

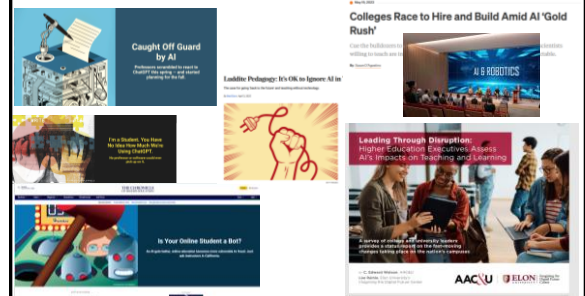
How Faculty Can Harness Generative AI for Enhanced Learning: Part 4. Best of AI Pedagogy

**Curtis J. Bonk, IST Professor
Indiana University**
cjbonk@iu.edu; <http://curtbonk.com/>



1

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



2

Poll #1. Warm-up questions...

How often do you use ChatGPT, ChatPDF, Claude, Gemini, Microsoft Co-pilot or other Generative AI tools?

- Many times each day.
- Nearly every day.
- About once a week.
- About once a month.
- Just once or twice.
- Never. Never. Never.



3

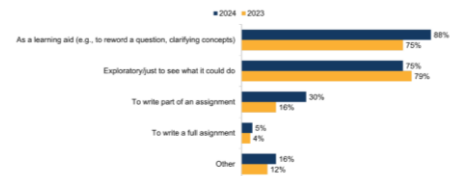
August 1, 2024

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

Rachel Janzen, Clare Church, and Radhe Paleia

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

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



4

August 23, 2024

Crunch the Numbers—New Data on AI in Higher Ed

Kevin Hogan, Penn Foster Group, eCampus News

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

Key findings include:

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



5

April 4, 2024

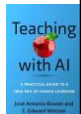
Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)

Addressing Cheating with Gen AI

Jose Antonio Bowen and C. Edward Watson

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

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



6

July 5, 2024

Teaching: Getting in sync with students about AI

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

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



7

November 30, 2023

Over 1,000 Sun Devils enroll in ASU's generative AI training course

<https://tech.asu.edu/features/ASUFacultyAICourse>

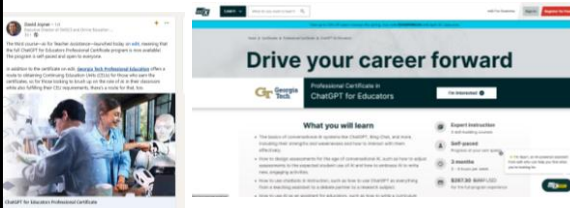


8

April 19, 2024

Professional Certificate in ChatGPT for Educators

Georgia Tech
<https://www.edx.org/certificates/professional-certificate/atx-chatgpt-for-educators>



9

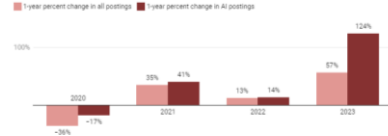
February 26, 2024

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 jobs site soared in comparison with all job postings in 2023.



Note: Data limited to unique U.S. job postings on The Chronicle's jobs site that contained one or more of the following keywords in the job title and/or job description: "artificial intelligence," "AI," "gen," "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: HOSI software • Get the data • Created with Datawrapper

10

May 15, 2025

Categorized AI Tools for Teaching and Learning

<https://docs.google.com/document/d/11Ar-wODtmdxvDZ8aVuf6CpUdBF2c6s0lIDbwE40p0/edit?tab=t.0>

15 AI tools to use in the classroom

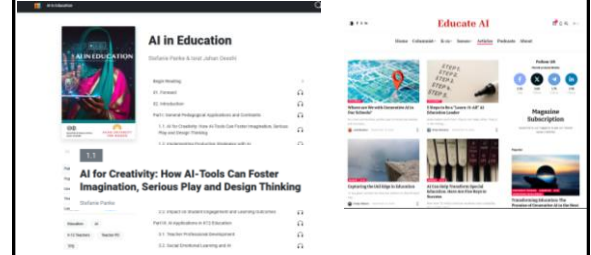


11

July 5, 2024

AI in Education

Stefanie Panke and Israt Jahan Oeshi
https://edtechbooks.org/ai_in_education
Educate AI
<https://edu.ai.org/3d-flip-book/educate-ai-magazine-volume-1-issue-2/>



12

AI Tutor Pro and AI Teaching Assistant Pro, Contact North

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



13

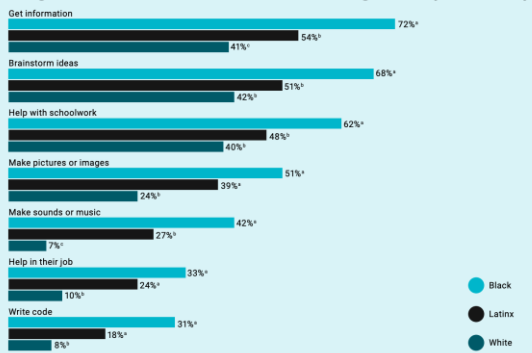
June 18, 2024 Teens are looking to AI for information and answers, two surveys show

