

How Faculty Can Harness Generative AI for Enhanced Learning

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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.

2

Poll #3. Warm-up questions...

3. How often do you **use ChatGPT** or other Generative AI tools?
 - a. Gobs of times each day.
 - b. Nearly every day.
 - c. About once a week.
 - d. About once a month.
 - e. Just once or twice to test it out.
 - f. Never. Never. Never.

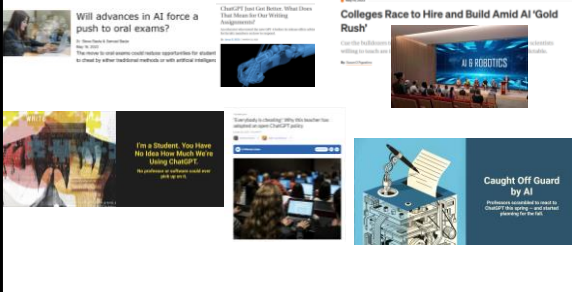
3

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



4

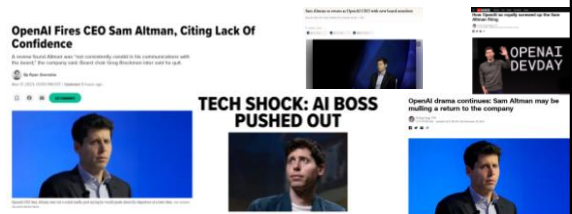
2023: AI, AI, AI, AI... AI in Higher Ed News



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November 17 (to November 22), 2023 OpenAI Fires CEO Sam Altman, Citing Lack Of Confidence Robin Grenoble, Huffington Post

https://www.huffpost.com/entry/openai-fires-sam-altman_n_6527606de4605723e1b03e48




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May 25, 2023
How Will Artificial Intelligence Change Higher Ed?
 The Chronicle of Higher Education
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

We're Asking the Wrong Questions
 Our panicked reaction to AI is what needs examining.
 BY DANAH BOYD

AI Can Enhance the Pleasures of Learning
 It will contribute to the deeply human parts of us.
 BY G. GABRIELLE STARR

An Optimistic View
 AI will make the university more human.



How Will Artificial Intelligence Change Higher Ed?
 The Chronicle of Higher Education
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

Don't Believe the Hype
 Previous tech bubbles offer lessons for AI.
 BY LEE VINSEL

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November 15, 2023
Why teachers should explore ChatGPT's potential—despite the risks
 Editorial, Nature
<https://www.nature.com/articles/461586-023-03505-5>

Why teachers should explore ChatGPT's potential – despite the risks


Many teachers use AI chatbots to help with their assignments. Education needs to make the most of this technology by embracing it – not rejecting it.



8

November 13, 2023
Why You Should Rethink Your Resistance to ChatGPT
 Flower Darby, Chronicle of Higher Education
<https://www.chronicle.com/article/why-you-should-rethink-your-resistance-to-chatgpt>

A **more recent study** found that **nearly half (49 percent) of college students are using generative AI tools, but only 22 percent of faculty members.** That disconnect highlights faculty hesitation to use AI as much as it reveals potential resistance.




Why You Should Rethink Your Resistance to ChatGPT

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 Flower Darby, Chronicle of Higher Education
<https://www.chronicle.com/article/why-you-should-rethink-your-resistance-to-chatgpt>
<https://www.youtube.com/watch?v=ZXBa3CAINr8>


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



10

August 14, 2023
Why Professors Are Polarized on AI
 Susan D-Agostino, Inside Higher Ed
<https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2023/08/14/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.**"

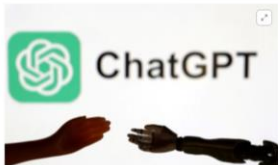


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November 16, 2023
Exclusive: OpenAI explores how to get ChatGPT into classrooms
 Anna Tong, Reuters
<https://www.reuters.com/technology/openai-explores-how-get-chatgpt-into-classrooms-2023-11-16/>

Exclusive: OpenAI explores how to get ChatGPT into classrooms

By Anna Tong
 November 16, 2023 1:47 PM EDT | Updated 3 hours ago



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Sources

Teaching with AI

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

The screenshot shows the OpenAI website with a green header and a main article titled 'Teaching with AI'. The article text is partially visible, mentioning a guide for teachers using ChatGPT in their classrooms.

