

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

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Indiana University**

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1

Poll #1. Warm-up question...

Have you used a Generative AI tool or platform for any of your formal or informal learning on a daily basis?
Yes.
No.



2

Poll #2. Warm-up question...

Have you used ChatGPT or other Generative AI tools in your innovative teaching in the past few months?

- a. No.
- b. Yes, one time.
- c. Yes, a few times.
- d. Yes, many times.
- e. Yes, every chance that I can get.



3

February 21, 2024

2024: The year of generative AI

<https://www.eschoolnews.com/digital-learning/2024/02/21/2024-the-year-of-gen-ai/>

The rise of generative AI in education

Gen AI is a type of AI that can create new content, from text to images, audio, video, code, 3D models, and more. It's a game-changer for educators due to its ability to produce original content.

Gen AI is revolutionizing education by offering a range of capabilities that cater to diverse learning needs and styles. Here's a look at some of the key features:

- Text generation:** From drafting lesson plans to creating formative assessments, Gen AI can produce a wide range of written content and aid educators in curriculum development.
- Visual content creation:** Gen AI can design images, graphics, and diagrams, saving time and adding visual appeal to learning materials.
- Adaptive personalization:** Gen AI can create custom content, content, and assessment, tailoring learning experiences to individual students' needs, interests, and learning styles. The writing is done in real-time, such as ChatGPT to customize text to a specific reading level.
- Language translation:** Gen AI can translate educational materials for diverse language needs, making learning more accessible and inclusive.
- Personalized learning materials:** Gen AI makes it easy to tailor educational content to individual student needs. It can adapt materials based on specific needs, interests, and learning styles. The writing is done in real-time, such as ChatGPT to customize text to a specific reading level.
- Language translation:** Gen AI can translate educational materials for diverse language needs, making learning more accessible and inclusive.

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July 5, 2024 AI in Education

Stefanie Panke and Israt Jahan Ooeshi

https://edtechbooks.org/ai_in_education

AI in Education

Stefanie Panke & Israt Jahan Ooeshi

AI for Creativity: How AI-Tools Can Foster Imagination, Serious Play and Design Thinking

1.1. AI for Creativity: How AI-Tools Can Foster Imagination, Serious Play and Design Thinking

1.2. Implementing Pedagogical Applications and Constraints

1.3. Implementing Pedagogical Strategies with AI

1.4. Informative Literacy for Generative AI

1.5. Learning with Generative AI in Learning

1.6. Learning with Support Tools, Quality and Problem

1.7. AI in Higher Education

1.8. Policy and Regulation of AI in Higher Education

1.9. Impact on Student Engagement and Learning Outcomes

1.10. Teacher Professional Development

1.11. AI in K-12 Education

1.12. AI in Higher Education

1.13. AI in Higher Education

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March 5, 2024

AI, Equity, and Affordability: A Primer for Higher Education Leaders and Educators

Erica Price Burns, Campus Technology

<https://edtechbooks.org/ai-equity-affordability/2024/03/05/ai-equity-affordability>

AI, Equity, and Affordability

A Primer for Higher Education Leaders and Educators

Higher education institutions can adopt AI-enabled tools in support of nearly every campus priority, from supporting great teaching and learning to enhancing student success resources to improving internal operational effectiveness. AI-enabled tools can increase efficiency, provide scalable student support, and uncover insights about students and courses.

Higher education leaders can take advantage of AI-enabled tools by offering students the best possible experience, and by providing the best possible support for their students.

Support for teaching and learning: AI-enabled tools can support teaching and learning in a variety of ways, from providing personalized learning experiences to supporting student success resources.

Internal operational effectiveness: AI-enabled tools can improve internal operational effectiveness by automating routine tasks and providing insights into campus operations.

Supporting student success: AI-enabled tools can provide scalable student support, helping students succeed in their studies.

Supporting campus operations: AI-enabled tools can improve internal operational effectiveness by automating routine tasks and providing insights into campus operations.

6

September 16, 2024

Educate AI

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

The screenshot shows the homepage of the Educate AI website. It features a navigation bar with links for Home, Columnist, K-12, Issues, Articles, and Podcasts. Below the navigation, there are several article thumbnails, including one titled "5 Steps to Be a 'Learn-It-All' AI Education Leader" and another titled "AI Can Help Transliterate Special Education. Here Are Five Key to Success". There is also a "Magazine Subscription" section.

7

August 2023

AI Literacy Explained

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

The screenshot shows a DataCamp article titled "AI Literacy Explained" by Matt Crabtree. The article discusses the importance of AI literacy in the workplace. To the right, there is a social media post with a video thumbnail titled "WHAT STUDENTS REALLY NEED TO LEARN ABOUT AI" and another post titled "Teachers Need PD on Artificial Intelligence: What It Should Look Like".

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May 2, 2024

Top 20 AI Tools for Boosting Learning & Development in 2024

Harry Cloke
<https://www.growthengineering.co.uk/ai-tools/>

The screenshot shows an article titled "TOP 20 AI TOOLS FOR BOOSTING LEARNING & DEVELOPMENT IN 2024" by Harry Cloke. The article lists various AI tools such as ChatGPT, DALL-E, and Synthesia, and provides a brief description of each tool's capabilities in an educational context.

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August 1, 2024

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

Rachel Janzen, Clare Church, and Radhe Paleia
<https://forum.academica.ca/forum/exploring-ai-students-speak-about-their-awareness-and-usage-of-chatgpt>

Awareness: What Generative AI Tools Are Students Familiar With?

We asked students about their familiarity with generative AI tools first, beginning with the most famous tool: ChatGPT. Unsurprisingly, a significantly higher percentage of students had heard of ChatGPT in 2024 than in 2023. Almost all (97%) of surveyed students said that they had heard of ChatGPT this year, whereas in 2023, less than two-thirds (66%) of students said the same (Figure 1).

