with the written description: was it sufficient, and does it lead to a different code change than the original student suggestion?

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July 18, 2023

**Center for Teaching Innovation, Cornell University
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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

Critical Thinking #12. Understanding assumptions common in engineering analyses.

Students ask ChatGPT: Prompt GAI with a question such as: "What are the underlying assumptions in beam theory?"

1.ChatGPT will return: "Linear Elasticity: Beam theory assumes that the material of the beam behaves elastically and follows Hooke's law. It assumes that the beam material is isotropic and that it deforms linearly under applied loads."

Then ask students to reflect on and assess the accuracy of the ChatGPT response.

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July 18, 2023

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<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

Critical Thinking #13. Mathematical Proofs: With Gen AI as an assistant.

Students ask Prompt GAI to "Prove that the solution to the 2D steady-state heat equation is unique."

ChatGPT will return: To prove the uniqueness of the solution to the 2D steady-state heat equation, we can use the method of contradiction. Consider the 2D steady-state heat equation with homogeneous Dirichlet boundary conditions: $\nabla^2 u = 0$, where $u(x, y)$ represents the temperature distribution in the xy -plane, and ∇^2 is the Laplacian operator. Suppose there are two solutions to this equation, denoted as $u_1(x, y)$ and $u_2(x, y)$, that satisfy the same boundary conditions

Then ask students to assess the accuracy of the solution.

Follow up by having students test out different prompts; for example: "Is the solution to the 2D steady-state heat equation unique?"

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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

Critical Thinking #14. 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.

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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

**Critical Thinking #15. 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.

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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

**Critical Thinking #16. Editing Skills – pre-work for
class discussion, in-class activity. (i.e., Two Heads
are Better than One).**

- A. 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.).
- B. Students run the original paragraph through GAI and ask it to do the same thing that students did in the first step.
- C. Have students review their editing choices as compared to the editing choices made by GAI and submit a final revised paragraph.
- D. 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.

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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

**Critical Thinking #17. Generate outlines for written
reports.**

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

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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

Critical Thinking #18. 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?
 - C. How do you intend to apply the feedback you found effective in future writing?

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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

**Critical Thinking #19. Compare and Contrast Content
Generation.**

- A. Use GAI to generate content on a particular topic that is relevant to the course (e.g., academic writing vs. business writing, Greek civilization vs. Roman civilization, differential calculus vs. integral calculus).
- B. Assign a reading or book chapter on the same content.
- C. In-class discussion or written reflection: Students critically analyze what GAI got correct, incorrect, or missed completely.

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November 23, 2023

**Critical Thinking #20. 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.



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October 5, 2023 Critical Thinking #21. 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.



Collaborate with anyone, anywhere.

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July 23, 2023 101 creative ideas to use AI in education, A crowdsourced collection Critical Thinking #22. GenAI Peer Assessment

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>

33 Use ChatGPT for peer assessment

Author: Katherine Jervis
Contact details: katherine.jervis@open.ac.uk
Role: Educator
Institution/organisation: The Open University
Context: Education, Professional Development, Assessment
Tools used: ChatGPT

My idea
Students use ChatGPT to generate written responses to an assessment question. Each student then generates and uploads their response generated by ChatGPT and answers the writing prompt.

What I aim to achieve
Students can learn from their own assessment and can be motivated to meet peers and give feedback. I wanted to use ChatGPT to support students in building their confidence in their assessment, by first using ChatGPT to write.

Where the inspiration comes from
The benefits of peer assessment are well documented – deepening students' learning experiences, fostering higher order thinking skills, by modelling work against criteria, developing their academic judgement, and enabling comparison with peers (Hart et al., 2019).

When the inspiration came from
I was inspired by the long history of peer assessment, dating a series of community them, 2016 and large collaborative learning (Hart et al., 2016).



Peer assessed writing concept

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July 23, 2023 101 creative ideas to use AI in education Critical Thinking #23. Analysis Gen AI Tool Results

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>

84 Using different AI tools to encourage critical analysis

Author: Peter Hurley
Contact details: phurley@tcd.ie
Role: Visiting Professor
Institution/organisation: Edge Hill University
Context: Any disciplinary context
Tools used: Blackboard (accessed on Discard)

My idea
We now have access to multiple applications to generate text and images, e.g. ChatGPT and Bing. Different software to respond to the same prompt can be used as a stimulus for discussion, e.g. which answer or response is 'best' and why? This can also generate discussion about possible bias and/or limitations in the software responses.