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June 13, 2023

U.S. Department of Educational Technology Artificial Intelligence

<https://tech.ed.gov/>
<https://tech.ed.gov/future-of-teaching-and-learning/>
https://zoom.us/join/register?VN_ArTgSkAaGS6pKCU2VnpwF/registration

The screenshot shows a page titled 'Artificial Intelligence and the Future of Teaching and Learning' from the U.S. Department of Educational Technology. It includes a 'What is AI?' section with a diagram and a 'What is AI?' section with a diagram.

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Sources

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

The screenshot shows the IALLT website with a dark header and the FLTMAG website with a white header and a globe graphic.

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April 22, 2023

In UNESCO "Quick Start Guide to ChatGPT and AI in Higher Education"

https://www.unesco.org/en/content/cyberedu/2023/04/ChatGPT-and-AI-in-Higher-Education-Quick-Start-Guide_EN_RK_RK.pdf

Role ^a	Description	Example of implementation
Possibility engine	AI generates alternative ways of expressing an idea	Students write queries in ChatGPT and use the Regenerate response function to examine alternative responses.
Socratic opponent	AI acts as an opponent to develop and argument	Students enter prompts into ChatGPT following the structure of a conversation or debate. Teachers can ask students to use ChatGPT to prepare for discussions.
Collaboration coach	AI helps groups to research and solve problems together	Working in groups, students use ChatGPT to find out information to complete tasks and assignments.
Guide on the side	AI acts as a guide to navigate physical and conceptual spaces	Teachers use ChatGPT to generate content for classes/courses (e.g. discussion questions) and advice on how to support students in learning specific concepts.
Personal tutor	AI tutors each student and gives immediate feedback on progress	ChatGPT provides personalized feedback to students based on information provided by students or teachers (e.g. test scores).

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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. Serious collaboration risks.
COACH	Prompt meta-cognition	Opportunities for reflection and regulation, which improve learning outcomes.	Focus on style of coaching may not match student. Risks of incorrect advice. Collaboration and co-ops. "Personality" conflicts with other team members.
TEAMMATE	Increase team performance	Provide alternate viewpoints, help learning teams function better.	
STUDENT	Receive explanations	Teaching others is a powerful learning technique.	Confabulation and organizations may deny the benefits of teaching.
SIMULATOR	Deliberate practice	Practicing and applying knowledge aids transfer.	Inappropriate fidelity.
TOOL	Accomplish tasks	Helps students accomplish more within the same time frame.	Outsourcing thinking, rather than work.

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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=bejrw&utm_campaign=post&utm_medium=web

The screenshot shows a Substack post titled 'Incorporating AI in Teaching: Practical Examples for Busy Instructors' by Daniel Stanford. The post includes a list of eight categories of AI use in teaching.

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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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>

- Mark student essays:** Function as an Australian university academic, teaching assessment to pre-service teachers and mark this essay, identify and provide solutions for grammatical and syntax errors.
- Develop a rubric:** Develop a marking rubric for an oral presentation for an introduction to law. Include criteria for each section. Include weighted percentages and what proficiency is needed in the pass, credit, distinction and high distinction.
- Develop multiple-choice questions based on an article:** Function as a teacher and write me 10 multiple-choice questions reading 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.
- 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.
- Generate short-form (short answer) 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.
- Generate discussion prompts:** Can you generate discussion prompts for

- Spark a debate:** Can you respond to the following question: In a first-year student needs from culturally and linguistically diverse backgrounds and affirmative action? be critical and provide answers for and against. Ensure to include supporting examples for your debate.
- 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.
- 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.
- 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.
- 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 forgotten.
- Plan notes for a tutorial:** Act as a university teacher. Outline class teaching for first-year biomedical engineering. Engage

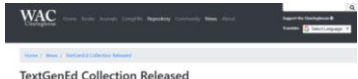

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November 23, 2023

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.