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

Year	Yes (%)	No (%)
2024	97%	3%
2023	66%	34%

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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)

Usage Category	2024 (%)	2023 (%)
As a learning aid (e.g., to record a question, clarifying concepts)	88%	75%
Exploratory (just to see what it could do)	79%	73%
To write part of an assignment	30%	16%
To write a full assignment	5%	4%
Other	16%	12%

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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%)

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June 20, 2024

AI Meets Academia—Navigating the New Terrain
James Bedford, Inside Higher Education
<https://www.nytimes.com/2024/06/17/health/surgeon-general-social-media-warning-label.html>

Based on multiple surveys I've run in workshops over the years it appears around **40 to 50 percent of students are using AI to support their studies**, whereas for students with English as an Additional Language (aka English as a Second Language) it seems to be closer to 70 to 80 percent...

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July 12, 2024

More college students say AI helps them earn better grades
Laura Ascione, eCampus News
<https://www.ecampusnews.com/teaching-learning/2024/07/12/college-students-ai-better-grades/>


- A Pearson research survey of 800 nationally representative U.S. college students, conducted with Morning Consult, shows an increasing interest in using AI tools for study.
- **Fifty-one percent of spring semester students said generative AI has helped them get better grades, a 4-percentage point increase from Fall '23.**
- Fifty-six percent of spring semester students said generative AI has helped them be more efficient, a 7-percentage point increase from Fall '23.
- Forty-four percent of students are seeking tools to walk them through problems.
- **Nearly 60 percent of students are interested in trying new generative AI tools.**

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July 12, 2024

More college students say AI helps them earn better grades
Laura Ascione, eCampus News
<https://www.ecampusnews.com/teaching-learning/2024/07/12/college-students-ai-better-grades/>

Anthony Gonzalez, a student at Cerritos Community College who used Pearson's AI study tools in his General Chemistry class said, "I felt much more prepared for class, quizzes, and exams all around. Not to mention you could ask the AI study tool any question at any given time"



Teaching & Learning
More college students say AI helps them earn better grades
 Laura Ascione
 July 12, 2024
 Students say their academic achievement and efficiency have improved after using generative AI tools

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June 20, 2024

Higher Education Has Not Been Forgotten by Generative AI
Ray Schroeder, Inside Higher Education
<https://www.nytimes.com/2024/06/17/health/surgeon-general-social-media-warning-label.html>

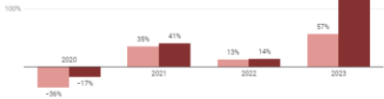
Just in case we need to remind ourselves of why those of us in higher education must begin to integrate GenAI into our teaching and learning, **data is now emerging that indicates that students may be more likely to be considered for higher paying positions if they include experience with AI in their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

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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.



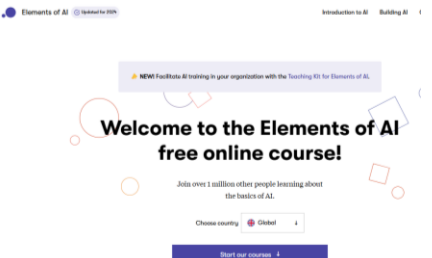
Year	1-year percent change in all postings	1-year percent change in AI postings
2020	-26%	-17%
2021	38%	41%
2022	12%	14%
2023	57%	124%

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," "AI+," "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: WICM authors • Get the data • Created with Datawrapper

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July 8, 2024

Elements of AI free online course
University of Helsinki
<https://www.elementsofai.com/>



Elements of AI | Helsinki 2024

Introduction to AI | Building AI |

NEW! Facilitate AI training in your organization with the Teaching Kit for Elements of AI.

Welcome to the Elements of AI free online course!


Join over 1 million other people learning about the basics of AI.

Choose country: Global

Start your course

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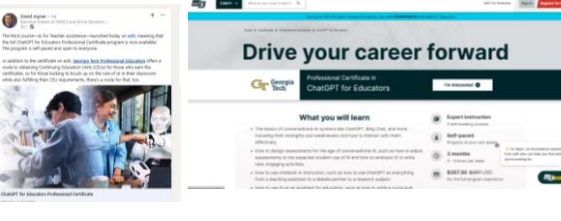
November 30, 2023
Over 1,000 Sun Devils enroll in ASU's generative AI training course
<https://tech.asu.edu/features/ASUFacultyAICourse>



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


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April 19, 2024
Professional Certificate in ChatGPT for Educators
Georgia Tech
<https://www.edx.org/certificates/professional-certificate/gtx-chatgpt-for-educators>



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August 21, 2024
AI Scientists Have a Problem: AI Bots Are Reviewing their Work
 Stephanie M. Lee, The Chronicle of Higher Education
<https://www.chronicle.com/article/ai-scientists-have-a-problem-ai-bots-are-reviewing-their-work>
Up to 17 percent of reviews submitted to prestigious AI conferences in the last year were substantially written by large language models (LLMs), a recent study estimated.



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August 21, 2024
AI Scientists Have a Problem: AI Bots Are Reviewing their Work
 Stephanie M. Lee, The Chronicle of Higher Education
<https://www.chronicle.com/article/ai-scientists-have-a-problem-ai-bots-are-reviewing-their-work/>


- **Many professors are at a loss as to how to respond to AI.** Some have resurrected assessment instruments from the pre-digital era, such as hand-written, proctored essay exams or in-person oral presentations, tactics that introduce a myriad of other complications.
- **...faculty members need to move from the "what" pedagogy of the industrial era** — students passively ingesting a heavily curated body of information for later regurgitation — **to a "why" paradigm** that turns students into builders of new knowledge through creative problem solving.

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

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


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



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

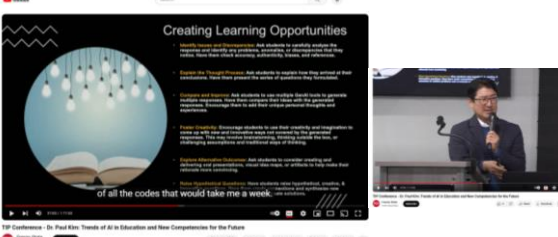
"I've been teaching at this university for 17 years and suddenly this comes along to devalue everything I've done to become a caring, competent instructor, and the students are creating make-work for me," he says, describing the shift as "devastating." "I'm grading fake papers instead of playing with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



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March 8, 2024

Cal State Fresno, TIP Conference - Dr. Paul Kim: Trends of AI in Education and New Competencies for the Future
Video (1:17:03)
<https://www.youtube.com/watch?v=DsUEhxjNku8>
 Keynote ("Trends of AI in Education and New Competencies for the Future") last week at the Fresno State University event, Exploring Ethical Uses of AI.