Image generation software can be used
Image generation software can be used creatively, especially as a stimulus for discussing metaphors and identity links. Some software generates multiple images from the same prompt and can be used to

What I aim to achieve
I aim to use new AI tools responsibly with students within the curriculum. This specifically aims to provide more encouraging critical analysis and debate, and helping them to develop a more sophisticated appreciation of what the software can and cannot do.

Where the inspiration comes from
This is an update of a one-digit exercise where students compare different software outputs and discuss the differences.



Images from Blackboard regarding the project. 'Visit Professor Hurley's' is a link to his website.

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July 23, 2023 101 creative ideas to use AI in education Critical Thinking #24. Refining Interview Questions

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>

85 Refining interview questions using ChatGPT

Author: Katherine Walsh
Contact details: k.walsh@open.ac.uk
Role: Lecturer, University Innovation
Institution/organisation: University of Chester

Context: Students
My idea
Students are required to develop a set of interview questions to use in their research. They are given a list of questions to use as a starting point and are asked to refine them to suit their own research. This is done by using ChatGPT to generate a list of questions to use in their research.

Tools used: ChatGPT

Where the inspiration comes from
I was inspired by the long history of peer assessment, dating a series of community them, 2016 and large collaborative learning (Hart et al., 2016).



University of Chester

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July 23, 2023 101 creative ideas to use AI in education, A crowdsourced collection Critical Thinking #25. Research Writing Support

<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

49 Developing research/writing skills with ChatGPT

Author: Nicholas Maxwell
Contact details: nicholas.maxwell@bristol.ac.uk
Role: EAP (English for Academic Purposes) Tutor
Institution/organisation: University of Bristol
Context: Foundation Year/Pre-Sessional/In-Sessional Writing Centre/Undergraduate/Postgraduate
Tools used: ChatGPT

My idea
Create prompt guides and lesson materials that teach students how to use ChatGPT.

What I aim to achieve
Enhance students' literacy by using ChatGPT to develop their research and writing skills and teach them how to use it ethically and effectively.

Where the inspiration comes from
I'm excited by how ChatGPT and other apps (e.g., AI) can help students in the future.



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Poll 5. Part #2 question...

How many new **teaching, tutoring, or training ideas** did you get from this session? tutoring?

- None
- 1 or 2
- 3 to 5
- 6 to 10
- More than 10



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Generic to Specific

PART 3

151

How Faculty Can Harness Generative AI for Enhanced Learning: Part 3 From Generic to Specific

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

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



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August 28, 2024

Guidelines for Generative AI MIT Management Teaching & Learning Technologies

<https://mitsloanedtech.mit.edu/ai/tools/writing/>



Use to Generate

You can use these tools to generate a wide range of:

- Multiple-choice questions and response options
- Computer programming source code
- Cover letters and resumes
- Emails and messages
- Essays or short written assignments
- Exam questions
- Instructions for a learning activity
- Instructions for a learning activity
- Learning objectives
- Metaphors and analogies to explain complex concepts
- Outlines of papers or presentations
- Rubrics
- Scripts for a podcast or video
- Simulated conversations
- Study guides
- Summaries of text like articles or meeting notes
- Survey questions

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April 4, 2024

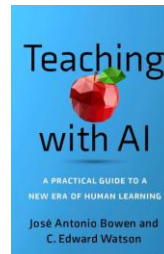
Teaching with AI:

A Practical Guide to a New Era of Human Learning (2024)
Jose Antonio Bowen and C. Edward Watson

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

Marybeth Gasman, Forbes

<https://www.forbes.com/sites/marybethgasman/2024/04/04/teaching-with-ai-what-you-need-to-know/?sh=ed7f18a209d9>



Just as the internet changed
"our relationship with
knowledge, AI is going to
change our relationship with
thinking."