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 digital collection on Text Generation Technologies. This collection is available in print and digital formats. The digital collection is available in print and digital formats. The digital collection is available in print and digital formats. The digital collection is available in print and digital formats.

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July 23, 2023

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

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



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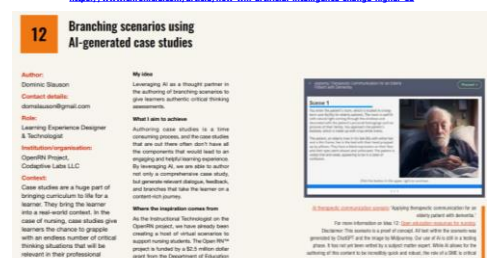


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33 Use ChatGPT for peer assessment

Author: Katherine Jewitt
Contact details: katherine.jewitt@open.ac.uk
Role: Educator


Institution/Organization: The Open University
Context: Education, Professional Development, Assessment
Tools used: ChatGPT

My idea: Students use ChatGPT to generate questions for peer assessment questions. Each student from the course is assigned a question and responds to the questions generated by ChatGPT and answers the questions using their own words.

What I aim to achieve: Students can look confidence in peer assessment and can be confident in their peers and give feedback. I wanted to use ChatGPT to support students in building their confidence in peer assessment, by first using ChatGPT to create

When the inspiration comes from: The benefits of peer assessment are well documented – deepening students' learning experiences, fostering higher-order thinking skills by evaluating peers against criteria, and providing immediate feedback. However, the time-consuming nature of peer assessment, especially when using large numbers of students, has led to a search for more efficient ways to conduct peer assessment. This led to the development of the online learning, improve peer assessment, measure a range of community (Hess, 2018) and large collaborative learning (Hess et al., 2016).

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36 Use ChatGPT as a debate partner

Author: Katherine Jewitt
Contact details: katherine.jewitt@open.ac.uk
Role: Educator

Institution/Organization: The Open University
Context: Education, Professional Development
Tools used: ChatGPT

My idea: Students can use ChatGPT as a debate partner to go back and forth and use ChatGPT to challenge their own or another's view. Learning to critically think, problem solve, build links between ideas and evaluate complex information can lead to learning which is more robust if a student's (Karrh, 2017).

When the inspiration comes from: There are many reasons to use AI in education to encourage active learning and help increase critical thinking. Some feedback shows that the best strategy is to use AI to explore and improve the knowledge and skills and improve their skills in team work, communication and critical thinking. However, some feedback on generating in-classroom activities, using ChatGPT to create activities that can be used in the classroom.

What I aim to achieve: We have had many to debate and public writing reports and presentations in a wide range of subjects. We're looking for a way to use ChatGPT to support students in building their confidence in peer assessment, by first using ChatGPT to create

When the inspiration comes from: There are many reasons to use AI in education to encourage active learning and help increase critical thinking. Some feedback shows that the best strategy is to use AI to explore and improve the knowledge and skills and improve their skills in team work, communication and critical thinking. However, some feedback on generating in-classroom activities, using ChatGPT to create activities that can be used in the classroom.



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

48 Using DALL-E 2 to enhance student understanding of terms and concepts

Author: John Flavin
Contact details: john.flavin@open.ac.uk
Role: Senior Lecturer/Practitioner
Institution/Organization: Anglia Ruskin University
Contexts: Higher education

My idea: Students select a term or concept to research. They then use DALL-E 2 to generate an image related to the term. They then use DALL-E 2 to generate an image related to the term. They then use DALL-E 2 to generate an image related to the term. They then use DALL-E 2 to generate an image related to the term.