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June 20, 2024

Higher Education Has Not Been Forgotten by Generative AI
Ray Schroeder, Inside Higher Education
<https://www.nytimes.com/2024/06/17/health/surgeon-general-social-media-warning-label.html>

With Khanmigo, the Khan Academy provides teachers with a tool with which "educators can easily tackle a wide range of duties, such as the following:

- Generating rubrics
- Developing quiz and exercise questions
- Crafting exit tickets
- Creating captivating lesson hooks tailored to student interests
- Supporting Individual Education Plan (IEP) development.

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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/articles/10.1007/s11328-024-00939-0>

<p>Student codes</p> <ul style="list-style-type: none"> • 24/7 support and accessibility <ul style="list-style-type: none"> ◦ Unlimited access ◦ Variety of subjects/platforms ◦ Increased opportunities • Explain difficult concepts <ul style="list-style-type: none"> ◦ Summarize ◦ Provide rationale • Conversation partner <ul style="list-style-type: none"> ◦ Diverse contexts. ◦ Customized conversations ◦ Argument practice • Personalized feedback and materials <ul style="list-style-type: none"> ◦ Feedback ◦ Tailored activities ◦ Personalized pacing ◦ Personalized materials ◦ Recommendations ◦ Language assistance 	<ul style="list-style-type: none"> • Writing Support <ul style="list-style-type: none"> ◦ Writing steps ◦ Ideas ◦ Editing • Self-assessment <ul style="list-style-type: none"> ◦ Generate outlines ◦ Study guides ◦ Questions ◦ Diagnostic reasoning ◦ Detailed responses • Engagement <ul style="list-style-type: none"> ◦ Facilitate discussions ◦ Collaboration ◦ Interactive learning • Facilitate self-determination <ul style="list-style-type: none"> ◦ Sense of control ◦ Autonomy over learning ◦ Increase efficacy
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August 28, 2024

Initial guidelines for Gen AI tools at Harvard
 Harvard University Information Technology
<https://huit.harvard.edu/ai/guidelines>



Home / Generative Artificial Intelligence (AI) / Generative AI Guidelines

Generative AI is a type of artificial intelligence that can learn from and mimic large amounts of data to create content such as text, images, music, videos, code, and more, based on inputs or prompts. The


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August 28, 2024

Teaching with Generative AI
 Dartmouth Center for the Advancement of Learning
<https://ccal.dartmouth.edu/resources/teaching-methods/teaching-generative-artificial-intelligence>

Suggestions for Teaching with Gen AI

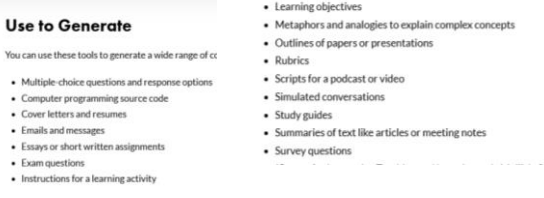
1. Try it out. Prompt it. Test it. And evaluate the output.
2. Emphasize process over product.
3. Foster meta-cognition; e.g., explain one's thinking.
4. Carefully analyze AI-generated content.
5. Create options and dual versions of assignments.
6. Reimagine writing with your students—a process of prompting, editing, and revising. Reflect on this.



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August 28, 2024

Guidelines for Generative AI
 MIT Management Teaching & Learning Technologies
<https://mitsloanedtech.mit.edu/ai/tools/writing/>



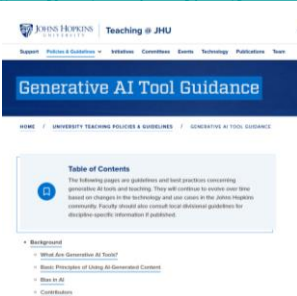
Use to Generate

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

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

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August 28, 2024
Generative AI Tool Guidance
 Teaching at Johns Hopkins University
<https://teaching.jhu.edu/university-teaching-policies/generative-ai/>



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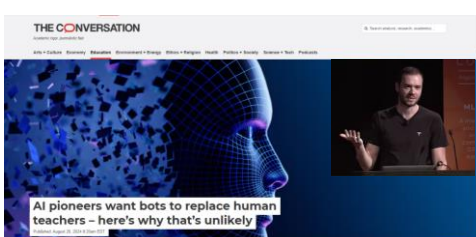
July 5, 2024
Teaching: Getting in sync with students about AI
 Beth McMurtrie, The Chronicle of Higher Education
Case: Professor Ken McKay, Management Sciences, University of Waterloo
<https://www.chronicle.com/newsletter/teaching/2024-07-05>

- 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.



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August 20, 2024
AI pioneers want bots to replace human teachers – here's why that's unlikely
 Annette Vee, The Conversation
<https://theconversation.com/ai-pioneers-want-bots-to-replace-human-teachers-heres-why-thats-unlikely-235754>



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July 18, 2024
The Synthetic Professor
 Ray Schroeder, Inside Higher Ed
<https://www.insidehighered.com/opinion/blogs/online-trending-now/2024/07/18/synthetic-professor>

July 18, 2024

The Synthetic Professor

We have reached a point in the development of generative AI that synthetic AI professors are poised to enter academe.

By Ray Schroeder

The AI-Augmented Professor of 2024

It is early August 2024. I am about to begin the fall term of teaching, research, administrative tasks and advising with the help of generative artificial intelligence tools and assistants.

By Ray Schroeder

My syllabus was already submitted a couple of months ago so it is

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July 10, 2024
'A Professor's Digital Mini-Me'
 Alex Walters, The Chronicle of Higher Education
<https://www.chronicle.com/article/a-professors-digital-mini-me>



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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>



AI Will Shake Up Higher Ed. Are Colleges Ready?
 A lot rides on the answer.