Jill Barshay, The Hershinger Report, Youth Today
<https://youthtoday.org/2024/06/teens-are-looking-to-ai-for-information-and-answers-two-surveys-show/>

Among 12- to 18-year-olds and college students who had used AI chatbots for school, **56 percent said they had used it for help in writing essays and other writing assignments. Undergraduate students were more than twice as likely as 12- to 18-year-olds to say using AI felt like cheating, 22 percent versus 8 percent.** Earlier **2023 surveys of student cheating by scholars at Stanford** University did not detect an increase in cheating with ChatGPT and other generative AI tools. But as students use AI more, students' understanding of what constitutes cheating may also be evolving

14

% of generative AI users who have used it for the following reasons by race/ethnicity

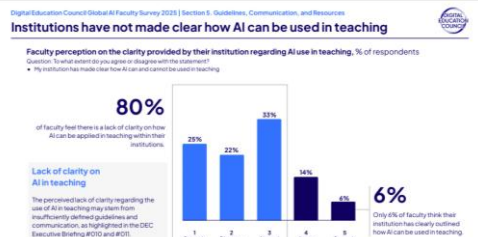


Note: Items may not sum exactly due to rounding. Items with different superscripts differ significantly across bars within each category (p<.05). Source: NOBC survey for HopeLab and Common Sense Media conducted October 4-November 16, 2023. Responses represent 573 young people who reported using generative AI, including 158 Black young people, 190 Latinx young people, and 225 white young people ages 18-22 nationwide.

15

January 30, 2024 Digital Education Council Global AI Faculty Survey Digital Education Council

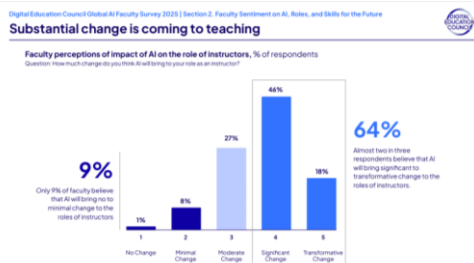
<https://www.chronicle.com/newsletter/teaching/2025-01-30>



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January 30, 2025 Digital Education Council Global AI Faculty Survey Digital Education Council

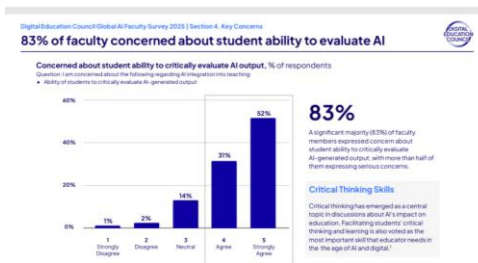
<https://www.chronicle.com/newsletter/teaching/2025-01-30>



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January 30, 2025 Digital Education Council Global AI Faculty Survey Digital Education Council

<https://www.chronicle.com/newsletter/teaching/2025-01-30>



18

January 30, 2025
Digital Education Council Global AI Faculty Survey
Digital Education Council
<https://www.chronicle.com/newsletter/teaching/2025-01-30>

Digital Education Council Global AI Faculty Survey 2023 | Section 2: Faculty Sentiment on AI, Roles, and Skills for the Future
Top 5 skills educators need for the AI era

Faculty ranking of skills that educators need in the age of AI and digital

Question: In your view, what are the top skills that an educator needs in the age of AI and digital?



19

Poll #1. Warm-up questions...

(Source: OpenAI, February, 2025, <https://cdn.openai.com/global-affairs/openai-edu-ai-ready-workforce.pdf>)

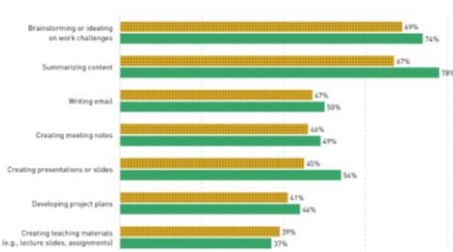
What are the top uses of ChatGPT for 18- to 24-year-old AI users?