When the inspiration comes from: The benefits of peer assessment are well documented – deepening students' learning experiences, fostering higher-order thinking skills by evaluating peers against criteria, and providing immediate feedback. However, the time-consuming nature of peer assessment, especially when using large numbers of students, has led to a search for more efficient ways to conduct peer assessment. This led to the development of the online learning, improve peer assessment, measure a range of community (Hess, 2018) and large collaborative learning (Hess et al., 2016).



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


53 AI-generated book summaries

Author: Niall Horgan
Contact details: niall.horgan@open.ac.uk
Role: Lecturer in Learning Development

Institution/Organization: University of Surrey
Context: One of the summative assessments for Social Science Foundation 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 wider 'life' of the book.

My idea: Students use AI-generated book summaries to enhance their understanding of the text. They then use AI-generated book summaries to enhance their understanding of the text. They then use AI-generated book summaries to enhance their understanding of the text.

When the inspiration comes from: The benefits of peer assessment are well documented – deepening students' learning experiences, fostering higher-order thinking skills by evaluating peers against criteria, and providing immediate feedback. However, the time-consuming nature of peer assessment, especially when using large numbers of students, has led to a search for more efficient ways to conduct peer assessment. This led to the development of the online learning, improve peer assessment, measure a range of community (Hess, 2018) and large collaborative learning (Hess et al., 2016).



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

Author: Fay Shaw
Contact details: f.shaw@open.ac.uk
Role: Professor in Counselling
Institution/Organization: Bangor University
Contexts: Compelling judge-able for stimulating case study discussion.

My idea: Students use AI-generated prompts to enhance their understanding of the text. They then use AI-generated prompts to enhance their understanding of the text. They then use AI-generated prompts to enhance their understanding of the text.

When the inspiration comes from: The benefits of peer assessment are well documented – deepening students' learning experiences, fostering higher-order thinking skills by evaluating peers against criteria, and providing immediate feedback. However, the time-consuming nature of peer assessment, especially when using large numbers of students, has led to a search for more efficient ways to conduct peer assessment. This led to the development of the online learning, improve peer assessment, measure a range of community (Hess, 2018) and large collaborative learning (Hess et al., 2016).

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June 17, 2023, YouTubers using ChatGPT

Will AI change the future of language learning?

ShuoshuoChinese 汉语学习
<https://www.youtube.com/watch?v=TzFepHKifGo>



Explaining meaning in context

Connecting and explaining grammar

Dictionary definitions and examples

Text annotation and translation

Vocabulary quizzes

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November 2023 Design Prompts

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

<https://tesol-st.org/pdf/e1107/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:

- 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.
- 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.
- 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.
- 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://tesol-st.org/pdf/e1107/int.pdf>



- 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.
- 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.
- 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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April 3, 2023

Affordances and Pedagogical Benefits ChatGPT for Language Teaching and Learning

<https://journals.sagepub.com/proxylib.wits.liu.edu/doi/epub/10.1177/0033688231162868>

It can:

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

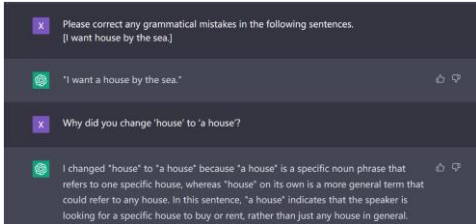
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April 3, 2023

Ask ChatGPT to correct grammatical mistakes in a passage

ChatGPT for Language Teaching and Learning

<https://journals.sagepub.com/proxylib.wits.liu.edu/doi/epub/10.1177/0033688231162868>



User: Please correct any grammatical mistakes in the following sentences.
[I want house by the sea.]