154

January 8, 2024

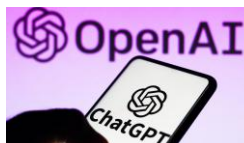
Activity #1. Brave People Option: Reflection Paper Starter Text and Quotes

https://curtbonk.com/R678_online_syllabus_spring_2024.htm

Brave People Option: Tidbit and Video Reflection Paper

You can use **ChatGPT to generate starter text or 2-3 comments or quotes**, but be sure to cite such work properly. For example, citations in text: (ChatGPT, personal communication) or (OpenAI, 2024).

OpenAI (2023). *ChatGPT* (March 14 version) [Large language model]. <https://chat.openai.com/>



155

August 15, 2023

ChatGPT and generative AI:

25 applications in teaching and assessment

Seb Dianati & Suman Laudari, Charles Darwin University

<https://www2.mq.edu.au/education/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>

Activity #2. Provide Explanations and Reflection Questions.

A. Provide the 10 most common misconceptions and explanations of Carl Jung's work in psychology and how it differs from Sigmund Freud's.

B. Include a Q&A list of prompts for my first-year unit in educational psychology to evaluate their knowledge after class on the topic above.



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August 15, 2023

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

Activity #3. Generate Code Snippets.

Ask ChatGPT: How do I make an HTTP request in JavaScript? Answer as if you were teaching first-year programming and offer examples, solutions, issues and common mistakes.



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November 23, 2023**Activity #5. 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.



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November 23, 2023**Activity #7. Promoting Ethical AI Literacy in an Undergraduate Course (TextGenEd)**

Mike Frazier, Michigan State University, Lauren Hensley, Ohio Wesleyan University
<https://wac.colostate.edu/repository/collections/textgened/ethical-considerations/>

This assignment proposes the integration of generative AI tools, such as ChatGPT, into a **college learning and motivation strategies course**, with the dual focus of enhancing metacognition and promoting ethical AI use. **Students engage with AI-generated artifacts, compare outputs with their own work, and reflect on the implications of AI in their academic and professional lives.** The approach can be adapted for various courses, encouraging a critical examination of AI's role in learning and its potential impact on future careers.



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July 12, 2023**Activity #8. Generate Plans, Guides, Checklists, and Instructional Design Materials**
Daniel Stanford's Substack

https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?ref=prw&utm_campaign=position_medium=web

Example Activity: Generate guides, checklists, plans, or instructional materials.

They could be used by students as part of an assignment where they develop similar materials to demonstrate their mastery of the subject matter.

Example prompts:

- Create a nutrition plan for a diabetic patient that incorporates the following foods. [Insert foods here.] Provide recipes for breakfast, lunch and dinner for each day of the week.
- Write 20 quiz questions that test past-tense verb conjugation for ESL learners with moderate fluency.
- Create a checklist of dos and don'ts for an entrepreneur documenting business expenses for tax purposes.

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August 31, 2024**Brave People Option:
Activity #9. AI Case Analysis**
<https://curtbonk.com/Instructional-Strats-R546-2024.htm>**• Brave People Option: Case Situations or Problems**

Write 3 case situations or vignettes related to your current or most recent job setting (each will be about one page long single-spaced). In these cases, you will point out the situation or problem in 1-2 paragraphs as well as the key questions or issues.

- **AI Option:** Adventurous students might ask ChatGPT to solve 3 cases situations that they write up or read about. If you do this, please reflect on the solution(s) that ChatGPT or some other platform provided as well as the course related concepts in the case or the solution.. And you could ask two or three different platforms (e.g., ChatGPT, Claude, Microsoft Copilot, Gemini, etc.) and compare them.



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August 31, 2024**Brave People Option:****Activity #11. Super Summary**
<https://curtbonk.com/Instructional-Strats-R546-2024.htm>**Brave People Option: Super Summary**

Search. In the Super Summary Search, you might conduct a library search on a topic that you find important (this must include at least 10 articles (at least half of these must be research-based articles). In addition, I would like for you to write a one paragraph summary for about 3-5 of these articles, wherein you summarize the article and discuss its importance to the field and to yourself and your colleagues.