- Starting papers/projects
- Summarizing texts
- Brainstorming creative projects
- Explore topics
- Edit writing

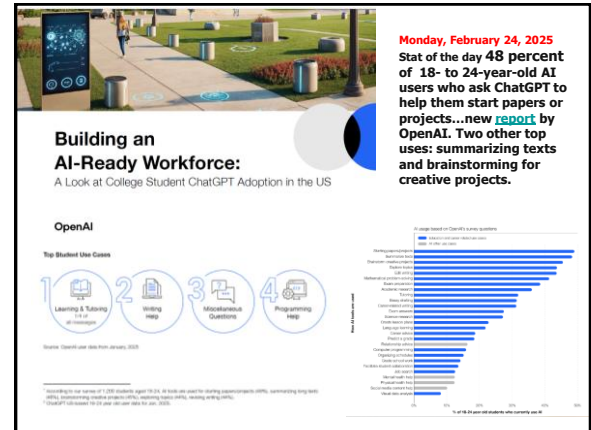
20

February 17, 2025
2025 EDUCAUSE AI Landscape Study: Into the Digital AI Divide
Jenav Robert and Mark McCormack
<https://news.educause.edu/content/2025-02-17-educause-ai-landscape-study-report-focus-the-digital-ai-divide-between-faculty-and-students>

Figure 26. Personal Uses of AI, by Institution Size



21



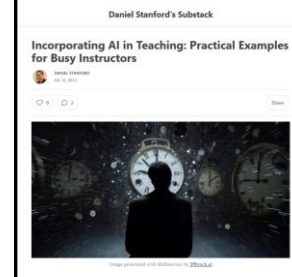
22

December 2024
Pearson 2024 End of Year AI Report for Higher Education
<https://plc.pearson.com/sites/pearson-corp/files/2024-12/ai-perception-and-usage-research.pdf>



23

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



24

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

State of the Field

Helen Crompton and Diane Burke, TechTrends

<https://link.springer.com/article/10.1007/s11326-024-00939-9>**Student codes**

- 24/7 support and accessibility
- Unlimited access
- Variety of subjects/platforms
- Increased opportunities
- Explain difficult concepts
 - Summarize
 - Provide rationale
- Conversation partner
 - Diverse contexts
 - Customized conversations
 - Argument practice
- Personalized feedback and materials
 - Feedback
 - Tailored activities
 - Personalized pacing
 - Personalized materials
 - Recommendations
 - Language assistance

- Writing Support
 - Writing steps
 - Ideas
 - Editing
- Self-assessment
 - Generate outlines
 - Study guides
 - Questions
 - Diagnostic reasoning
 - Detailed responses
- Engagement
 - Facilitate discussions
 - Collaboration
 - Interactive learning
- Facilitate self-determination
 - Sense of control
 - Autonomy over learning
 - Increase efficacy

25

April 3, 2023**Affordances and Pedagogical Benefits**
ChatGPT for Language Teaching and Learning<https://journals-sagepub-com.proxylib.ults.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

26

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 student teachers and mark this essay. Identify and provide solutions for grammatical and syntax errors.
2. **Develop a rubric:** Develop a marking rubric for an oral presentation for an introduction to tort law. Include criteria for each 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 10 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/discussion topic 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 summarise their video into 10 bullet points. Now use this data to help me develop my presentation. Outline things overlooked or transcript.
21. **Online class teaching for a tutorial:** Act as a university teacher. Use online class teaching for first-year biomedical engineering. Use

27

November 23, 2023**TextGenEd: An Introduction to Teaching**
with Text Generation Technologies
WAC Clearinghouse<https://wac.colostate.edu/repository/collections/textgened/>**TextGenEd: An Introduction to Teaching with Text Generation Technologies.** Co-editor with Annette Vee and Carly Schnitzler. *Writing Across the Curriculum Clearinghouse*, 2023.**TextGenEd Collection Released**

May 11, 2023

The WAC Clearinghouse, a collaboration between the WAC Clearinghouse and the Association for Writing Across the Curriculum, is pleased to announce the release of the collection, *TextGenEd: Teaching with Text Generation Technologies*. Edited by Annette Vee, The University of Utah, and Carly Schnitzler, this digital collection addresses the challenges of the most influential technology in writing in decades. TextGenEd features undergraduate-level assignments to support students' AI literacy, internal and ethical engagement, creative exploration, and professional writing, along with an introduction to guide teachers' understanding and their students' use of what is expected to be the next wave.



28

July 23, 2023**101 creative ideas to use AI in education,**
A crowdsourced collectionChrissi 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.8354544><https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

101 Creative ideas to use AI in education

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

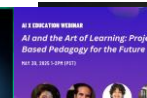
Author: Ray Short
Content details: Empowering student-led case study discussions with ChatGPT-generated prompts
Role: Professor in Counselling
Institution/organization: Bangor University
Keywords: ChatGPT
What's new to achieve: Students will use AI to generate a list of topics to discuss from the knowledge of various factors such as ethics, theories, experiences and techniques. However, they may feel lost about what to include in these discussions, especially at the beginning of the learning process. This book provides a range of prompts to generate possible topics, they may use to discuss, ensuring that the generated prompts could be a helpful resource.

29

July 23, 2023**101 creative ideas to use AI in education...****16 Problem-based learning (PBL) scenarios**

Author: Chrissi Nerantz
Content details: c.nerantz@bells.co.uk
Institution/organization: School of Education, University of Leeds
Role: Educator
Keywords: PBL
What's new to achieve: To teach an important concept of a discipline.

My idea: Generate PBL scenarios with the help of ChatGPT based on specific prompts by educators and/or students to enable inquiry-based learning on well or ill-structured problems that require curiosity for learning and discovery through critical and creative problem-solving.