AI: "I want a house by the sea."

User: Why did you change 'house' to 'a house'?

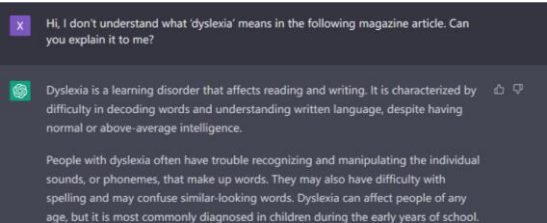
AI: I changed "house" to "a house" because "a house" is a specific noun phrase that refers to one specific house, whereas "house" on its own is a more general term that could refer to any house. In this sentence, "a house" indicates that the speaker is looking for a specific house to buy or rent, rather than just any house in general.

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April 3, 2023

Clarify Word Meanings ChatGPT for Language Teaching and Learning

<https://journals.sagepub.com/proxylib.wits.liu.edu/doi/epub/10.1177/0033688231162868>



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

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


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


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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?

- Tone/Climate: Psychological Safety, Comfort, Sense of Belonging
- Encouragement: Feedback, Responsiveness, Praise, Support
- Curiosity: Surprise, Mystery, Unforeseen
- Variety: Novelty, Fun, Fairplay
- Autonomy: Choice, Control, Flexibility, Opportunities
- Relevance: Meaningful, Authentic, Interesting
- Interactivity: Collaborative, Team-based, Community
- Engagement: Effort, Intellectual, Involvement
- Tension: Challenges, Dissonance, Controversy
- Yielding Products: Goal Oriented, Purposeful Vision, Ownership

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August 21, 2023

1. Tone/Climate:

A. ChatPDF: Generate Questions for Guest Speakers
https://curtbonk.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
 Done of students, researchers and professors answer questions and understand research
 Copy PDF here

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March 7, 2022

1. Tone/Climate:

B. Use ChatGPT to Generate Polls and Engage in Brainstorming
<https://padlet.com/basdogan2/yw19ct98stvolb>

Sync Polling for Comprehension
 June 30, 2023

Q1 Develop synchronous polling: Can you develop five synchronous polling questions to test student's comprehension of the subject prompt added above? How place the output in code that can be address to Zoom or Teams. Make the questions relatively easy and use the learning outcomes from last week to start the class.

Q2 Certainly! Here are five synchronous polling questions to test student's comprehension of the subject prompt:

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

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August 31, 2023

2. Encouragement, Feedback:

A. Crafting Quiz Questions

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

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



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September 8, 2023

2. Encouragement, Feedback:

B. 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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2. Encouragement, Feedback:
C. 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/>

English grammar

a verb form which is used to show repetition, habit or generalization

Choose one: a boy and a girl. The siblings used to play together and repeat the word around them. One day, they used to go to school in the forest and climbed upon a fallen tree. They were emotional and could not to share their feelings with their parents.

Question: Who found the treasure in the forest?

Correct! The children found the treasure in the forest.

Question: Who else was in the family besides the children?

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August 31, 2023

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

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



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August 15, 2023

ChatGPT and generative AI: 25 applications

3. Curiosity, Intrigue, Unknowns:

A. Provide YouTube Summaries

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



The graphic features the YouTube logo and the text 'YOUTUBE SUMMARY WITH CHATGPT' in large, bold, yellow and white letters on a red background. Below it, it says 'NOTEPT' in a yellow box. There are also smaller icons for 'Watch later' and 'Share'.

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July 12, 2023

3. Curiosity, Intrigue, Unknowns:

B. 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:

B. 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

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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July 12, 2023

3. Curiosity, Intrigue, Unknowns:

B. 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

Daniel's Revision Request:
Pretend you work for a nonprofit called The Planetears. Write a 400-word article in support of federal and state-level income tax credits for electric vehicles. Cite specific studies that show that electric vehicles reduce CO2 emissions, smog, and other air pollutants. Mention the annual costs of asthma-related medical issues and explain how electric vehicles would reduce healthcare costs.