- **AI Option:** Adventurous students might ask ChatGPT or ChatPDF to also generate a super summary and compare and contrast the two papers. The article summaries might be made available as a study guide.

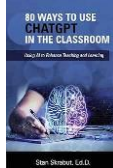


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #13. Think, Pair, Share
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

Students reflect of a topic and share with a partner. Then they could query ChatGPT and discuss their findings before sharing with the class.

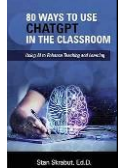


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #15. List Generator Discussions
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

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.

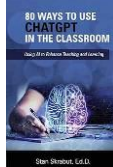


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #16. Writing Feedback and Assistance
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

ChatGPT or any other generative AI tool might assist with student papers and essays to identify areas of potential improvement. Feedback might be offered on the grammar, wording, content, overall organization, or ideas. Teams might discuss and revise their papers before submission. End with entire group conversation.

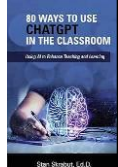


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #18. Language Conversation Partners
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

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.

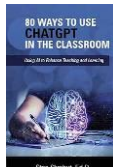


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #19. Grade ChatGPT Response
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

Use ChatGPT to create a document like an essay, report, plan, etc., and have students grade the results using a rubric or a checklist.

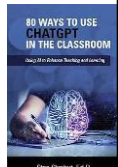


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #20. Q&A Sessions
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

Hold a Question and Answer session where the instructor answers student questions and then ChatGPT answers them. Next, either the instructor would have a chance to amend his/her answer or the students would discuss discrepancies in the answers provided and ask a follow-up question.

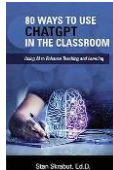


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #21. Debate Assistance
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BYCBMXJY>

Students could ChatGPT to generate arguments and counterarguments before or during a debate situation on a given topic. In addition, an opposing group could ask ChatGPT for a rebuttal.

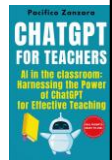


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December 3, 2023
ChatGPT for Teachers: AI in the Classroom:
 Harnessing the Power of ChatGPT for Effective Teachings
 Pacifico Zanzara (K-12 or higher ed)

Activity #22. Interactive Lessons
<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Harnessing/dp/B0CPDWKXWYG>

ChatGPT or any other generative AI tool could be used to generate interactive and engaging content including science experiments, simulations, historical scenarios, controversial cases situations, creative writing prompts, etc.

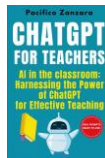


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December 3, 2023
ChatGPT for Teachers: AI in the Classroom:
 Harnessing the Power of ChatGPT for Effective Teachings
 Pacifico Zanzara (K-12 or higher ed)

Activity #24. Gamified Learning
<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Harnessing/dp/B0CPDWKXWYG>

Gamify course activities by having ChatGPT assist in turning the learning into an engaging game, fun trivia quiz, treasure hunt, or some type of competitive problem-solving challenge.



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August 28, 2024
Creative Explorations, WAC Clearinghouse
Activity #27. Professional Writing for Healthcare
 Heidi McKee, Miami University

<https://wac.colostate.edu/repository/collections/textgened/professional-writing/professional-writing-for-healthcare/>

Original Assignment Context: mid-level undergraduate professional writing for healthcare course

In this project, via a series of scaffolded assignments, students selected and read medical journal articles and then drafted and revised research summaries for lay audiences, exploring, analyzing, and integrating the use of AI writing systems (e.g., ChatGPT, QuillBot Summarizer, etc.) throughout the process. This assignment is adaptable to a variety of undergraduate and graduate courses.

- You will first read and write (on your own, no AI) a summary (350-550 words) of the article in a press release or blog/newsletter format for a lay audience that you identify (e.g., pregnant women reading Pregnancy magazine; parents who subscribe to blog about asthma). We will have a peer respond on that draft in class.