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July 4, 2024
Gradually, then Suddenly: Upon the Threshold
 Ethan Mollick, One Useful Thing
<https://www.oneusefulting.org/p/gradually-then-suddenly-upon-the>

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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>

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February 16, 2024
OpenAI's Video Generator Sora Is Stunning and Utterly Terrifying
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<https://www.thedailybeast.com/openais-video-generator-sora-is-stunning-and-utterly-terrifying>

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February 16, 2024
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<https://www.thedailybeast.com/openais-video-generator-sora-is-stunning-and-utterly-terrifying>

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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>

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Teaching and Learning with Generative AI: Higher Education
 ASU
<https://careercatalyst.asu.edu/programs/teaching-learning-generative-ai/>

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August 31, 2024
Brave People Option:
Activity #1. AI Case Analysis
<https://curtbonk.com/Instructional-Strats-R546-2024.htm>

• Brave People Option: Case Situations or Problems

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

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



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August 31, 2024
Brave People Option:
Activity #2. Research Dig
<https://curtbonk.com/Instructional-Strats-R546-2024.htm>

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

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



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August 31, 2024
Brave People Option:
Activity #3. Application Paper
<https://curtbonk.com/Instructional-Strats-R546-2024.htm>

Brave People Option: Job Application Paper.

Write a 3 page single-spaced paper where you evaluate one or more perspectives, strategies, or approaches from the perspective of an educational setting, issue, or problem of importance to you (preferably your current or past job). For example, the paper might be titled, "How generative AI might augment teacher pedagogical skills and experimentations. Of course, it should have a descriptive title, some kind of thesis statement, and a conclusion.

• **AI Option:** Adventurous students might ask ChatGPT or Claude, Microsoft Copilot, Gemini, etc. to also generate a job application paper and compare and contrast the two papers.



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August 31, 2024
Brave People Option:
Activity #4. Super Summary
<https://curtbonk.com/Instructional-Strats-R546-2024.htm>

Brave People Option: Super Summary

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

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



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August 31, 2024
Brave People Option:
Activity #5. Expert or Scholar Review and Interactive Dialogue
<https://curtbonk.com/Instructional-Strats-R546-2024.htm>

Brave People Option: Expert or Scholar Review.

Sometimes an instructional approach or thinking program is synonymous with the inventor or creator of that program. In this option, I want you to review the work of a scholar in this field. For instance, you might read about the person who invented a popular concept, technique, or theory. You might send that person a letter asking for additional information. It is the exploratory, inquisitive nature of the task that is prized here, not what you actually do. **AI Option:** Adventurous students might ask ChatGPT or Claude, Microsoft Copilot, Gemini, etc. to generate a fictional dialogue between two or three such experts. Or ChatGPT could create a fictional expert that could respond to student questions.

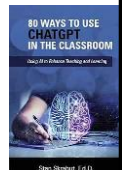


47

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

Activity #6. Think, Pair, Share
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BYC8MXJW>

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



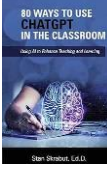
48

February 10, 2023

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

Activity #7. Predict ChatGPT Response
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

Integrate ChatGPT into a class activity. Before pressing return on a question posed to ChatGPT, have students predict what the response or answer will be and then compare the student responses to what they predicted.



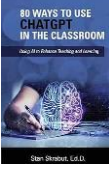
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Stan Skrabut, Ed.D.

Activity #8. List Generator Discussions
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

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



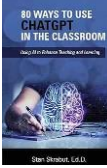
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February 10, 2023

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

Activity #9. Writing Feedback and Assistance
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

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




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

Activity #10. Language Discussion Partners
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

Have students engage ChatGPT or any other generative AI tool generate to help discuss new topics and concepts as well as process class activities or lectures at the start of end of an activity or class. Then, have students critique the output at the end of the conversation.



52

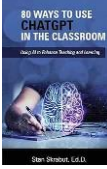
February 10, 2023

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

Activity #11. Language Conversation Partners
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

Have students in a language class engage ChatGPT or any other generative AI tool engage in conversations and to help process class activities or lectures at the start of end of an activity or class. Then, have students critique the output at the end of the conversation such as noting grammatical errors.

Gen AI might also translate articles and blocks of text into the target language.



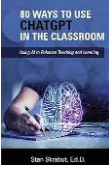
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80 Ways to Use ChatGPT in the Classroom
Stan Skrabut, Ed.D.

Activity #12. Language Conversation Partners
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

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



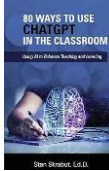
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Stan Skrabut, Ed.D.

Activity #13. Grade ChatGPT Response
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/BOBYC8MXJY>

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



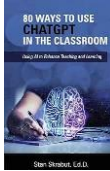
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Activity #14. Q&A Sessions
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/BOBYC8MXJY>

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



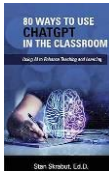
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80 Ways to Use ChatGPT in the Classroom
Stan Skrabut, Ed.D.

Activity #15. Debate Assistance
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/BOBYC8MXJY>

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



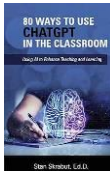
57

February 10, 2023

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

Activity #16. Create Blog Posts
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/BOBYC8MXJY>

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



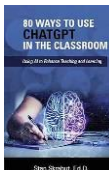

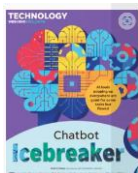
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February 10, 2023

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

Activity #17. Ice Breakers
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/BOBYC8MXJY>

ChatGPT or any other generative AI tool could be used to generate ice breakers for the first class or when starting team assignments.


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December 3, 2023

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

Activity #18. Interactive Lessons
<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Harnessing/dp/BOCPDWKQWYG>

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



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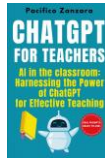
December 3, 2023

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

Activity #19. Problem Solving Scenarios

<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Harnessing/dp/B0CPDWKWKYG>

Use ChatGPT or any other generative AI tool to create real-world scenarios that require problem solving and decision making. Teams of students could address different scenarios or engage in competitions related to a few key scenarios.