ChatGPT Response:
As an AI language model, I do not represent or work for any organization, but I can provide the requested article on the topic.

The Planetears nonprofit strongly supports federal and state-level income tax credits for electric vehicles (EVs). EVs have been identified as a critical component in the effort to reduce greenhouse gas emissions, smog, and other air pollutants. By incentivizing the transition to EVs, policymakers can significantly reduce the environmental impact of the transportation sector.


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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://fltnag.com/discovering-the-potential-of-bing-chat-for-language-learning/>




The image shows two sets of four small images generated by Bing Image Creator. The first set is titled 'Улицы в москве' (Streets in Moscow) and shows various street scenes. The second set is titled 'Улицы в москве с красными автобусами' (Streets in Moscow with red buses) and shows similar street scenes but with red buses.

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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>



The image shows the Duolingo app interface. On the left, there are four panels for 'Scaffolding, practice, and review', 'Fun, bite-size lessons', 'Learn to 300+ languages', and 'Practice listening and speaking'. On the right, there is a 'Lesson Completed' screen showing a progress bar and a 'Which of these is "the cat"?' question with options like 'cat', 'dog', 'bird', and 'fish'.

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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.

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August 21, 2023

5. Autonomy, Choice:
C. Brave People Option:
Book Review

https://curtbonk.com/R511_online_syllabus_fall_2023.htm

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

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August 21, 2023

5. Autonomy, Choice:
D. Brave People Option:
Learning Environment Critique and Analysis

https://curtbonk.com/R622_online_syllabus_fall_2023.htm

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



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July 12, 2023

6. Relevance, Meaningfulness:
A. Discuss Ethical Issues
Autumm Caines, University of Michigan Dearborn

<https://www.civicsoftechnology.org/edtechaudi>
<https://autumm.edtech.fm/2023/01/18/prior-to-or-instead-of-using-chatgpt-with-your-students/>

Labor Issues Using ChatGPT is providing free labor to OpenAI in their product development. They are clear about this in their terms and in their faq page.

- I don't want to go down the "robots are coming for our jobs" path but many people (including the people building these tools) do envision AI having major impacts on the job market. **Is it okay to ask students to help train the very thing that might take opportunities from them? It could be making opportunities too but shouldn't they understand that?**

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October 5, 2023

7. Interactive, Collaborative:
A. Book Summary Comparison

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

- A freshman seminar about AI and robotics. **Students work in groups to outline and summarize the first three chapters.** Then he **showed them what ChatGPT** had produced in an outline.
- "Their version and ChatGPT's version seemed to be from two different books," McCullen wrote. "ChatGPT's version was essentially a 'laundry list' of events. Their version was narratives of what they found interesting. The students had focused on 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."



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July 12, 2023

7. Interactive, Collaborative:
B. Text Revision

Daniel Stanford's Substack

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

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

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

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July 12, 2023

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

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

Example Activity: Summarize a text.

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

Example Activity: Expand on an outline.

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

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November 15, 2023

**7. Interactive, Collaborative:
D. ChatGPT as Tool or Thought Partner:**

ChatGP has entered the classroom: how LLMs could transform education
Andy Extance, Nature
<https://www.nature.com/articles/d41586-023-03597-3>

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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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.**



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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=bejrw&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:
A. Analyze AI Bias**

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

Examples of Bias in AI Image Generation

The document was created by Frank Westbrook. Content will be used as-is. © 2023. All rights reserved. <https://www.frankwestbrook.com/ai-images>

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

Midjourney Examples

The following images were generated by [Midjourney](https://www.midjourney.com/).