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

30

July 23, 2023

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

<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
Title: EAP (English for Academic Purposes) Tutor
Institution/Organization: University of Bristol
Context: Foundation Year (Pre-Sessional/ In-Sessional) Writing, Center/ 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' AI literacy by offering ChatGPT to develop their research and writing skills and teach them how to use it ethically and effectively.
Where the inspiration came from: I've assisted by how ChatGPT and other apps (e.g., aiED) can help students in the future.



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

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September 23, 2022

Motivating and Supporting Online Learners

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

Motivating and Supporting Online Learners



Ten Pedagogical Activities to Promote Interactivity (Continued)

The following lists provides an overview of the ten activities:

- Activity 41: Scholar, Scientist or Innovator Role Play
- Activity 42: Interactive Learner Questioning and Discussion
- Activity 43: Align the Online Content
- Activity 44: Popping the Class
- Activity 45: Product Brainstorming and Co-creation
- Activity 46: Collaborative Mind Mapping and Idea Visualization
- Activity 47: Collaborative Video Annotations
- Activity 48: Video Discussion and Questioning
- Activity 49: Word Cloud Interactions
- Activity 50: Backchannel Conference and Course Participation

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August 21, 2023

1. Tone/Climate:

A. ChatPDF: Generate Questions for Guest Speakers
https://curtbnk.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, research papers and generate answers, questions and understand research



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August 15, 2023

1. Tone/Climate:

B. AI Generated Ice Breakers or Team Building Exercises

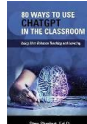
25 applications in teaching and assessment

Seh Dianati & Suman Laudari, Charles Darwin University

<https://www.limeshighereducation.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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September 8, 2023

2. Encouragement, Feedback:

A. Exam Preparation

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

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



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July 23, 2023

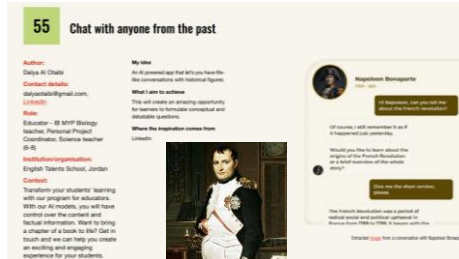
101 creative ideas to use AI in education

3. Curiosity, Intrigue, Unknowns:

A. Chat with Anyone in Past

Christi 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.chroneid.com/article/how-will-artificial-intelligence-change-higher-ed>



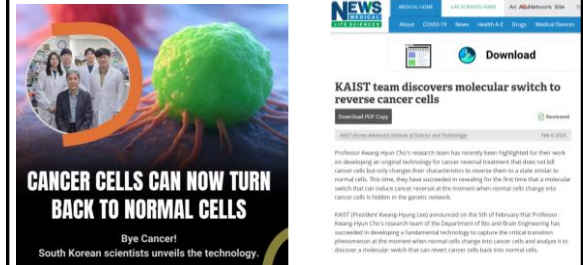
37

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>



38

February 6, 2025

3. Curiosity, Intrigue, Unknowns:

B. Quotes as Discussion prompts.

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>

"We have discovered a molecular switch that can revert the fate of cancer cells back to a normal state by capturing the moment of critical transition right before normal cells are changed into an irreversible cancerous state."

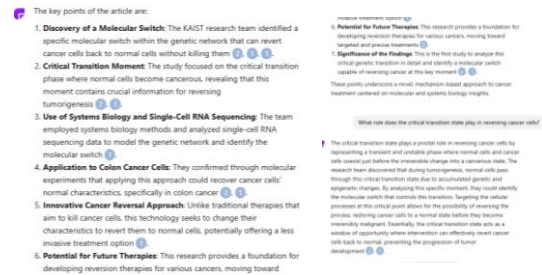
Journal reference: Shin, D., *et al.* (2025). Attractor Landscape Analysis Reveals a Reversion Switch in the Transition of Colorectal Tumorigenesis. *Advanced Science*. doi.org/10.1002/adv.202412503.

39

February 6, 2025

3. Curiosity, Intrigue, Unknowns:

C. Key Points of Article Per ChatPDF



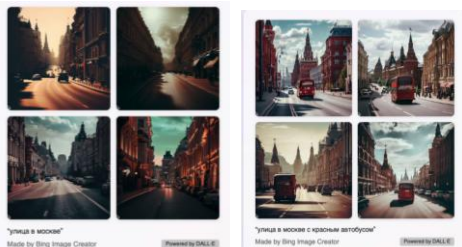
40

June 7, 2023

4. Variety, Novelty, Fun, Fantasy:

A. Learn new words through images by making suggestions for things to add or change

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



41

August 21, 2023

5. Autonomy, Choice:

A. Brave People Option: Book Review

https://curtbank.com/R511_online_syllabus_fall_2023.htm

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

42

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.