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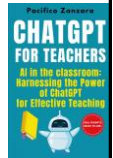
December 3, 2023

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

Activity #20. Analytical Writing Prompts

<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Harnessing/dp/B0CPDWKWKYG>

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



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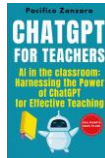
December 3, 2023

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

Activity #21. Gamified Learning

<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Harnessing/dp/B0CPDWKWKYG>

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



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April 4, 2024

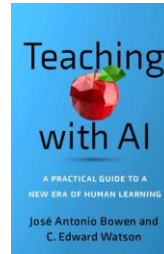
Teaching with AI:

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

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

Marybeth Gasman, Forbes

https://www.forbes.com/sites/marybethgasman/2024/04/04/teaching-with-ai-what-you-need-to-know/?hpid=hp-top-stories%3Ahomepage%2Fstory&irg=I_rg-top-stories%2Fstory_01&irg_campaign=homepage_top_stories



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

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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.



65

April 4, 2024

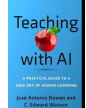
**Teaching with AI: A Practical Guide to a New Era
of Human Learning (2024)**

Activity #22. Blogging and Journaling

Jose Antonio Bowen and C. Edward Watson

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

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



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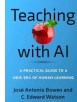
April 4, 2024

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

Activity #23. 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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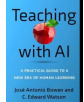
April 4, 2024

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

Activity #24. 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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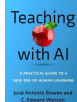
April 4, 2024

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

Activity #25. Supporting Mastery

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

- Just imagine you could give AI specific information you want students to learn in your course. For instance, have students submit lab reports, business plans, stories, computer code, etc. and ask ChatGPT or another AI tool to identify problems, loopholes, and inconsistencies. Student fixes the problems and resubmits the artifact until no further problems are detected. Students must turn in interactions with AI with their assignments.



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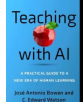
April 4, 2024

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

Activity #26. Reverse Engineering

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

- Ask students to detail the contributing factors that explain a specific issue, event, situation, response, etc. For example, what factors have contributed to the popularity of Taylor Swift, AI in Education, tiny houses, or tourism in Antarctica? Have the students transfer these factors to a new situation such as design a process to replicate the success of Taylor Swift with a specific currently unknown singer. Then have ChatGPT create a list of factors and compare and discuss the two lists.



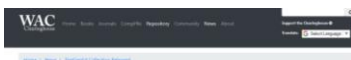
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November 23, 2023

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.



TextGenEd Collection Released
 @Aug 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 *TextGenEd: An Introduction to Teaching with Text Generation Technologies*. Edited by Annette Vee and Carly Schnitzler, this digital collection addresses innovative approaches for using generative AI technology in writing to students. *TextGenEd* features undergraduate-level assignments to support students in thinking, research and critical engagement, creative exploration, and performance writing, along with annotations to guide instructors' understanding and their selection of what to emphasize in their courses.



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August 28, 2024

Creative Explorations, WAC Clearinghouse

Activity #27. Spellcraft & Translation: Conjuring with AI

Dana LeTrice Calhoun, University of Pittsburgh
<https://wac.colostate.edu/repository/collections/textgened/creative-explorations/spellcraft-translation-conjuring-with-ai/>

Original Assignment Context: End of elective Public and Professional Writing Course.

"This assignment invites undergraduate students to create "spells," a poem based on a wish, and prompt an LLM to write a spell of its own, then reflect on their input and LLM output compared to their original compositions. Students analyzed the function of language and intent in manual and LLM composition, drawing together meaning and expression, and how LLM technology replicates or revises that expression. This assignment can be adapted to most rhetoric, composition, and cultural studies courses."



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August 28, 2024

**Creative Explorations, WAC Clearinghouse
Activity #28. Made Not Only By Me: Coauthoring a
Children's Book with Text and Image Generation**

Brandee Easter, York University
<https://wac.colostate.edu/repository/collections/textgened/creative-explorations/made-not-only-by-me/>

Original Assignment Context: End of large year-long, first-year Professional Writing course

This assignment asks undergraduate students to explore image and text generation technologies to create a short, illustrated children's book. Although text and image generation technologies are different, experimenting with them in parallel challenges students to reflect critically on the co-constitutive relationship between writing and technology. This approach was particularly useful for making "visible" how technologies can participate in, create, and sustain biases.



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August 28, 2024

**Creative Explorations, WAC Clearinghouse
Activity #29. The Grand Exhibition of Prompts**

Mark C. Marino, Univ of Southern California, Rob Wittig, University of Minnesota Duluth
<https://wac.colostate.edu/repository/collections/textgened/creative-explorations/the-grand-exhibition-of-prompts/>

Original Assignment Context: End of semester in upper-level advanced writing course

In this collaborative creative writing game on a threaded discussion platform students experiment with AI image-making programs, but concentrate on the expressive, literary power of the verbal prompts they write...Students can be evaluated on their contributions, and on their support and encouragement of other writers. With the advent of artificial intelligence image-making software (such as MidJourney and Dall-E2), it seems the average untrained anybody can become a world-class visual artist merely by writing a prompt. Such developments have disrupted traditional notions of what it means to be a visual artist in the one aspect of making we like to think is exceptionally human: creativity.



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August 28, 2024

**Creative Explorations, WAC Clearinghouse
Activity #30. Professional Writing for Healthcare**

Heidi McKee, Miami University
<https://wac.colostate.edu/repository/collections/textgened/professional-writing/professional-writing-for-healthcare/>

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

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

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



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August 28, 2024

**Creative Explorations, WAC Clearinghouse
Activity #31. AI in First Year Writing Courses**

Marc Watkins, University of Mississippi
<https://wac.colostate.edu/repository/collections/textgened/ethical-considerations/ai-in-first-year-writing-courses/>

Original Assignment Context: First-year writing course.