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=bejrw&utm_campaign=post&utm_medium=web

DALL-E 2 Examples

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



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

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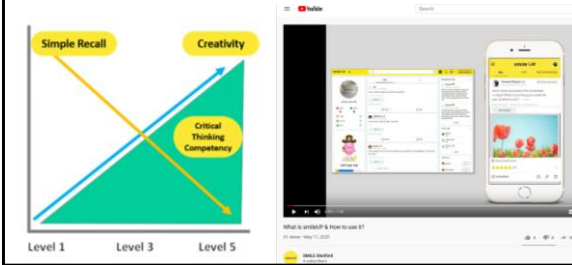
May 11, 2020

9. Tension, Challenge, Controversy, etc.:

A. What is smileUP & How to use it?

SMILE, Stanford

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



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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>

SMILE is connected to ChatGPT to give feedback and guidance. Have student experiment to see who can ask Level 4 and Level questions.

Professor Trang Phan fosters critical thinking by having her education students at Fresno State ask the same question and phrase differently every time and reflect on the authenticity, accuracy, trustworthiness, and the ethical and moral nature of the responses. And also record the level of question according to SMILE.



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May 11, 2020

9. Tension, Challenge, Controversy, etc.:

A. What is smileUP & How to use it?

SMILE, Stanford

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

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



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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>

Personalized question rubric for GPT 3.5

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 3 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 with the United States and China, to address the underlying issues and build trust.
2. Trust building measures: Building trust and confidence between the two nations through various means for people interactions.
3. Security concerns: Addressing security concerns from both sides, ensuring the protection of the interests of both nations.
4. Economic integration: Establishing mechanisms for economic integration and harmonization of policies



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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.



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October 5, 2023

10. Yields Products, Goals:

A. Support for Job Applications and Resumes

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

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



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July 12, 2023
10. Yields Products, Goals:
B. Compare Ethical Decisions of Technology
Autumm Caines, University of Michigan Dearborn
<https://www.civicsoftechnology.org/edtechaudit>
<https://autumm.edtech.fm/2023/01/18/prior-to-or-instead-of-using-chatgpt-with-your-students/>

Civics of Technology About Us Curriculum Blog Events Review Research Contact

Technoethical Audit

There have been several versions of questions designed for teachers and students to conduct technoethical audits of edtech. The first set of questions appeared in the InTeK, InTeK, and InTeK W&M (2010) article below, but we have simplified them here. Teachers and students can use, modify, and adapt these questions for technoethical audits appropriate to their context.

1. How is the environment affected by this technology?
2. How does the design of this technology impact people?
3. What are the intended business practices for this technology?
4. What business models apply to this technology?
5. What are the intended educational uses of this technology?

Discriminatory Design Audit

The following four discriminatory design audit questions below were adapted out of Rule Benjamin's (2018) book, *How to Kill Technology: Abolitionist Tools for the New Jim Crow*. The document testing the basis of watching documentaries *Men-Could-Run* (2019) for examples of discriminatory design. Anika Saiti, and I had conducted the average audit of 100+ at the beginning of the pandemic as a vehicle toward the

Five Critical Questions About Tech

Humans tend to be optimistic about technologies because immediate benefits are often obvious. These five critical questions about technology can be used for critically engaging into the cultural, educational, and epistemological effects of technologies, including educational technologies.

These questions were adapted by Dan Kralik and Scott Brinker from a 2018 talk presented here by Paul Friesen. You can find more information about these questions on that Curriculum page of this site.

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Make Commitments:
Stop and Share in Chat Window:
Which principle(s) of TEC-VARIETY will you use?

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

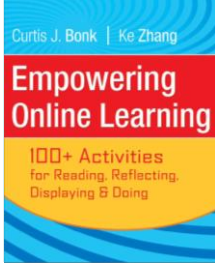



MOTIVATION



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

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The R2D2 Model




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



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1. Auditory or Verbal Learners

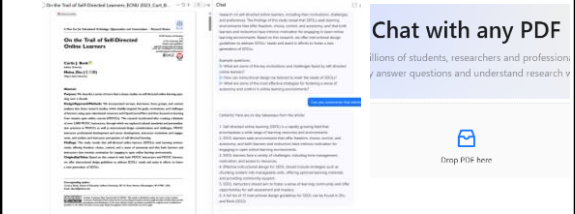
•Auditory and verbal learners prefer words, spoken or written explanations.