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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>



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.

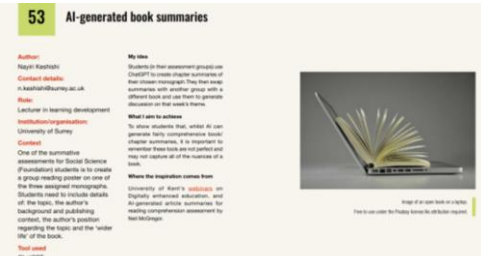
44

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



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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."



46

July 12, 2023

7. Interactive, Collaborative:

C. Text Revision

Daniel Stanford's Substack

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

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

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

47

August 31, 2023

7. Interactive, Collaborative:

D. 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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8. Engagement, Involvement:

A. AI in Medical Simulations

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



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July 12, 2023

8. Engagement, Involvement:

B. Analyze AI Bias

Daniel Stanford's Substack

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

Example Activity: Analyze examples of bias in AI output.

•Example prompt: **Write a scene in a movie script where people in specific professions interact** (e.g., a doctor/nurse, pilot and flight attendant).

•Student reflection question: **What gender did AI assign to each role?** How did this reinforce or contradict common stereotypes?

•Additional example assignment: **Analyze how AI handles racial or gender representation** depending on prompt wording. See examples at bit.ly/bias-in-ai-images.

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July 12, 2023

8. Engagement, Involvement:

C. Analyze AI Bias

Daniel Stanford's Substack

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

DALL-E 2 Examples

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



Examples of Bias in AI Image Generation



51

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/>

SMILE.ASK: <https://always.seedsofempowerment.org/>

<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

How can I use the feedback to improve my learning?

Submit

Feedback: This is a great question. It is well thought out and shows a deep understanding of the topic. The response is clear and concise, and the question is relevant to the course. The question is well thought out and shows a deep understanding of the topic. The response is clear and concise, and the question is relevant to the course.

Feedback: This is a great question. It is well thought out and shows a deep understanding of the topic. The response is clear and concise, and the question is relevant to the course. The question is well thought out and shows a deep understanding of the topic. The response is clear and concise, and the question is relevant to the course.

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Kim, P., Wang, W., & Bonk, C. J. (online first, 2025).

Generative AI as a coach to help students enhance

proficiency in question formulation. *Journal of*

Educational Computing Research.

<https://doi.org/10.1177/07356331251314222>

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

Table 2: Question Level Statistics

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

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

First Level	Average Question Level					Total
	1	2	3	4	5	
1	406	208	176	45	0	915
2	13	247	100	78	1	440
3	0	29	152	58	0	239
4	0	23	19	242	14	318
5	0	15	76	117	430	638
Total	409	313	513	340	445	2,559



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November 5, 2024

10. Yields Products, Goals:

A. Support for Job Applications and Resumes

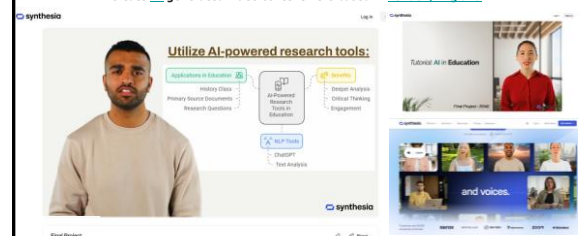
AI Video Generation (Synthesia)

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

<https://shara.synthesia.io/#5b37421-9ba3-4189-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**.



54

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






55

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

Empowering Online Learning
 Curtis J. Bonk | Ke Zhang
 100+ Activities for Reading, Reflecting, Displaying & Doing



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The R2D2 Model

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



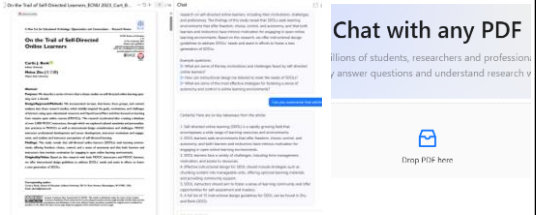





57

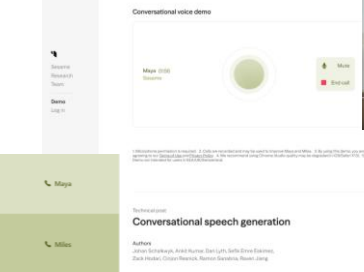
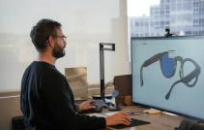

August 21, 2023
Read 1a. ChatPDF: Summarize assigned articles and Generate Starter questions
https://curtbonk.com/R622_online_syllabus_Fall_2023.htm

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



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February 27, 2025
Read 1b. Conversational Speech Model
 Crossing the uncanny valley of conversational voice
 Brendan Iribe, Ankit Kumar, and the Sesame team
https://www.sesame.com/research/crossing_the_uncanny_valley_of_voice#demo

59

November 23, 2023
Reflect 2a. 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.