AI-assisted writing is only permitted in this course provided a student uses an AI writing assistant as a collaborative tool to help the student with the development and advancement of their own writing process. **Collaborating with an AI writing assistant can include brainstorming, outlining, and drafting, so long as there is substantial writing, research, and composing by the student which is not generated solely by the AI.** "AI-generated writing" means there has been little or no involvement from the student as an author, with the majority of the writing being generated by an AI. The goal of using AI-assisted writing in this class is to help students develop their writing process and critical thinking, not to replace or substitute for either. Therefore, using an AI to generate writing or compositions without substantial original contribution from a student is neither acceptable nor allowed.

- Select one of the prompts from the Common Read Unit Assignment. Directions to compose your response. Your response should be between 250 to 300 words. Include the following information in your response.
- Write or use our [AI Writing Assistant](#) to develop a thesis statement answering the prompt question.



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August 28, 2024

**Rhetorical Engagements, WAC Clearinghouse
Activity #32. Writing Against the Machine:
Debating with ChatGPT**

Justin Lewis and Ted Wayland, Olympic College
<https://wac.colostate.edu/repository/collections/textgened/ethical-considerations/ai-in-first-year-writing-courses/>

Original Assignment Context: First-year writing course.

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



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July 23, 2023

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

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



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July 23, 2023

101 creative ideas to use AI in education

Activity #33. Student-led Case discussions with ChatGPT Prompts (AI can help focus, is reliable, nudge)

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


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

Author: Fay Short
Role: Professor in Counselling
Contact: Compiling nudge lists for stimulating case study discussions.

My idea: Encouraging students need to discuss client case studies, drawing on their knowledge of various factors such as ethics, legislation, and best practice.

Contact details: f.short@bangor.ac.uk
Institution/organisation: Bangor University
Tools used: ChatGPT

What I aim to achieve: Students will use AI to generate a list of topics to be discussed from the real-world case studies presented.



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May 6, 2024

AI-guided discussion boards

Max Evans, Padlet

<https://padlet.blog/ai-guided-discussion-boards/>

Co-creating a discussion board with AI

The first step is to add your student and topic information. This data will inform the AI on what kind of material and language to use.



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July 23, 2023

101 creative ideas to use AI in education

Activity #34. Authentic Assessments (e.g., mock job criteria and Applications and interviews)

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

60 Enhancing employability with AI-driven authentic assessments

Author: Fay Short
Role: Professor in Counselling
Contact: Drawing on theory and add to work for a counselling role.

My idea: I wanted to be able to create, but the use of AI has been invaluable for creating realistic and authentic writing prompts for students. I have used ChatGPT to generate a list of 100 writing prompts for students to use in their assignments. I have also used ChatGPT to generate a list of 100 writing prompts for students to use in their assignments. I have also used ChatGPT to generate a list of 100 writing prompts for students to use in their assignments.

Contact details: f.short@bangor.ac.uk
Institution/organisation: Bangor University
Tools used: ChatGPT

When the inspiration comes from: My students



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July 23, 2023

101 creative ideas to use AI in education

Activity #35. Support Student Revisions (i.e., revision guides, flash cards, self-test materials, examples, tutorials, glossaries, and other referenceware)

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

63 Using AI chatbot to support revision strategies

Author: Amy May
Contact details: amy.may@nottingham.ac.uk
Role: Learning development consultant
Institution/organisation: University of Nottingham
Contact: Higher education
Tools used: ChatGPT

My idea: To test the effectiveness of ChatGPT in supporting students with developing independent revision strategies.

What I aim to achieve: Creating guidance materials (summaries and exemplars) so that students can use ChatGPT to help their revise. E.g. creating revision guides, creating flash cards, generating self-test materials.

When the inspiration comes from: Lots of students asking about upcoming exams!



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101 creative ideas to use AI in education

Activity #36. Blended/Flipped Class with Gen AI

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

77 Introducing ChatGPT into the Blended Learning Approach

Author: Andrew Wilson
Contact details: andrew.wilson@nottingham.ac.uk
Role: Education, Student, TEL, Assisted Learning & Innovation

My idea: Engage our adult students in the use of ChatGPT through its inclusion in the blended learning approach. Create a one-session activity where students use ChatGPT to answer a question or generate text that is a large output. The activity is then designed to explore the benefits of ChatGPT further by asking ChatGPT to create a list of 100 writing prompts for students to use in their assignments.

Contact details: andrew.wilson@nottingham.ac.uk
Institution/organisation: Higher Education (LSE) programmes
Tools used: ChatGPT, use of your choice

What I aim to achieve: To help students understand how ChatGPT can be used as a tool to help them explore and understand programme related topics/areas.



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July 23, 2023

101 creative ideas to use AI in education

Activity #37. Practice Different Writing Styles

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

81 Reimagining writing styles with AI

Author: Ben Good
Contact details: goodb@qpsnet.edu
Role: Lecturer of rhetoric & composition

My idea: Using AI to explore writing students to various writing and rhetorical choices available to them in the unit of the rhetoric and composition and creative thinking about the rhetorical choices they are making.

When the inspiration comes from: Drawing from my own experience in my classroom.

Institution/organisation: Appalachian State University
Contact: Educational writing courses
Tools used: ChatGPT

What I aim to achieve: An rhetorical moment at the end of the semester? Could AI help suggest student writing to composing rhetorical choices, writing prompts, and developing content?



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July 23, 2023

101 creative ideas to use AI in education

Activity #38. Mashups for Morphological Thinking

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

83 Design thinking as synthetic combinatory creativity


Author: John Hammarley
Contact details: j.hammarley@leeds.ac.uk
Role: Educator
Institution/Organization: University of Leeds
Context: A workshop for art and design students.

My idea: Design thinking as synthetic combinatory creativity. Resolving Mashup, Mosaic, Remix and Morphological Mashups through AI.

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

Where the inspiration comes from: The inspiration comes from a comment that the accessibility in AI-generated content was an exciting prospect (Bourne, 2023). The combinatory possibilities of AI systems have resonance with combinatory variation and visualizing methods used in design.