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August 28, 2024
Creative Explorations, WAC Clearinghouse
Activity #28. AI in First Year Writing Courses
 Marc Watkins, University of Mississippi

<https://wac.colostate.edu/repository/collections/textgened/ethical-considerations/ai-in-first-year-writing-courses/>

Original Assignment Context: First-year writing course. AI-assisted writing is only permitted in this course provided a student uses an AI writing assistant as a collaborative tool to help the student with the development and advancement of their own writing process. **Collaborating with an AI writing assistant can include brainstorming, outlining, and drafting, so long as there is substantial writing, research, and composing by the student which is not generated solely by the AI.** 'AI-generated writing' means there has been little or no involvement from the student as an author, with the majority of the writing being generated by an AI.



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August 28, 2024
Rhetorical Engagements, WAC Clearinghouse
Activity #29. Writing Against the Machine:
 Debating with ChatGPT
 Justin Lewis and Ted Wayland, Olympic College

<https://wac.colostate.edu/repository/collections/textgened/ethical-considerations/ai-in-first-year-writing-courses/>

Original Assignment Context: First-year writing course.

This assignment challenges students to use LLMs to map the counterarguments to their main claims through a process of counterclaiming. By writing prompts that position the AI as argumentative adversary, students can refine, extend and evolve their thesis over the course of the research, drafting and revision processes. This lesson is focused on 100- level composition courses but could be adopted to any undergraduate or graduate course focused on argument and claim making.



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September 5, 2024

Activity #40. Can GenAI Serve as Effective Teaching Tool for Art Education

<https://comminfo.rutgers.edu/news/can-genai-serve-effective-teaching-tool-art-education>
DOI: 10.5236/ce.2024.153037
<https://www.scirp.org/journal/paperinformation?paperid=132790>

The two prompts they used were "Impressionist painting of a purple flower arrangement," and "surrealist painting of a purple flower arrangement." "These prompts and associated visualizations illustrate how the DALL-E 2 platform could be used by students to conduct a comparative analysis of artistic imagery using different styles of art as generated by DALL-E 2," Pavlik said. "Students could critically assess and discuss how well DALL-E 2 conforms to authentic styles of different styles of painting in the art it generates." (i.e., experience-based approach)



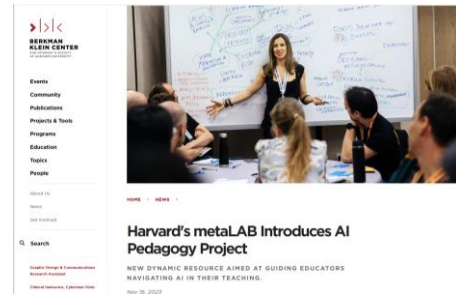
Figure 2. DALL-E 2 Generated Art Impressionist Image 2.
Figure 1. DALL-E 2 Generated Art Impressionist Image 1.

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November 16, 2023

AI Pedagogy Project: Harvard's metaLAB Introduces AI Pedagogy Project

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



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August 27, 2024

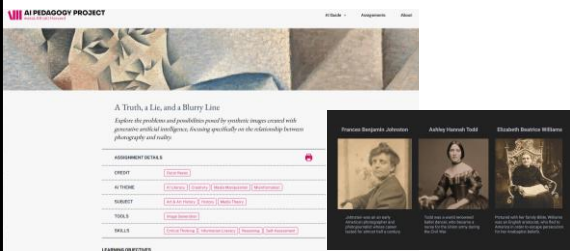
AI Pedagogy Project: Assignments

Harvard University

Activity #41. Identifying Photographic Manipulations (Fake, Real, Misleading)

Once they have gathered a set of three photos—two real and one fake—students then create short Wikipedia-like captions describing the people in their images.

<https://aipedagogy.org/assignment/a-truth-a-lie-and-a-blurry-lie>
<https://aipedagogy.org/assignment/a>



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August 27, 2024

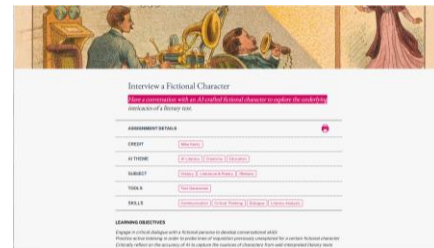
AI Pedagogy Project: Assignments

Harvard University

Activity #42. Interview Historical and Fictional Characters (conversational skills, literary analysis skills)

Students will write a paper using quoted evidence from the chat transcript.