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November 23, 2023 Reflect 2b. 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.

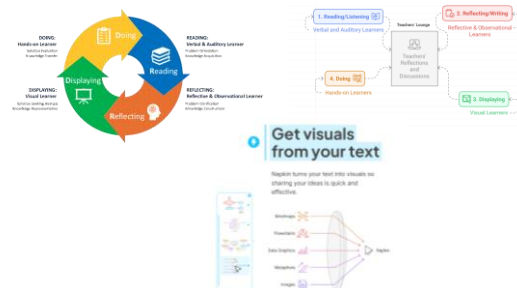


How can AI make credible contributions to the writing and editing process?

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May 12, 2025 Display 3a. R2D2 Model

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

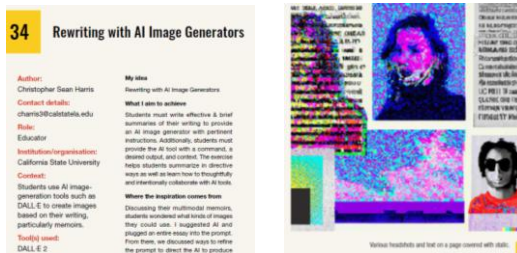


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July 23, 2023

101 creative ideas to use AI in education, Display 3b. Rewriting with AI Image Generators

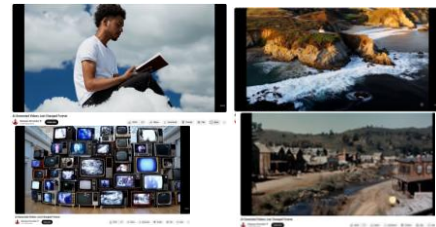
Christi Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martinez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>
(University of Leeds, Univ. of Calgary, and Univ. of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



63

February 15, 2024 Display 3c. AI Generated Videos Just Changed Forever

Video (12:01): <https://youtu.be/NXpdyAWLDas>
Video (3:34): <https://youtu.be/1b33xW1ue-E>



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February 16, 2024 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>



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

OpenAI

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February 16, 2024 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>



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

OpenAI

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

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



Prompt: Several giant woolly mammoths approach through a snowy meadow. Their long wispy fur lightly blows in the wind as they walk. Snow-capped trees and dramatic white smoke wafting mountains in the distance. Mid-afternoon light with orange clouds and a sun high in the distance creates a warm glow. The low camera view is stunning capturing the large furry mammoth with beautiful atmospheric depth of field.

© OpenAI

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

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



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

OpenAI

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

https://www.youtube.com/watch?v=4UyUa_xbso&list=PL0mPn-h3eackn1TQW5WugLWZkpa_NBI

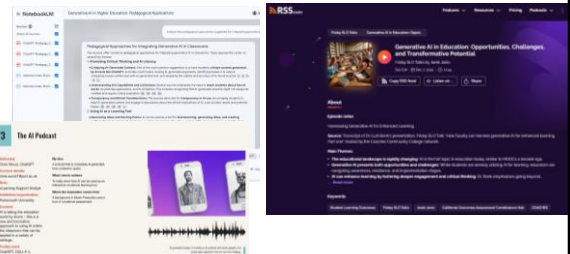
94 Views Feb 18, 2025 [LUSINE](#)
 This video describes the four cognitive phases in the creative process — finding opportunity, brainstorming possibilities, selecting the best option, and integrating it into a larger whole — and then delineates where AI can help us and where it can't, especially as it applies to creative writing and fiction. It was delivered in WB 204 at Oregon State University as part of the research mechanism in "A New Music: How Guided AI Use Impacts Creativity in Online Creative Writing Courses," along with other lessons in the following sequence:



69

December 7, 2024
Do 4b. Generate Podcast from Slides (NotebookLM (AI Creator))
How Faculty Can Harness Generative AI for Enhanced Learning

<https://notebooklm.google/>



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November 5, 2024
Do 4b. 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; Kristen Eberts; Link to book: <https://pressbooks.psu.edu/teachingacrosscultures/> and Link to AI generated podcast (bottom of this page): <https://pressbooks.psu.edu/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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November 4, 2024
Do 4c. NotebookLM
Mark Brown, 'My Leukemia Story'
Insights into Mark's experience of responding to treatment for Acute Myeloid Leukemia

<https://on.soundcloud.com/ajokd6PXUoC2x88>

...we shouldn't dismiss how AI might in the future help to amplify our joy, success, failure, and disappointment, too, during these moments through new and improved ways of analysing, interpreting, and celebrating human performance. I'm sure AI is already playing a big role in helping the science behind leukemia better analyse, predict, and suggest new and improved treatment plans. The segue to AI is deliberate. I want to finish this update by sharing the conversation I generated using Google's new NotebookLM tool. As a bit of an experiment, I uploaded my 350,000-word journal to this tool to see what type of conversation it would automatically generate. The resulting discussion is a bit cringeworthy in places, but overall, it shows what's possible now and in the future through new generative AI tools—albeit opening a can of worms.