The Morphologic Matrix, image captured from <https://www.youtube.com/watch?v=3j0L8D82010> (YouTube regarding the new iteration of the AI) <https://www.youtube.com/watch?v=3j0L8D82010> (YouTube regarding the new iteration of the AI) <https://www.youtube.com/watch?v=3j0L8D82010> (YouTube regarding the new iteration of the AI) <https://www.youtube.com/watch?v=3j0L8D82010> (YouTube regarding the new iteration of the AI)



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July 23, 2023

101 creative ideas to use AI in education

Activity #39. Analysis Gen AI Tool Results

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

84 Using different AI tools to encourage critical analysis

Author: Peter Hartley
Contact details: peter@trn.com
Role: Visiting Professor

Institution/Organization: Edge Hill University
Contact: Any disciplinary context
Tools used: DallE2, Midjourney, Stable Diffusion

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

What I aim to address: I aim to use new AI tools responsibly with students when the curriculum. This activity aims not to create new encouraging critical analysis and debate, and helping them to develop a more sophisticated understanding of what the software can (and cannot) do.

Where the inspiration comes from: When the inspiration comes from this is an update of a one-night seminar where students compare different image generation outputs.



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July 23, 2023

101 creative ideas to use AI in education

Activity #40. Refining Interview Questions

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

85 Refining interview questions using ChatGPT

Author: Katherine Walsh
Contact details: k.walsh@liverpool.ac.uk
Role: Lecturer, University Innovation Hub
Institution/Organization: University of Chester
Context: Students are required to develop a set of interview questions to use in a final research interview. The aim is to help to design their research and interview as part of a qualitative research methods book. ChatGPT was used to generate questions to help to refine the questions and has previously had general experience with writing, it is possible on the community.

My idea: To use the new feature Hyper Management to generate a list of interview questions to use in a research interview. The aim is to help to design their research and interview as part of a qualitative research methods book. ChatGPT was used to generate questions to help to refine the questions and has previously had general experience with writing, it is possible on the community.

What I aim to address: To use the new feature Hyper Management to generate a list of interview questions to use in a research interview. The aim is to help to design their research and interview as part of a qualitative research methods book. ChatGPT was used to generate questions to help to refine the questions and has previously had general experience with writing, it is possible on the community.

Where the inspiration comes from: The inspiration comes from a comment that the accessibility in AI-generated content was an exciting prospect (Bourne, 2023). The combinatory possibilities of AI systems have resonance with combinatory variation and visualizing methods used in design.



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July 23, 2023

101 creative ideas to use AI in education

Activity #41. 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.8355454>


98 Academic knowledge brought to life in comic book frames

Author: Aras Bozkurt
Contact details: arasbozkurt@gmail.com
Role: Educator
Institution/Organization: Anadolu University
Context: Higher education
Tools used: DALL-E 2, Midjourney, or any text-to-image generative AI tool

My idea: Academic articles, research books and other similar content can be boring. Especially when such articles are text-heavy, they can be challenging to read and learn. Instead, designing the same content as a comic strip can make such academic content more enjoyable.

What I aim to address: Academic information presented with comic book visuals, both stimulating and easier to remember.

Where the inspiration comes from: I would need a list of prompts that I can use and will need from students I can use.



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July 23, 2023

101 creative ideas to use AI in education

Activity #42. Reflections on Alternative Environments (Climate Change)

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

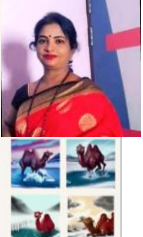
80 Life of a camel in icy environments

Author: Madhavi Iyer
Contact details: madhavi@rediffmail.com
Role: Educator
Institution/Organization: Taty College of Education
Context: Education
Tools used: ChatGPT, DALL-E 2

My idea: Our idea is the life of a camel in icy environments. We use AI to generate a list of interview questions to use in a research interview. The aim is to help to design their research and interview as part of a qualitative research methods book. ChatGPT was used to generate questions to help to refine the questions and has previously had general experience with writing, it is possible on the community.

What I aim to address: The objective of our idea is to find alternative living conditions to animals. The objective of our idea is to generate a list of interview questions to use in a research interview. The aim is to help to design their research and interview as part of a qualitative research methods book. ChatGPT was used to generate questions to help to refine the questions and has previously had general experience with writing, it is possible on the community.

Where the inspiration comes from: The idea actually came to us from while using and exploring to different alternative ideas in the DALL-E 2.



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September 5, 2024

Activity #43. Can GenAI Serve as Effective Teaching Tool for Art Education

<https://comminfo.rutgers.edu/news/can-genai-serve-effective-teaching-tool-art-education>
DOI: <https://doi.org/10.7702/ce.2024.15407>
<https://www.scip.org/journal/paperinformation?paperid=132790>

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








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

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November 16, 2023
AI Pedagogy Project: Harvard's metaLAB Introduces AI Pedagogy Project
 Harvard University
<https://cyber.harvard.edu/story/2023-11/harvards-metaLAB-introduces-ai-pedagogy-project>

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April 4, 2024
AI Pedagogy Project: AI Guide
 Harvard University
<https://aipedagogy.org/guide/>

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November 16, 2023
AI Pedagogy Project: Harvard's metaLAB Introduces AI Pedagogy Project
 Harvard University
<https://cyber.harvard.edu/story/2023-11/harvards-metaLAB-introduces-ai-pedagogy-project>

- Led by [Sarah Newman](#), Director of Art & Education at metaLAB, and developed with a primarily student team, the project offers:
- A searchable collection of educator-designed assignments for integrating AI into syllabi, and doing so responsibly and critically.**
- Understandable AI concept descriptions designed to outline essential concepts and skills in a streamlined guide.
- Recommendations for educators on how to begin their AI journey in the classroom.**
- An interactive tutorial on using large language models.
- A resource list for further AI exploration, including related projects.