<https://aipedagogy.org/assignment/interview-a-fictional-character/>
<https://aipedagogy.org/assignment/a>



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August 27, 2024

AI Pedagogy Project: Assignments

Harvard University

Activity #43. Critique and Compare Human and AI-Generated Critiques

Students reflect on the human vs. ChatGPT-generated assessments. Write a page or more reflecting on some of the following questions of your choice. Include at least three quotes from any of the relevant documents.

<https://aipedagogy.org/assignment/a-tale-of-two-critiques/>
<https://aipedagogy.org/assignment/a>



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August 27, 2024

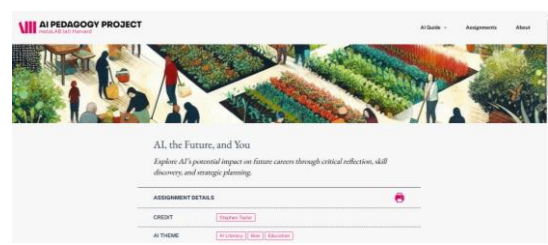
AI Pedagogy Project: Assignments

Harvard University

Activity #44. Exploring and Reflecting on the Future

Prompt the AI to generate an action plan for how to achieve success in their chosen career pathway. The students can then use this action plan moving forward when preparing university applications, applying for internships, setting career goals, and making informed decisions about additional learning opportunities or skill development.

<https://aipedagogy.org/assignment/a-tale-of-two-critiques/>
<https://aipedagogy.org/assignment/a>




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August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University

Activity #45. 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://aipedagogy.org/assignments/immersive-history/>
<https://aipedagogy.org/assignments/>



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August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University

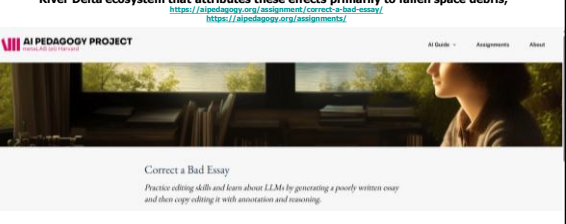
Activity #46. Error Correction and Critical Thinking

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://aipedagogy.org/assignments/correct-a-bad-essay/>
<https://aipedagogy.org/assignments/>



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Activity #7: Will instructors be replaced by Generative AI?

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




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Poll #6. Closing questions...

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

- None
- 1 or 2
- 3 to 5
- 6 to 10
- More than 10



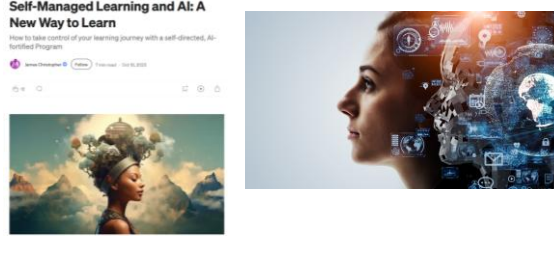
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Activity #8 (Paired):
Which ideas would you like to use?

<https://jamieschris.medium.com/self-managed-learning-and-ai-a-new-way-to-learn-43948b0da52>

Self-Managed Learning and AI: A New Way to Learn



How to take control of your learning journey with a self-directed, AI-fortified program.



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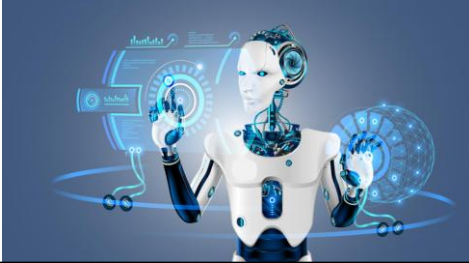
Closing Activity:
 Turn to your neighbor once again and share:
 What can you use Generative AI like ChatGPT for?

Let's Recap!

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Any questions...?



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

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



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Any Questions or Comments?

Slides at: TrainingShare.com (go to "Archived Talks")

Papers: PublicationShare.com

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

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

Curtis J. Bonk, IST Professor, Indiana University

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

Free!

Free!

Free!

Not Free!



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