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December 6, 2024

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

Curt Bonk, Student Learning Outcomes (SLO), COACHes Hub
Video (10:45): <https://www.youtube.com/watch?v=MqJC7be0Y>
**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=i3lu5F5dsQ>
NotebookLM podcast (12:57): <https://youtu.be/hPr-p2Co-6I>

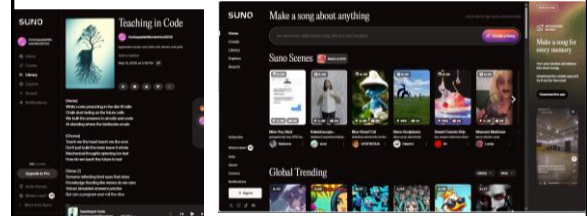


73

May 15, 2025

**Do 1d. 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 4e. 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/641586-923-03507-3>



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.

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July 23, 2023

101 creative ideas to use AI in education

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

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.8335454>



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February 19, 2023

Do 4h. Generate images and have students draft stories

DALL-E: An "Intelligent" Illustrator for your Language Classroom
<https://itmag.com/dall-e2%b7e/>

- 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.

77

February 4, 2023

Do 4i. Create Class Glossaries

ChatGPT for language learning – All the prompts you need

Theodosios Karageorgakis, Educraft

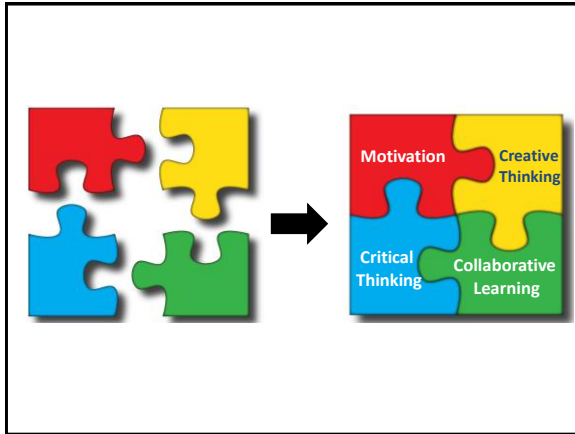
<https://educraft.tech/chatgpt-in-the-language-learning/>

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 (A1 level) to explain the various phrases.

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January 8, 2024
Activity #1. Brave People Option:
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.


Week 4. Human-to-Human Discussion All Sections Last post at Feb 6, 6:39 PM Available until May 6, 11:59 PM	10 Generative AI Tools for Work Productivity
Week 3. AI Augmented Discussion All Sections Last post at Feb 6, 9:46 AM Available until May 6, 11:59 PM	

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January 8, 2024
Activity #2. Brave People Option:
Software and Technology Tool Reviewer
https://curtbonk.com/R678_online_syllabus_spring_2024.htm

Brave People Option: Task 4c 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
Activity #3. Brave People Option:
Script Creator and Developer
https://curtbonk.com/R678_online_syllabus_spring_2024.htm

Brave People Option: Task 5a 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.



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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_L_3.pdf

Activity #4. 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
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_L_2.pdf

Activity #5. 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.



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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

**Activity #6. 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

**Activity #7. 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

**Activity #8. 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

**Activity #9. 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 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. 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.

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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

Activity #10. 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
- C. Students respond to sev

Which suggestions find



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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

Activity #11. Brainstorm Ideas for Assignment.

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

90

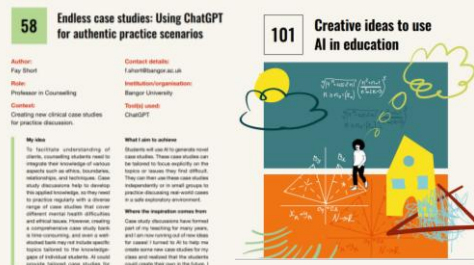
July 23, 2023

101 creative ideas to use AI in education,

Activity #12. Case Study Generation and Discussion

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



91

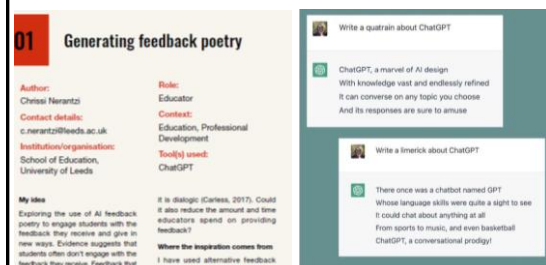
July 23, 2023

101 creative ideas to use AI in education,

Activity #13. 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)



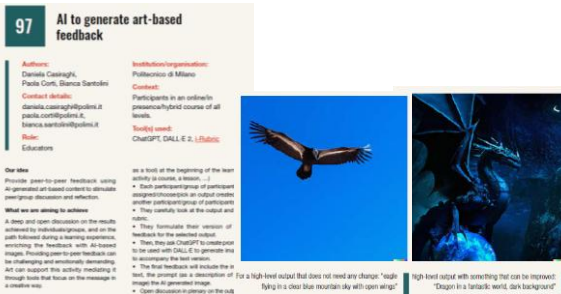
92

July 23, 2023

101 creative ideas to use AI in education,

Activity #14. AI Generated Art-Based Feedback

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



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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>

Activity #15. 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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Activity #16. 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 #17. 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**Activity #18. 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.