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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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2. Reflective and Observational Learners

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



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May 12, 2023

Reflect 2a. Expert Reflections

IALLT Interview Project Episode 10: ChatGPT and Language Learning: Interview with Jesse Walker, Jason Kappes, and Frederick Poole
<https://fltmag.com/iallt-interview-project-episode-10-chatgpt-and-language-learning/>
<https://www.youtube.com/watch?v=0DQISzk7Z3U>



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

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August 31, 2023

Reflect 2b. 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.”



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November 23, 2023

Reflect 2c. 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 2d. 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)



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November 23, 2023

Reflect 2e. 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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November 23, 2023
Reflect 2f. 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.






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November 23, 2023
Reflect 2g. The Term Paper Turing Test (TextGenEd)

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



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



80

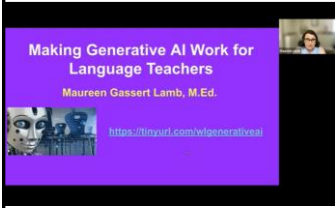
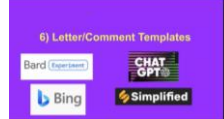

3. Visual Learners

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

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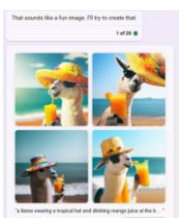
June 5, 2023
Display 3a. Short Demonstration Videos
 IALLT June Webinar 2023 –
 Making Generative AI Work for Language Teachers
<https://fitmag.com/generative-ai-webinar/>
<https://www.youtube.com/watch?v=MkIEI6ppqvg>

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June 7, 2023
Display 3b. Bing Chat for stories, plays, poems, images, etc.

Users can easily write a prompt to create an image directly in the chat. OpenAI's **DALL-E** (it can also be used at bing.com/create). Users can create as many images as they would like for free. <https://tesl-ej.org/pdf/ej107/int.pdf>



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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.




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February 19, 2023

Do 4a. Generate images and have students draft stories

DALL·E: An "Intelligent" Illustrator for your Language Classroom
<https://fltmag.com/dall%2c2kb7e/>

- 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.

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September 15, 2023

What is Next?

Learning is More Personalized

AI Voice Generator For Commercial Use

Natural Reader: <https://www.naturalreaders.com/>

AI Voice Generator: Emotive Voice Styles

Add emotions and effects to bring your voiceover to life

Friendly	Chat	Terrified
Sad	Shouting	Whispering
Cheerful	Unfriendly	Angry
Excited	Helpful	

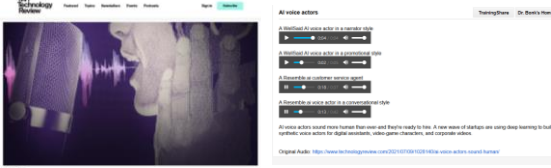
86

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

Voice (4:43): <https://www.youtube.com/watch?v=YajlaSP01ik>
 Video downloaded: <http://curtbonk.com/alvoice2.html>
 Audio (4 examples): <http://curtbonk.com/alvoice.html>



Original Audio: <https://www.tektronix.com/2021/02/25/101-voice-actors-sound-better>


AI voice actors sound more human than ever—and they're ready to hire

87

Poll #4. 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




BRAINY IDEAS

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Poll #5. Closing questions...

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

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




89

Closing Activity:


Turn to your neighbor once again and share:

What can you use Generative AI like ChatGPT for?

Let's Recap!



review and share: look for students and teachers



90






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



I can't 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/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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