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August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University
<https://aipedagogy.org/>
<https://aipedagogy.org/assignments/>

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August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University
<https://aipedagogy.org/assignments/>

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August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University
Activity #44. Identifying Photographic Manipulations (Fake, Real, Misleading)
 Once they have gathered a set of three photos—two real and one fake—students then create short Wikipedia-like captions describing the people in their images.
<https://aipedagogy.org/assignments/>

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August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University
<https://aipeadogy.org/assignment/interview-a-fictional-character/>
<https://aipeadogy.org/assignments/>

4. Now, it's the students' turn to synthesize and analyze their own fake historical photographs. Students work in small groups to create a set of three images with the following captions: (1) a real photograph with an authentic story, (2) a fake photograph with a fabricated story, and (3) a real photograph with a misleading story. Example images:




Left: Compromise read, Center: completion, false, Right: first image, misleading (misread)

- To source their real photographs, students are required to use archives from trusted resources like the image galleries of the Smithsonian, Library of Congress, Getty Center, or other special collections databases.
- Encourage students to select figures that are less known from history or unknown altogether, with particular attention to communities that might be underrepresented in such archives.
- When creating their fake images with AI text-to-image tools, a list of terms about historical techniques is shared with students to help them craft more effective prompts that will, ideally, generate convincing photographs from a particular time period.
- Once they have gathered a set of three photos—two real and one fake—students then create short Wikipedia-like captions describing the people in their images. They are allowed to use tools like ChatGPT for creating these descriptions, but it is not required.


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August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University
Activity #45. Interview Historical and Fictional Characters
 (conversational skills, literary analysis skills)
 Students will write a paper using quoted evidence from the chat transcript.
<https://aipeadogy.org/assignment/interview-a-fictional-character/>
<https://aipeadogy.org/assignments/>



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August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University
Activity #46. Critique and Compare Human and AI-Generated Critiques
 Students reflect on the human vs. ChatGPT-generated assessments. Write a page or more reflecting on some of the following questions of your choice. Include at least three quotes from any of the relevant documents.
<https://aipeadogy.org/assignment/a-tale-of-two-critiques/>
<https://aipeadogy.org/assignments/>



A Tale of Two Critiques
 Compare and reflect on a primary source, a ChatGPT-generated critique of that source, and a human-generated critique. The goal is for students to build skill and confidence with critical reading.

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August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University
Activity #47. Exploring and Reflecting on the Future
 Prompt the AI to generate an action plan for how to achieve success in their chosen career pathway. The students can then use this action plan moving forward when preparing university applications, applying for internships, setting career goals, and making informed decisions about additional learning opportunities or skill development.
<https://aipeadogy.org/assignment/a-tale-of-two-critiques/>
<https://aipeadogy.org/assignments/>



AI, the Future, and You
 Explore AI's potential impact on future careers through critical reflection, skill discovery, and strategic planning.

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August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University
Activity #48. 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://aipeadogy.org/assignment/immersive-history/>
<https://aipeadogy.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.

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August 27, 2024
AI Pedagogy Project: Assignments
 Harvard University
Activity #49. Error Correction and Critical Thinking
 Working in word processing software, use "track changes" (or "suggested edits") to copy edit the essay to improve it. Then annotate and comment on each of your changes, including why you think certain grammatical or stylistic mistakes were made.
 Optional: experiment with different LLMs to find the poorest essay.
 ...you might try prompting both ChatGPT and Google Gemini with the following: "Write a factually inaccurate essay discussing the effects of human pollution on the Mississippi River Delta ecosystem that attributes these effects primarily to fallen space debris,"
<https://aipeadogy.org/assignment/correct-a-bad-essay/>
<https://aipeadogy.org/assignments/>



Correct a Bad Essay
 Practice editing skills and learn about LLMs by generating a poorly written essay and then copy editing it with annotation and reasoning.

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August 27, 2024

Activity #50. AI and the Case for Project-Based Teaching

Chat Raymond, The Chronicle of Higher Education
<https://www.chronicle.com/article/ai-and-the-case-for-project-based-teaching>
 project-based course design that leverages students' intrinsic curiosity

I first offer opportunities for students to experiment on unstructured problems that have no single correct answer. For example, in a comparative-politics course, I might ask students to assume the role of political-risk consultants and, within 20 minutes, identify which of four African states is the most suitable location for a German company's new manufacturing plant. Students must justify their reasoning and through metacognition reflect on what they learned about problem solving as part of the exercise.



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August 27, 2024

**AI and the Case for Project-Based Teaching
 Activity #50. PBL Designing an Intervention or New Initiative**

Chat Raymond, The Chronicle of Higher Education
<https://www.chronicle.com/article/ai-and-the-case-for-project-based-teaching>

Professors can use problem-oriented projects regardless of academic discipline. For example:

- Similarly, students in a psychology course could develop an intervention that deals with a specific mental-health issue at their college, and pitch the idea to campus administrators. To design a realistic intervention, they would need to construct testable hypotheses that respect ethical and legal constraints, identify how to marshal resources, analyze data collected from preliminary surveys, and create a plan for assessing the proposal's effectiveness

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August 28, 2024

What will AI do to higher education?

Hannah Cox, James T. Fisher, & Peter Levine, Tufts University,
 eCampus News

<https://www.ecampusnews.com/teaching-learning/2024/08/27/chief-online-learning-officers-chloe/>



What will AI do to higher education?

Hannah Cox, James T. Fisher, & Peter Levine, Tufts University

August 28, 2024

Undergraduates discuss how AI must be better understood so that those using it can do so ethically

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Poll #3: Will instructors be replaced by Generative AI?

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



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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?

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



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Poll #5. Closing questions...

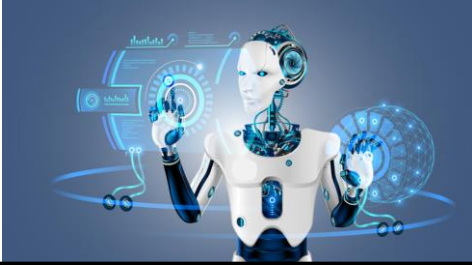
5. How many ideas did you get from this session for using ChatGPT or other Generative AI tools in your formal and informal learning?

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



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Closing questions...?



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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. Bank, IST Professor, Indiana University

Email: cjbank@iu.edu



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