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November 23, 2023**Activity #19. 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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May 25, 2023**Activity #20. Counseling or Social Worker Session Practice**

Chat with heypi; especially good for social/emotional/burnout support
<https://heypi.com/talk>

Talk to Pi,
your personal AI

heypi.com

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?

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

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?

they flew from Las Vegas to Indianapolis

With me

2 nights

99

July 12, 2023**Activity #21. Generate Plans, Guides, Checklists, and Instructional Design Materials**

Daniel Stanford's Substack
https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=heywifudon_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.

100

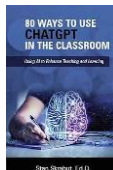
February 10, 2023**80 Ways to Use ChatGPT in the Classroom**

Stan Skrabut, Ed.D.

Activity #22. Think, Pair, Share

<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BYC8MXJV>

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



101

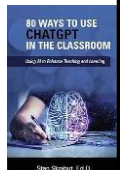
February 10, 2023**80 Ways to Use ChatGPT in the Classroom**

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Activity #23. List Generator Discussions

<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BYC8MXJV>

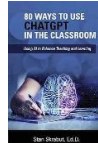
Have ChatGPT or any other generative AI tool generate a list (e.g., ice breakers, student paired interview questions, book or article recommendations, course guidelines or objectives, course objectives, etc.) and then engage students in small group and then whole class discussions.



102

February 10, 2023**80 Ways to Use ChatGPT in the Classroom**
Stan Skrabut, Ed.D.**Activity #24. Language Conversation Partners**
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BYC8MXJY>

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.



103

April 4, 2024**Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)****Activity #25. Blogging and Journaling**
Jose Antonio Bowen and C. Edward Watson
<https://www.press.jhu.edu/books/title/53869/teaching-ai>
<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Harmless/dp/B0CPDWKWTY>

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



104

April 4, 2024**Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)****Activity #26. Summary Comparisons**
Jose Antonio Bowen and C. Edward Watson
<https://www.press.jhu.edu/books/title/53869/teaching-ai>

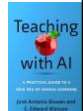
Ask teams of 3 students to use different AI tools to make summaries of one or more readings. Have them meet FTF or in a synchronous setting and defend their AI tool summary as the best summary. Next have them attempt to improve or refine one of the summaries, pool the respective summaries into a list 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)****Activity #27. 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.



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August 31, 2024**Brave People Option:****Activity #28. Research Dig**
<https://curtbank.com/Instructional-Strats-R546-2024.htm>

Brave People Option: Research Dig. You are to canvass the research literature on a topic related to this class. Perhaps this will lead to a dissertation, master's theses, or research project. You must find at least 15 articles on a topic and read at least half of them. In your paper, you should describe how you found your articles and essentially describe the state of the research? What are the general findings?

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



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August 28, 2024**Creative Explorations, WAC Clearinghouse**
Activity #20. Professional Writing for HealthcareHeidi McKee, Miami University
<https://wac.colostate.edu/repository/collections/texttyped/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.
- Then you will explore and experiment with various AI systems (explained in assignments below), analyzing your own and AI's writing. Working with AI and your writing you will revise your summary based on feedback from peers and ideas/language gained from the AI summaries to produce a finished summary.




108

August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University
Activity #35. 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/>



Immersive History
 Leverage text- and image-based AI tools to craft an immersive educational journey through significant historical events, cultivating meaningful engagement with and nuanced comprehension of specific time periods.


ASSIGNMENT DETAILS

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Poll #2. Closing question...

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


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



BRAINY IDEAS


116

Closing questions...in the chat window




117

We are entering a jumping off point...



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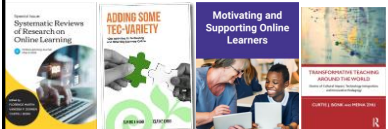

Remember...
"I cannot do this alone."
 "I cannot do this alone."
 "I cannot do this alone."
 "I cannot do this alone."



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Any Questions or Comments?
 Slides at: [TrainingShare.com](https://www.trainingshare.com) (go to "Archived Talks")
 Papers: [PublicationShare.com](https://www.publicationshare.com)
 Free book: <http://tec-variety.com/>
 Free Course: <https://colcommons.org/welcome/coursedetails/8>
 Curtis J. Bonk, IST Professor, Indiana University
 Email: cjbonk@indiana.edu; <http://curtbonk.com/>

Free! **Free!** **Free!** **Not Free!**

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